



1985

## Secondary Education in Thailand: Its Growth and Development

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SECONDARY EDUCATION IN THAILAND: *me*

ITS GROWTH AND DEVELOPMENT

by

Sunisa Timtiampet

A Dissertation Submitted to the Faculty of the Graduate School of  
Education of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

May

1985

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## VITA

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## CHAPTER I

### THAILAND GENERAL BACKGROUND

From ancient times until the recent past, the chief purpose of education in Thailand has been to study the virturous life and how to attain it. Such an education has involved teaching youth to read and write and to shape their characters according to Buddhist moral percepts. However, a series of five year national development programs that have guided the national destiny over the past two decades has fashioned a new prime purpose. These new aims identifies education as a key instrument for achieving socioeconomic and political progress in a complex modern world. Thus, Thailand's educational planners face the task of reforming educational practices in a way that suits both national development goals and the social tradition which has prized goodness over material wealth and has regarded knowledge as a desirable end in itself rather than as a vocational tool.<sup>1</sup>

To understand how Thai society is progressing, it is necessary to have a clear concept of the role education has played in the past and the role it is likely to play in the near future. Also to understand secondary education in Thailand, one needs to know something about the land and the people, their economy, the dominant religion, the social

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<sup>1</sup>Chalio Buripukdi and Pratern Mahakhan, "Thailand" in Schooling in the ASEAN Region (New York: Pergamon Press, 1980), p. 223.

class structure, and their traditional attitudes toward life. These will be considered in some detail before tracing the history of secondary education in Thailand, its growth, its current condition and problems that will engage educational planners in the future.

Thailand, a word meaning "land of free" occupies an area of of 514,000 square kilometers. It is shaped like an axe with a long handle that extends down the peninsula to Malaysia.<sup>2</sup> Mae Khong River separates Thailand from Laos on the Northwest. On the Northwest a mountain range separates it from Burma. Across the southeast borders is Cambodia. The country extends 1,000 miles from north to south and 500 miles from east to west, all within the tropical zone.<sup>3</sup> The north is cool, mountainous and rich in teak forests. The northeast is hilly, with plateaus, and dry and poor. The southern or peninsular area is sandy, wet, mountainous and rich in tin and rubber. The central part of Thailand is abundant in food, mainly rice and crops.<sup>4</sup>

Geographically, the country is divided into four regions. Northern Thailand is mountainous with fertile valleys and plains suitable for growing rice and teak.<sup>5</sup> The northeast is hilly with plateaus, the climate is dry and for the most part the people are poor. The northeast is the driest part. Its long dry season and

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<sup>2</sup>Ibid., p. 224.

<sup>3</sup>Ibid.

<sup>4</sup>Noel F. Busch, Thailand: An Introduction to Modern Siam (Princeton: D. Van Nostrand Company, Inc., 1964), pp. 1-17.

<sup>5</sup>Ibid.

relatively scarce rainfall make it the least productive region in the country and the least modernized. The southern part of Thailand is sandy, wet and mountainous and produces rubber, tin and tropical crops. The central part of Thailand is located on Chao Praya River where Bangkok, the capital is situated. The central part is abundant in food mainly rice and rich soil.

Thailand, known as "Siam", has also been called "The Land of Smiles." In Thai language, "Thailand" means the land of freedom. Besides, Thailand during the colonial period was the only country to maintain independence from the Western powers in Southeast Asia. According to Norman Jacobs,

The Siamese or Thai case is of particular interest for a study of development because of the great similarity between Siam and Japan during the mid nineteenth century at the time that challenge of modern development first presented itself to both societies. Both societies were independent, both were largely homogenous in culture, both had a strong sense of national identity, both had creative and often brilliant elites who are strategically located in decision making positions from which they could innovate constructively, both had bureaucratic staffs able and willing to implement elite decisions, both were realistic about foreigners' [particularly Europeans] instructions and power and sensed the need for social innovation rather than reliance on urbanization to meet the threat....<sup>6</sup>

For the past two decades, Thailand has faced the problem of a population explosion. With a population growth rate of about 3.1 percent, it has a national school age population growth rate of about 3.3 percent and a school population growth rate of about 5 percent. Thailand could hardly escape from some of the problems which beset

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<sup>6</sup>Norman Jacobs, Modernization Without Development: Thailand as an Asian Case Study (New York: Praeger Publishers, 1971), pp. 3-4.

most underdeveloped countries in the third world.<sup>7</sup>

In 1978, Thailand's population was about forty-four million, which 80 percent living in rural areas. The birth rate is approximately thirty-three per thousand and the death rate is nine per thousand, giving a population growth rate of 2.4 percent per year.<sup>8</sup> At this rate, Thailand's population will double every thirty years, which causes a major problem for primary and secondary education.

The high birth rate can be traced back to the policy of earlier years when the size of military forces was the security of the nation. In 1911, the population of Thailand stood at about eight million. With its natural resources, it was felt that the country could accommodate a five- or even six-fold increase in population. As late as 1956, bonuses were still offered for large families, i.e., twelve children. In 1960 the national census indicated that the average family had five to six children.<sup>9</sup> In March 1970, a new population policy was promulgated by the government as a result of recommendations by a group of Thai social scientists. Sa-ngad Plenvanich noted that "the government has the policy of supporting voluntary family planning in order to resolve various problems associated with the high rate of population growth, which constitutes

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<sup>7</sup>Bhuthin Attagara and Ratana Tanboontek, "Thailand" in Teacher Education in ASEAN, edited by Francis Wong (Kuala Lumpur: Heineman Educational Books Ltd., 1976), p. 56.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid.



an important obstacle to the socioeconomic development of the nation."<sup>10</sup>

By the end of the 1970s there was evidence that the birth rate would be likely to decline, primarily because of the economic constraints of raising a large family.<sup>11</sup> Even with such a decline, the children already born and entering school were placing a great burden on the education budget. Table 1 presents a breakdown by age groups of the population of Thailand for the years 1970, 1971 and 1981. It reveals the high proportion of school age children.<sup>12</sup>

The latest census was taken in 1980 and as reported on 31 December 1981, indicated that the population of Thailand was 46,961,338; 23,627,727 males and 23,233,611 females. Bangkok had the largest concentration with approximately 5,153,902 people. The second largest was Nakorn Rajsrima with 1,916,681.<sup>13</sup>

#### Nationality

The majority of the population have always been Thai. They constituted 97 percent in the 1947 census and about 98 percent in the 1960 census. Chinese have immigrated in every century since Thailand became a nation state. For the entire seven centuries of Thailand's existence, the Chinese have been bound up with the life and trade of

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<sup>10</sup>Sa-ngad Plenvanich, A History of the Development of Population and Family Planning in Thailand (Lecture published in Thai, Ministry of Public Health, Bangkok, 1970), p. 87.

<sup>11</sup>Chalio Buripakdi, The Value of Children, Volume 4 (Honolulu: East-West Center, 1977), pp. 59-63.

<sup>12</sup>Ibid., p. 225.

<sup>13</sup>Thai News (Washington, D.C.: The Royal Thai Embassy, Office of the Information Attache) Friday, March 27, 1981, p. 8.

Table 1

Estimated Population of Thailand in 1970, 1977, 1981  
(in thousands)

Age Group	1970		1977		1981	
	Male	Female	Male	Female	Male	Female
0-4	3,243	3,113	3,428	3,309	3,357	3,237
5-9	2,746	3,664	3,257	3,145	3,349	3,242
10-14	2,316	2,235	2,904	2,805	3,179	3,068
15-19	2,003	1,935	2,450	2,377	2,787	2,701
20-24	1,702	1,631	2,071	2,002	2,334	2,266
25-29	1,279	1,248	1,772	1,712	1,981	1,922
30-34	985	1,103	1,418	1,371	1,685	1,627
35-39	892	935	1,049	1,055	1,305	1,271
40-44	770	798	867	913	972	994
45-49	649	676	776	821	827	880
50-54	493	518	644	680	715	764
55-59	402	428	498	538	577	624
60-64	303	327	366	404	421	469
65-69	215	241	269	306	298	345
70-upward	253	357	356	476	422	560
TOTAL	18,251	18,119	22,125	21,914	24,209	23,970

Source: Ministry of Education

the country.<sup>14</sup> They have tried to assimilate themselves by using Thai names, speaking Thai and holding Thai customs. The primary minority group is Chinese. This group has never been discriminated against like ethnic minorities in other nations frequently are.<sup>15</sup> One unproven explanation for this peaceful assimilation of the Chinese into Thailand may be the similarity of Thai and Chinese value systems, both of which are founded on paternalism and a reciprocal repayment of kindnesses between patrons and subordinates.<sup>16</sup> They also share the same religion.

### Religion

Theravada Buddhism is the national religion. Theravada (the Doctrine of the Elders) is also known outside the country as Hinayana (the Exclusive way of Lesser Vehicle). This form of Buddhism is contrasted to another Indian form called Mahayana (the Expansive way or the Great Vehicle) which is also practiced in Buddhism of China and Japan. Also found in Thailand is Christianity as well as Confucian ethical teachings and the animism of the hill peoples.<sup>17</sup> The majority of Thai people, approximately 94.0 percent, profess Buddhism, 4.0

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<sup>14</sup>George B. Cressey, Asia's Lands and Peoples (New York: McGraw Hills Inc., 1963), p. 309.

<sup>15</sup>Victor Purcell, The Chinese in Southeast Asia (London: Oxford University Press, 1965), p. 86.

<sup>16</sup>Kenjiro Echikawa, The Assimilation of Chinese in Thailand (Tokyo: Eight Congress of Anthropological Sciences, Science Council of Japan, 1968), pp. 148-149.

<sup>17</sup>Harvey H. Smith, Area Handbook for Thailand (U.S. Government Printing Office, 1968), p. 199.

percent profess Islam and less than 1.0 percent are Christian.<sup>18</sup>

Buddhism is a vital force permeating the daily lives of the people. The country is often referred to as land of the yellow robes--an allusion to the seeming omnipresence of Buddhist religious figures.<sup>19</sup> The government has declared a policy of upholding Buddhism as a means of moral education for the people. Moreover, under the constitution the King is obliged to be a Buddhist and the upholder of religion.<sup>20</sup> However, it should be noted that since the revolution of 1932 every constitution of Thailand has recognized freedom to embrace and practice religion so long as it is consistent with his/her duties as a citizen and not incompatible with public order and good moral character.<sup>21</sup> Consequently, Thailand does not suffer from religious conflicts.

According to the Buddhist's view the world or life has three common characteristics: change (anicca), suffering (dukkha), and nothingness or void (anatta). Nothing remains the same. There is no real permanent or changing self or soul. According to Saroj Buasri, "A being or I is merely a changing combination of physical and mental phenomenon... with this understanding of these principles, there

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<sup>18</sup>Manit Subhakul, "Curriculum Inferences for Secondary School Teachers in Population Education with the School System of Thailand" (Ph.D. dissertation, East Tennessee State University, 1981), p. 12.

<sup>19</sup>Ibid.

<sup>20</sup>Government of Thailand, Thailand Official Yearbook (Bangkok: Government House Printing Office, 1968), p. 528.

<sup>21</sup>Ibid.

should be no sorrow no fear, when the objects change and perhaps return to nothingness."<sup>22</sup>

One must deal with the world or life with wisdom (panya) so that one will not be the slave of life or of the world. One has to look at the things as they really are. For instance, the continuity of human lives both at the individual and at the societal levels follow the law of Karma (the law of cause and effect) beginning with thoughts, values, and attitudes originating in the mind.<sup>23</sup> A person has an equal right to be a person, so there should be no discrimination due to birth.<sup>24</sup> The process of education should produce the kind of people who cooperate and honor each other. The Buddhist teachings (dhammas) lead to progress by calling for group meetings to solve the problems. Buasri claims that "Buddhism in its pure form rejects imposed authority."<sup>25</sup> This means that people should not accept any doctrine until they try it and find it to be of value for themselves and for others.

Valenti explains Buddhism in connection with the process of learning as follows:

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<sup>22</sup>Saroj Buasri, A Philosophy of Education for Thailand: The Confluence of Buddhism and Democracy (Bangkok: Kurusapha Press, 1970), p. 48.

<sup>23</sup>Pra Srivisutmoil, "Considerations Pertaining to Thai Philosophy of Education: From the Buddhist Point of View," Journal of the National Education Commission (August-September 1973), pp. 7-14.

<sup>24</sup>Ibid.

<sup>25</sup>Saroj Buasri, "Toward a New Concept of Education for Thailand" in Education in Thailand: A Century of Experience, edited by Ekavidhaya Nathalang (Washington: University Press of America, 1977), pp. 212-213.

There are two kinds of knowledge in Buddhist philosophy, conventional and enlightened. Conventional knowledge obtained through reason must be extended by intuitive vision in order to attain enlightenment. In Buddhism, self is only a temporary changing phenomenon. The learner, then, is viewed as a non-self. It is a task of education to bring about true knowledge of the learner as a non-self. This should be done helping the learner accept Buddha's teaching....<sup>26</sup>

### Language and Literacy

The Thai language as spoken in the central part of Thailand is the official language. In Thailand there are three dialects: that of the North, that of the South and that of the Northwest. English, Chinese and Malay are the other languages that are written and spoken. But Malay is almost exclusively confined to the deep south, and only in Bangkok and one seaside resort is English spoken with any noticeable frequency. Thai is a native language. Therefore, language is not a serious communication problem in Thailand. Although every part of the country has its own language, people still understand the official language quite well. This is especially true for the young people.<sup>27</sup>

According to the 1960 census, literacy rate (defined as the ability to read and write in any language) of persons 10 years of age and over was 81 percent among males and 61 percent among females.<sup>28</sup>

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<sup>26</sup>Jasper Valenti and Gerald L. Gutek, Education and Society in India and in Thailand (Washington: University Press of America, 1977), pp. 212-213.

<sup>27</sup>Ibid., p. 19.

<sup>28</sup>National Statistic Office, Some Important Statistics of Thailand 1968-1969 (Bangkok: Thailand, 1970), p. 5.

These percentages vary widely, however, with age, ranging as high as 91 percent among 15 to 19 year old males to a low of 6 percent among females of age 65 or older.

It might be useful to add that in the former times females were not supposed to work outside the home. The reason is that they were expected and trained to be a good housewife. The results of this tradition produced large families but low female literacy. In recent years these two trends have reversed themselves partly because of compulsory education and socio-economic factors which will be described below.

#### The Socio-Economic Situation

Traditionally, Thailand has been basically an agricultural country of small villages. Today, however, it is engaged in a study process of diversifying its economy so that it is advancing with increasing rapidity from a base of subsistence farming to a market economy with a growing capital. Compared with other countries in the region, it has set out on this road with considerable advantages. From time to time while it has been obliged to struggle for its independence, Thailand is the only country in the region which has never known any foreign rule. Despite provincial and other diversities, it has maintained a fundamental but unaggressive sense of national identity and unity. By Asian standards it has been relatively prosperous, without the major problem of landless peasantry, except perhaps in Bangkok, where one finds sharpe contrasts of wealth and poverty. The land available and the current rate of economic growth have been sufficient to support a substantial

population increase. Apart from efforts to remove the slack in agricultural underemployment and to ensure a supply of appropriately trained manpower for development, great care is needed to prevent social change that will disintegrate the positive values of its traditional culture in favor of a modern society. How far this can be done will, in large measures, depend on the evolving pattern and quality of education.<sup>29</sup>

### Thailand Historical Perspective

Thailand has a long history. Thai history is derived from the little that appears in ancient Chinese annals. Around 4500 years ago, the ancient Thai people originated in Northern Szechnan which was called Ailao. The history of Thailand falls into four different periods: the Nanchao Era (C.A.D. 650-1253), the Sukhothai Era (c. 1238-1350), the Ayutthaya Era (1350-1767), the Bangkok Era (1767-until the present time).

#### The Nanchao Era (650-1253)

There were many different tribes in this era; even in southwest China some of them appear to have been Thai people. Around 651 A.D. the Thais, who stayed in the South of China, united to create the kingdom of Nanchao under the leadership of Sinulo in western and northwestern Yunnan. At that time, the Chinese had a great influence over Thai culture. In 1253, the Sinulo dynasty was destroyed by the army under the leadership of Kublai Khan. After that there were the

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<sup>29</sup>Howard Hayden, Higher Education and Development in Southeast Asia, Vol. 3 (UNESCO and the International Association of Universities, 1967), pp. 5-6.



waves of Thai migration. The first wave was the Thais from the West who moved down along the Salween River and later were called Great-Thais. The second group established the Ahom Kingdom of Assam in 1229. This group consisted of Thai from the East who came from along the Mekong Valley and were called Laotians. The last wave, which travelled in the Chao Phraya Valley became the Thais of Thailand. Harvey A. Smith describes this era as follows:

According to Thai accounts, Nanchao achieved a fairly sophisticated political organization and an official class which included minister of state, censors, recorders, judges, count chamberlains and military officers. Most of the people were rice farmers. Land was distributed according to the rank and size of families and taxes were paid chiefly in rice. Gold was mined, and handicrafts included the weaving of cotton and silk. All adult males were required to perform military service. Prisoners of war were enslaved, but during this period slavery and forced labor were only slightly developed among the Thai themselves. Religion was believed to be a mixture of animism and Buddhism.<sup>30</sup>

#### The Sukhothai Era (1238-1350)

Before the decline of Nanchao, Thai people had begun drifting southward from the Indochinese Peninsula. There were three different groups of people before the Thais came; the Mon, the Khmer and the Jawas. In 1238, these Mon-Khmer states were defeated by two powerful chieftains of the small Thai states that had developed in the upper Chao Praya Basin and Chiengrai and Chiengmai. One of the chieftains established Sukhothai which was to become a mighty and vigorous, although short-lived, Thai kingdom.<sup>31</sup> Khun Bungklangthao was

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<sup>30</sup>Harvey H. Smith, Area Handbook for Thailand, p. 45.

<sup>31</sup>Ibid.

proclaimed King Sri Intrathit, the first king of the Sukhothai period. He was recognized as the first king of the continuing Thai kingdom since the Thais arrived on the Indo-Chinese Peninsula. From that time on the Kingdom was known as the Kingdom of Sukhothai.<sup>32</sup>

King Ramkamhaeng (1283-1325) (Rama the Great), reigned for forty-two years and was a great innovative leader. He established a strong foundation for the development of the nation. One of his greater accomplishments was making Hinnayana Buddhism the state religion. This religion had entered Thailand from India.<sup>33</sup>

The first Thai alphabet was established by King Ramkamhaeng 1283, using as its basis Mon and Khmer scripts. These scripts originated in southern India and were adopted to Thai language. Later they became the basis of modern Thai writing. During this era the King governed the people as if they were a close family.

#### The Ayutthaya Era (1350-1767)

After the death of King Ramkamhaeng, King Uthong of Ayutthaya took his place, and the government had the form of an absolute monarchy. From the Ayutthaya Period, the King became an autocrat, no longer in a paternal relationship with his people.<sup>34</sup> However, his autocracy was tempered by the observance of ten Buddhist kingly duties: liberty, piety, charity, freedom from wrath, mercy, patience,

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<sup>32</sup>Niched Sunthornpitug, A Study of the Evolution of Teacher Training in Thailand: Toward a Model of Development, Education Reference No. 211 (Bangkok: Department of Teacher Education, 1976), p. 2.

<sup>33</sup>Ibid., p. 47.

<sup>34</sup>Ibid., p. 3.

rectitude, mildness, devotion and freedom from enmity.<sup>35</sup> More than four hundred years during the Ayutthaya period, the Thai life style still remained much the same until the kingdom was destroyed in 1767 by the Burmese. The destruction happened during the reign of King Ekathat. After that King Taksin restored the country's independence from the Burmese and Thonburi became the capital.

Education in this period was organized in the temple. King Borom Kosa declared that he would not appoint anyone to serve in his court (including teachers) who had not entered the priesthood. This order also became a strong tradition for several centuries in recruiting courtiers and government officials. Later education was organized in the palace and in some scholars' houses. Education reached its high point in this era during the reign of King Narai the Great. The subjects taught were languages (Thai, Pali, Sanskrit, French, Cambodian, Burmese, Pagan and Chinese). The first textbook reading, Chindamani, was composed during this reign and was officially used until the middle of Bangkok period. In addition, students could go to missionary schools (French Catholic) which were then established for the first time in Thailand.<sup>36</sup>

#### The Bangkok Era

Phraya Taksin (1767-1782), a man of Thai-Chinese extraction, became the new leader. He built a new capital in Thonburi in 1767.

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<sup>35</sup>Thailand, Office of the Prime Minister, Thailand: Official Year-book 1968 (Bangkok: Government House Printing Office, 1968), p. 16.

<sup>36</sup>Ibid., p. 4.

and declared himself the King. Later on, the time of King Mongkut, fourth monarch of Chakri Dynasty of Bangkok (1782 to present), Thai society retained a traditional life style.

The fertile and abundant land, tropical climate, and freedom from natural disasters (except one storm in the south by a typhoon in 1962) have made Thai life a relaxed one. The four necessities of life were prevalent, according to Buddhism consisted of food, clothing, housing, and medicine.<sup>37</sup>

From the Sukhothai period up to the reign of King Mongkut (about 600 years), there were no significant changes in education. Law, military and political sciences, fine arts, vocational skills, and great literature were taught. Because lack of contact with other countries they did not have a real need for education. At that time, only monks and a few officials were required to know how to read and write. In 1630, Joost Schouten visited Thailand and described education as follows:

Till their fifth or sixth years the children are sent to the priests to learn to write and read and to acquire other useful arts. Those who serve the priest in public worship [novices] go very seldom to learn a trade or to take up some other employment. Frequently, however, the cleverest of them are allowed to pursue their studies, on account of the greater talent which they display. Instruction, secular as well as religious, is given solely by the priests, till they are qualified to fill public positions and offices. They then discard their yellow robes, but many intelligent and talented pupils remain in the monasteries,<sup>38</sup> in order to become Head of Temples and schools or Priests.

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<sup>37</sup>Ravee Bhavilai, Buddhism in Thailand (Bangkok: Southeast Asia Treaty Organization, P.O. Box 517, 1967), p. 3.

<sup>38</sup>David K. Wyatt, The Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn (New Haven: Yale University Press, 1969), p. 10.

Education for traditional Thai society was a simple affair. At that time the parent would pass on to their children whatever skills they had acquired during their lifetimes. During the reigns of King Nangkhao and King Mongkut, Western military and commercial powers began to encroach upon Thai political awareness. Through treaties with Western powers Japan and China were forced to open their ports to the Western Commerce. Also, Burma was defeated by the British and Vietnam and Cambodia lost their independence to France. Western thought began to challenge traditional Thai ways of thinking.

A new phase of educational development began during the period of King Mongkut who saw the importance of contact with Western powers. So he hired the English woman, Mrs. Anna Leonowens, to teach the royal children in the palace in 1862. Besides, there was a need to know and learn more than reading and writing. This was the beginning of the school system which was established by the government. Later King Chulalongkorn established a school in a grand palace and included reading, writing, arithmetic, official rules and regulations. The main goal was to train students to enter government service, which was organized along Western lines. In his forty-two years reign he extended education in Siam, developed roads and railroads, reformed the civil administration, initiated postal and telegraph services, and sent many promising young people to study in Europe. These students would later return to serve in the Siam government. He also abolished slavery, only three years after its abolition in the United States.<sup>39</sup>

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<sup>39</sup>Valenti Chu, Thailand Today: A Visit to Modern Siam (New York: Thomas Y. Crowell Company, 1968), p. 49.

By 1885, there were 142 schools in the Bangkok region and twenty more in the nearby provinces.<sup>40</sup> A department of Education was established in 1887 to control the emerging schools.

In 1932, Siam changed from an absolute monarchy to a constitutional monarchy. A committee for educational reform was set up in accordance with one of the six principal tasks which the revolutionary committee attempted to achieve. A few years after that there was an educational reform. Many new educational plans have been passed since 1932. Thailand has become a member of the United Nations and since then several educational plans have been adopted.<sup>41</sup> In all, there have been ten national schemes including the present plan which was established in 1960. Also included in the ten is the establishment of the first educational plan during the reign of King Chulalongkorn.

There have been some changes in Thai society resulting from the impact of political, economic, educational and technical progress. Educational programs have been expanded in sectors in all parts of the country. In the present time the Thai educational system is centralized and Bangkok is the center. The Ministry of Education is responsible for the educational programs below the university level.

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<sup>40</sup>Swat Chongkol, "An Historical Sketch of Thai Educational Administration Evolution of Administration Organization" in Ministry of Education. Education in Thailand: A Century of Experience (Bangkok, 1970), p. 84.

<sup>41</sup>Sukich Nimmanheminda, "An Historical Note on the National Education Plans" in Ministry of Education. Education in Thailand: A Century of Experience (Bangkok, 1970), p. 92.

The university bureau is responsible for all higher educational institutions. Today, the elementary school system is under the Ministry of Interior and the Department of Local Administration.

Definition of Terms

M.S. (Maw Saw). This abbreviation is from the Thai word "Mathayomsuksa" which means the level or grade of secondary education.

Secondary School Teacher. A classroom practitioner working with pupils from grade eight to grade twelve (in Thailand from Maw Saw 1 to Maw Saw 5).

School System. A school system refers to the streams of education from kindergarten to upper secondary level (grade 11-12) which includes vocational and adult educational school.<sup>42</sup>

P.S. This abbreviation is from the Thai word "Prathomsuksa" which means the level or grade of elementary education. The following chart represents a comparison of grade level between the Thai educational system and the United States system.

Comparison of Grade Levels Between the Thai and the United States Educational Systems

<u>Thailand</u>	<u>United States</u>
P.S. 1	Grade 1
P.S. 2	Grade 2
P.S. 3	Grade 3
P.S. 4	Grade 4
P.S. 5	Grade 5
P.S. 6	Grade 6
P.S. 7	Grade 7
M.S. 1	Grade 8
M.S. 2	Grade 9
M.S. 3	Grade 10
M.S. 4	Grade 11
M.S. 5	Grade 12

<sup>42</sup>Manit Subhakul, Curriculum Inferences for Secondary School Teachers

Educational Region. This term refers to the area of Thailand which is divided into twelve sections for educational purposes and administration. The national purpose of establishing twelve educational regions is to adopt educational services to local needs as well as to geographical, occupational and cultural backgrounds found in particular regions.

PKS (Paw Kaw Saw) is a certificate of Education. A culmination of two years' training after the tenth grade of education.

P.P (Paw Paw) is an elementary school certificate awarded after a year's training beyond the twelfth grade.

P.M. (Paw Maw) is the secondary school certificate which equals the high school diploma.<sup>43</sup>

PKSS (Paw Kaw Saw Sung) is a higher certificate of Education. It is the culmination of two years further training after the twelfth grade and a year of training after the elementary school certificate (P.P.).

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<sup>43</sup>Niched Sunthornpitug explained P.M. as follows:

Since 1954, programs leading to the P.M. were offered regularly. However, to date no such programs are offered in the school system although there are many avenues leading to this certificate. Among these avenues are:

- Two years, training after P.P.
- Three years, training after the twelfth grade
- One year's training after the sophomore year at the university. (Most of the participants in this avenue are from the faculties of Education, Arts, Sciences and the Liberal Arts).
- Passing of the nationwide qualifying examination given by the Department of Teacher Training in accordance with the different requirements of teaching experience and academic background such as the P.P. and PKS.



Teachers College. A four-year teacher training institution which has on the whole a two-year after the tenth grade for PKS; an one-year plan after the twelfth grade for P.P.; a two-year plan after PKS or the twelfth grade, and an one-year plan after PP leading to PKSS.

Twilight Class Programs. The extension program in the teacher colleges was established in 1968 into two institutions in Bangkok. This program has spread to all twenty-nine teacher colleges. The class periods take place between 4:00 p.m. or 5:00 p.m. to 8:00 p.m. or 9:00 p.m. during weekdays, plus five class hours on weekends, Saturday or Sunday. The program is similar to that offered during the day and also leads to the PKS and PKSS programs.

Ministry of Education. This is the department of the Thai government which directly controls the educational system, and the educational administration and supervision of the country.

This chapter has attempted to introduce the study and define terms as they are used in the dissertation. Other terms that are introduced in later chapters will be defined where they appear. Chapter II on the historical background of secondary education in Thailand will provide the beginnings of formal education along with the spread of secondary education, its curricular development and the changes in school leaving age.

## CHAPTER II

### HISTORICAL BACKGROUND OF SECONDARY EDUCATION IN THAILAND

The historical development of secondary education in Thailand dates the eighteenth century and falls into three developmental periods: (1) the period of traditional education, (2) the period of educational expansion, and (3) the present period.

#### Beginnings of Formal Education

The present education system in Thailand is the product of many forces and influences which have been forged and tempered over many centuries. The first educational system in Thailand was quite similar to that of the monastic and cathedral schools of Medieval Europe, i.e., it had a religious orientation and was centered in the temples. Historical evidence shows that the system was quite informal and offered only limited subject matter. The primary purpose was to provide moral and religious instruction to train only the male members of the society. Vocational training was carried on in the family units. Young boys were taught how to farm, hunt, fight and develop some of the basic skills in handicrafts, girls were also given training in farming as well as domestic skills. Only the aristocracy could expect to receive training in the liberal arts and other areas associated with higher education.<sup>1</sup>

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<sup>1</sup>Thailand, Educational Planning Office, Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Planning Project, Ministry of Education: Thailand, 1966, p. 1.

Thailand's traditional education had its centers in temples or wats. Parents who wanted their sons to be educated would send them, sometimes when they were as young as ten years old, to stay with Buddhist monks in the temples. At the temples, the boys learned how to read and write until the farming season arrived. Then they returned home to work. Teaching and learning in the temples was unsystematic.<sup>2</sup>

The history of education in Thailand can be divided into three periods: (1) the period of traditional education, from 1257 to 1868; (2) the period of educational expansion, from 1868 to 1931; and (3) the present period, from 1932 to this day.

#### The Period of Traditional Education (1257-1868)

As in many countries, education was traditionally the privilege and responsibility of religious orders. In Thailand, the major religion was Theravada Buddhism, and its influence on the fabric of Thai life, especially education, would be difficult to underestimate.

In 1283, King Ramkhamhaeng, the third King of the Sukhothai period, introduced an alphabet that has been used continuously to the present time. This alphabet was modified from time to time until the present system of writing was formed. Literature of the Sukhothai period indicated that only a few women were given the opportunity to become literate but, generally, this privilege was extended

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<sup>2</sup>Leslie R. Gue, Educational Reorganization in Thailand. U.S. Department of Health, Education and Welfare, 1972, p. 2.

primarily to men in the temples.<sup>3</sup>

The traditional subjects, i.e., moral, vocational and art education mentioned earlier, were taught by rote memorization and practical experience. In the traditional monastic school, education was available for men and boys, seldom for women. This monastic, or temple, education continued for at least six centuries. During this era there were few significant changes. The government did not take an active role in education because it was felt that this was primarily the responsibility of the religious leaders. Hence, the Buddhist priest (monks) assumed the major responsibility for public instruction. Undoubtedly, in former times, the royal families and their courtiers had a better chance to become literate than did the common people. One of the oldest pieces of Thai literature, Tripoom Pra Ruang, an important source of early Thai historical evidence, emerged from the Sukhothai court.<sup>4</sup>

With the establishment of Buddhism in Thailand, Buddhist monks became the public school masters who kept themselves apart from political and commercial activities. Their work was one of practicing pure philanthropy pursuing abstract merit. No payment was asked for or expected of students. Parents usually sent their boys to live with the monastic teachers where they paid for their instruction by personal service. In the monasteries, the boys experienced a

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<sup>3</sup>Educational Planning Office, Ibid.

<sup>4</sup>There is dispute concerning the author of the book. Some believe King Lithal of Sukhothai wrote it, others say it was written by his royal command.

disciplined mode of living. Peer group contact with the other youths contributed to their socialization. The monastery created an atmosphere of learning and of culture which was probably greater than their homes would have provided. Reading and writing in both Thai and Pali, along with elementary arithmetic, morality and manners was the common monastic curriculum.<sup>5</sup>

At the age of twenty, young men obtained further education when they were ordained as monks. The young monks learned to read Jhmer writing used in holy scriptures and apprenticed themselves to those monks who were skilled in the liberal arts and crafts.<sup>6</sup>

At a higher level, those men who remained in the monastic orders studied Pali and the Buddhist scriptures at lesser or greater depth according to whether they resided in remote provincial monasteries or in learned royal metropolitan monasteries. Learned monks could become counselors and teachers of nobility of the land. If they decided to leave the monastic order they could expect royal patronage in the corps of scribes where their learning was useful in both affairs of state and the instruction of their less learned colleagues and subordinates.<sup>7</sup> More attention was paid to reading and writing

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<sup>5</sup>Direck Jayanama, Thailand: The Land of the Free (Born: Royal Thai Embassy, 1960), pp. 67-68.

<sup>6</sup>Sathien Koset, Chiwit Chao Thai Samai Kon (Lives of the Thai People in the Old Days). Bangkok, Thailand: Prae Pittaya, 1957, pp. 131-36.

<sup>7</sup>Tej Bunnag, "From Monastery to University." Education in Thailand: A Century of Experience (Bangkok, Thailand: Ministry of Education, 1970), p. 2.

skills after the sixteenth century when the Thai first established contact with the Western countries. Most Europeans came to trade, but the French came in 1663, with the purpose of teaching Christianity and Western culture, and so they set up missionary schools.<sup>8</sup> This was during King Narai's reign (1657-1688), a time when education during the Ayutthaya reached its peak.

With the beginning of Chakri dynasty (1767) new emphasis was placed on improving education and encouraging cultural development in Thailand. Thailand was brought in contact with Western countries again during the reign of King Rama II. Presbyterian missionaries came to Thailand and started setting up schools to teach religion. American missions contributed greatly to the improvement of Thai education, especially after one of their leaders, Dr. Bradley, set up a printing press in 1837 to print Thai books. King Rama III was one of the first monarchs to show great interest in public education. He urged the learned men of Thailand to record their knowledge in written texts so that this information could be made available to all literate people.<sup>9</sup>

#### The Period of Educational Expansion (1868-1931)

During the second period in Thai education, known as the expansion period, King Chulalongkorn (Rama V) stood as a pioneer and

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<sup>8</sup>Frank C. Darling, Thailand: The Modern Kingdom (Singapore: Asia Pacific Press, 1971), p. 7.

<sup>9</sup>Educational Planning Office, Current and Projected Secondary Programs, p. 2.

reformer in education and in government. A modern school was established by him on the palace ground in 1871. The primary purpose of this school was to train boys for civil service. This school differed from other schools that were dedicated simply to bringing up boys to be well read men of good behavior. In addition to reading, writing and arithmetic which would be required in the government office.

The growing need for government officials as the government expanded its scope of work and the demand to set up the common standard for public instruction promoted the establishment of more of these schools in 1884. Some public instruction was extended into the provinces but the lessons were taught in the Buddhist temples. The promotion of such instruction is an example of the administrative wisdom of King Rama V. King Rama V's reign signaled a new era in the history of the nation. Through his encouragement of education, many government schools were opened and people were happy to send their children to these schools.<sup>10</sup>

By 1885, there were 142 schools in the Bangkok region and 20 more in the nearby provinces.<sup>11</sup> In the same year, the Suan Kulab school was informally divided into two sections: the small English section prepared some of the royal children and favoured sons of the nobility for further education abroad, the Thai section concentrated on the

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<sup>10</sup>Ibid., p. 3.

<sup>11</sup>Swat Chongkol, "An Historical Sketch of Thai Education Administration Evolution of the Administrative Organization," Education in Thailand: A Century of Experience (Bangkok, Thailand, 1957), pp. 131-36.

immediate needs of the government officials.<sup>12</sup>

By 1887, a Department of Education was formed. In 1892 it was elevated to the status of a ministry. The new ministry was assigned the responsibility for cultural and religious affairs as well as educational administration. The Ministry of Education laid the foundation for educational expansion. New textbooks were written for teaching the Thai language in the schools and a nation wide system of examinations was put into practice.<sup>13</sup> Chulalongkorn, in his desire to modernize education ordered investigations of school systems in other countries such as England, Japan, Egypt and India. Young Thais were going abroad in numbers. Wyatt points out that when Chulalongkorn visited England in 1897, no less than fifty Thais, almost all of royal connections, were studying in Great Britain alone. The cost of keeping these students abroad, some for as long as twelve years, was phenomenal. Nevertheless, such study promoted change in the Thai educational system, for these scholars became first teachers of English. Decentralization was still another change in education. It was begun with the order of 11 November 1898, entitled, "Decree on the Organization of Provincial Education." Wyatt describes this as a turning point in the history of Thai education and its modernization.<sup>14</sup>

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<sup>12</sup>David K. Wyatt, The Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn (New Haven: Yale University Press, 1969), pp. 66-72.

<sup>13</sup>Educational Planning Office, Current and Projected Secondary Programs, p. 2.

<sup>14</sup>David K. Wyatt, The Politics of Reform in Thailand, p. 231.



Though the character of education at the end of the nineteenth century seemed parochial, there was a tendency towards establishing a broader national scheme that would call for some sort of systematic plan of education. In 1898 such a scheme was formulated that included all the provinces of the Kingdom. This national scheme of education outlined curricular content and established grade levels within the total system of education; a specific reference to girls' education was also included.<sup>15</sup>

As the expansion period in education (1868-1931) proceeded, several plans of education were advanced. Education was divided into academic and vocational streams in 1909. Four different arrangements of grades were tried, concluding with the basic 4-3-3-2 pattern. Compulsory education became effective in 1921 and was reinforced in 1935 with further legislation.<sup>16</sup>

#### Education in the Present Period (1932-to this day)

The Revolution of 1932 which marked a change from an absolute monarchy to a constitutional monarchy did not change the commitment to education as an important priority. In 1936 the national scheme was amended to a 4-3-3-2 form. There now was a four year primary, three year lower secondary, three year upper secondary and two year pre-university program. Vocational schools on both secondary levels were established in 1935. The students who could not attend the

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<sup>15</sup> Educational Planning Office, Current and Projected Secondary Programs, pp. 3-4.

<sup>16</sup> Leslie R. Gue, Educational Reorganization in Thailand, p. 4.

pre-university level schools could go to higher vocational schools.<sup>17</sup> From the beginning vocational schools at the lower levels were not popular. It was believed that only the weaker students went to them. Poor achievement in academic subjects, lack of proper facilities and untrained teachers gave support to this popular belief, and the enrollment in the vocational school at the lower level declined. A sudden change came in when the Ministry of Education adopted a policy of employing the graduates of vocational schools as teachers in the elementary schools. Almost immediately all lower vocational schools in the provinces were filled to capacity. The enrollments dropped drastically again a few years later when the Ministry stopped recruiting their graduates to teach in the elementary schools.<sup>18</sup>

By the end of World War II there continued to be many developments in education for the Thai people. In 1951, the government stated the policy that education was instrumental in training people to be democratic and healthy citizens, acquiring knowledge and skills to earn their living efficiently. Also moral, physical, intellectual and manual arts were to be well harmonized and carefully developed.<sup>19</sup> In the same year the lower secondary

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<sup>17</sup>Sirmsree Servatamorn, Education in Thailand: From Old to New, World Education Monograph Series No. 2. The University of Connecticut, Storrs, Connecticut, 1977, p. 39.

<sup>18</sup>Educational Planning Office, Current and Projected Secondary Programs, p. 5.

<sup>19</sup>Swat Chongkol, Education in Thailand, p. 80.

grades were divided into three streams: (1) an academic stream for the children who wanted to prepare for higher learning; (2) a vocational stream for those who wanted to seek employment earlier; and (3) a general stream for those who did not want to go beyond grade seven. On the upper level there were two streams: an academic and a vocational.

In 1960 a new national scheme of education came into being. It put particular stress upon meeting the needs of both the individual and society. It reaffirmed the Karachi plan (compulsory education through grade seven) and introduced some significant curricular experimentation at the secondary level.<sup>20</sup>

In the light of the need for the development of human resources and manpower in Thailand, the Ministry of Education believed that secondary education should be given a high priority. It played a critical role in meeting social and economic goals. A demand for broadly educated secondary graduates was urged in the national plans for development. Various studies were conducted and projects planned to meet the demand.<sup>21</sup>

#### Spread of Secondary Education

The 1960 national scheme of education suggested an education for well rounded individual growth and good citizenship plus emphasis on vocational preparation. The current plan for secondary education

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<sup>20</sup> Educational Planning Office, Current and Projected Secondary Programs, p. 6.

<sup>21</sup> Ibid.

includes among its objectives to give each individual an opportunity to discover his own interests and aptitudes so that she/he may follow them up later and to provide an education suitable to the particular abilities and interests of the individual student. This implies an educational program that explores and recognizes individual differences in students.

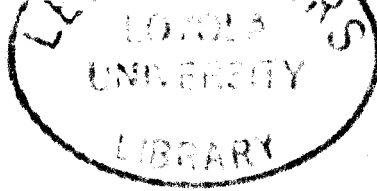
Technical and vocational education in Thailand aims at turning out a work force at various levels to meet the need of each community in society. In secondary education, technical and vocational training looks on the one hand towards providing learners with the necessary experience and skill to effectively pursue a career, and on the other, it prepares them for further studies in relation to their aptitudes and interests. It may be taught in a secondary school as part of secondary education. Or it may be a discipline in itself, providing various training for skilled and semi-skilled work. In addition, vocational education is a kind of part-time program. It provides a short course for learners in order to equip them with working skills or to have extra training in their current work, enabling them later to perform their task properly or with greater efficiency, thus clearing the way for possible advancement.<sup>22</sup>

Vocational education may be conducted at four levels:

1. Professional level, to produce administrators, planners, controllers and managers.

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<sup>22</sup>v. Pangpathipong, Thailand, Bulletin of the UNESCO Regional Office for Education in Asia and Oceania, Number 21, June 1980, p. 1.



2. Semi-professional level, to produce technicians, laboratory assistants, etc.
3. Skilled labour, to produce workers with sufficient knowledge and experienced needed for their tasks as well as ability to resolve problems in connection with their work.
4. Semi-skilled labour, to produce workers for some specialized fields of work, in a short training time than needed for the training of skilled labourers.

In Thailand, most emphasis has been put on vocational education at the level two and three with some attention being paid to level four.

When in 1935 trade schools for boys and girls were provided in various provinces throughout the country. Later the number of vocational schools and colleges increased. By the end of World War II, schools that offered vocational training were not very popular. So it became necessary, in 1945, for the Ministry of Education to modify the vocational curricula in order to make vocational education more attractive. Various new schemes were also implemented to persuade young people to take more interest in vocational education. For instance, students who had hitherto been terminal, could now continue to higher education.

The public vocational secondary schools have had two levels, the lower and upper, comparable to lower and upper secondary schools. There are also special vocational schools for girls and girls comprise a small percentage of the enrollment in some trade and industrial

schools.<sup>23</sup> As for vocational girls' schools, the curriculum for girls' crafts was revised to include dressmaking and tailoring in order to make the schools fit better into the rural areas. All the schools for dressmaking and weaving were transformed into schools of crafts for girls, with an exception of one school at Potharam. Weaving as a subject had to be given up because people were then more interested in imported textile than homemade one. As changes in vocational education were being implemented there was a necessity to train more teachers. A lack of vocational teachers was recognized by the government, so three schools for vocational teachers' education were set up to fill this gap. Vocational agricultural training has received special attention but enrollments are still low. These schools emphasize crop production, farm management and husbandry. Most courses last three years.

In 1951, the United States started USOM (United States Operations Mission) in Thailand. The agency imported to help develop vocational education. There are training courses and seminars for top administrators of the Department of Vocational Education. The assistance from USOM was towards setting up the first technical institute in Bangkok. The original objective was to produce skilled technicians at a level higher than the existing Certificate of Higher Vocational Education and to have more diversified, specialized subjects for the market demands. Prior to this, technicians in

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<sup>23</sup>Thailand, Ministry of Education, A History of Thai Education (Bangkok, 1976), p. 101.

various government offices had usually been upgraded by means of an internal examination. Even though some government departments, such as the Department of Civil Works, opened a training school especially for the purpose of producing technicians, the output was still not sufficient to satisfy the requirement of Thailand's expanding industry. This necessitated the setting up of the Bangkok Technical Institute in 1952. Later, three more technical institutes were built, one on Songkhla in 1954, another in Nakorn Ratchasima in 1956, and the third one in Chiangmai in 1957.<sup>24</sup>

UNESCO (United Nations Educational Scientific and Cultural Organization) gave aid in developing vocational education in the Chashoengsao province. It helped the Chashoengsao School of Carpentry to diversify its courses into the fields of metallurgy, electric engineering, and mechanical engineering. This was the first time that a carpentry school offered engineering courses. In 1959 the name of the school was changed to Chashoengsao Technical School.

In 1954, Wayne State University helped the four technical institutes toward expanding their syllabuses. In its turn, the Bangkok Technical Institute, as the coordinating center, assisted other vocational schools in various subjects such as carpentry, home economics, handicrafts, machine maintenance and agriculture. It also arranged a seminar in 1957 for the headmasters of vocational

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<sup>24</sup>Ibid., p. 102.

schools all over the country.<sup>25</sup>

In 1960, the Japanese government helped set up a telecommunication center in Nontaburi. This center has been used for training students, civil servants and officers from government enterprises in telecommunication. In 1961, the West German government helped set up an engineering school in Bang Son, and the Thonburi Technical Institute, with financial and technical assistance from the United Nations, was opened at Bang Mod in 1962.<sup>26</sup>

Vocational schooling has been expanding in the past twenty years. Enrollment at the secondary level has risen from 17,000 in 1950 to 83,300 in 1965 and to 106,300 in 1967.<sup>27</sup> The trend is for a faster expansion of upper vocational education as the public vocational schools at the lower levels are planned. The upward trend in enrollments is stronger in schools devoted to handicrafts, technical and industrial trade and commerce than it is in schools devoted to agriculture. There are now ten technical institutes, eighty-six trade and industrial schools, forty-nine schools of home economics and girls' craft, but only five agricultural colleges and seventeen agricultural schools. Teachers of scientific agriculture have been prepared at Bang Pra Agricultural College, and Kasetsart University has just initiated a program leading to B.Ed., in agriculture.

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<sup>25</sup>Ibid., p. 103.

<sup>26</sup>Ibid., p. 104.

<sup>27</sup>UNESCO, Regional Office for Education in Asia, Review of Educational Progress in the Asian Region, 1966.



Both Chiangmai and Kohn Kaen Universities have committed themselves to a program for training teachers of agriculture.<sup>28</sup>

The demand for vocational education is presently greater than the supply. For example, in 1969, the public vocational schools could admit only 43,200 newcomers out of 81,900 applicants. There has been some thought given to a double-shift system which would make better use of the expensive facilities, but teachers are in short supply. For example, only one qualified candidate could be found in 1969 for thirty-seven vacancies for electronic teachers because of the competing attractions of private trade and industry with their much better pay scales.<sup>29</sup>

The double-shift system is currently being considered as well to accomodate out-of-school youth and adults who are in need of skilled training but who are employed during the daytime. Double-shifting will give an opportunity to expand greatly the education and training of adults for whom training programs have been weak, poorly conceived or undersupported.<sup>30</sup>

Since 1967, another important step in the development of vocational education was the Mobile Trade Training School Program. This was a training program for the people in the rural areas. This

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<sup>28</sup>Audrey Gray and Atlon C. Straughan Jr., Education in Thailand: A Sector Study. Ministry of Education (Bangkok, Thailand, 1971), p. 36.

<sup>29</sup>UNESCO, Thailand Teacher Education, Paris, 1970, p. 8.

<sup>30</sup>Audrey Gray, Education in Thailand: A Sector Study, p. 37.

was the purpose of enabling people to find work and making them feel that the government really cared for their well-being tried in every possible way to create opportunities for further useful education. With some assistance from USOM in 1972 there were fifty-four mobile schools. These mobile schools train adults and out of school youths in a number of semi-skilled trades. Training covers a five-month span three hours a day and these schools operate three sessions a day giving training in such subjects as auto mechanics, electricity, radio and TV repair, tailoring, barbering, dress-making and typing. The Polytechnic schools help provide teachers and the Bangkok Polytechnic School will be the center for the development and production of teaching materials, chart and training aids as well as providing more advanced skill training in many trades. The following sums up the vocational training programs.<sup>31</sup>

A fairly complete inventory of Thailand's vocational system as of 1967-1968 was available. The system involved vocational training in nearly 200 vocational schools and colleges operated under the MOE Department of Vocational Education; vocational course work being taken in our 300 privately run vocational schools, and trade courses in numerous workshops, institutes and vocational centers operated by various government agencies. In 1967, over 50,000 students were enrolled in 1973 public vocational schools and colleges, approximately 25,000 students were taking courses ranging from a few weeks to several years in 359 privately operated vocational schools, another 25,000 students were taking courses as full or part-time students in the special workshops and vocational centers operated by Thai government agencies.

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<sup>31</sup>U.S. United States Operations Mission to Thailand, Research and Evaluation Division, "Vocational Education in Thailand," a brief survey, April 1965, p. 8.

### Curricular Development

According to the 1960 national scheme of education, there are four levels of education in the Thai school system: Kindergarten, Elementary, Secondary and Higher Education. The standard age range of secondary education is 14-19. Its main purpose is to develop the aptitudes and interests of boys and girls along with providing the knowledge and skills necessary to enable them to carry out an occupation or further education for the foundation of a well-conducted life. Secondary education is divided into two levels: lower and upper levels.

The educational objectives of the lower and upper secondary curriculum are the same:

- (1) To provide education suitable to the development of student individual abilities and interests in accordance with prevailing social conditions.
- (2) To promote mental and physical health and a sense of responsibility for developing public health.
- (3) To develop in students a desirable civil attitude.
- (4) To provide knowledge and skills conducive to economic development and economic efficiency... knowledge and training which form the basis for further education or for apprenticeship in certain occupations.

There are five years of study for the academic stream, three lower and two upper grades. Boys and girls may be prepared for some specialized area of work after the completion of either the three lower grades or the five grades. Those who complete the five years

course may be qualified to apply to higher institutions of studies. The vocational stream consists of six years of study: three lower and three upper grades. Students may transfer from the lower level of the academic stream to the upper level of the vocational stream if they wish.

For the vocational stream, schools prepare courses of various lengths, from about one to three years, depending on the character of professional to be taught. But some of the courses build upon the three lower grades of secondary education as a foundation.

#### School Time Requirements

It is required that all schools conduct classes no less than thirty-five weeks a year, five days a week. There are thirty class hours for academic stream and thirty-five hours for the vocational stream in one week. The school is required to teach no less than thirty weeks a year, five days a week for upper secondary education. In a week there are to be thirty class hours for the academic stream and thirty or thirty-five for the vocational stream.

Table 2  
Class Hours Per Week, Academic Stream (MS 1-3)

Subject	Class Hours Per Week
Thai	4
English	4 or 6
Social Studies	4
Science	3
Mathematics	5
Health	2
Fine Arts	2
Practical Arts (Industrial arts, agricultural arts, home-making arts)	6 or 4
TOTAL	30

#### The Academic Stream

In the syllabus, the required subjects are listed together with the number of periods of study per week shown in the following table (Table 3). Schools also arrange weekly time for such extra-curricular activities such as Boy Scouts, Junior Red Cross. A minimum of one half-hour per week must be devoted to a general meeting or to religious practice according to the opportunity and local conditions.<sup>32</sup>

#### The Vocational Stream

It should be noted that the vocational schools at the lower secondary level are gradually being phased out. Thus there are only a few lower secondary vocational schools at that time. Some of these

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<sup>32</sup>Educational Planning Office, Current and Projected Secondary Programs, p. 91.

Table 3

## Class Hours Per Week, Academic Stream (MS 4-5)

Subject	Course						
	Science		Arts		General		
	Common Required Subjects	Specific Required Subjects	Common Required Subjects	Specific Required Subjects	Common Required Subjects	Specific Required Subjects	Elective Subjects
THAI							
Thai A	3	-	3	-	3	-	-
Thai B	-	-	-	2	-	-	2
ENGLISH							
English A	4	-	4	-	4	-	-
English B	-	2	-	2	-	-	2
English C	-	-	-	2	-	-	2
SOCIAL STUDIES							
Social Studies A	3	-	3	-	3	-	-
Social Studies B	-	-	-	2	-	-	2
SCIENCE							
General Science	-	-	-	4	-	4	-
Science	-	8	-	-	-	-	-
Laboratory Work	-	2	-	-	-	-	-
MATHEMATICS							
Mathematics A	2	-	2	-	2	-	-
Mathematics B	-	4	-	4+	-	-	4
A SECOND FOREIGN LANGUAGE	-	-	-	4+	-	-	4
ARTS OR CRAFTS	-	2	-	2	-	2	-
COMMERCE	-	-	-	-	-	-	4
SECRETARIAL WORK	-	-	-	-	-	-	4
VOCATIONAL SUBJECTS	-	-	-	-	-	-	4 or 6
Total	12	18	12	18	12	6	12
Grand Total		30		30		30	

### The Vocational Stream

It should be noted that the vocational schools at the lower secondary level are gradually being phased out. Thus there are only a few lower secondary vocational schools at that time. Some of these have programs in agriculture and some in trade and industry.<sup>33</sup> The students in the upper vocational stream are prepared with the subjects taught and the class hours per week presented in the curriculum shown in Table 4.

Table 4

#### Class Hours Per Week, Vocational Stream (MS 1-3)

Subject	Class Hours Per Week
Thai	3
English	4
Social Studies	2
Science	3
Mathematics	3
Health	1
Fine Arts	2
Practical Arts	-
Vocational Subjects	17
TOTAL	35

For the regular requirements, a vocational school has the same obligations as in the academic stream, i.e., to arrange a minimum of one extra hour each week for such extra curricular activities as Boy

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<sup>33</sup>Audrey Gray, Education in Thailand: A Sector Study, p. 59.

have programs in agriculture and some in trade and industry.<sup>33</sup> The students in the upper vocational stream are prepared with the subjects taught and the class hours per week presented in the curriculum shown in Table 4.

Table 4

## Class Hours Per Week, Vocational Stream (MS 1-3)

Subject	Class Hours Per Week
Thai	3
English	4
Social Studies	2
Science	3
Mathematics	3
Health	1
Fine Arts	2
Practical Arts	-
Vocational Subjects	17
TOTAL	35

For the regular requirements, a vocational school has the same obligations as in the academic stream, i.e., to arrange a minimum of one extra hour each week for such extra curricular activities as Boy Scouts and Junior Red Cross plus another extra half hour for general meetings or religious practice according to the availability of time and local conditions.<sup>34</sup>

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<sup>33</sup>Audrey Gray, Education in Thailand: A Sector Study, p. 59.

<sup>34</sup>Educational Planning Office, Current and Projected Secondary Programs, p. 93.



In the lower secondary level the class hours per week required for the teaching of English, Science and Art in both streams are the same but the class hours per week for the teaching of Thai, Social Studies, Mathematics and Health are less in the vocational stream than they are in the academic stream.

Table 5 shows the class hours per week and subjects offered in the upper secondary level of the vocational stream.

There is great similarity in course offerings in both streams. The core subject in M.S. 4 and M.S. 5 are identical. But there is a great deal of overlapping in required non-vocational subjects for M.S. 1-3. Figure 2.01 depicts this overlapping graphically. Approximately two-thirds of the seven subjects listed in the graph are identical for the academic and vocational streams. Findings of this sort raise the obvious question of whether it is a wise policy to maintain separate and distinct schools for these streams or whether they should be consolidated into one multi-purpose of secondary school.<sup>35</sup>

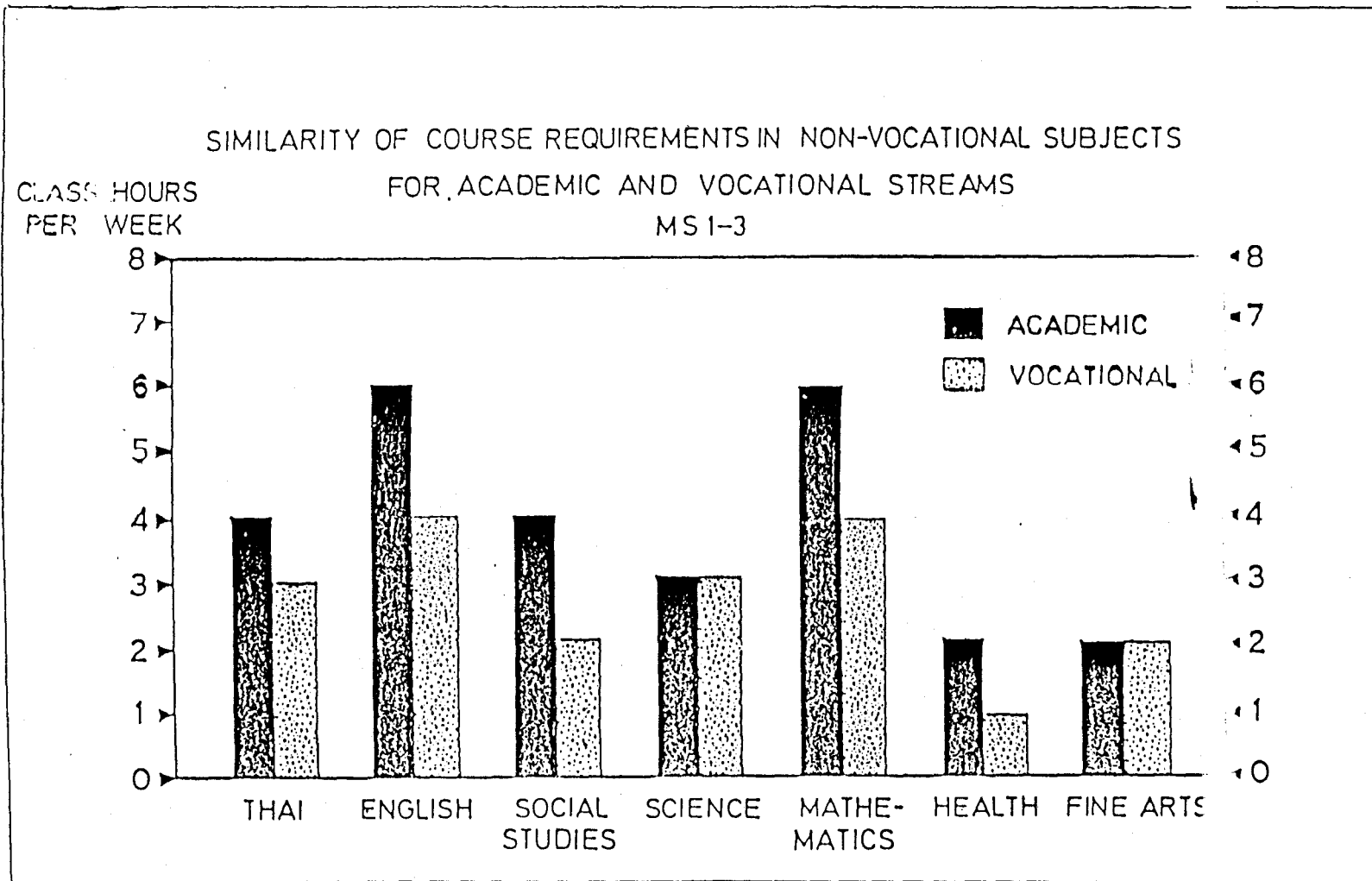
#### The Process of Curriculum Change

A flexible curriculum is required for a changing society. Because new knowledge is gained and educational objectives are modified the curriculum needs to be revised to reflect these new conditions. Consequently the Thai Ministry of Education appointed a permanent curriculum committee. This committee consists of the Director-General of all the departments in the Ministry except the Department of Fine Arts and the Department of Religious Affairs.

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<sup>35</sup> Ibid., p. 95.

Figure 2.01



Source: Educational Planning Office, Ministry of Education, 1966.

Table 5

## Class Hours Per Week, Vocational Stream (MS 4-6)

Subject	Common Required Subjects	Specific Required Subjects
THAI		
Thai A	3	-
Thai B	-	-
ENGLISH		
English A	4	-
English B	-	-
English C	-	-
SOCIAL STUDIES		
Social Studies A	3	-
Social Studies B	-	-
SCIENCE		
General Science	-	-
Physics, Chemistry, Biology	-	-
Laboratory Work	-	-
MATHEMATICS		
Mathematics A	2	-
Mathematics B	-	-
A SECOND FOREIGN LANGUAGE	-	-
ARTS AND CRAFTS	-	-
COMMERCE	-	-
SECRETARIAL WORK	-	-
VOCATIONAL SUBJECTS	-	18 or 23
Total	12	18 or 23
Grand Total	30 or 35	

The drafting of the curriculum is done by a subcommittee appointed by the Curriculum Committee. Having the curriculum presented by the subcommittee, the Curriculum Committee asks permission of the Ministry of Education to conduct a seminar, to which some teachers, supervisors and university professors are invited. The content of each subject is considered in group discussion for that particular subject. The recommendations of all groups are then presented in a general meeting for reconsideration. The final recommendations of the seminar are sent through the Curriculum Committee to the Ministry of Education for final consideration and approval.<sup>36</sup> The Textbook Division, Department of Educational Techniques is directly responsible for the production of textbooks to fit the new curricula. If there is a major change in the contents of the subject and a new textbook is required a committee may be appointed by the ministry for the writing of that particular textbook.

For the secondary grade, the Department of Secondary Education has the responsibility to prepare the syllabi for the whole kingdom. The persons who are responsible for drafting the syllabi are the supervisors, teachers and specialists in the particular subject.

#### Changes in the School Leaving Age

In 1968, there were 340,650 students at the upper secondary level (M.S. 1-3) and 51,283 students at the upper secondary level (M.S. 4-5) for a total of 391,933 students in secondary school or almost 7 percent of the total student population. Almost 50 percent of these

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<sup>36</sup>Ibid.

were in the 1,086 private schools and the other half in 491 government secondary schools.<sup>37</sup> Regional differences in secondary school attendance are great. In 1967 statistics showed that Bangkok had 36 secondary students per 1,000 inhabitants, while the Northeast had 4 per 1,000 inhabitants and the average for the whole country was 9.3 per 1,000.<sup>38</sup>

Between 1955 and 1967 the proportion of students entering the eleventh grade (M.S. 4) increased from about 25 percent to about 36 percent of those in grade eight, which indicated a very high drop-out rate between grade eight and twelve. Only about one-third of this apparent drop-out rate was accounted for by those who transferred to teacher training schools at the M.S. 4 level.<sup>39</sup>

It should be emphasized that the drop in enrollment from M.S. 4 to M.S. 5 (an average of 38 percent during the last five years) was proportionally greater than that from Prathom/grade 1 to Prathom/grade 2 (an average of 18 percent). The percentage of failure in the M.S. 5 examination decreased steadily from 55 percent in 1966 to 26 percent in 1968. This indicated, nonetheless, that about one-fourth of the students who reached the M.S. 5 level failed to graduate.<sup>40</sup>

Repeater and drop-out rates at the lower secondary level are not

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<sup>37</sup>UNESCO, Thailand, Proposals for Educational Development. Paris, 1970, p. 15.

<sup>38</sup>Ibid.

<sup>39</sup>UNESCO, Thailand, Teacher Education. Paris, 1970, p. 2.

<sup>40</sup>Ibid.

as high as at the upper secondary level, where the highest repeater and drop-out rates in the whole educational system are found. In private schools grade eleven repeater rates have been as high as 44 percent. Public schools also have had significant drop out at this level with the current M.S. repetition rate beginning around 21 percent. These high drop-out rates are not so much caused by poor quality instruction, or unmotivated students but by various institutional factors. For example, the reputation of a school is often dependent on the proportion of its grade twelve enrollment that proceeds to university, and thus schools tend to hold back students in grade eleven unless they think such students have a good chance in passing the university entrance examination.<sup>41</sup>

In the process of education about two percent of the students who started Prathom 1 finish secondary school and approximately one percent are admitted to university studies. Some others (approximately 8,000) go into the first year of study in teacher training colleges and higher technical institutes. The entire first year class of post secondary education represents only about four percent of age bracket. Kraft points out that the students have been selected not only by the examination system but through the limitation of opportunity by such factors as lack of schools in the rural areas, the cost of education and the lack of motivation or drive to achieve.<sup>42</sup>

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<sup>41</sup>Ministry of Education, "Secondary Academic and Comprehensive Education," Education in Thailand, 1971, p. 33.

<sup>42</sup>Richard J. Kraft, "Student Background and University Admissions" Publication, No. 6. Education in Thailand, Educational Planning Office and Michigan State University Institute for International Studies in Education, p. 10.

He also indicated that the motivational factors are socio-economic in causation.

Another problem of the secondary level is the inequality of enrollment opportunity. The following table summarizes enrollment ratios in primary and secondary education.

Table 6

Enrollment Compared with Population of National Age Group in Primary and Secondary Education

		Ratio: Enrollment to Population		
	<u>Age Group</u>	<u>1961</u>	<u>1965</u>	<u>1969</u>
Lower Elementary	6-10	93.5%	95.9%	93.1%
Upper Elementary	11-13	17.7%	20.6%	28.4%
Lower Secondary	14-16	12.8%	12.7%	16.8%
Upper Secondary	17-19	3.3%	4.3%	4.6%

Source: Educational Planning Division, Ministry of Education. Problems of Financing the Thai Educational System. Bangkok, 1972, p. 22.

From this table it can be seen that almost every child is admitted to school throughout the country at the lower elementary level. Then there are sharp decreases in enrollments at the upper elementary and secondary levels. Another way of showing the inequality of opportunity is reflected in enrollment at the various levels of education in the metropolitan areas and four geographical areas. While the level of education increases the distribution of school offerings becomes more and more unequal. The possibility of advancing from primary to secondary school is very different for the metropolitan areas and the other rural regions.

Whereas enrollment in lower primary grades in Bangkok represents only 7.8 percent of total lower primary enrollment, its proportion of total upper primary enrollment goes up to 16.7 percent. This inequality is even more pronounced in secondary education and particularly so in upper secondary where enrollment in the metropolitan area represents almost 60 percent of the enrollment for the whole kingdom. In contrast, in the Northeast region, enrollment in lower primary is 34.1 percent of the total enrollment in upper secondary or it is only 8.2 percent.<sup>43</sup>

Table 7 below shows the unequal development of education comparing the school pyramid of the metropolitan area with those of the other regions. On the basis of equal enrollment in lower primary grades, enrollment in upper secondary grades would be twelve times higher in Bangkok than in the South and Central regions, eighteen times higher than in the North region and thirty-five times higher than in the Northeast region.<sup>44</sup>

Bennett gave the reaction to this situation as follows:

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<sup>43</sup>Panormporn Chantarapunya, The Extent of Equalization of Educational Opportunity in Public Secondary School. Ph.D. dissertation, University of Illinois, 1976, p. 6.

<sup>44</sup>Ibid.



Table 7

Enrollment in the Various Levels of Education According to Region,  
1971 (With Base = 100 for Lower Primary Education)

	Bangkok	South	Central	North	Northeast	Total
Lower Primary	100	100	100	100	100	100
Upper Primary	43.3	22.9	24.8	15.4	13.6	20.0
Lower Secondary	37.4	11.8	11.5	7.6	5.5	10.6
Upper Secondary	10.5	0.9	0.9	0.6	0.3	1.4

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Source: Ta Ngoc Chau, Implementing Universal Primary Education Within a Context of Rapid Population Growth: The Problem of Regional Disparities, with Special Reference to Thailand, International Institute of Educational Planning, Paris, 1973, p. 6.

From the evidence that is available, developing countries are spending an ever increasing proportion of their resources on expansion of all levels of education but this expansion is benefiting the children of the elite, and the richer families in any country are more likely to pursue their study beyond elementary education than secondary to higher education.<sup>45</sup>

While the Thai government recognizes inequities in its educational system, there is a powerlessness among the Thai people to correct the problem of educational inequalities among the regional areas.

For a long time many Thai people have not realized the extent of inequality of educational opportunities. It is traditional for high income provincial families who can support expenses easily, to send their children to better schools in Bangkok areas. The low income families who cannot support the expense for their children go to less academic and prestigious schools. This is also the major reason that the students drop out and don't finish the school.

This chapter presented a brief description of background of secondary education in Thailand from its inception to the present period. Chapter III will present the history of secondary teacher training in Thailand.

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<sup>45</sup>Bennett Nicholas, "Economic Development and Equality of Educational Opportunities," Ministry of Education. Bangkok, Thailand. (A paper presented to the Fourth Session of the Conference of Asians Economic Planner), November 22-December 1, 1975, p. 3.

## CHAPTER III

### HISTORICAL DEVELOPMENT OF SECONDARY TEACHER EDUCATION

The academic side of secondary education has a longer history of development than the professional component of teacher training.

Historical development of secondary teacher training can be divided into three different periods of time: (1) the period of traditional education; (2) the revolutionary period; and (3) the modern period.

#### The Period of Traditional Education (1871-1932)

Western influences on Thai education began in 1871 after the visit of King Rama V to Europe. In 1884 the first formal schools were founded in the royal palace and were open to children of the laity. Due to the need for an educated citizenry the expansion of elementary education throughout the Kingdom was accelerated regardless of class and status. In this manner problems of inadequate budget and unqualified teachers were solved by utilizing the old traditions of education in temples and by monks.<sup>1</sup> The temples were used as schools in each community. Monks were the teachers who taught the subjects according to the requirements of the central government as well as their own original knowledge. There was no way to predict the quality of education that the student was getting by this set up. There was

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<sup>1</sup>Niched Sunthornpitug, A Study of the Evolution of Teacher in Thailand: Toward a Model for Development. Educational Reference Number 211. Supervisory Unit. (Bangkok: Department of Teacher Education, 1979), p. 32.

the need for setting educational standards which focused on the training of qualified teachers who know their subject well and also know how to transmit their knowledge to their students. With this point the first Teacher Training School, Normal School, (TTS) was established in Bangkok in 12 October 1892. Its first quarters were a school in an orphanage at Yos - se. The teaching training school was under the jurisdiction of the Department of Education. This school, with an enrollment of only three students, offered a two year program leading to a certificate in Elementary Education after fourth grade.<sup>2</sup> Out of this first class none completed the program. It should be noted that at that time the government schools had two levels: lower and upper primary.<sup>3</sup> The students were required to study academic subjects in order to develop their intellect. A practice teaching experience was a requirement also.

It was not until 1894 that a teaching certificate was awarded to three students.<sup>4</sup> In 1898 the educational system was divided into two categories: (a) a General Education track which consisted of pre-primary, primary and secondary education and (b) a Specialized Education track which consisted of Teacher Training, fine arts, law, medicine, handicraft business and agriculture. The Ministry of Education ensured educational standards by appointing educational

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<sup>2</sup>Thailand, Department of Teacher Education, Twenty Fifth Anniversary of Department of Teacher Education (Bangkok: Department of Teacher Education, 1979), p. 1.

<sup>3</sup>Swat Chongkol, in Ministry of Education, Education in Thailand (Bangkok, Ministry of Education, 1970), p. 66.

<sup>4</sup>Prayoon Sriprasat, "The Development of Teacher Training in Thailand," Journal of the National Education Council (August 1972), p. 22.

inspectors for schools. There was one inspector for every fifty schools and one assistant inspector for every ten schools.<sup>5</sup> However, the adoption of the Japanese educational scheme in 1902 changed the Thai educational plan. After this the basic aim was to provide general and specialized education for all citizens as well as to educate them for civic responsibility.<sup>6</sup> These innovative changes coupled with the increasing demand for teachers in the general education system forced the government to expand the supply of teachers. The normal school was removed from a small building at the orphanage to Wat Thepsirin a more accessible location with considerably more room for expansion. The school (beginning in 1902) instituted a new course for preparing teachers for secondary education.<sup>7</sup> To increase the supply of qualified teachers, the Ministry applied a range of tactics. In 1902, for example, minimum salaries were raised in order that the teaching service might compete with the civil service for bright young men. Another avenue through which the Thai Teachers' Association founded by teachers in 1900 and taken over by the Ministry in 1902. This association serves as an institution for in-service education of teachers however, it still

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<sup>5</sup>Ibid., pp. 60-64.

<sup>6</sup>In defining the aims of the educational program of 1902, see Wyatt, David K., Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn, p. 347. For example, the ministry committed itself to the preparation for universal primary education throughout the country, creation and maintenance of a comprehensive educational system in which various levels and types of instruction were formally and functionally defined in relation to each other, gradual improvement of the entire system through the constant raising of academic standards, curriculum revision, the preparing of qualified teachers.

<sup>7</sup>Ibid., p. 1.

fell short of the demand because the normal school at Wat Thepsirin graduated only twenty-five teachers per year.<sup>8</sup> At that time the government made an effort to extend teacher training step by step, in order to secure manpower for various fields. The teacher training school was moved to Wat Tepsirintraawas, and a year later the secondary teaching certificate program was established. In 1903 the West Bank Teacher Training (now Ban Somdej Chao Praya Teacher College) was founded to train students to teach in their respective provinces after graduation.<sup>9</sup> This program led to the Kru-Mule (pre-primary) Certificate (one year training after the tenth grade).

After 1902 the educational system was frequently revised to be more practical and modern (see Figure 1). For example, in 1913 under the reign of King Rama VI, primary education was extended from three to five years to include three years of general education and two years of vocational training. Secondary education was modified into eight years with six and two years for junior and senior secondary education respectively. These structural changes paved the way for enrollment increases that would meet the demand for teachers at all levels. Nonetheless, at this time teacher shortages in local areas were unavoidable because of the government's low priority concerning teacher training and local education as well.<sup>10</sup> In the early part of

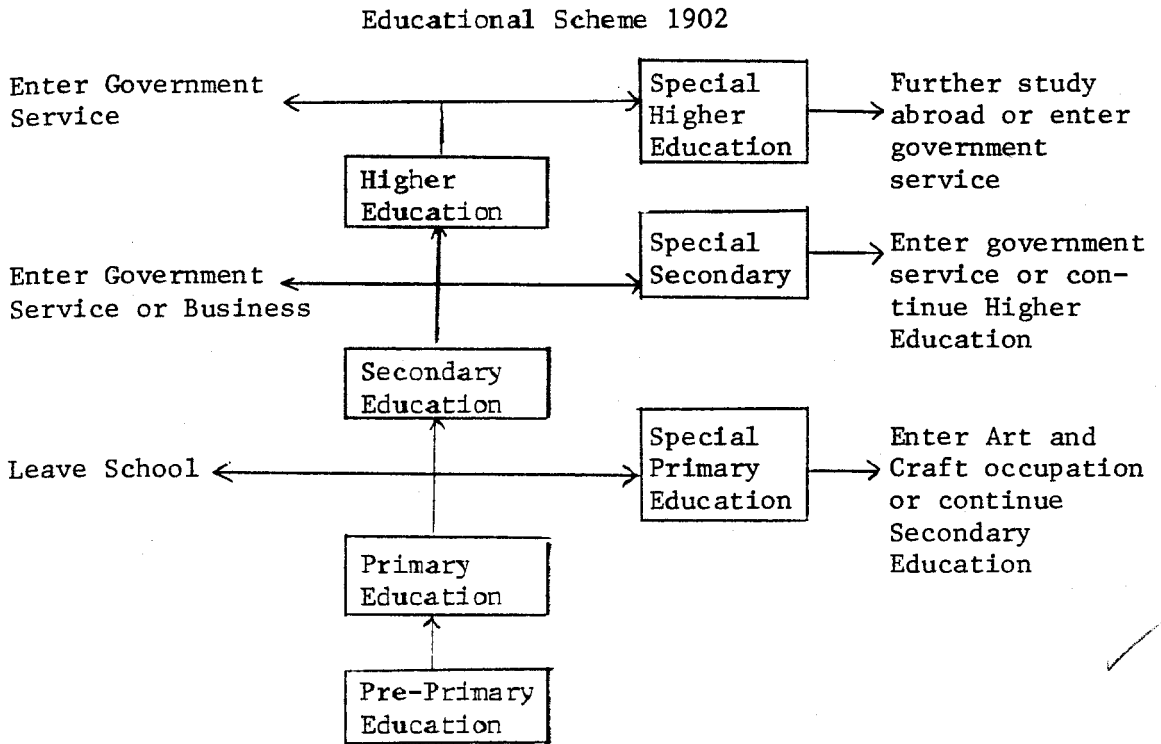
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<sup>8</sup>Ibid., pp. 312-313.

<sup>9</sup>Vorawithaya, Vasinsakon, Thai Education (Bangkok: Mitra Sayam Publisher, 1972), p. 225.

<sup>10</sup>Ibid., p. 360.

Figure 1



Source: Education in Thailand: A Century of Experience (Bangkok: 1970), p. 70.

1903 the shortage of qualified teachers began to be recognized as a problem when the Ministry of Education was faced with the proliferation of private schools and a greater demand for qualified teachers than the Ministry could meet.

In 1921 the first Compulsory Education Act was passed. This required free compulsory education for children from ages seven to fourteen. The first attempt at direct taxation for education had for its purpose the establishment and maintenance of public elementary schools. Taxation was based on a graduate schedule of one to three bahts, depending on the grade level. (This was abolished in 1930 since people could not pay it. Hence the government utilized the national budget to subsidize national primary education.) The passage of this Act led to a marked demand for teachers. However, it is interesting to note that by 1927 qualified teachers with teaching certificates in both public and private schools totaled only 11 percent.<sup>11</sup>

During the revolution in 1932, Thailand's form of government was changed from an absolute monarchy to a constitutional monarchy. Concordant with the change in government was the change in the Educational scheme to the 4-4-4 system (see Figure 2).

#### The Revolutionary Period (1932-1954)

The new constitutional monarchy strongly supported the Compulsory Education Act of 1921 by emphasizing the importance of equal

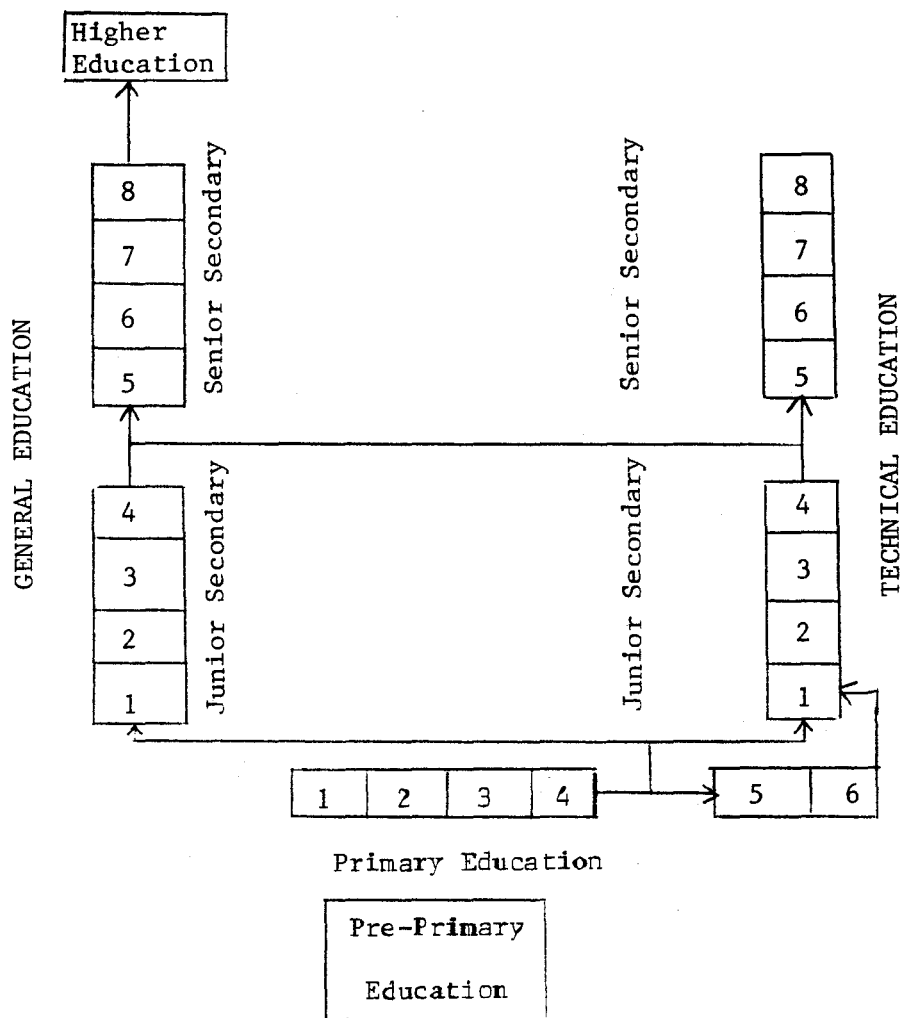
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<sup>11</sup>Bhuthin Attagara and Ratana Tanboontek, The Preparation of Teachers (Bangkok: Ministry of Education, 1970), p. 5.



Figure 2

## Educational Scheme 1932



Source: Ministry of Education, Education in Thailand: A Century of Experience (Bangkok: 1970), p. 77.

opportunities in education as a major policy.<sup>12</sup> For example, girls were provided equal educational opportunities with boys. In 1935, a new Compulsory Education Act was passed. In 1936, the national scheme of education was amended to the 4-3-2-2 form (see Figure 3). In the same year, a new Private School Act was also adopted which provided for financial assistance to private schools and also provided for school inspectors to visit the school.<sup>13</sup>

In the first year of revolutionary government the educational scheme was revised to the 4-4-4 system. Primary education comprised six years: four years of lower primary and two years of upper primary. Junior and senior were four years of each. Technical or vocational education also lasted for four years. The chief reason for these modifications was due to a change in policy which allowed for primary school budget allocations.<sup>14</sup> This brought a rapid expansion of elementary education throughout the Kingdom. A considerable amount of the budget was spent on an elementary literacy campaign so that little was available for secondary education. The secondary school programs were reduced to six years spanning grades 5-10. A pre-university program (grade 11-12) was set up to educate a select group of tenth graders who would enter the university. Those who could not enter the pre-university schools could go to higher

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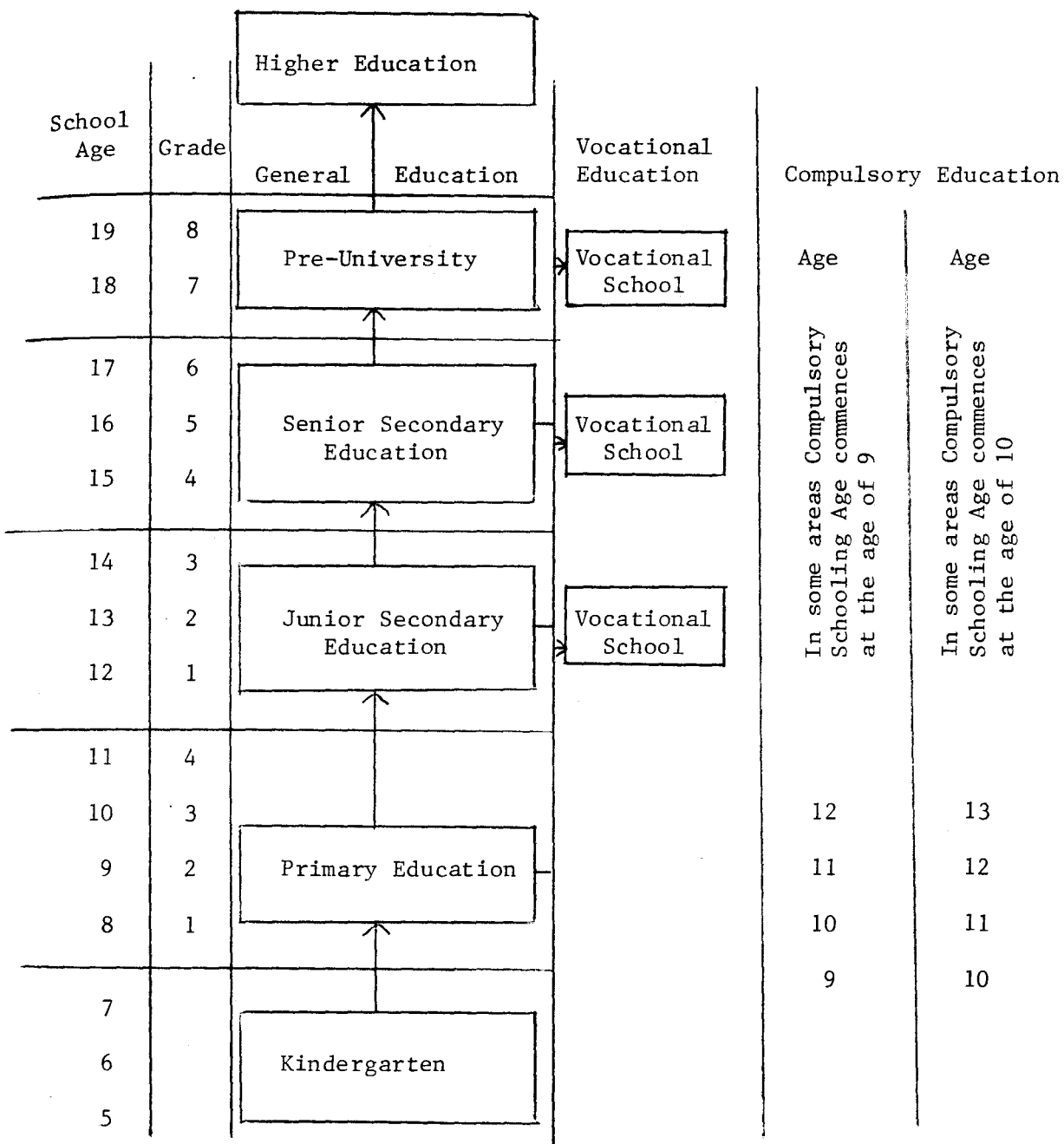
<sup>12</sup>Chongkol, Education in Thailand, p. 76.

<sup>13</sup>Thailand, Educational Planning Office, Current and Projected Secondary Education: A Manpower and Educational Development Planning Project (Bangkok: Educational Planning Office, 1966), p. 4.

<sup>14</sup>Ibid., p. 79.

Figure 3

## Educational Scheme 1936



Source: Ministry of Education, Education in Thailand: A Century of Experience (Bangkok: 1970), p. 78.

vocational schools. In order to allocate expenditures for academic secondary schools, the government proclaimed that it would maintain only a limited number of government secondary schools as examples for private schools. The majority of high school students had to be taught in private schools. The result was a concentration of educational resources in the Bangkok area that led to the rapid expansion of private secondary schools.<sup>15</sup>

Public teacher education during the early years of the revolutionary government developed slowly due to the budget. However, private teacher training programs were established in 1932 at Khemasiri Anuson, Wathana Withayalai and Saint Joseph Cenont, and the Bawwon Nivisang Teacher Training School of the Department of Education was moved to Nakorn Pathom Province.<sup>16</sup>

In 1939, the Ministry of Education abolished the Department of General Education which was responsible for general education (elementary and secondary level), and the Department of Educational Techniques which was responsible for vocational education. Thus, teacher training was under the Department of Educational Techniques, but in 1940 it was moved to the Department of General Education. The Division of Teacher Training was established with the following three sub-divisions:

- (1) Higher teacher training had the responsibility of the central Bangkok's elementary and secondary teacher training (PP and PM);

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<sup>15</sup>Ibid., pp. 4-5.

<sup>16</sup>Thailand, Department of Teacher Training, Phon Gnan Krobrob Sibhok Pee Khong Krom Kanfuekhat Kru (The sixteenth anniversary of Department of Teacher Training) (Bangkok: Department of Teacher Training, 1971), pp. 2-3.

- (2) Primary Teacher Training had the responsibility of the pre-primary teacher training (K.M. or Kru Mule), provincial teacher certificate training (K.W.) and public primary school teacher training (KP); and
- (3) Inspection and Seminar had the responsibility of inspecting all teacher training schools and teacher's seminars.<sup>17</sup>

In 1941 a new teacher education plan appeared. Among its features were: The first coeducational teacher training program which was established at Petchaburi Vithayalongkorn School; the Paw Paw (P.P.) program established at both Petchaburi Vithayalongkorn and Ban Somdej Chao Praya Schools; and the first Kindergarten teaching program established at the Home Economic school of Karn Ruan.<sup>18</sup> In 1942 the teacher training program for secondary education (PM) relocated at Chankasem Palace.<sup>19</sup>

A major factor that interrupted the development of teacher education was the Second World War. During this period, all schools in the nation closed as the Japanese troops invaded Thailand and Burma.<sup>20</sup> Students were promoted at the end of the year without passing any examinations. In 1945 the government passed the Teachers Act and established Khuru Sapha the Teacher Assembly to control and

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<sup>17</sup> Ibid., p. 3.

<sup>18</sup> Thailand, Ministry of Education, The Development of the Department of Teacher Training (Bangkok: Ministry of Education, 1970), p. 3.

<sup>19</sup> In 1956 it moved to its current location, Lad Praw Bangkok which today is Chankasem Teacher College, Sunthompithud, Ibid., p. 38.

<sup>20</sup> Manich Chumsai, "Memorial of Teacher Education," Twenty Fifth Anniversary of the Department of Teacher Training, 1974, pp. 52-54.

assist teachers.<sup>21</sup> In 1947 the three year training plan followed the twelfth grade for the first coeds. This led to the Diploma in Education (PM) which was established at Triam Udomsuksa School, now the College of Education, Pathomwan.<sup>22</sup>

In 1948 the teacher training program leading to the Diploma in Education at the Faculty of Arts and Sciences of Chulalongkorn University was recognized officially as the teacher education division in that faculty. In 1957 it became the Faculty of Education, the seventh faculty of Chulalongkorn University.<sup>23</sup>

By 1949 the Teacher Training School at Prasarnmitr, had established a program leading to the Diploma in Education. In 1950 the teacher shortage led to a shorter training plan. One-year training after the twelfth grade leading to the PP (Elementary teacher certificate) was offered for men at Trimitr Vithayalai School and for women at Satee Srisuriyothai School.<sup>24</sup> In 1951 another educational scheme was adopted, but it contained little change. The lower three years of secondary education consisted of three channels: academic, vocational and general education. Two streams were set up in the upper secondary education. They were the academic and vocational

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<sup>21</sup>Pongintara Sookhajorn, Prawat Karn Sueksa Thai (History of Thai Education) (Bangkok: Progress Printing, 1972), pp. 220-221.

<sup>22</sup>Vasinsakorn, Thai Education, p. 230.

<sup>23</sup>Prayoon Sriprasat, "The Development of Teacher Training in Thailand," Journal of the National Education Council (August 1972), p. 27.

<sup>24</sup>Thailand, Ministry of Education, The Development of Department of Teacher Training in Sixteen Years (Bangkok: Department of Teacher Training, 1970), p. 3.

streams. This 1951 scheme (see Figure 4) was an effort to meet the rising demand for vocational education by putting it at the lower and upper levels. As a result, however, a special teacher-training program was organized at Ban Somdej and Suan Sunantha in teacher training schools in 1952 with the sole objective of training vocational education teachers for the Department of Secondary Education. In 1953 this special training was extended to PM (Diploma in Education), and the certificate awarded was called the PM for vocational education.<sup>25</sup>

#### The Modern Period (1954-to this day)

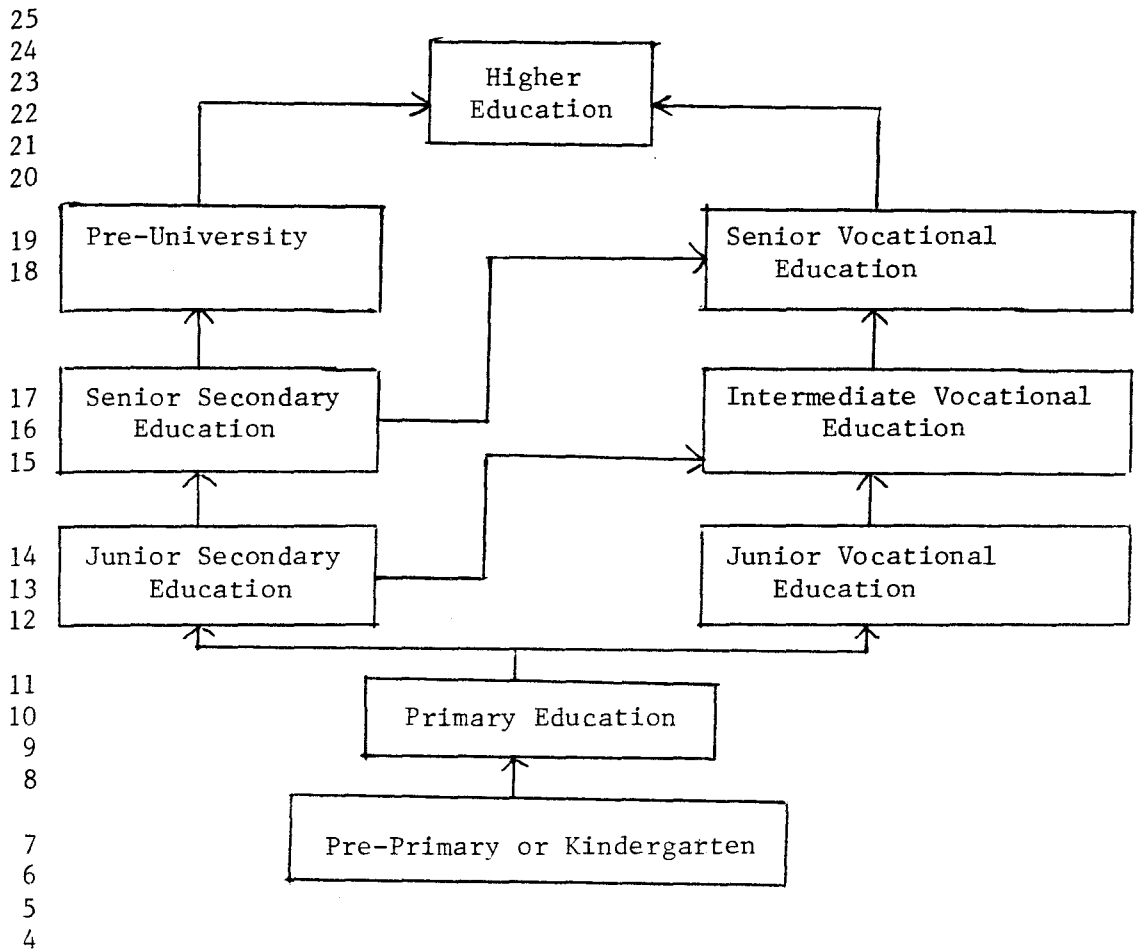
This period is marked by the foundation on 29 September 1954 of the Department of Teacher Training (DTT). Mr. Bhunthin Attagara was appointed the Chief of the Foreign Relations Division, Ministry of Education. The main purpose of DTT was to organize and bring all teacher education institutions under the control of a single government agency to facilitate qualitative and quantitative improvement of teacher education to cope with the sizeable shortage of teachers. Before the DTT was established, teacher preparation was directed and managed separately by various departments in the Ministry of Education. For example, the Division of Teacher Education in the Department of Secondary Education was in charge of preparing teachers for the general education system. The preparation of vocational teachers was the responsibility of the Vocational Education Department. The preparation of physical education teachers was

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<sup>25</sup>Ibid., p. 4.

Figure 4

## Educational Scheme in 1951



Source: Ministry of Education, Education in Thailand: A Century of Experience (Bangkok: 1970), p. 80.



conducted by the Department of Physical Education. But the effort to unite teacher education from various departments was abolished because of the differences in so called "academic and professional" aspects of teacher education among general, vocational and physical teacher education. Thus, after two years of merging, vocational and physical education teacher preparation schools were separated from the DTT. In 1956, the total number of teacher education institutions under the leadership of the DTT was thirty-two in different parts of the country. This number included two vocational schools and the College of Education at Prasarnmitr.

In 1957 the Department of Teacher Education established a new school of teacher education at Nakonsrithammarat. This new school offered a two-year program after junior high school leading to the certificate in education.

After its foundation on 29 September 1954, the DTT has brought development to the teacher training program of Thailand. The teacher training program grew strongly and rapidly. There were some changes as follows:

(1) Reorganization of the entire teacher training program took place with the introduction of the PKS and PKSS to the teacher training institutions and the B.Ed to the College of Education. The formula of the new plan called for 2-2-2 instead of the old 3-2-1 (see Figures 5 and 6).

(2) Raising of the status of teacher training institutions which offered the PKSS program from that of school to one of college.

(3) Founding of two branches of the college of education at

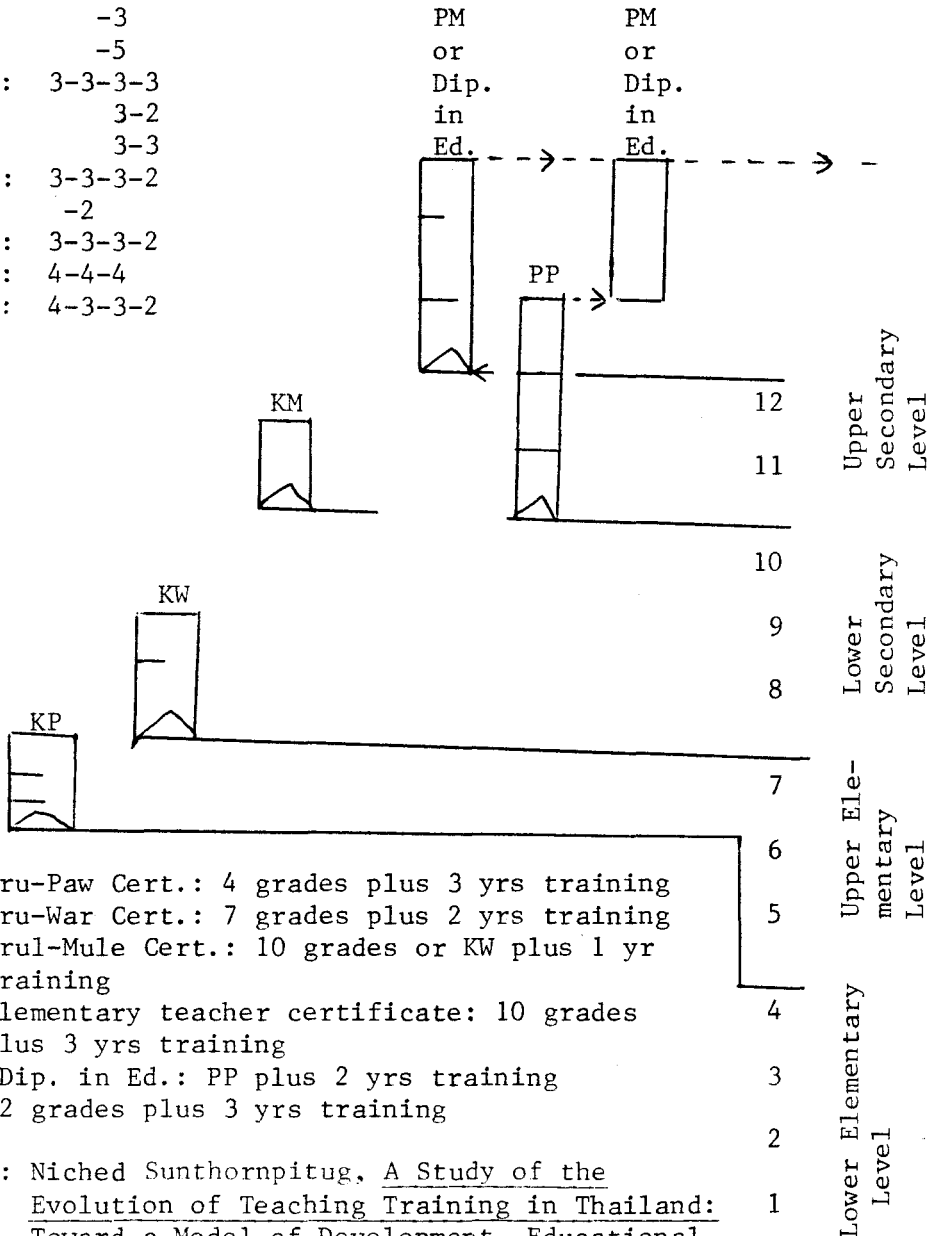
Figure 5

Teacher Training Programs in Thailand

Before the Foundation of DTT  
1894-1954

Educational Scheme:

- 1895: 3-3-4
- 1902: 3-3-5
- 1907: 3-3-3-3
- 3
- 5
- 1909: 3-3-3-3
- 3-2
- 3-3
- 1915: 3-3-3-2
- 2
- 1921: 3-3-3-2
- 1932: 4-4-4
- 1936: 4-3-3-2

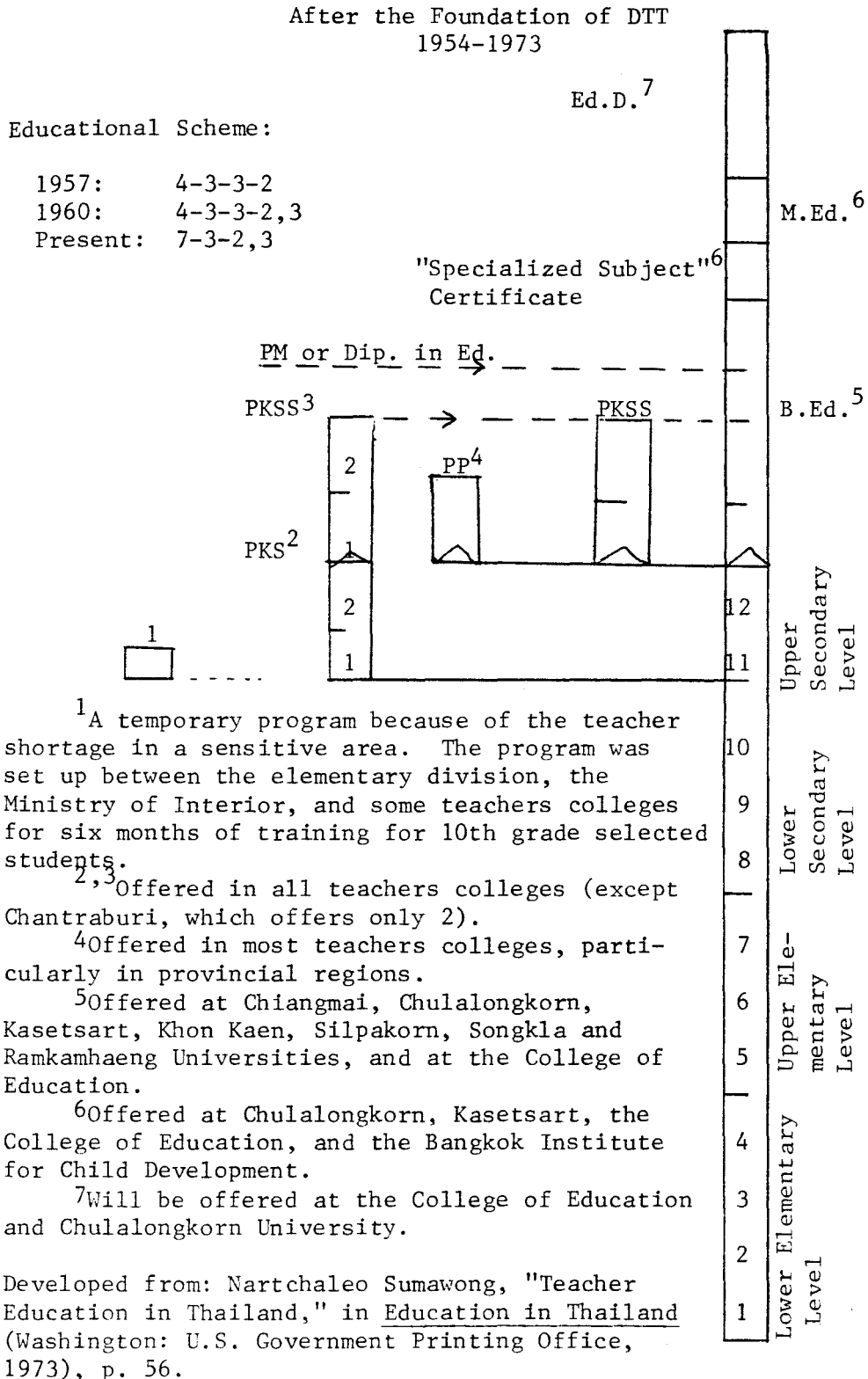


- KP: Kru-Paw Cert.: 4 grades plus 3 yrs training
- KW: Kru-War Cert.: 7 grades plus 2 yrs training
- KM: Krul-Mule Cert.: 10 grades or KW plus 1 yr training
- PP: Elementary teacher certificate: 10 grades plus 3 yrs training
- PM or Dip. in Ed.: PP plus 2 yrs training
- 12 grades plus 3 yrs training

Source: Nighed Sunthornpitug, A Study of the Evolution of Teaching Training in Thailand: Toward a Model of Development, Educational Reference No. 211. Department of Teacher Education, 1973, p. 45.

Figure 6

## Teacher Training Programs in Thailand



Bangsaen and Pathomwan, known as the College of Education Bangsaen and College of Education Pathomwan. Both branches offered four-year training after the twelfth grade which led to the B.Ed.

(4) Start of the eight-year contract for the developmental teacher training cooperation program with Indiana University, for which about 250 AID-Overseas scholarships were provided.<sup>26</sup>

With the development of DTT, the reorganization of the teacher training system in 1954 (see Figure 7) set the stage for many changes and new developments for the new era of teacher education. The policy makers realized the problems and the needs of the nation concerning teachers. Many educational plans were introduced to more teacher training programs to meet the needs of the nation in terms of qualitative and quantitative improvement. This included short range and long range planning for the expansion of institutions; curricular development, enrollment, revision and creation of new programs of studies, and teaching personnel improvement. Upon its founding in 1954, the first step of the DTT was the establishment of regional College of Education campuses at Pathomwan in Bangkok and at Bangsaen in Cholburi province.

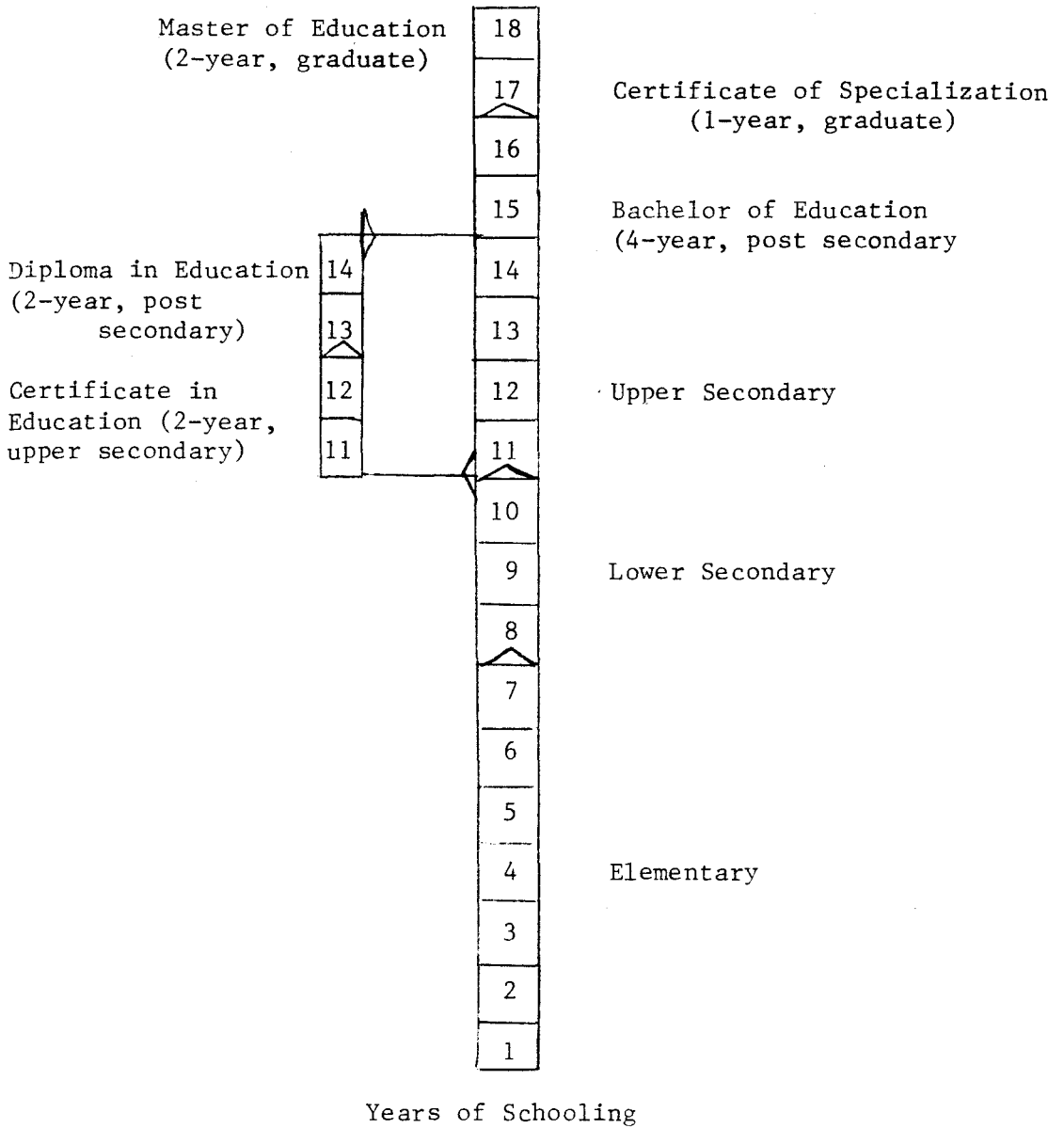
In 1955 the twilight program for those pursuing the B.Ed began in

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<sup>26</sup>Sunthornpitug, A Study of the Evolution of Teacher in Thailand, p. 44.

Figure 7

Teacher Training Programs (1970-1971)



the College of Education.<sup>27</sup> The Thai-UNESCO Rural Teacher Education Project (TURTEP) for improving rural education was launched. The TURTEP project was started in 1956 at Ubol Teacher College in northern Thailand.

The College of Education and its regional campuses joined in the program efforts of AID (Agency for International Development) through the cooperation of Indiana University and Thai Government. The purpose of these efforts was to improve the quality of teacher training and to bridge the gap between the demand and the supply of baccalureate graduates at secondary and higher levels. The DTT had a total student enrollment of 5,803 and total teaching staff of 632 in 1955.

In 1960 a new National Education Scheme (see Appendix A) was started to replace the former 4-6-2 system of elementary and secondary education (from fourth to twelfth grade) that was started in 1957. This new scheme introduced a significant change in the system by reducing the length of secondary education from six to three years (see Figure 8 for 4-3-3-3 system).

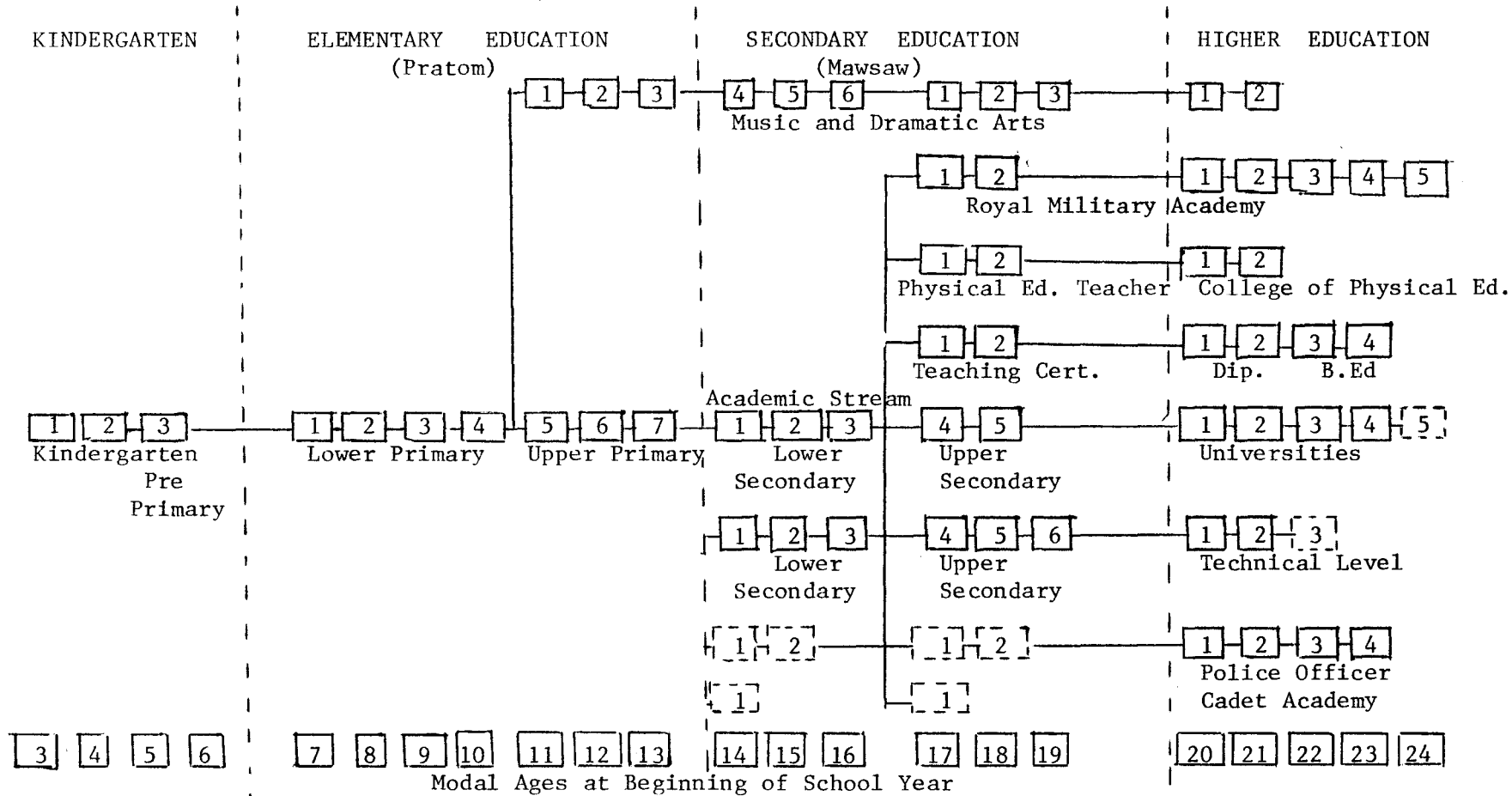
More significant changes in education took place in 1962 when the First Five-Year Plan of the nation was started. All developmental programs of the nation followed this plan. The First Five-Year Plan

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<sup>27</sup>Twilight Program. The extension program in the teacher colleges was established in two institutions in Bangkok. This has since spread to all 29 teacher colleges. The class periods take place between 4:00 p.m. or 5:00 p.m. to 8:00 p.m. or 9:00 p.m. during weekdays plus five class hours on weekends, Saturday or Sunday. The teaching programs are similar to that offered during the day and also leads to the PKS and PKSS programs.

Figure 8

Educational Scheme 1960



Source: Aree Sunhachawee, "Evolution in Curriculum and Teaching," in Ministry of Education, Education in Thailand: A Century of Experience (Bangkok: 1970), p. 103.

was used to provide direction for the country. In 1963 a Thai-USOM Joint Study Group made a strong recommendation about the need for comprehensive schooling in Thai secondary education. These recommendations led to the 1966-1970 Loan Project for the improvement of Vocational Education and the Experimental Comprehensive Secondary School Project. The comprehensive school idea resulted in a new program at the PKSS level, and new teacher training programs for the Industrial Arts at Panakorn Teacher College and later for the B.Ed at the College of Education.<sup>28</sup>

The first six year National Economic Development Plan (1961-1966) was started in 1961. The major purpose of this plan was to develop and promote the economic growth of the nation. Teacher education as a result of the National Development Plan, was given a higher priority than ever before and was assigned the responsibility for the preparation of teachers at all levels. The existing teacher education institutions were required to cooperate with the government in planning for the maximization of the utilization of all available resources to increase the enrollment at all levels.

From 1967 to 1971 the Second Five-Year Plan of the nation took effect which gave more emphasis to the expansion of teacher education (see Appendix B). In 1967 the fourth branch of the College of Education was established at Pitsanuloke in the north. In 1968 the fifth branch was founded at Mahasarakam located in the northeast. It

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<sup>28</sup>Thailand, Educational Planning Office, Current and Projected Secondary Education Program for Thailand, p. 7.



was in 1968 that the twilight program of the PKS and PKSS was introduced to teacher colleges. This program was in accordance with a similar idea which had been applied in 1955 to twilight program leading to the B.Ed.<sup>29</sup> The two teacher colleges in Bangkok, Ban Somdej and Suan Sunantha initiated this program and later it spread to all teacher education programs.

Three universities, Chiangmai, Khonkaen and Songkla established faculties of Education in 1968. In 1969 Kasetsart University established a Faculty of Education also. In 1970 Faculty of Education was founded at Silpakorn University at new campuses in Nakhonpathom, and finally 1971 Faculty of Education was established at Ramkhamhaeng "an open university" of Bangkok.

Since 1973 there have been twenty-nine teachers colleges in operation. They award three types of teaching certificates: the PKS, the PP and PKSS for regular programs; and the PKS and PKSS for the twilight programs. The College of Education has expanded to seven campuses: three in Bangkok and four in the provinces.<sup>30</sup> All Colleges of Education provide training programs leading to the B.Ed.

Organization. In Thailand teacher education at all levels is organized under both the Ministry of Education and the State University Bureau. Within the Ministry of Education the Department of Teacher Training plays the major role in this process, besides

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<sup>29</sup>Audrey Gray and Alton C. Straughan, Jr., Education in Thailand: A Sector Study (Bangkok: United States Operation Mission to Thailand, 1971), p. 207.

<sup>30</sup>Sunthornpitug, A Study of the Evolution of Teacher in Thailand, p. 49.

producing about nine-tenths of the nation's teachers. Within the Ministry of Education the departments of Teacher Training, Vocational Education, Physical Education and Fine Arts have responsibilities for the teacher preparation programs and institutions. Most of the teachers are produced by teacher education institutions under the administration of the Department of Teacher Training. The departments of Vocational Education, Physical Education and Fine Arts are responsible for preparing teachers in their respective specialties. The State University Bureau, through its university faculties of Education is responsible for preparing teachers at the degree level. Now there are about seven universities with faculties of Education.

Goals and Objectives of Teacher Education. Nartchaleo Summawong has summarized the objectives of Teacher Education in Thailand as follows:

- (1) they prepare people to meet the qualitative needs for manpower in the field of education.<sup>31</sup>
- (2) they increase an individual teacher's competence in one or several teaching fields and his skill in teaching, and to insure that he develops a wholesome personality and a sense of good citizenship.<sup>32</sup>

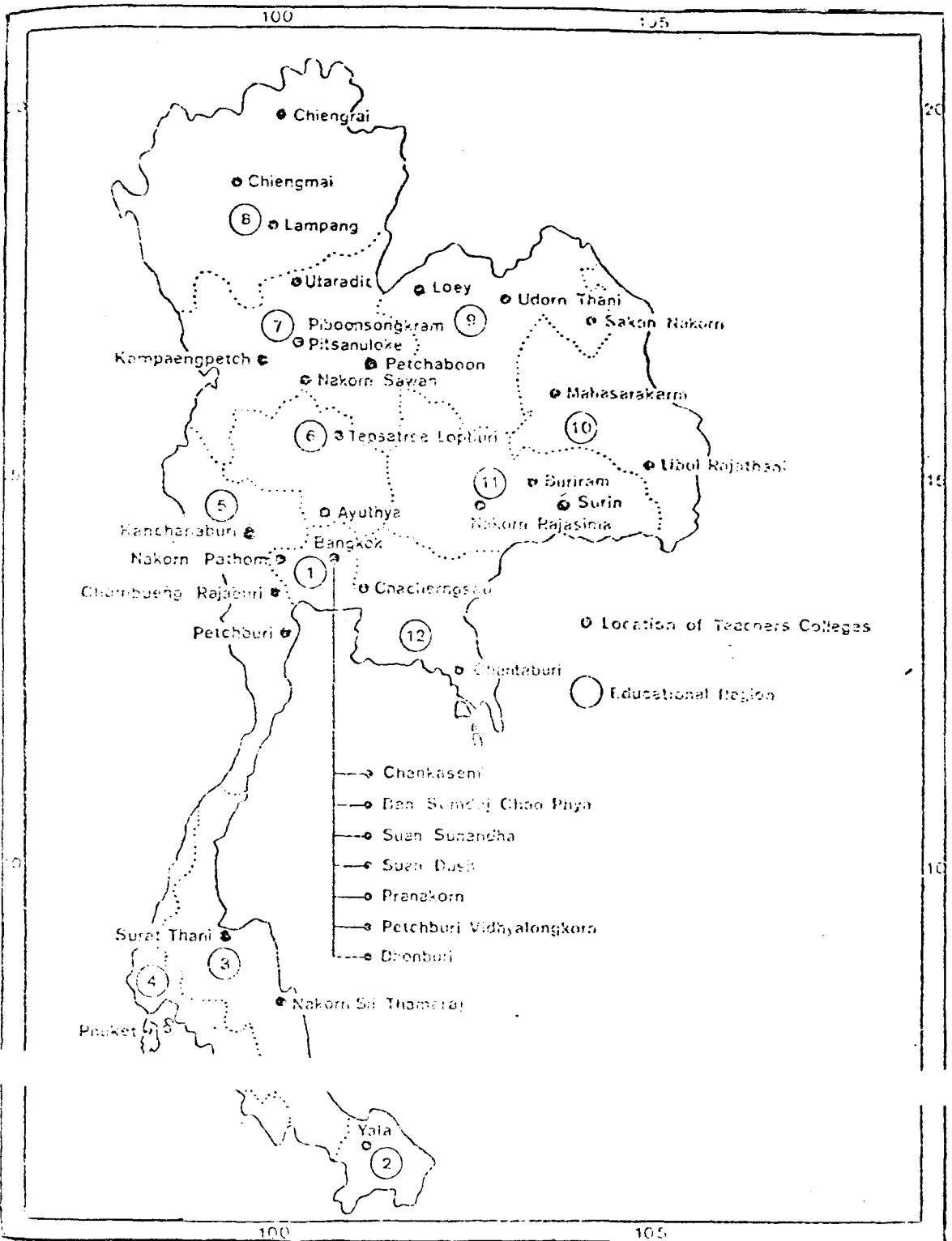
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<sup>31</sup>The quantity of teachers produced must be in harmony with the present and projected enrollment of pupils at the elementary, secondary and higher levels. The quality of the teachers must take into account the economic and social development of the country.

<sup>32</sup>The teacher should also possess a love of knowledge, an ability to understand and work with children, good human relations, initiative and a sense of responsibility and leadership.

Figure 9

Location Map of 36 Teachers Colleges



Source: Department of Teacher Training, Its Work and Organization 1973 (Bangkok: Karnasasana Press, 1973), p. 2.

- (3) they upgrade the qualifications and status of teachers by continually providing for further study and inservice training; and by conducting qualifying examinations for teachers in the field.<sup>33</sup>

Due to the present stage of Thai educational developments, the UNESCO Teacher Education Mission has also recommended that a new and integrated approach to teacher education, at all levels, is necessary for the following reasons:

- (1) to produce teachers who really know "how to teach", and are ready to cope with real problems of daily school teaching in a situation of "accelerated" development;
- (2) to mobilize the greatest possible number of highly qualified and experienced people for constructive professional and educational work;
- (3) to train as rapidly and efficiently as possible new leaders for teacher education such as teachers, supervisors and administrators;
- (4) to channel the administrative and supporting services into their promotional role;
- (5) to make the best possible use of the existing resources for teacher education;
- (6) to produce more teachers.<sup>34</sup>

With these concepts in mind, teacher education in Thailand must aim at preparing teachers:

- (1) to analyze, understand and solve the real school problems, e.g., teaching the beginners, helping the "slow movers" detecting the causes of retention and retardation;
- (2) to understand the learning process, and work towards active (not passive) learning;

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<sup>33</sup>Nartchaleo Summawong, "Teacher Education in Thailand" in Amnuay Tapingkae and Louis J. Setti, Education in Thailand (Washington: U.S. Government Printing Office, 1973), p. 57.

<sup>34</sup>S. Gordon, J. Guiton and A. Tantawi, Thailand: Teacher Education (Paris: UNESCO, 1970), p. 15.

- (3) to adopt schooling to the fast changing technological and environmental reality;
- (4) to grasp the extent and limits of their roles as "agents of development", in the communities where they will find themselves especially when the setting is rural;
- (5) to participate in the task of defining the level of attainment (knowledge and skills) that school children and students are expected to reach at critical points in their education (e.g. end of Prathom 1--grade 1; end of Prathom 4, end of M.S. etc.);
- (6) to be familiar with, and to be able to apply the new methods of evaluating school attainment and progress;
- (7) to apply or be ready to apply, what is now called the "technology of education", particularly audio-visual means of education, and programmed instruction;
- (8) to use effectively, and efficiently, the teaching equipment and the teaching aids which are, or may become, available to them; also to participate in designing, producing, testing and evaluating new or experimental aids and materials;
- (9) to know how to call upon the existing sources of information, and the existing services, for recurring suitable equipment and materials;
- (10) generally, to possess and apply the necessary skills for on the job training, self training and in-service training;
- (11) to understand the overall movement of educational development, and participate in it.<sup>35</sup>

### Training in Teacher Colleges

Teaching Credential Routes. In Thailand there are three major parallel tracks that prepare teachers in teaching training institutions: a regular track, alternative track, and external certification.

The regular track consists of four levels of teacher

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<sup>35</sup>Ibid., pp. 15-16.

certification: the certificate in education (Paw Kaw Saw/PKS); the higher certificate in education (Paw Kaw Saw Sung/PKSS); the bachelor degree level (B.Ed, B.A., B.S.) and the graduate level (Graduate Diplomas in Special Fields, M.Ed., and Ph.D.).

The following outlines four major levels of teacher certification:

<u>Certification Title</u>	<u>Nature</u>	<u>Requirement</u>
Paw Kaw Saw/PKS	Certificate in Education	Three years of high school (M.S. 1-3 or Grade 8-10) plus two years of teacher training
Paw Kaw Saw Sung/PKSS	Higher Certificate in Education	Paw Kaw Saw plus two additional years of teacher training or five years of high school (M.S. 1-5 or Grade 8-12) and two years of teacher training
Bachelor's Degree	B.Ed., B.A., or B.S.	Completion of an undergraduate collegiate program
Graduate Level	Graduate Diploma in Specialized fields, M.Ed. or Ph.D.	One year of graduate level study in a given field for the Graduate Diploma, two years of graduate study in an approved program for the Master's degree or two more years following M.Ed. for the doctoral program.

Alternative Certification Track is provided in addition to the certification gained through attendance at one of the teacher training institutions. This consists of a special "twilight program" which provides teacher training instruction at all levels after the normal daylight hours. The evening program was identical to the regular one leading to associate degree in education. It is possible for a

"twilight" student to pass through all three levels of teacher certification (including B.Ed.) in evening courses. Twilight courses were first established at the College of Education in 1955 for teachers already in service. Chulalongkorn University admits a sizeable number of twilight students in B.Ed. and M.Ed. programs. Table 1 shows the enrollment of the students in twilight programs in 1975.

The first External Certification Track culminates in the Paw Maw (Diploma in Education). The Paw Maw may be earned by in-service teachers solely through examination in professional education courses and in their choice of three elective academic areas. The Paw Kaw Saw/PKS certificate may be earned through external examination also.

The Teacher Training System. Four types of institutions prepare teachers. There are four teacher training schools, two in Bangkok/Thonburi and two in the south of Bangkok. These schools receive students at M.S. 4 level and provide a two year course leading to the Paw Kaw Saw qualification. The training program has been progressively oriented in the last fifteen years toward the preparation of rural primary school teachers. The task of preparing elementary school teachers, however, is gradually being assumed by the teacher training colleges.<sup>36</sup>

In 1975 there were 29 teacher training colleges, several of which has been upgraded from teacher training schools. The teacher training colleges carry out a four-year training program leading to the Paw Kaw

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<sup>36</sup>Gray and Alton, Education in Thailand, p. 207.

Table 1  
Twilight Program

No.	Teacher Colleges	PKS			PKSS		
		M	F	Total	M	F	Total
1	Chantarakasem	101	60	161	14	12	26
2	Ban Somdej	125	277	402	190	384	574
3	Suansunantha	73	67	140	170	262	432
4	Suanduset	--	653	653	--	--	--
5	Pranakorn	160	143	303	288	274	562
6	Thonburi	153	201	354	91	162	253
7	Petchburi Vithaya	447	434	881	405	438	843
8	Nakornpathom	418	517	935	61	112	173
9	Yala	177	413	590	131	212	343
10	Songkhla	426	741	1,167	58	101	159
11	Nakornsri thamaraaj	576	991	1,567	32	61	93
12	Puket	245	373	618	80	105	185
13	Chombueng Rakburi	280	310	590	163	141	304
14	Petchburi	277	442	719	110	211	321
15	Lopburi	399	535	934	130	156	286
16	Ayuthaya	285	481	766	152	286	438
17	Pitsanuloke	129	152	281	43	58	101
18	Nakornsawan	449	473	922	95	119	214
19	Utaradit	392	424	816	47	88	135
20	Chiangmai	248	316	564	75	214	289
21	Lampang	292	422	714	56	95	151
22	Udonthanee	612	632	1,244	224	190	414
23	Sakomkorn	270	554	884	159	186	345
24	Ubolrajthanee	312	402	714	100	139	239
25	Mahasarakarm	411	518	929	72	165	237
26	Nakornrajsima	273	294	567	129	165	294
27	Bureerum	159	220	479	--	--	--
28	Chachoengsao	214	352	566	61	108	169
29	Chantaburi	111	187	298	--	--	--

Source: Department of Teacher Training, Sathiti Karn Suksa 2518  
(Statistic of Education 1975) (Bangkok: Kurusapa Press,  
1975), pp. 55-61.



Saw (PKS) and then to the Paw Kaw Saw Sung (PKSS). All teacher training colleges have the same syllabus which is established by the Ministry of Education, Department of Teacher Training.<sup>37</sup>

The third type of institution is In-service Education Division conducted by the Department of Education. They offer courses for qualifying examinations to those teachers in service who wish to upgrade their certificates. The division also constructs the examinations. It supervises the self study of teachers and provides instruction in every class and vacation period classes. By attending classes, engaging in self-study and passing exams, teachers in service may upgrade their certificate.<sup>38</sup>

Finally, the College of Education was established in 1954 under the administrative control of the Ministry of Education's Department of Teacher Training. The college was established with assistance from the USOM (United States Operation Mission) through a contract with Indiana University. It is a training and research institution at the higher education level granting B.Ed and M.Ed degrees. Its functions are: (1) to prepare administrators, supervisors and teachers for elementary, secondary, vocational and teacher training institutions; (2) to prepare instructional materials for use in school; (3) to conduct in-service training programs for teachers, administrators and supervisors; and (4) to conduct educational research both separate

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<sup>37</sup> Ibid., p. 207.

<sup>38</sup> Jasper J. Valenti and Gerald L. Gutek, Education and Society in India and Thailand (Washington, D.C.: University Press of America, 1973), p. 353.

from and in association with the Bangkok Institute for Child Study which is located on the campus of the Central College of Education at Prasarnmit.

From the establishment of the original College of Education at its Prasarnmit campus (now Srinakarinwirot University) in Bangkok, the college has expanded into a network of centers of teacher education with two branches in Bangkok/Thonburi area and four branches in the provinces. The College of Physical Education has recently become a branch of the College.

The College of Education and its various branches conduct the following programs leading to certification: a four year degree program following completion of the Paw Kaw Saw (PKS) leading to the B.Ed degree; and a range of two-year programs following completion of the Paw Kaw Saw Sung and also leading to a B.Ed in several fields.<sup>39</sup>

University Faculties of Education. Seven university faculties of Education offer teacher education programs leading to a bachelor's degree: Chulalongkorn, Kasetsart, Ramkhamhaeng, Sikpakorn, Chiangmai, Khonkaen, and Prince of Songkla. These universities offer two-year courses and four year courses leading to the B.Ed, B.A. and B.S. in Education degrees. Chulalongkorn University also offers a two-year program leading to the M.Ed. degree and a special one-year graduate Diploma (non-degree) in several specialized subject fields.

Sippanondha Ketudat described the university operation in Thailand as follows:

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<sup>39</sup>Gray and Alton, Education in Thailand, p. 204.

University operation in Thailand are under the aegis of the new ministerial level State University Bureau. For each university there is a policy and governing board, the University Council. The chief administrator is the Rector who carries out the tasks according to the policy laid down by the University Council. Legally, the Council has a great deal of power in the area of policy, academic development, appointment of academic administrators and professors, and many others.<sup>40</sup>

### Curricular Development

All teacher-training institutions administered by the Ministry of Education operated under a quarter system. However, in one academic year, the classes for the full-time students are conducted in only three of the quarters while the fourth or summer session, is confined to inservice training programs. Each quarter consists of twelve weeks. The universities, on the other hand, operate under a semester system. In general, professional and major subject courses. However, in the different programs the percentage of the total curriculum devoted to each part varies according to the purpose of the particular training.<sup>41</sup>

The Teacher College curriculum is prescribed by the Ministry of Education, which also sets objectives, regulations and required courses.

A certificate program prepares elementary school teachers. Students who have graduated from M.S. 3 may sit for an entrance

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<sup>40</sup>Sipparondha Ketudat, "Higher Education in Thailand" in Higher Education in the Asian Region. Bulletin of the UNESCO Regional Office for Education in Asia, Vol. 4, No. 1 (Bangkok: UNESCO), September 1972, pp. 127-128.

<sup>41</sup>Summawong, "Teacher Education in Thailand," p. 58.

examination to the teachers colleges. After two years training, they are awarded the Lower Certificate in Education, which qualifies them to teach in the primary school.<sup>42</sup>

In a certificate program a student must complete a minimum of 130 credits for course requirements. A student shall be in attendance at the teacher college for two academic years (six regular sessions); three regular sessions in one academic year. Each session lasts at least twelve weeks, each week consists of thirty hours of study. The course of study is outlined below:

General courses (45 credits - all required courses)

Thai	15
English	20
Social Studies	15
Mathematics	10
General Science	15

Professional courses (20 credits - all required courses)

Brief Introduction to the	
History of Thai Education	3
Child Development	2
Educational Psychology	3
General Principles of Teaching	2
Method of Teaching, Thai, English, Mathematics, Science and Social Studies (one credit each)	5
Student Teaching	5

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<sup>42</sup>Ministry of Education, Education in Thailand, p. 89.

Major Subject Courses (special courses 35 credits -  
all required courses)

Agriculture	5
Home Economics	5
Handicrafts	6
Physical and Health Education	6
Education: Music and Thai	
Dancing	4
Art	4
Boy Scouts or Junior Red Cross	2
Library Science	2

Total 130<sup>43</sup>

The Higher Certificate Curriculum prepares teachers to teach in lower secondary schools (M.S. 1-3/Grade 8-10). Students are recruited from graduates of M.S. 5 or those who have obtained the Lower Certificate in Education. They follow another two-year course which enables them to teach in lower secondary classes up to M.S. 3.<sup>44</sup> In this program six regular sessions (two academic years) must be completed. One session lasts at least twelve weeks with five school days and thirty hours of classes. A student must complete a minimum of 130 credits, the quality of which is defined by regulations for evaluation issued by the Ministry of Education. This course is outlined below.

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<sup>43</sup>Thailand, Ministry of Education, Certificate of Education Curriculum (Bangkok: Ministry of Education, 1965).

<sup>44</sup>Ministry of Education, Education in Thailand, p. 89.

General Courses (130 credits)

Thai	10
English	10
Electives	10
Geography and History	
General Science	
Mathematics	
Religion, culture and Thai customs	

Major and Minors (80 credits)

One Major	40
Two Minors (each 20)	40

Selection can be made from the following, by any major or minor chosen must be the same as already chosen from general courses for major and minors.

Thai  
English  
Social Studies  
Mathematics  
Science  
Home Economics

Courses for minors only

Agriculture  
Art  
Practical Arts  
Decorative Art

Education (20 credits)

General Principles of Education	3
Adolescent Development	2
Educational Psychology	2
General Principles of Teaching in Secondary Schools	2
Teaching Thai, English, Mathematics, Science, Agriculture, Home Economics, Arts or Handicrafts in Secondary Schools (2 credits for each area taken)	6
Student Teaching	5
<u>Total</u>	130 credits <sup>45</sup>

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<sup>45</sup>Thailand, Ministry of Education, Higher Certificate of Education Curriculum (Bangkok: Ministry of Education, 1964).

The University program prepares teachers to teach in the upper secondary schools (M.S. 4-5/Grade 11-12). There is a Two-Year Program leading to a Bachelor's Degree, and seventeen teachers colleges have recently this program for those who have following the completed the Higher Certificate of Education. There are three major fields of study: Elementary Education, Secondary Education and Rural Education. The requirements of the curriculum are almost the same as the Sri Nakharinwirot University (major campus). The requirements of these programs are as follows:

#### Elementary Education

1. General Education - a minimum of 62 credits
2. Professional Education - a minimum of 43 credits

Total 105 credits

#### Secondary Education

1. General Education - a minimum of 72 credits
2. Professional Education - a minimum of 32 credits

Total 104 credits

#### Rural Education

1. General Education - a minimum of 66 credits
2. Professional Education - a minimum of 39 credits

Total 105 credits<sup>46</sup>

The Curriculum Drafting Committee of the Teacher Training Department is now in the process of developing a Teacher College curriculum for a Bachelor Degree program. The proposed curriculum constitutes a relatively new pattern with such subjects as "Ideologies

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<sup>46</sup>Teacher Training Development, Bachelor's Degree in Education Curriculum of the College of Education (Bangkok: The Supervisory Unit, 1974), pp. 7-9.

and the Strategy of Guerilla Warfare", "Seminar" and "Readings" plus subjects in certain areas of history, "Thai" Linguistic, and Guidance.<sup>47</sup> The structure of the new proposed curriculum is shown in Figure 10.

Figure 10

A Proposed Bachelor's Degree Program for Teacher College

General Education  
(40-42 credits)

Professional Education  
(40-42 credits)

Majors-Minors  
(44-48 credits)

Electives  
(6-8 credits)

Total credit (130-140)

A four-year program based on the semester credit hours.

Source: Developed from Teacher Training Development, "A Report of the Curriculum Drafting Committee" (Bangkok: The Supervisory Unit Teacher Training Department, Ministry of Education, 1974), p. 4.

A University program leading to a bachelor's degree in teacher preparation with the credits expressed in semester hours is described in Figure 11.

Graduate Programs

Summawong stated that the specialized subject program lasts one year. During this time the student focuses on one of the following academic or professional fields: Thai language and literature,

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<sup>47</sup> Thailand, Ministry of Education, The Changing Role of the Teacher and Its Influence on Preparation for the Profession and on In-Service Training in Thailand (Bangkok: Ministry of Education, 1975), pp. 15-16.



Figure 11

General Requirements  
(Total 150 semester hours)<sup>48</sup>

Liberal Arts a minimum of 51 semester hours	Education a minimum of 51 semester hours	Major teaching area a minimum of 30-36 semester hours	Minor teaching area a minimum of 12 semester hours
	Requirement Course (a minimum of 45)	Elective Course (a minimum of 6)	

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<sup>48</sup>Chiangmai University, Chiangmai University Faculty of Education Handbook for Information 1969-1970 (Chiangmai: Chiangmai University, 1940).

English, mathematics, biology, physics, chemistry, geography, history, guidance, educational measurement, library science or audiovisual education. The total program consists of 45 credit hours. The master degree program runs for two years and consists of 90 hours of course work. The student concentrates on a professional area and one academic major. In addition, she/he must write a thesis.<sup>49</sup>

Methods of Teaching. Several teacher training institutions have attempted to develop effective instructional methods and models, although the lecture methods still predominate. Student participation and group discussion are reserved for innovative programs. Other newer methods include use of closed circuit television, micro-teaching, unit teaching and team-teaching. Nartchaleo Summawong stated the development of method of teaching in this way.<sup>50</sup>

An audiovisual aids center at each institute provides films, filmstrips, slides, charts, diagrams and modes for the use of both the institutions, instructors and its students. Prospective teachers are taught how to prepare and use these materials and instruments effectively. However, because most of these materials are expensive imports, the emphasis in his training is placed on developing lower-cost materials that can be constructed from the resources that are locally available.

All students are required to make extensive use of their institution library facilities for preparing oral and written reports. In addition, there is generally adequate laboratory space available for scientific study and experiment.

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<sup>49</sup>Summawong, Education in Thailand, p. 59.

<sup>50</sup>Ibid., p. 61.

Extracurricular activities have not been overlooked. It is widely accepted that students learn outside the classroom as well as inside. Programs such as student council, athletics, clubs, and a variety of other social activities are enthusiastically promoted by each of the teacher-training institutions. It is felt that these programs will not only aid in the student's intellectual development but will also do much to create wholesome, cultured and well rounded members of society.

This chapter presented a brief description of background of teacher education in Thailand. Some aspects of teacher education examined include the historical background, goals and objectives of teacher education, organization, system of teacher education and curriculum content. Chapter IV will present the administrative organization of secondary education and secondary teacher training in Thailand. The responsibility of three government entities will be examined: the Office of the Prime Minister; the Ministry of Education; and the Ministry of Interior.

## CHAPTER IV

### GOVERNMENT CONTROL OF SECONDARY EDUCATION AND SECONDARY TEACHER TRAINING

Due to the increasing demand for secondary education and the growth its curricula is a fairly complex administrative structure developed to regulate secondary education. Its organization of secondary education and secondary teacher training is a three level system: the central, the regional and the local level.

#### The Central Level

Responsibility for the administration of education at the central level is divided among four government agencies: the Office of the Prime Minister; the Ministry of Education; the Office of State Universities; and the Ministry of Interior. In general, the Office of the Prime Minister is responsible for the overall financial and staffing aspects of the whole educational system. The Ministry of Interior governs primary education, and the Ministry of Education regulates secondary education, post-secondary programs in technical institutes, the College of Technology and vocational education, and teacher training colleges. The Office of State Universities is responsible for carrying out educational studies and analyses in order to make sure that national education planning corresponds to national development. As there is often some overlapping of authority among these ministries further descriptions of their different functions in

education is given.

### The Ministry of Education

The general duties of the Ministry of Education are concerned with governmental activities in public education at all levels. The Ministry of Education controls the policies and expenditures of national public education. Its vast control of education makes it one of the most important ministries of the country.<sup>1</sup>

This ministry, like other ministries, was organized in a pyramidal fashion similar to those of most modern states. There are nine departments including the Office of the Under-Secretary of State and the Private Education Commission. The ministry is headed by a member of the Cabinet, who is a political appointee and sits on the Cabinet where he theoretically represents the interests of education and educators in decisions involving national policy.<sup>2</sup> His "official" relationship to the Prime Minister and other members of the Cabinet is that of educational advisor, and he is theoretically held responsible for execution of directives which affect education that are issued by the Cabinet.<sup>3</sup> The minister holds the position of supreme authority in the ministry. The minister has a dual role of political leader and maker of national policy, and of being the chief administrative

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<sup>1</sup>Swat Sukontarangsri, "Government Control of Public Education in Thailand," Paedagogica Historica (1966), p. 248.

<sup>2</sup>Thailand, Ministry of Education, A History of Thai Education. Bangkok: 1976, p. 143.

<sup>3</sup>F.J. Mortimore, "Diffusion of Educational Innovation of the Government Secondary School in Thailand," Ph.D. dissertation, Michigan State University, 1968, p. 32.

official in the ministry.<sup>4</sup> The minister's secretary and the latter's staff are responsible for assisting the minister in performance of his duties--nearly all of which are ceremonial, social, cultural and/or representational. Responsibility for coordination of program execution with other government agencies may be assigned by the minister to his secretary, as duties connected with preparing speeches, answering correspondence and writing reports.

Khuru Sapha (Teacher Association) was created by law in 1945, and all government school teachers are required to become members--paying, in addition to frequent special assessments, annual dues of twenty bath (20 bath equals \$1.00) each. This government-sponsored professional organization has as its primary "official" functions: (1) advisement of the minister on methods of improving teacher welfare, (2) consultation with ministry officials in development of elementary and secondary school curricula, and (3) organization of pre-service and in-service teacher-training programs. The Executive Board of Khuru Sapha--of which the Minister is Chairman, and the Under-Secretary of State for Education is Vice-Chairman, with all Directors - General holding membership--approves the appointment, promotion, transfer and termination of numbers. It is also charged with raising academic standards of teachers, and it publishes three monthly professional journals.<sup>5</sup>

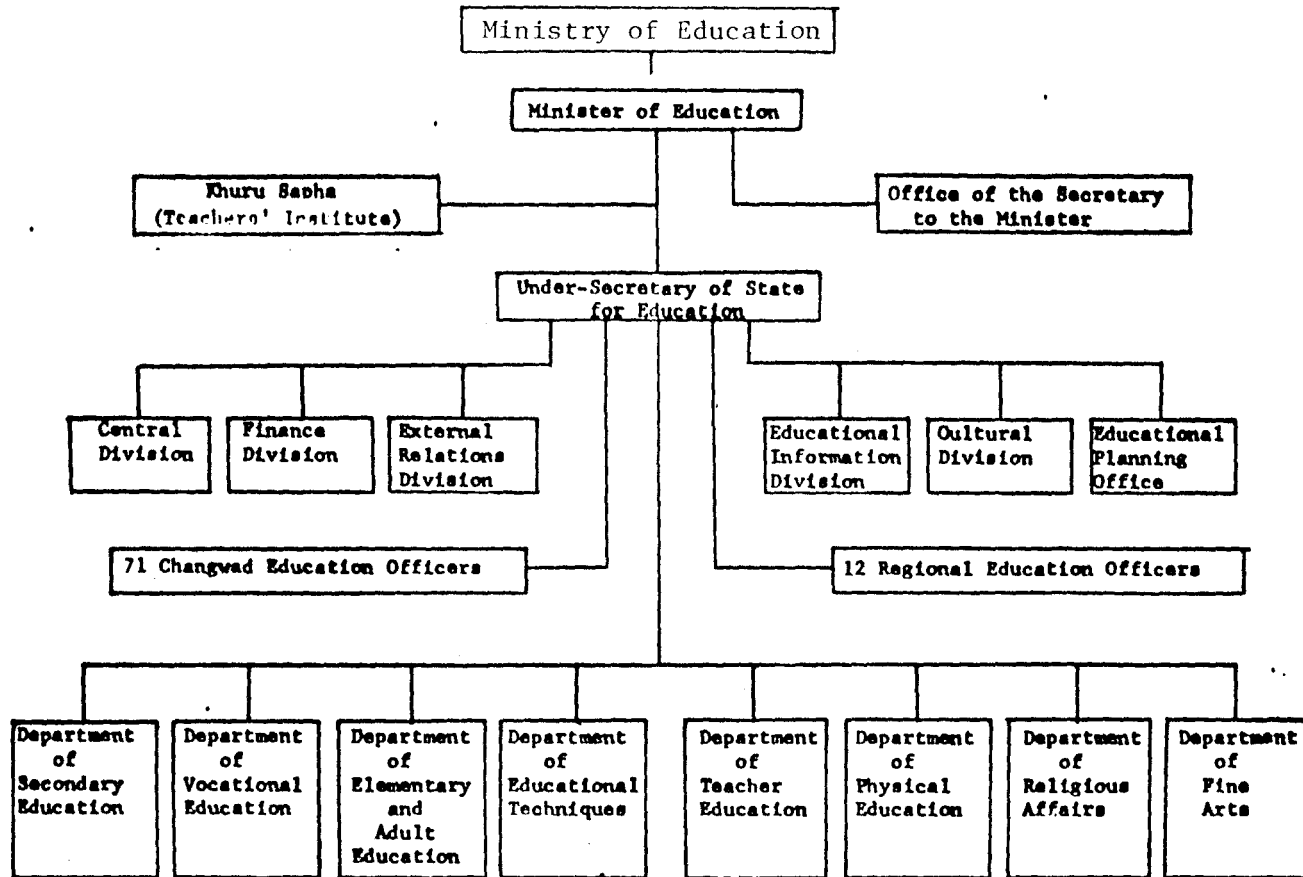
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<sup>4</sup>Public Administration Service, Organization and the Management of the Ministry of Education, Survey and Recommendations Report Edmn-2 Bureau of the Budget Kingdom of Thailand, October 1966, p. 8.

<sup>5</sup>F.J. Mortimore, Diffusion of Education Innovations in Thailand, p. 34.

Chart 1

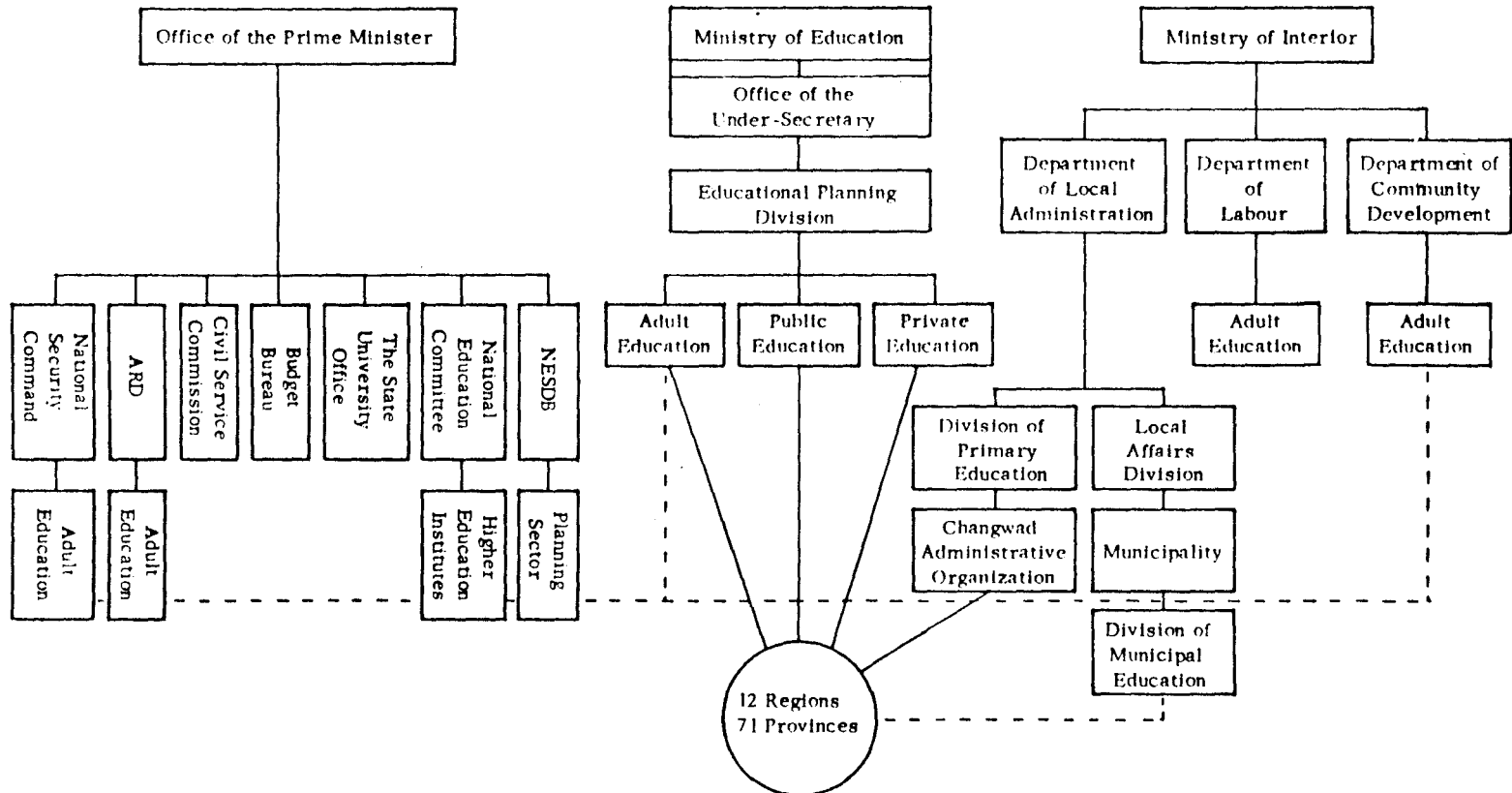
Organization of the Ministry of Education



Developed from (1) Thailand, Ministry of Education, Educational Planning Office, Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Planning Project (Bangkok, 1966), pp. 8-9.  
 (2) Thailand, Ministry of Education, Education in Thailand 1971, (Bangkok: 1973), pp. 9-11.

Figure 1

EDUCATIONAL PLANNING AGENCIES, THAILAND



Source: Sadab Attasara, Sonchai Wudhiprecha and Surat Silpa-Anan, Educational Administration in Thailand. Bulletin of the UNESCO Regional Office for Education in Asia, Number 15, June 1974, p. 195.



Responsibility for operational management of education and educational service functions rests with nine departments within the ministry: (1) Office of the Under-Secretary of State for Education; (2) Department of Secondary Education; (3) Department of Vocational Education; (4) Department of Physical Education; (5) Department of Teacher Education; (6) Department of Religious Affairs; (7) Department of Elementary and Adult Education; (8) Department of Fine Arts; and (9) Department of Educational Techniques.

These departments are charged with meeting the professional needs of regional, provincial, district and local educators and education officers. Specialized staff within these eight departments provide educational leadership, business management, technical and other services to subordinate levels. Each department is under the supervision of a Director-General who is assisted in his administrative tasks by a Deputy Director-General, a Secretary and Chiefs of specialized divisions. Divisions, which vary in number from department to department, depending upon the functions assigned and/or performed, are in turn subdivided into sections, each directed by a Section Head.<sup>6</sup>

The Office of the Under-Secretary of State for Education carries the burden of executive leadership. The Under-Secretary is the top career civil servant of the ministry. This office is responsible for preparing ministerial orders and regulations; it coordinates the activities of the departments within the ministry and with other

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<sup>6</sup>Ibid., p. 35.

ministries and governmental units, it handles public relations, educational information, external relations (including internal relations and exchanges), and it promotes the Thai culture, traditions, customs and arts. Through the Provincial Educational Officials Section it handles the ministry's educational responsibilities in the provinces and districts.<sup>7</sup>

The Office of the Under-Secretary is divided into five divisions<sup>8</sup> (See Chart 2).

1. Central Division

subdivided into Correspondence Section

Delivery Section

Filing Section

Provincial Educational Official Section

2. Finance Division

subdivided into Account Section

Cashier Section

Maintenance Section

3. External Relation Division

subdivided into Information Service Section

International and Foreign Organization Section

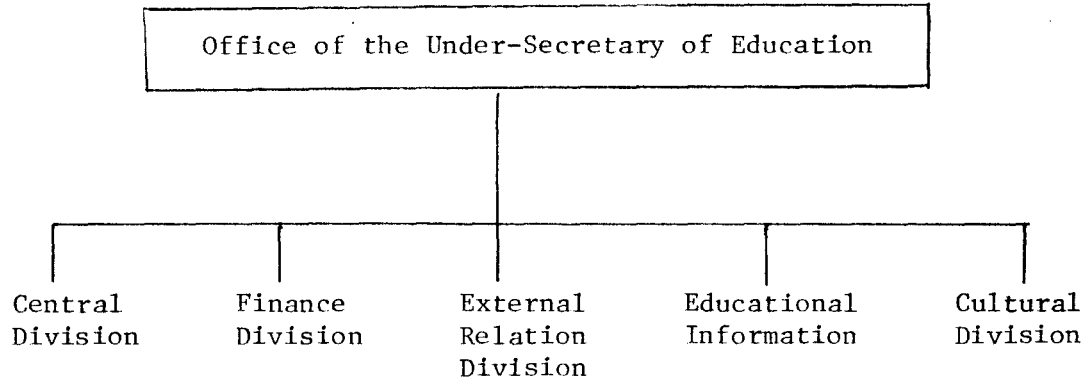
Education Section

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<sup>7</sup>Jasper J. Valenti and Gerald L. Gutek, Education and Society in India and Thailand (University Press of America, 1973), p. 373.

<sup>8</sup>Thailand, Ministry of Education, Education in Thailand, 1962, p. 2.

Chart 2



4. Educational Information Division

subdivided into Publicity Section

Educational Vocational Guidance

News and Journal Section

5. Culture Division

subdivided into Administrative Section

Spiritual Culture Section

Customary Culture Section

Literary Culture Section

Cultural Science Section

The Under-Secretary has one or more Assistant Under-Secretaries. Their chief functions are the execution of policy as determined by the minister and his staff, the coordination of the work of all eight departments, and provincial school inspection. It may be considered the sole public relations office of the ministry. Through the Division of External Relations and the Division of Public Relations, it publishes and distributes information about public education in the country and outside the country in Thai and English languages. As the Under-Secretary is the Chair of the Civil Service Sub-Commission for the ministry, this office has become the liaison office controller, the disciplinary arm and the chief functioning agent of the ministry.<sup>9</sup>

The Department of Secondary Education supervises all government secondary general or academic schools within the Kingdom, and

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<sup>9</sup>Swat Sukontarangsri, Government Control of Public Education in Thailand, p. 429.

administers certain regulations affecting the operation of private secondary schools (the latter enrolling roughly half of all Thai secondary students). Budget preparation, contractual arrangements for construction of schools and provision of supplies, legal matters, collection of statistical information, and maintenance of official records together with supervision of curricula and methods of instruction are central and important responsibilities which have been assigned to this department.

The six main divisions within the Department of Secondary Education are found in Chart 3.<sup>10</sup>

1. Office of the Secretary

subdivided into Correspondence Section

Statistics and Records Section

2. Finance Division

subdivided into Account and Stores Section

Monetary Section

3. Government School Division

subdivided into Bangkok and Thonburi Schools Section

Provincial School Section

Student Placement and Education Guidance Center

4. Private School Division

subdivided into School Section

Records Section

School Grant Section

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<sup>10</sup>Thailand, Ministry of Education, Education in Thailand, pp. 3-4.

## 5. Education Promotion and Evaluation Division

subdivided into Education Evaluation and Scholarship Section  
 Records and Certificate Section

## 6. Pre-University School

Secondary education has been divided, administratively into two streams: the academic stream and vocational stream. The academic stream being the responsibility of the Department of Secondary Education, while the vocational stream is supervised by the Department of Vocational Education. This picture is complicated by the fact that some academic schools administered by the Department of Secondary Education offer vocational or pre-vocational instruction, while all schools administered by the Department of Vocational Education provide instruction in academic as well as vocational subjects.<sup>11</sup>

Much of the curricula taught in vocational secondary school duplicates that offered in those supervised by the Department of Secondary Education. The major difference is that completion of vocational secondary school supposedly leads directly to employment in trades or occupations in addition to courses in the academic curriculum.<sup>12</sup>

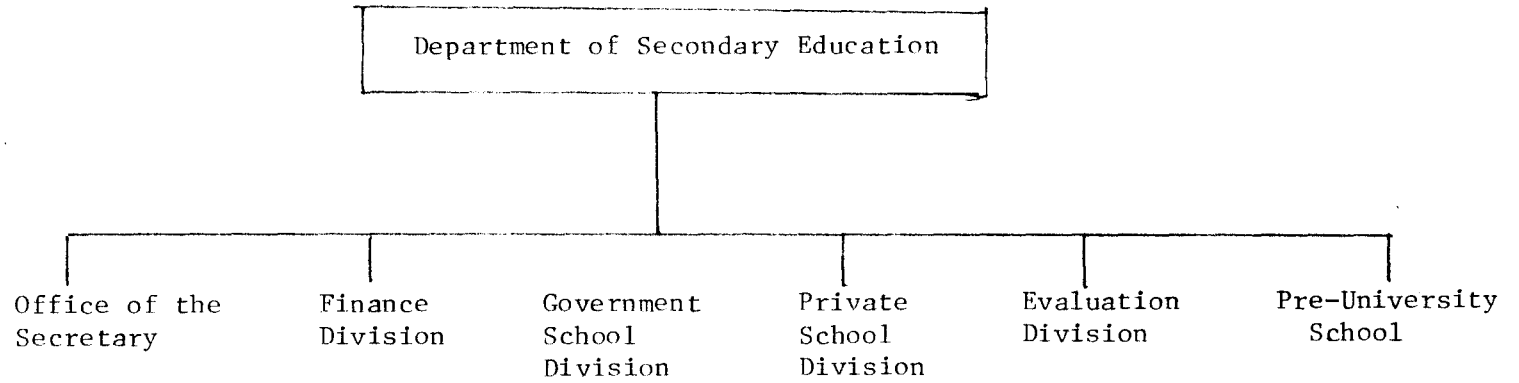
The Department of Vocational Education has as its chief responsibility the development and promotion of vocational education to prepare young people for citizenship and to train semi-skilled workers for a changing agricultural and industrial economy. It cooperates with other government agencies and professional groups in establishing

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<sup>11</sup>F.J. Mortimore, Diffusion of Educational Innovation, p. 37.

<sup>12</sup>Ibid.

Chart 3



vocational education programs. It is responsible for counseling perspective and enrolled students and for assisting students in job placement. Instruction is available to both boys and girls, men and women.<sup>13</sup> Training programs have been devised which range in subject matter from farming to skilled industrial crafts; while programs in many of these areas are offered, few of any government vocational schools prepare students adequately to enter trades or occupations directly upon completion of their programs.

Department of Vocational Education is divided into seven divisions listed in Chart 4.<sup>14</sup>

1. Office of the Secretary

subdivided into Correspondence Section

Finance Section

Statistics and Records Section

School Inspection Section

Registration and Certification Section

2. Technical Institute Division

3. Commercial and Industrial School Division

subdivided into School Section

In-service Training Section

4. Trade School Division

subdivided into Trade School for Boys Section

Trade School for Girls Section

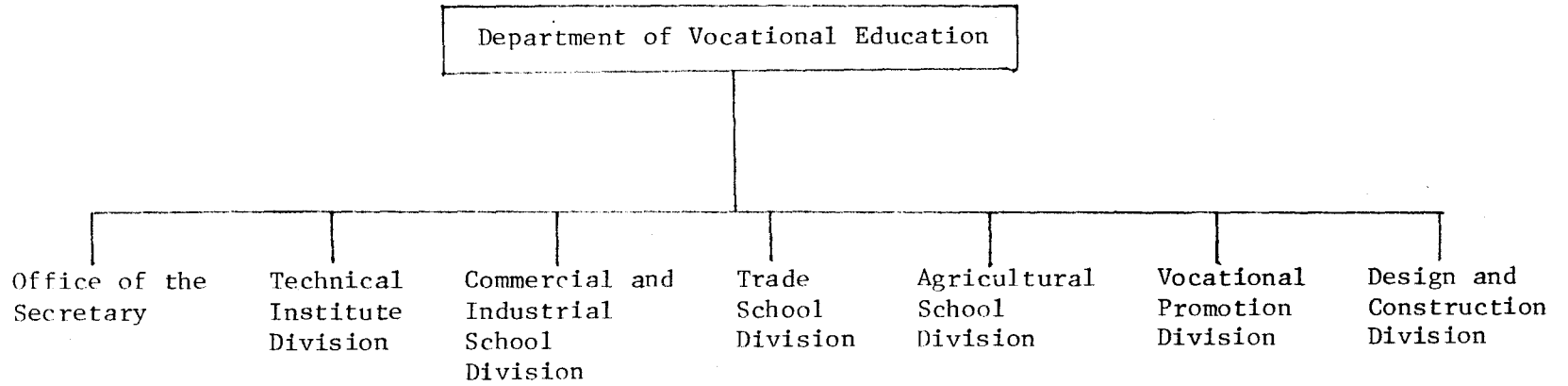
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<sup>13</sup>Thailand, Educational Planning Office, Current and Projected Secondary Education Programs in Thailand, Bangkok, 1966, p. 11.

<sup>14</sup>Thailand, Ministry of Education, Education in Thailand, p. 4.



Chart 4



5. Agricultural School Division

subdivided into School Section

Agricultural Aid Section

6. Vocational Promotion Division

subdivided into Counseling, Testing and Surveying Section

Placement, Apprenticeship Training

On-the-job-training Section

7. Design and Construction Division

subdivided into Administrative Section

Planning Section

Construction and Supervision Section

The Department of Physical Education is assigned the tasks of: (1) providing instruction leading to personal safety and physical fitness; (2) providing instruction in health standards and the physiology of the human body, and (3) training teachers of physical education. This department is also responsible for the Boy Scout Movement and the Junior Red Cross program. The College of Physical Education in Bangkok is operated by the Department of Physical Education is comprised of the six divisions found in Chart 5.<sup>15</sup>

1. Office of the Secretary

subdivided into Correspondence Section

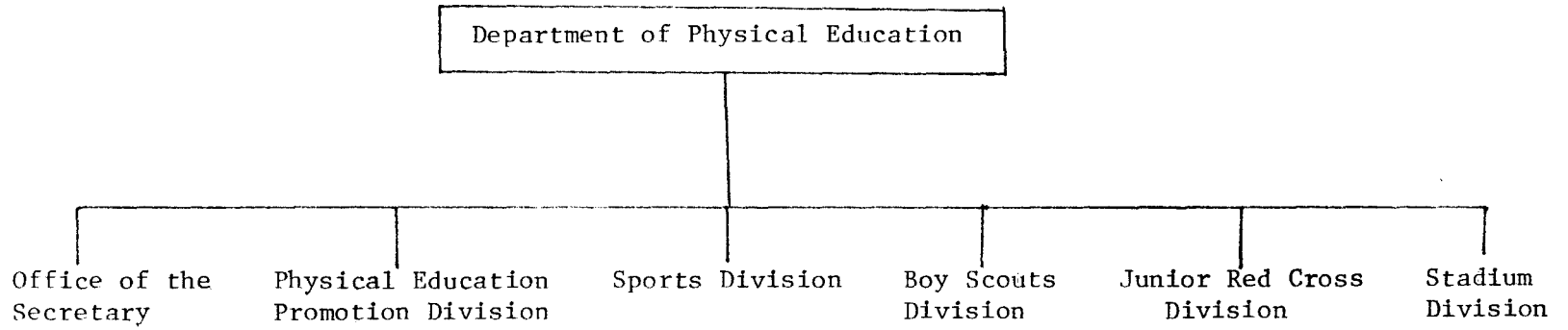
Statistics and Records Section

Finance Section

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<sup>15</sup>F.J. Mortimore, Diffusion of Educational Innovation, p. 37.

Chart 5



2. Physical Education Promotion Division

subdivided into Physical Education Technique Section

College of Physical Education Section

Supervision Section

Test and Measurement Section

3. Sports Division

subdivided into School Sports Promotion Section

Public Sports Promotion Section

4. Boy Scouts Division

subdivided into Boy Scouts Administration Section

Boy Scouts Technique Section

In-Service Training Section

5. Junior Red Cross Division

subdivided into Equipment and Repair Section

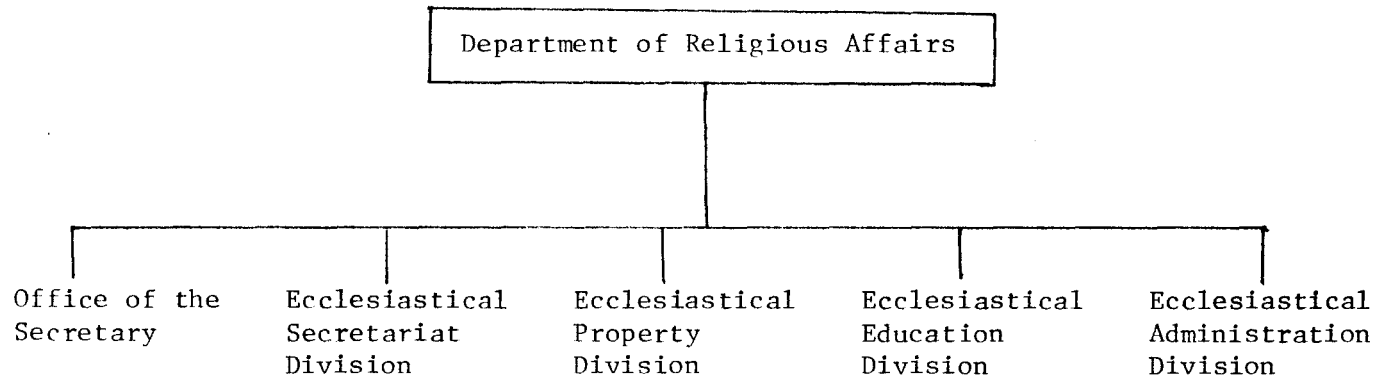
Building and Maintenance Section

The Department of Religious Affairs does not itself sponsor or even supervise educational programs; it is rather, a coordinating and service agency supporting and overseeing various religious agencies. It also manages ecclesiastical property, and promotes and supports public ethics and morals. Its other responsibility is to coordinate religious activities in Thailand with those of other Buddhist countries. Department of Religious Affairs is divided into the six divisions found in Chart 6.<sup>16</sup>

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<sup>16</sup>Ibid., p. 7.

Chart 6



1. Office of the Secretary

subdivided into Correspondence Section

Statistics and Registration Section

Religious Organization Section

2. Ecclesiastical Secretariat Division

3. Ecclesiastical Property Division

subdivided into Account Section

Documents Section

4. Ecclesiastical Education Division

subdivided into Theological Study Section

Education Aids Division

5. Ecclesiastical Administration Division

subdivided into Clergy Section

Ceremony Section

The Department of Elementary and Adult Education controls and builds schools and appoints teachers to the non-compulsory education schools in the country.<sup>17</sup> In addition, it sets standards, help prepare curricula and syllabi, and conducts research and planning for all the compulsory and non-compulsory elementary government schools.<sup>18</sup>

While administrative supervision of elementary education has recently been transferred to the Ministry of Interior, the Department of Elementary and Adult Education still exists within the Ministry of

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<sup>17</sup>Primary - a small number of model schools, special education schools, and adult education center.

<sup>18</sup>F.J. Mortimore, Diffusion of Educational Innovation, p. 38.

Education. Before transfer of this responsibility to the Ministry of Interior, in early 1966, this department was by far the largest in the ministry. While the ministry's relationship to elementary education was drastically altered by the recent transfer, it retains responsibility temporarily for: (1) improvement of instruction (supervision); (2) preparation of curricula and syllabi; (3) establishment of educational standards; (4) selection of school sites; (5) in-service training of school personnel; (6) testing and measurement; (7) research; (8) demonstration; and (9) educational planning.

The Department of Elementary and Adult Education is divided into four divisions<sup>19</sup> (see Chart 7).

1. Office of the Secretary

subdivided into Correspondence Section

Finance Section

Statistics and Records Section

Inspection and In-Service Training Section

2. Elementary Education Division

subdivided into Primary School Section

Administrative Section

3. Special Education Division

subdivided into Kindergarten School Section

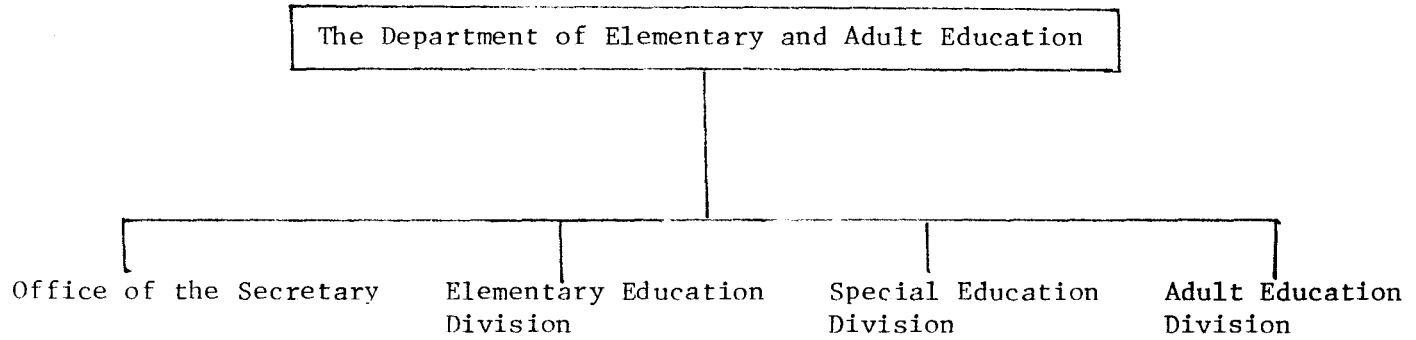
Primary Extension Section

Special Education Section

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<sup>19</sup>Thailand, Ministry of Education, Education in Thailand, p. 2.

Chart 7





#### 4. Adult Education Division

subdivided into Organization Section

Adult Vocational Training Section

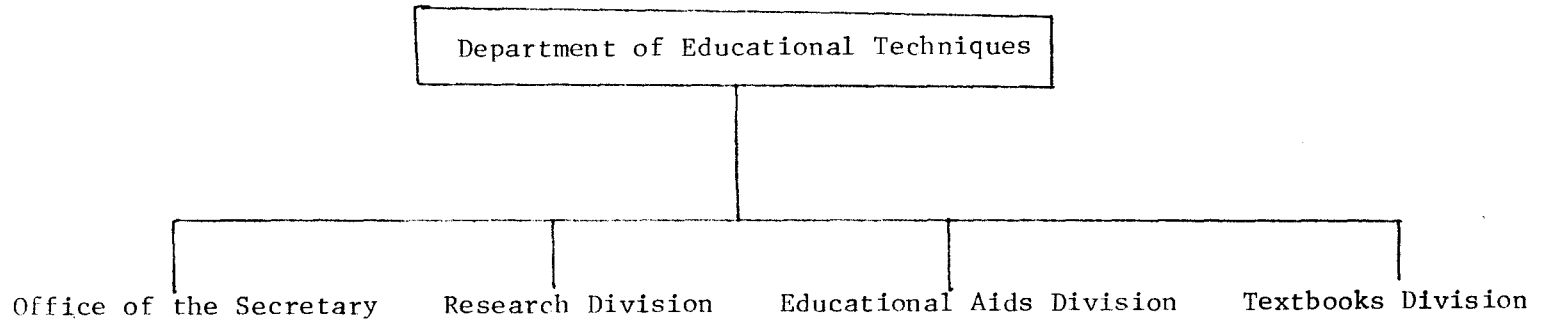
Audio-Visual Education Section

Public Relations Section

The Department also has another independent Unit of the above divisions, called the Supervisory Unit. This gives advice and assistance to schools under the care of the elementary and adult education department.

The Department of Educational Techniques is charged with improving and reforming school curricula, textbooks and educational material both at the primary and secondary education levels. It also has the additional responsibility of stimulating use of audio-visual aids and encouraging the teaching of science. While improvements are to be seen both in the use of audio-visual aids and in the teaching of science, fewer of these improvements can be attributed to efforts of the Department of Educational Techniques--which is inadequately staffed, trained and financed--than to those of foreign governments and internal agencies. Ministry allocations to schools do not contain provision for purchase of audio-visual aids. Such equipment of this nature as may be found in government secondary schools is purchased with funds secured through various means by the school themselves. The Department of Educational Techniques neither produces nor stocks films, slides, tapes or records. These items when utilized for instructional purposes, have to be obtained by individual schools either from foreign businesses with offices in Thailand or from foreign government information agencies.

Chart 8



The only significant programs to improve the availability of equipment used to teach science are those sponsored by UNESCO, UNICEF and the United States government.<sup>20</sup>

The Department of Educational Techniques is divided into four divisions: (1) Office of the Secretary; (2) Research Division; (3) Educational Aids Division; and (4) Textbooks Division.

The Department of Fine Arts is charged with the preservation, promotion and dissemination of national art treasures and cultures, such as art, literature, music, performing art, archaeology, historical studies, national libraries, conservation and restoration of places and objects of national, historical and artistic significance. The Department of Fine Arts has six functioning divisions (see Chart 9). The first is the Division of Literature and History, which conducts nation-wide research in Thai history and literature. It also operates the National Library in Bangkok and its affiliated libraries. The second division is the Division of National Archives. The third is the Archaeological Division, which conducts nation-wide archaeological studies and operates the National Museum and other affiliated museums. Other divisions are the Divisions of Architecture, Manual Arts, and Musicology.<sup>21</sup>

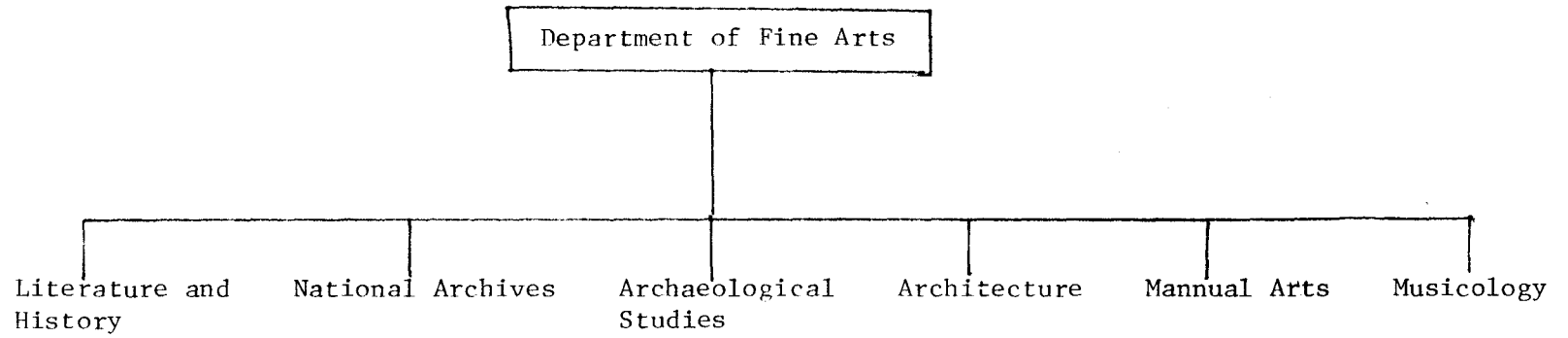
The Department of Teacher Training controls the national system of teacher training. It is essentially the national certifying agency

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<sup>20</sup>F.J. Mortimore, *Ibid.*, p. 38.

<sup>21</sup>Swat Sukontarangsri, Government Control of Public Education in Thailand, p. 431.

Chart 9



for teachers at all levels. The Department of Teacher Training assumes responsibility for: (1) training prospective teachers to provide instruction in particular aspects of the secondary curriculum; (2) organizing and supervising in-service training programs for teachers already employed; and (3) conducting qualifying examinations for those in-service teachers who wish to upgrade their academic and professional qualifications.

### Structure and Function

The Department of Teacher Training is responsible for training the vast majority of sub-degree teachers needed by the general education system, while the College of Education and the Faculty of Education in universities train a large proportion of the bachelor degree holders and post graduate teachers. The following are the basic aims of the Department of Teacher Training: (1) to train prospective teachers to teach in the primary and secondary classes as needed by government, municipal, and private schools; (2) to organize and supervise in-service training programs as well as to conduct qualifying examinations for teachers who seek to upgrade their academic and professional status.<sup>22</sup>

The Director-General, the department's heads, is assisted by two deputies, one controls affairs and the other oversees academic affairs. The explanation of the function of each unit are as follows.<sup>23</sup>

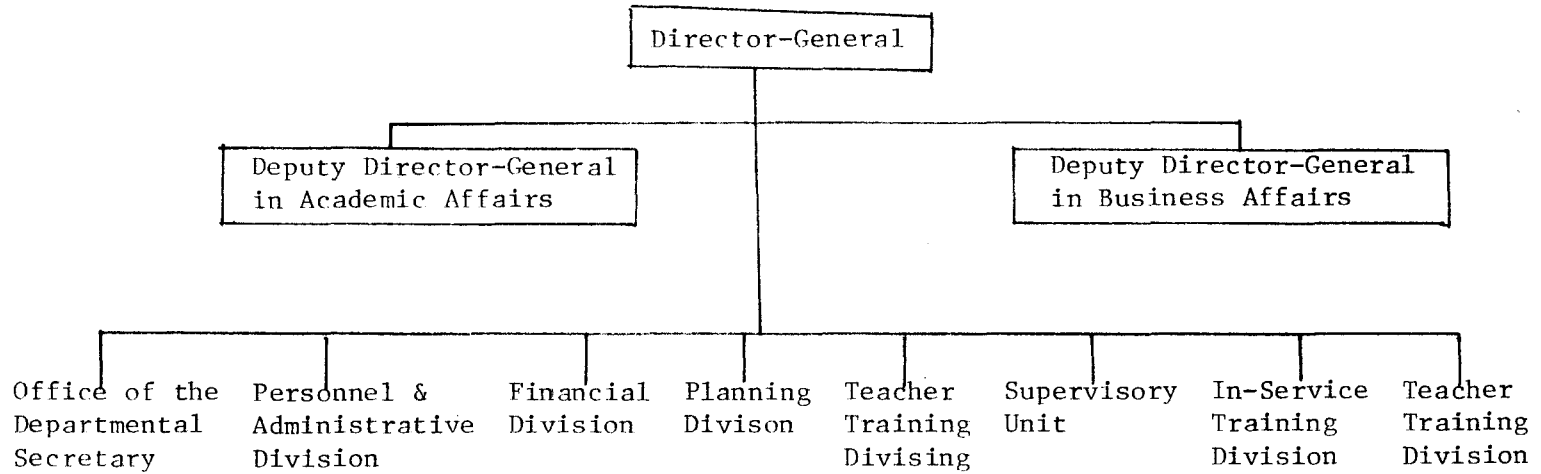
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<sup>22</sup>Thailand, Department of Teacher Training, The Department of Teacher Training: Its Work and Organization (Bangkok: 1973), p. 3.

<sup>23</sup>Ibid.. pp. 5-6.

Chart 10

The Department of Teacher Training Organization



Developed from: Thailand, Ministry of Education, The Department of Teacher Training: Its Work and Organization (Bangkok: 1973), p. 3.

Office of the Departmental Secretary. For the convenience of administrative purposes, all correspondence from outside the Department is channeled through and processed by the Departmental Secretary.

The Personnel and Administrative Division is responsible for the recruitment and allocation of teaching personnel for the teachers colleges that fall under the control of the department. It also processes requests for transfer, retirement, and disciplinary actions and organizes grade-promotion examinations held on a yearly basis for all civil servants serving the department. Finally, it keeps official cumulative records for personnel work.

The Financial Division is responsible for authorizing payment by the department and teacher colleges, from budgetary and other sources concerned. In addition it procures equipment and furniture for the department's central office, including provision for proper maintenance and drafts and examines legal contracts involving construction and procurement of equipment and supplies. It also provides welfare services and assistance to personnel of the department's accounts and maintains services for the Government Auditing Bureau.

The Planning Division is responsible for helping select personnel for scholarships awarded by international agencies and developing and preparing building designs appropriate to the needs and requirement of local conditions. It also prepares the annual budget of the department including those of teacher colleges and provides liaison service and facilities to visiting foreign personnel, such as exchange educators. Finally, it provides consulting services in formulating policies and goals for the department's projects and conducts evaluation in

accordance with the aims and objectives of the department and the Ministry of Education.

The Teacher Training Division is responsible for preparing plans for enlarging or merging teachers colleges and organizing entrance examinations, analyzing examination questions and making follow-up studies of the graduates. It also promotes joint recreational and cultural activities for students from various teacher colleges. Finally, it procures and develop sites for teacher colleges and procures equipment for teacher colleges.

The Supervisory Unit is responsible for organizing seminars and conferences to promote cooperation and professional competency among the teaching personnel of teacher colleges. It also cooperates with the Department of Educational Techniques in the field of research, and activities related to the learning and teaching process. In addition, it develops curricula consistent with the aims of the Department of Teacher Training, and the National Scheme of Education. Finally, it prepares teachers' manuals and guides for faculty of teacher colleges.

The In-Service Training Division is responsible for organizing in-service training programs for primary and secondary school teachers who wish to upgrade their academic and professional status. As a rule, examinations are set up by this division for teachers who study on their own. Successful candidates are awarded the lower or higher certificate in education, depending on the level of the examination.<sup>24</sup>

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<sup>24</sup>Ibid., p. 6.



The working-out program is the co-planning process between the Department of Teacher Training (In-Service Training Division and Teacher Colleges) and Khuru Sapha (the Teacher Association). The Department of Teacher Training is responsible for the curriculum at each certificate level, teaching procedures, evaluation, and awarding of certificates. Financial management is the responsibility of Khuru Sapha. Four types of in-service training programs have been offered leading to PKS an Diploma in Education (Equivalent).<sup>25</sup>

PKS/Paw Kaw Saw (Equivalent) -- To qualify for the PKS applicants must have graduated from the tenth grade, have teaching experience, and pass the mandatory nation-wide examination give by the division. The examination tests candidates in at least three out of five general education courses selected by the applicants. These could be Science, Mathematics, Thai, English and Social Studies, plus education as the required professional course.<sup>26</sup>

Diploma in Education (Equivalent) -- To qualify for the Diploma in Education applicants must hold a teaching certificate in PKS having teaching experience and pass required nation-wide examinations given by the division. The course requirements are similar to the PKS program.<sup>27</sup>

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<sup>25</sup>Niched Sunthornpitug, A History of the Evolution of Teacher Training in Thailand: Toward a Model for Development. Educational Reference Number 211 Supervisory Unit. Department of Teacher Education, 1979, p. 93.

<sup>26</sup>Ibid.

<sup>27</sup>Ibid., p. 94.

The applicants may prepare for the examination program in four ways. First, they may take summer courses in teacher colleges offering six to seven weeks' courses in different areas. Applicants can take only one course in the summer or about 180 class hours. This is required to obtain credit and to pass the nation-wide examination given at the end of the course by the division. Secondly, by taking a continuing weekend course (usually on Saturday) at the teachers colleges which offer the regular class-hour period. The subjects offered vary depending on the convenience and the number of applicants. The number of total teaching hours for each course is also about 180 hours. These take about thirty continuous weekends. Upon completion of the program the required examination given by the division must be taken, also, by postal or correspondence course. This program has been developed from self-studies before taking the annual nation-wide examination which is given once a year. Khuru Sapha and the division arrange this correspondence program for teachers who are not able to join other training programs because of locations, transportation, finance, lack of reading materials, etc., but need to improve their teaching competencies. This program helps prepare candidates for the examination. Finally, by self-study, most applicants study on their own and take annual nation-wide examinations given on different levels. The number of teachers who participate in the In-Service Program in different types of services and the number of those who succeeded are significant for the teacher-training program of the country.

The division has been successful in promoting teacher education

by increasing the number of teaching certificate holders and eliminating unqualified personnel. The following Table 1 shows data for a twenty year period on these programs. Table 2 describes its importance of In-Service Training Program.

The Department of Teacher Training is responsible for setting up the teacher education policy in teachers colleges. The administration is centralized and controlled by the department in Bangkok. The centralized system of administration mandates a uniform curriculum for all teachers colleges. The main function of teaching institutions is to be responsible for training teachers and to provide for all types of teacher students (day or regular or full-time students and twilight or part-time students).<sup>28</sup>

The Ministry of Education is responsible for supervising the preparation of syllabi, curriculum development, textbooks, and inspection and supervision of education. It also renders services on in-service training of teachers, pre-service preparation of teachers and certification of teachers for service in local and municipal schools. It conducts educational research, experimentation, demonstration and evaluation. Finally, it coordinates with each Changwad (province), Administrative organization and with each municipality, especially in the following matters: (a) laying plan's developing education in accordance with the economic development plans, (b) determining and maintaining educational standards, (c) determining and supervising the standard and number of teachers in

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<sup>28</sup>Ibid., p. 96.

Table 1

## STATISTICS OF INSERVICE TRAINING PROGRAM 1947-1967

Level	1947		1957		1967	
	Taken Exam	Passed & %	Taken Exam	Passed & %	Taken Exam	Passed & %
PP Elementary Teacher Certificate	4,754	358 7.5%	32,449	10,509 37.4%	Ended in 1961	
PKS	Beginning in 1962				64,087	17,411 27%
Diploma in Education (Equivalent)	1,150	245 21.3%	10,680	3,217 30.1%	57,209	21,077 36.8%

Source: Thailand, Ministry of Education, The Development of the Department of Teacher Training, Bangkok, 1970, p. 113.

Table 2

## STATISTICS OF INSERVICE TRAINING PROGRAM 1972

	Level PKS		Level Dip in Ed	
	Taken Exam	Passed & %	Taken Exam	Passed & %
Summer Session	13,155	8,648 66.1%	16,901	13,311 78.7%
Continuing Weekend Course	2,500	1,011 40.1%	3,052	1,481 49%
Correspondence Course	546	148 27%	977	436 45%
Self-Study	66,637	31,299 32%	84,582	28,586 34%
Total	82,838	31,299 37.7%	105,512	43,814 41.5%

Source: Thailand, Ministry of Education, The Department of Teacher Training: Its Work and Organization, Bangkok, 1973.

line with the principles of educational administration, and (d) advising and propagating educational techniques.<sup>29</sup>

### The Regional Level

Educational administration at the regional level consists of administrative bodies at three sub-levels: Regional Education Office, the Provincial Education Office, and the District Education Office.

Regional Office. In order to improve the quantity and quality of education in the rural areas, the Ministry of Education decentralized its administration and grouped the seventy-two provinces of the country into twelve educational regions (see Map 1), each region having a Regional Office. The regional education staff serve as general supervisors, provide in-service training for teachers in the region, and implement the policy made by the central office.<sup>30</sup>

The Office of Provincial Governor is responsible for education in the province but, in practice, he allocates his academic authority to the Provincial Education Office which is part of the Ministry of Education, and he allocates his administrative authority for primary schooling to the organization of provincial administration. The Provincial Education Officer and his staff in turn give academic assistance to the organization of provincial administration and municipalities through academic supervisors who are responsible for schools in the Province. Pre-primary and secondary schools, private schools, and adult schools are under the responsibility of the

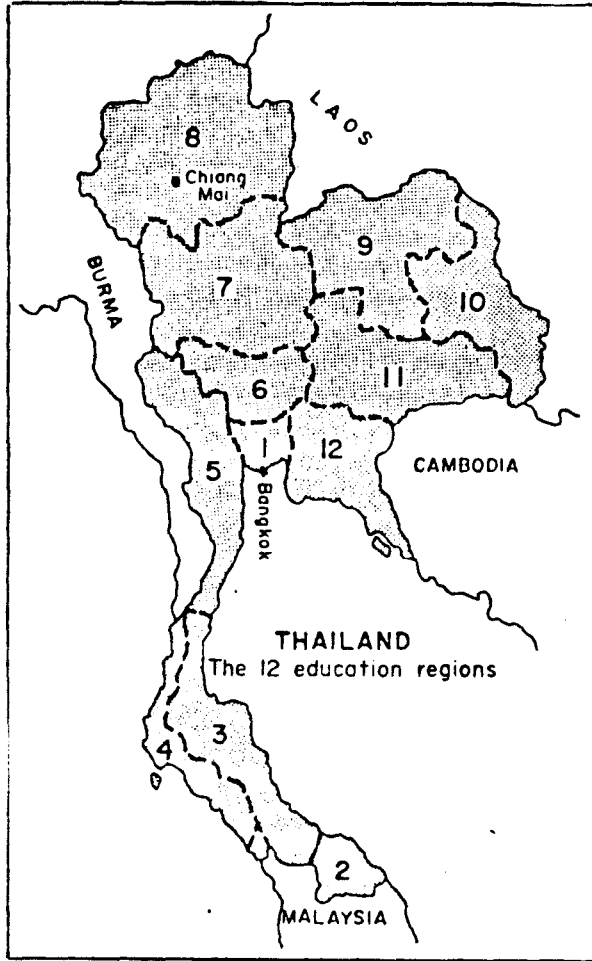
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<sup>29</sup>Thailand, Ministry of Education, A History of Thai Education (Bangkok: 1976), p. 149.

<sup>30</sup>T. Neville Postlethwaite and R. Murray Thomas, Schooling in the ASEAN Region (Pergamon Press, 1980). p. 247.

## Map I

## THAILAND EDUCATION REGION



Source: Postlethwaite, Neville T. and Thomas, Murray R. Schooling in the Asian Region. New York: Pergamon Press, 1980.

Provincial Education Office.<sup>31</sup>

However, there are some kinds of educational institutions in the province that are directly controlled by the central office in Bangkok. They are the experimental schools, teacher colleges, universities, and the mobile-trade training center.

The Office of District Education is assigned educational responsibilities by the Amphor Officer or Sheriff. His duties are the same as the provincial educational officers, but at the district level.<sup>32</sup>

#### Local Level Education Administration

In education, the governor has authority to administer and control all types and levels of schools in his Changwad (province). All education officers and teachers in the Changwad are under his power and authority.

The governor legally has authority in education for such crucial decisions, among other as the establishment, maintenance and discontinuance of schools and the adoption of textbooks. In addition, it also includes the appointment and dismissal of teachers, the increasing of teachers' salaries and maintenance of education in the Changwad. Besides, the governor's authority is concerned with the inspection and supervision of all schools, the allocation of monies for the local schools. Finally, he prepares the Changwad's educational budget. With his controlling influence over all

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<sup>31</sup> Ibid.

<sup>32</sup> Ibid.



educational officials and functions, the governor is in a position to be of great benefit for educational development within his Changwad.<sup>33</sup>

Supervision of education in Thailand takes two forms: supervision of administrative matters and supervision of academic matters. Administrative supervision is concerned with regulation and ordinance, placement and remuneration, physical and financial planning, and execution. Academic supervision involves the regulation and implementation of curriculum materials, instructional techniques and examinations.<sup>34</sup>

For administrative matters each administrative agency (e.g. the Ministry of Education, the Organization of Provincial Administration and the Ministry of Interior) has an inspectorate system. The educational inspectors supervise and evaluate performance of educational personnel at various levels. This is done by regular visits to their offices and/or by remote operations through issued orders and directives.<sup>35</sup>

On the academic side, each department is responsible for school curriculum and instruction through its supervisory unit. The supervisors visit schools on the department's schedule. Also, at the invitation of the schools they supervise curriculum materials and classroom instruction.<sup>36</sup>

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<sup>33</sup>Thailand, Ministry of Education, A History of Thai Education (Bangkok: 1976), pp. 150-151.

<sup>34</sup>T. Neville Postlethwaite and R. Murray Thomas, Schooling in the ASEAN Region, p. 250.

<sup>35</sup>Ibid.

<sup>36</sup>Ibid., p. 251.

Office of the Prime Minister

Within the Office of the Prime Minister, there are two commissions involved in educational development. The National Education Commission (NEC) was established in 1959. At the present time the NEC is responsible for overall coordination of planning, and for ensuring that the activities in different parts of the educational system are consistent with each other. It also carries out research of general interest, usually at the request of other agencies. Approving foreign aid requests for education is also one of the NEC's responsibilities. It has to report to the Cabinet on serious educational problems and make recommendations on the reorganization of the educational system or on the development of new policies to solve the problem.<sup>37</sup>

The National Economic and Social Development Board (NESDB), was established in 1959 as part of the Office of the Prime Minister. NESDB is responsible for proposing overall development policy and targets for providing revenue estimates and manpower projection figures and for checking consistency among the plans for all government sectors including education. The Manpower Division, responsible for making population, labor force and manpower projections, as well as carrying out in depth research into all the above fields. The Social Project Division which has an educational section responsible for participating with other organizations in preparing educational plan, evaluating educational projects, and other

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<sup>37</sup>Thailand, Ministry of Education, A History of Thai Education, p. 144.

general aspects of coordination between educational and economic development.<sup>38</sup>

The NEC has various regulatory and planning functions for the universities in Thailand although the universities exercise considerable autonomy in many areas. The NEC must approve organizational and curricular changes within the universities. It must review university budgets, and it makes recommendations for the establishment and transfer of universities to the Office of the Prime Minister and the Cabinet of Ministers which hold final authority in these matters. The University Civil Service Commission (UCSC) must review and approve personnel appointments, promotions, transfers and related matters prior to final action by the Office of the Prime Minister.<sup>39</sup>

The functions of the National Education Council are responsible for submitting reports to the Cabinet of Ministers on matters relating to educational planning, policies and reorganization. It also makes an analysis of the annual education reports and finds ways and means of securing funds. It also identifies the educational problems and submits recommendations about them to the Cabinet of Ministers.<sup>40</sup>

Formerly, the Ministry of Education, the Ministry of Interior had the responsibility of all education below the university level. In 1959 the government adopted a policy of decentralization. In

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<sup>38</sup>Ibid., p. 145.

<sup>39</sup>Ibid.

<sup>40</sup>UNESCO, "Organization of Educational Planning in the ASEAN Region," Bulletin of the UNESCO Regional Office for Education in Asia, Vol. III, No. 1, Bangkok, September 1968, p. 181.

conformity with this policy, the administration of public primary schools in rural areas were transferred to provincial administrative authority, called the Changwad Administrative Organization. Since both the municipalities and the Changwad Administrative Organization fall under the responsibility of the Department of Local Administration in the Ministry of Interior, the Ministry of Interior can be considered as being responsible for most of the public primary schools in the country. This was a decentralization move designed to increase authority and initiative for education at the local level.<sup>41</sup>

Chapter V will present curricular changes at the secondary level.

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<sup>41</sup>Thailand, Ministry of Education, A History of Thai Education, p. 148.

## CHAPTER V

### CURRICULAR CHANGES AT THE SECONDARY LEVEL

The curricula for secondary education changed significantly over the period from 1954 to 1975. Chapter V presents these changes. First, will be those in the comprehensive school and second will be those associated within secondary teacher training.

#### The Beginning of Diversification in Secondary Education (1954-1975)

The past World War II era witnessed an increase in students at both the elementary and secondary levels. This led to the formulation of a committee whose efforts produced the 1960 National Scheme of Education. Under the direction of M.L. Pin Malakul, Minister of Education, this Scheme of Education, became operative in 1960 when the first permanently established comprehensive high school in Thailand, Suranaree Wittaya, a girls' school. As the result of this highly successful operation, a second comprehensive high school for boys, Rajaseema was established in the same year.

These first two comprehensive schools were regarded as successes, mainly because the number of dropouts decreased noticeably and students were finally allowed to pursue programs suited to their own aptitudes and inclinations, such as vocational education.<sup>1</sup> The result was a vocational stream in addition to the academic and business

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<sup>1</sup>Thailand, Ministry of Education, Education in Thailand. Bangkok, 1976, p. 79.

tracks already there.

Consequently, the Minister of Education commissioned a study of the comprehensive high school. The results were published in a 1965 report entitled Program for the Improvement of Secondary Education: Comprehensive School Project.<sup>2</sup> The report recommended that a more broadly-based curriculum be adopted to enable students to take a greater number and variety of exploratory courses. Included in this variety were courses related to vocational training and practical arts. It also recommended that the coordination of the four existing types of secondary schools (Boy's Academic, Girl's Academic, Boy's Vocational, Girl's Vocational) fall under a single administrative unit, with that unit reporting to the Secondary Education Department. Finally, the study suggested that the primary unit of secondary education be defined as the Comprehensive Secondary School. Such a school would be coeducational, with a core curriculum and appropriate electives from the sciences, humanities, vocational and practical arts.<sup>3</sup>

By 1966 it was felt that this project had also affected the instructional aspects of Thai education. For example, curriculum organization and classroom layouts were improved. The discussion method of instruction which had been absent before became more common. Inservice training was also given attention by the project and greater

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<sup>2</sup>Stanley P. Wronski and Kaw Sawasdipanich, Secondary Education Manpower and Educational Planning in Thailand. Education in Thailand Publication Number Two. East Lansing, Michigan State University, 1966, pp. 11-12.

<sup>3</sup>Ibid., p. 43.

autonomy for provincial and district school systems was encouraged.<sup>4</sup>

In order to implement the recommendations of the Comprehensive School Project Report of April 1965, the Department of Secondary Education decided to set up a separate administration unit. The rationale for the establishment of this unit was that educational officers and clerical staff could concentrate their time and efforts exclusively on the development of comprehensive schools. The Project Office was composed of nine sections: Secretarial, Practical Arts, Academic, Guidance, Equipment, Buildings and Grounds, Finance, Inservice and Personnel. In July 1969, seventy persons were working out of the Project Office.<sup>5</sup>

Twenty schools had been selected throughout the country to become part of the comprehensive school project. The criteria for selection were based upon the occupational demand for the locality, space available for expansion, feeder school enrollments, proximity to existing vocational schools for utilization of their faculty and facilities. In addition, rural areas were given priority so that the trend for young people drifting to large cities (especially Bangkok) could be reversed. By providing high-quality education in small centers throughout the country, it was hoped that more of the young people could stay at home, and that the small centers would demonstrate that the government was indeed interested in

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<sup>4</sup>Leslie R. Gue, Education Reorganization in Thailand. Chicago: American Educational Research Association, ERIC Document, 1972, p. 1.

<sup>5</sup>Ibid., p. 12.

districts outside the major metropolitan area.<sup>6</sup>

Twenty schools (which included sixteen boy's schools, three coeducational and one girl's school) were selected. Under the direction of the project office inservice programs for teachers and administrators were conducted and additional qualified personnel recruited. Also, the curriculum was reorganized so that students might select courses appropriate to their needs and the needs of the country. Often this entailed an improvement of existing physical facilities, the places in which teachers and supervisors could do research planning in addition to establishing instructional development.<sup>7</sup>

It was estimated that a reorganization and expansion of this magnitude required \$15,000,000. For buildings, Thailand would provide approximately \$14,000,000 through the regular budget of the Department of Secondary Education and a loan of approximately \$7,500,000 from the Bank of Thailand. And to help equip the schools, Canada provided a long term, interest-free loan of \$1,000,000 repayable over a period of forty years. Also, professional training for teams of teachers and supervisors was provided by Canada, in the form of 110 Thai scholarships to Canadian universities for three years of graduate study. This study would provide one year of coursework in the curriculum and administration of comprehensive high schools. Professional advisors would be provided by Canada to assist in

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<sup>6</sup>Ibid., pp. 12-13.

<sup>7</sup>Ibid.



bringing into efficient operation the twenty schools in the project. Initially, that part of the plan called for a team of five advisors for a period of two years.<sup>8</sup>

By the late sixties the comprehensive high school was universally available to anyone with a tenth grade education or anyone completing an entrance exam. The number of students continued to increase steadily during the seventies. Presently, Thailand has two types of comprehensive high schools, called Type I and Type II. The Type I comprehensive school offers economics, art education, and business besides industrial arts and the required general courses.<sup>9</sup> Type II was opened to provide curricula more suitable to the rural areas of Thailand. Type II offers primarily agricultural and home economic curricula but also provides general education. In 1970 M.S. 4 and M.S. 5 (grade 11 and 12) were added in Type I schools with curricula paralleling that of the academic, pre-university classes.<sup>10</sup>

In order to have a total picture of the curriculum in the comprehensive schools, a list of all the subjects offered is shown in Figure 1. Table 2 shows the timetable for Types I and II. It is clear that there is a proliferation of subjects, and it is known that some of the classes listed have small enrollments sometimes as few as

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<sup>8</sup>Ibid.

<sup>9</sup>Comprehensive High School Type I and Type II written as a memorandum to Mr. Prayut Swasdisingh, distributed at his funeral at Wat Sraket, 23 February 1969.

<sup>10</sup>Ibid.

Figure 1

Lists of Subjects for Comprehensive Schools Showing Number of Periods of Instruction Per Week,<sup>1</sup> and Prerequisites<sup>2</sup>

SUBJECTS AREA	MS.1	MS.2	MS.3	MS.4	MS.5
THAI	THAI 10 (4)	THAI 20 (4) THAI 21 (2) THAI 22 (2)	THAI 30 (4) THAI 31 (2) THAI 32 (2)	THAI 40 (3) THAI 41 (2) THAI 42 (2)	THAI 50 (3) THAI 51 (2) THAI 52 (2)
SOCIAL STUDIES	SST 10 (4)	SST 20 (4) SST 21 (2) SST 22 (2)	SST 30 (2) SST 31 (2) SST 32 (2)	SST 40 (4) SST 41 (3) SST 42 (2)	SST 50 (4) SST 51 (3) SST 52 (2)
SCIENCE	SCI. 10 (3)	SCI. 20 (3) SCI. 21 (2)	SCI. 30 (3) SCI. 31 (2) SCI. 32 (2)	SCI. 41 (5) SCI. 42 (3) SCI. 43 (2) SCI. 44 (6) SCI. 46 (2)	SCI. 51 (5) SCI. 52 (2) SCI. 53 (3) SCI. 54 (5)
MATHEMATICS	MATH 10 (5)	MATH 20 (5) MATH 21 (2) MATH 22 (2) MATH 24 (2) MATH 25 (2)	MATH 31 (2) MATH 32 (2) MATH 33 (2) MATH 34 (2) MATH 35 (2)	MATH 40 (3) MATH 41 (2) MATH 42 (3)	MATH 50 (3) MATH 51 (2) MATH 52 (3)
ENGLISH	ENG 10 (5)	ENG 20 (5) ENG 21 (2) ENG 22 (2)	ENG 31 (4) ENG 32 (6) ENG 33 (8) ENG 34 (10)	ENG 40 A (5) ENG 40 B (2) ENG 41 (8) ENG 42 (8) ENG 43 (2)	ENG 50 (8) ENG 51 (8) ENG 52 (3) ENG 53 (2) ENG 54 (2)
PHYSICAL EDUCATION	PHY ED. 10 (3)	PHY ED. 20 (3) PHY ED. 21 (2 TERM) PHY ED. 22 (2 TERM) PHY ED. 23 (2 TERM) PHY ED. 24 (2 TERM) PHY ED. 25 (2 TERM) PHY ED. 26 (2 TERM) PHY ED. 27 (2 TERM) PHY ED. 28 (2 TERM) PHY ED. 29	PHY ED. 30 (3) PHY ED. 31 (2 TERM) PHY ED. 32 (2 TERM) PHY ED. 33 (2 TERM)	PHY ED. 41 (3)	PHY ED. 51 (3)
FINE ARTS	FINE ARTS 10 (2)	FINE ARTS 20 (2) FINE ARTS A 21 (2) FINE ARTS A 22 (2) FINE ARTS A 23 (2)	FINE ARTS A 31 (4) FINE ARTS A 32 (4) FINE ARTS A 33 (4) FINE ARTS A 34 (4) FINE ARTS A 35 (4) FINE ARTS B 21 (2) FINE ARTS B 22 (2) FINE ARTS B 23 (2) FINE ARTS B 24 (2) FINE ARTS B 25 (2)	FINE ARTS 41 (2) (CAN ALSO BE DONE PARTLY IN MS.5)	

	MS.1	MS.2	MS.3	MS.4	PIS.5
HOME ECONOMICS	HOME EC. 11 (2) FOOD 21 (4-TERM) FOOD 22 (4-TERM) CLOTH 21 (4-TERM) CLOTH 22 (4-TERM) H. & F. 21 (2-TERM) H. & F. 22 (2-TERM) H. & F. 23 (3-TERM) H. A. & C. 21 (4-TERM) H. A. & C. 22 (4-TERM)		FOOD 31 (5) CLOTH 31 (6) H. & F. 31 (2) H. A. & C. 31 (6)	HOME EC. 41 (8) FOOD & H. 41 (8) CLOTH 41 (8) H. & F. 41 (6) HANDI 41 (8)	FOOD & H. 51 (8) FOOD & H. 52 (8) CLOTH 51 (8) CLOTH 52 (8) H. & F. 51 (6) H. & F. 52 (6) HANDI 51 (8) HANDI 52 (5) HANDI 53 (5)
AGRI-CULTURE	AGRI. 11 (1 OR 2) AGRI. 21 (4-TERM) AGRI. 22 (4-TERM) AGRI. 23 (4-TERM) PLANT SCI. 21 (4-TERM) PLANT SCI. 22 (4-TERM) AN. HUSB. 21 (4-TERM) AG. ENG. 21 (4-TERM) AG. ENG. 22 (4-TERM) VOC. AG. 21 (8)		PLANT SCI. 31 (4-TERM) PLANT SCI. 32 (4-TERM) PLANT SCI. 33 (4-TERM) PLANT SCI. 34 (4-TERM) PLANT SCI. 35 (4-TERM) PLANT SCI. 36 (4-TERM) PLANT SCI. 37 (4-TERM) AN. HUSB. 31 (4-TERM) AN. HUSB. 32 (4-TERM) AN. HUSB. 33 (4-TERM) AN. HUSB. 34 (4-TERM) AN. HUSB. 35 (4-TERM) AG. ENG. 31 (4-TERM) AG. ENG. 32 (4-TERM) VOC. AG. 31 (10)	AGRI. ED. 41 (5)	AGRI. ED. 51 (5)
INDUSTRIAL ARTS	GEN. SHOP 11 (1) DRAFT 21 (4-TERM) WOOD 21 (4-TERM) METAL 31 (4-TERM) P. MACH. 21 (4-TERM) ELECT. 21 (4-TERM) CONSTR. 21 (4-TERM) GR. ARTS 21 (4-TERM) CERAMICS 21 (4-TERM)		DRAFT 31 (8) WOOD 31 (8) METAL 31 (8) P. MACH. 31 (8) ELECT. 31 (8) CONSTR. 31 (8) GR. ARTS 31 (8) CERAMICS 31 (8)	DRAFT 41 (8 OR 10) WOOD 41 (8 OR 10) METAL 41 (8 OR 10) AUTO MACH. 41 (8 OR 10) ELECT. 41 (8 OR 10) CONSTR. 41 (8 OR 10) GR. ARTS 41 (8 OR 10) CERAMICS 41 (8 OR 10)	
BUSINESS EDUCATION	BUS. ED. 11 (OR 2) THAI TYPE 21 (4) OFF. PR. 21 (6) RETAIL 21 (3) ACCOUNTING 21 (4)		EMP. TYPE 31 (4) OFF. PR. 31 (6) RETAIL 31 (3) ACCOUNTING 31 (4)	BUS. ED. 41 (3) TYPING 41 (8) OFF. PR. 41 (8) MERCH. 41 (3) LAW 41 (2) ACCOUNTING 41 (6)	BUS. ED. 51 (8) THAI SHORTH 51 (8)
INFORMATION SERVICES	INF. SER. 10 (1)	INF. SER. 20 (1)	INF. SER. 30 (1)		

1. NUMBER OF PERIODS OF INSTRUCTION PER WEEK IS SHOWN IN BRACKETS FOLLOWING EACH SUBJECT, NUMBERS ARE FOR THE WHOLE YEAR; UNLESS THE WORD "TERM" APPEARS FOLLOWING A NUMBER, IN WHICH CASE THE NUMBER IS FOR ONE TERM.
2. PRE-REQUISITES ARE SHOWN BY LINES DRAWN FROM ONE SUBJECT (WHICH IS THE PRE-REQUISITE) TO ANOTHER. DOTTED LINES INDICATE THAT EITHER ONE OF TWO SUBJECTS IS ACCEPTED AS A PRE-REQUISITE.

Source: Audrey Gray and Alton C. Straughan, Education in Thailand: A Sector Study, Bangkok, 1971.

Table 2

## Time-Table for Comprehensive School Type I and Type II

Schools	Comprehensive (Type I) <sup>a</sup>			Comprehensive (Type II)					
				Academic			Vocational Agriculture <sup>c</sup>		
Grade (MS)	1	2	3	1	2	3	1	2	3
Required Subjects									
Thai	4	4	4	4	4	4	4	4	4
Social Studies	4	4	4	4	4	4	4	4	4
Science	3	3	3	3	3	3	3	3	3
Mathematics	6	3	-	5	5	5	5	5	5
English	6	5	-	6	6	6	6	6	6
Fine Arts	2	2	-	2	2	2	2	2	2
Information Services	1	1	1	-	-	-	-	-	-
Physical Education	3	3	3	2	2	2	2	2	2
Practical Arts	6	-	2	9	9	9	-	-	-
Agriculture				-	-	-	9	9	9
Total	35	25	17	35	35	35	35	35	35
Elective Subjects <sup>b</sup>									
Total	0	10	18	-	-	-	-	-	-
Total	35	35	35	35	35	35	35	35	35

a. The time-tables of individual schools may vary somewhat in M.S. 2 and 3 from the standard above.

b. Subject areas include: academic, industrial arts, agriculture, home economics, fine arts and business.

c. Students in this track are required to conduct supervised farming projects at their home farm in addition to work at school.

Source: UNESCO, Thailand, Proposals for Educational Development, Paris, June 1970.

three or four students.<sup>111</sup>

Average Percentage Distribution of Instructional Time  
Spent in Type I and Type II Comprehensive Schools

	Core	Practical	Electives
Type I Comprehensive	50%	23%	27%
Type II Comprehensive	63%	25%	12%

Both types cover lower and upper secondary levels. In the upper secondary grades, though, students have elective periods and can choose to follow the arts or the science stream (as in ordinary schools) or a new general stream with considerable emphasis on acquiring practical and vocational skills.

During the second five-year plan (1967-1971), national education has made considerable progress. Vocational enrollment which was seventeen thousand in 1950, rose to one hundred thousand in 1964 and has been increasing rapidly since. Demand for places in vocational schools is higher than the number of spaces available. But many objectives of universal education in the plan were not being realized. There were large numbers of dropouts failure in examination and repeaters. And many graduates of the schools were reported to be lacking the skills necessary for finding suitable jobs. In the third five-year plan, emphasis was placed on agriculture and rural development.<sup>12</sup> However, curricula and methodology have not been

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<sup>11</sup>Audrey Gray and Alton C. Straughan, Education in Thailand: A Sector Study. Bangkok: Thailand, 1971, p. 1 64.

<sup>12</sup>Sirmsri Servatamorn, Education in Thailand: From Old to New World Education. Monograph Series, Number Two, Connecticut University, Storrs, 1977, p. 46

improved commensurate with the needs of the plan. Unfortunately, one major obstacle is the lack of the qualified teachers for the rural areas, for it is difficult to recruit teachers because of low salaries, security problems and unfavorable living situations.

According to Budget Bureau figures the total educational expenditures have ranged from 15.5 to 19.2 percent of the national budget in the last ten years. Primary education in 1954 received 10.4 percent of the 19.2; secondary education 2.2 percent; and the other levels 6.6 percent.<sup>13</sup>

Unfortunately, the Type I comprehensive, with its large number of elective periods is too expensive to expand upon on a nation-wide basis. In terms of average per pupil costs secondary education was more than twice as expensive as elementary education with a 1971 average unit cost of about 1,100 baht per pupil. (In 1960 one dollar equaled 20 baht.) However, this overall average figure covers quite a wide range in unit costs among the schools. A Type I comprehensive high school costs about 1,600 baht (80 dollars) per pupil; Type II about 1,300 baht (65 dollars) per pupil; and ordinary public academic secondary schools often less than 700 baht (35 dollars) per pupil.<sup>14</sup> And thus the third five-year plan (1971-1976) concentrates not only on the diversification of the curriculum in all secondary schools, but also on the upgrading of about two hundred existing secondary schools to Type II comprehensive.

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<sup>13</sup>Ibid., p. 42.

<sup>14</sup>Ministry of Education, p. 35.

In the rural areas emphasis on secondary programs continued. Attempts to improve the existing rural secondary schools by offering various selective courses individual arts, agriculture, and business education were financially supported by the government. In 1972 the Ministry of Education selected 198 rural schools to receive budget allocations for industrial arts, agriculture, nursery training, science, social science and business education. For the next four years thirty-eight to forty schools were added annually. The selection of schools for the project depended on ease of curriculum expansion.

Similarly, that same year, the thirty-eight schools in the provinces were selected for curricular development with an additional eight or nine added annually through 1976. In both of these expansions moves it was hoped that students would remain in their rural locals instead of Bangkok.

There were other projects undertaken to upgrade the instructional standards in rural schools during the seventies. In general they provided for some form of inservice training for principals and teachers plus provisions for new teaching materials and equipments.

The third and final plan period (1976-1980) saw the establishment as special training centers for private school teachers. This was to ensure the standard of private secondary schools which had been generally below that of public schools. It also saw inservice expansion efforts by the Department of General Education for all teachers, a step up in school supervision services, improvement in the techniques of classroom evaluation and measurement and recognition

of the school leaving examination.<sup>15</sup>

The Status of Secondary Teachers (1960-1975)

With regard to enrollment figures in 1964, statistics indicated that there was an ample supply of teachers. In the 1,750 Thai secondary schools there were 23,340 teachers assigned to teach approximately 357,000 students, which means a national teacher/pupil ratio of about 1:15. Table 3 shows the number of secondary schools, teachers, pupils, and the teacher/pupil ratio by type of institution and region for the 1964 academic year. Several items were particularly significant: Region 1 had the largest number of schools, teachers and students. Most of the secondary school students were enrolled in either government or private academic schools, while the vocational schools had only about one-seventh of secondary school population. The teacher/pupil ratio in secondary academic schools was fairly constant, i.e., 1:14 and considerably higher than the teacher/pupil ratio in the secondary vocational schools where it was 1:9.<sup>16</sup>

The Age and Sex Distribution of Secondary Teachers. Table 4 provides 1964 information concerning the age distribution of teachers by sex and type of institution. The median age for secondary school teachers was twenty-nine. The lower age median for the private school was the result of the relatively large number of teachers in the age

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<sup>15</sup>Ibid., p. 83.

<sup>16</sup>Thailand, Educational Planning Office, Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Planning Project. Publication Number Nine, Ministry of Education, 1966, p. 112.



Table 3

Number of Secondary Schools, Teachers, Students and Teacher-Pupil Ratios  
by Type of Institution and by Region for Academic Year 1964  
(Students in Thousands)

Region	Government Secondary				Private Secondary				Vocational			
	Schools	Teachers	Students	Ratio	Schools	Teachers	Students	Ratio	Schools	Teachers	Students	Ratio
1	101	3612	59.3	1:16	225	3118	60.2	1:19	44	2089	24.5	1:12
2	17	299	4.9	1:16	12	66	.8	1:12	9	106	1.2	1:11
3	24	473	9.2	1:19	204	1053	20.0	1:19	16	404	3.4	1.8
4	13	272	4.3	1:16	26	196	3.0	1:16	9	113	.9	1:8
5	36	635	11.0	1:17	58	452	7.0	1:15	13	256	1.6	1:6
6	54	744	13.0	1:17	89	594	8.9	1:15	19	389	2.0	1:5
7	41	625	11.0	1:17	71	484	7.7	1:16	18	327	1.6	1:5
8	35	551	10.4	1:19	74	588	12.0	1:23	16	400	2.7	1:7
9	18	349	6.4	1:18	73	513	7.7	1:15	14	221	1.8	1:8
10	28	462	8.4	1:18	115	829	12.1	1:15	11	240	1.2	1:5
11	34	589	10.5	1:18	68	515	7.8	1:15	16	420	2.3	1:5
12	43	690	11.0	1:16	58	402	6.4	1:16	18	332	1.8	1:5
Total	444	9305	159.1	1:17	1103	8745	153.6	1:18	203	5297	45.0	1:9

Table 4

Age Distribution of Teachers by Sex and Type of  
Institution for the 1964 Academic Year

Age Group	Government Secondary			Private Secondary			Vocational		
	M	F	Total	M	F	Total	M	F	Total
20 or lower	7	23	30	281	236	514	4	3	7
21-25	872	1062	1934	2102	1164	3266	454	255	709
26-30	1680	1742	3422	1455	608	2063	981	545	1526
31-35	698	826	1524	732	351	1081	529	327	856
36-40	373	582	955	519	300	819	310	210	520
41-45	206	287	493	248	149	397	235	185	420
46-50	206	204	410	215	82	297	162	67	229
51-55	141	81	222	112	40	152	109	26	135
56-60	97	31	128	82	24	106	49	10	59
Over 60	7	2	9	93	19	112	5	1	6
Median Age	29	29	29	27	27	27	30	30	30
Total	4287	4840	9127	5839	2971	8810	2838	1619	4469

bracket twenty-one to twenty-five. On the other hand, the higher age median for teachers in the vocational schools was accounted for by the relatively large number of teachers in the age group of twenty-six and above. These figures suggest that the teachers in the government academic and vocational schools were more mature and experienced than the teachers in the private schools.<sup>17</sup>

Table 5 shows salary levels for the three types of institutions. The private schools employed the largest number of young teachers which was a possible explanation for this group having lower salaries.

The overall ratio of male teachers to female teachers in secondary schools was 14:1, 2:1 in the private schools; 17:1 in the vocational schools; and 1:1 in the government secondary schools. While there were considerably more men than women teachers, it was predicted that as the nation's economy continued to grow and become more diversified, the demand for male workers would increase in other areas and the ratio of men in the teaching profession would reduce.<sup>18</sup> (This prediction has had some validity in the sense that the percentage of female teachers has increased.)

#### Problems Facing Secondary Education (1960-1975)

One of Thailand's major problems facing secondary education in the sixties centered on the loss of experienced teachers. Almost half of the persons who left teaching did so to enter other occupations (see Table 6). About 70 percent of the teachers who changed

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<sup>17</sup>Ibid., p. 113.

<sup>18</sup>Ibid., p. 115.

Table 5

## Teachers' Salaries for 1964 by Type of Institution

Salaries in baht	Government Secondary		Private Secondary		Vocational	
	No	%	No	%	No	%
300 and below	132	1.5	2,375	27.3	28	0.6
501 to 1000	5,205	59.0	5,158	59.2	2,775	62.1
1001 to 2000	3,336	36.5	1,062	12.2	1,468	32.9
2001 to 4000	438	4.8	107	1.2	183	4.1
Over 4000	18	0.2	8	0.1	13	0.3
Total	9,129	100	8,710	100	4,467	100

Source: Ministry of Education, Educational Planning Office, Current and Projected Secondary Education Programs for Thailand, 1966.

Table 6

Teachers Withdrawing from School by Type of Institution  
Sex and Reason for Withdrawal for Academic Year 1964

Reason for Withdrawal	Government Secondary			Private Secondary			Vocational		
	M	F	Total	M	F	Total	M	F	Total
Death	5	3	8	32	11	43	7	2	9
Dismissed	7	3	10	5	9	14	1	-	1
Changing of Schools	4	1	5	354	153	507	2	2	4
Changing of Occupation	36	16	52	704	226	930	27	8	35
Old Age	13	3	16	4	2	6	5	2	7
Injured & Disabled	2	3	5	4	7	11	4	0	4
Others	10	4	14	301	106	407	9	2	11
Total	77	33	110	1,404	514	1,918	55	16	71

occupations came from the ranks of the male teachers in the private schools. (Further information about teachers who withdrew from teaching is found in Tables 7 and 8.) The largest losses occurred in the age group from twenty-one to thirty-five or in other words, the group that should have been kept to provide the experience and youth that would provide effective teaching. Also, it should be noted that the majority teachers leaving came from the groups which had diplomas or certificates in education.<sup>19</sup>

In 1971 there were 25,100 teachers working in all academic and comprehensive secondary schools. Fifty-three percent of these (or 13,300) were in government schools, and the other 47 percent (or 11,800) were in private schools.

Research done in 1975 confirmed that large numbers of students were flocking to Bangkok each year in order to try to continue their education at the secondary level, because often there were no secondary schools in their home districts. Whenever such students completed their education they were reluctant to return to their districts and instead looked for employment in Bangkok or other large towns. In this way the brightest and most ambitious graduates were taken from their home districts where they were urgently needed to help accelerate the pace of development. In order to try to solve this problem it was decided that each Amphor (district) should have at least one government secondary school.<sup>20</sup>

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<sup>19</sup>Ibid.

<sup>20</sup>Ministry of Education, p. 33.

Table 7

Teachers Withdrawing from School by Age Sex and  
Type of Institution for Academic Year 1964

Age Group	Government Secondary			Private Secondary			Vocational		
	M	F	Total	M	F	Total	M	F	Total
20 or lower	-	-	-	67	41	108	-	-	-
21-25	19	9	28	578	228	866	5	3	8
26-30	22	8	30	393	109	502	15	3	18
31-35	9	1	10	172	34	206	5	2	7
36-40	3	4	7	89	22	111	6	2	8
41-45	3	2	5	54	11	65	9	2	11
46-50	3	1	4	21	5	26	5	2	7
51-55	6	3	9	12	-	12	4	-	4
56-60	10	3	13	13	1	14	6	2	8
Over 60	2	2	4	5	3	8	-	-	-
Total	77	33	110	1,404	514	1,918	55	16	71

Table 8

Teachers Withdrawing from School by Type of Institution  
Sex and Qualification for Academic Year 1964

Qualification	Government Secondary			Private Secondary			Vocational		
	M	F	Total	M	F	Total	M	F	Total
Bachelor Degree or Higher	6	3	9	71	69	140	4	3	7
Diploma in Ed	31	9	40	377	144	521	12	3	15
Certificate in Ed	23	15	38	558	154	712	4	2	6
Total All Certification	60	27	87	1006	367	1393	20	8	29

Source: Ministry of Education, Education Planning Office, Current and Projected Secondary Education Program for Thailand, 1966.



School officials felt that the qualifications of teachers in government secondary schools had reached a relatively satisfactory level by the 1970s, but this was not the case in private schools where almost 40 percent possessed no professional training.<sup>21</sup> Even today private school teachers have considerably weaker credentials than those in public schools. During the mid and late seventies there was a considerable increase in the pupil teacher ratio in government secondary schools as it rose from 18:1 in 1968 to almost 24:1 in 1971. Pupil/teacher ratios, in the private school, on the other hand, remained at 22:1.<sup>22</sup>

In general, students experience competitive entrance examinations to public secondary schools. The intelligent pupils coming from the inadequate primary schools tend to be eliminated from the running. From this point, rural pupils find it more difficult to reach secondary education as most schools are situated in the larger towns.

Even today secondary schools in Thailand are still facing many problems such as (1) lack of money for constructing and equipping secondary school buildings to meet the enrollment needs; (2) extreme teacher-pupil ratios resulting in low standards of teaching; (3) difficulties in determining the students' needs and planning curricula to meet them; (4) inadequate facilities in the area of health, transportation and libraries; and (5) great numbers of students coming to Bangkok each year to continue their education at the secondary level, due to the belief that schools in Bangkok are of higher

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<sup>21</sup>Ibid., p. 34.

<sup>22</sup>Ibid., p. 36.

standards. Under the pressure of accepting more students, the Ministry of Education has: (1) increased the number of secondary schools; (2) enlarged most of the existing ones; and (3) adopted a two-shift system in almost all government schools.

The Thai government has made a strong commitment to public secondary education. However, the problems discussed above are by no means solved even though solutions continue to be sought. The last decade of the twentieth century will be crucial to continued success of public secondary education.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Thailand's development into a nation state took almost 4,500 years dating from the time written records began to be kept in north Szechuan. For over 730 years the Thais, under the leadership of King Sri Inratit, settled in the Indo-Chinese Peninsula at Sukothai in 1238. Until the reign of King Mongkut (Rama IV), Thai society was traditional and static. Thai ideology has been influenced by the moral principles of Theravada Buddhism since the beginning of the Sukothai period in 1238. These factors have influenced Thai life, society and education. Early Thailand education was a monastic system which continued from 1768-1871. Monastic education had a religious orientation and was centered in the temples with the primary purpose of providing male members with moral and religious instruction in order to enable them to serve in the courts and temples. This form of education benefited boys while most girls were taught at home and emphasis was on domestic matters. The Buddhist monks took the responsibility for conducting this educational system. During this time education was informally taught by the senior monks who trained the novice monks. Since the religious leaders assumed the major responsibility for public instruction, the government did not take an active role in education.

During the reign of King Mongkut (Rama IV), Western civilization

began to influence traditional Thai society. To preserve Thai independence, King Chulalongkorn (Rama V) adapted western civilization to Thai society. The first secular school established on the palace grounds during the reign of King Rama V in 1868 became the model of future Thai education. In this period secular public instruction was made possible in the monastic schools. King Rama V, in his desire to modernize education, ordered investigations of school systems in other countries such as England, Japan and India. Young Thais were studying abroad in numbers in this time. They brought back with them professional training in various specialties much needed for educational development. In 1883, there were 142 schools in the Bangkok region and twenty more in the nearby provinces. The idea spread and a large number of schools were opened. The Department of Education was established in 1887 and charged with the responsibility of administering education. The enactment of the first compulsory education act in 1921 made school compulsory for all both sexes between the ages of seven and fourteen.

Since 1932 during the revolutionary period, there have been some changes in Thai society resulting from the impact of political, economic and educational progress. In 1936 the national scheme was amended to a 4-3-3-2 form. Educational programs have been expanded in sectors in all parts of the country.

Secondary education was divided into two streams: the academic stream and the vocational stream. Secondary education was designed to provide students with the necessary experience and skills to effectively pursue a career, and it also was intended to prepare them

for further studies in relation to their academic aptitudes and interests. Vocational schools on both secondary levels were established in 1935. A new educational scheme came into being and suggested an education for well rounded individual growth and good citizenship plus emphasis on vocational preparation. Vocational education was conducted at four levels: (1) professional level, (2) semi-professional level, (3) skilled labour, and (4) semi-skilled labour. Trade schools for boys and girls were provided in various provinces throughout the country in 1935. Public vocational secondary schools have appeared at two levels: the lower and upper, comparable to lower and upper secondary schools. In 1951 the National Scheme of Education provided the opportunity to develop vocational skills in both the lower and upper levels of secondary education. It should be noted that free trade with foreigners made Thai government realize its economic importance. In 1951, the United States started USOM (the United States Operations Mission) in Thailand. The agency was designed to help develop vocational education. The demand for vocational education was greater than the supply. In 1969, the public vocational schools could admit only 43,200 newcomers out of 81,900 applicants. Therefore, the teachers were in short supply, and consequently, a double-shift training system was used to increase the supply. In 1967, the Mobile Trade Training School Program was another important step in the development of vocational education. It was a training program for the people in the rural areas.

The historical development of secondary teacher training was first established during the reign of King Rama V. On October 12,

1892, King Rama V established a teacher training school for elementary teachers at the so-called Children's Home in Bangkok. Teacher education continued to grow until 1928 when important changes took place. A three-year elementary teacher training school, admitting graduates of grade 10, or of the pre-elementary teacher training schools, came into existence. On a higher level, there was a two-year secondary teacher training school, enrolling graduates of either grade 12, or of the elementary teacher training school.

From 1932 on the need for certified teachers became greater and more varied especially on the secondary level. Therefore, many kinds of teachers began to be trained, such as the vocational secondary teachers, the agricultural secondary teachers, and the physical-education secondary teachers, all on a certificate level. After the establishment of the Division of Teacher Training in 1940 which was under the Department of General Education, pre-primary and elementary teacher training programs leading to KM (Kru Mule Certificate) and PP (an elementary school certificate) were offered in many teacher training institutions in Bangkok and in the provinces. Educational progress was interrupted during World War II due to the Japanese invasion. After the war Thailand had to face economic problems. The division sought to expand teacher education to meet the increased demand for teachers. These efforts included the one-year PP special training, the vocational PP, and the PM in many teacher training schools.

The Division of Teacher Training in the Department of General Education was established in 1954 and marked the foundation of modern

Thai teacher training. The purpose of the Department of Teacher Training was to organize and bring all teacher education institutions under the control of the single government unit that would facilitate qualitative and quantitative improvements in teacher education. In 1954 the College of Education--the first institution of higher learning for the teaching profession--was established. This institution offered various programs leading to the Bachelor and Master of Education degrees. In 1955 the twilight program extension for those pursuing the B.Ed. began in the College of Education. In 1957 the Department of Teacher Training established a new school of teacher education at Nakornsrihammarat. This new school offered a two-year program after the junior high school leading to a certificate in education. During 1954-1959, it took seven years for a student to graduate with a B.Ed. (three years for the Certificate in Education; two years for the Diploma in Education; and the last two years to complete the B.Ed.). Since 1959 the requirement for the Certificate in Education has been reduced to two years of study, thus decreasing, the B.Ed period of study to six years after the tenth grade.

There are three major parallel tracks that prepare teachers in teacher training institutions: a regular track; an alternative track; and an external certification. The regular track consists of four levels of teacher certification: the certificate in education, the higher certificate in education, the bachelor degree level, and the graduate level. An alternative certification track is provided in addition to the certification gained through attendance at one of the teacher training institutions. This consists of a special twilight

program. The external certification track may be completed by inservice teachers solely through examination in professional courses plus completion of three courses in elective academic areas. There are four types of institutions that prepare teachers: teacher training schools, teacher training colleges, the inservice education division, and the College of Education at Bangkok.

The administrative organization of secondary education and secondary teacher training is a three level system: the central level, the regional level and the local level. The administration of education at the central level is divided among the Office of the Prime Minister, the Ministry of Education, the Office of the State Universities, and the Ministry of Interior. The financial and staffing aspects of the whole educational system is the responsibility of the Office of the Prime Minister. Primary education is governed by the Ministry of Interior. The Ministry of Education regulates secondary education, vocational education and teacher training colleges. The Office of State Universities is responsible for carrying out educational studies.

The Ministry of Education consists of nine departments. The Department of Secondary Education supervises all government secondary general or academic schools within the kingdom, and administers certain regulations affecting the operation of private secondary schools. It includes six divisions: Office of the Secretary, Finance division, Government school division, Private school division, Education Promotion and Evaluation division, and Pre-university school.



The Department of Vocational Education is responsible for the development and promotion of vocational education. It is divided into seven divisions: Office of the Secretary, Technical Institute division, Commercial and Industrial school division, Trade School division, Agricultural School division, Vocational Promotion division, and Design and Construction division.

The Department of Physical Education is responsible for providing instruction in health standards and the physiology of the human body and also training teachers of physical education. It is comprised of six divisions: Office of the Secretary, Physical Education division, Promotion division, Sports division, Scout Division and Junior Red Cross Division.

The Department of Religious Affairs, a coordinating service agency, oversees various religious agencies. It consists of six divisions: Office of the Secretary, Ecclesiastical Secretariat division, Ecclesiastical Property division, Ecclesiastical Educational Division and Ecclesiastical Administration division.

The Department of Elementary and Adult Education controls and builds schools and appoints teachers to the non-compulsory school in the country. It consists of four divisions: Office of the Secretary, Elementary Education division, Special Education division, and Adult Education division.

The Department of Educational Techniques is charged with improving and reforming school curricula, textbooks and educational materials both at the primary and secondary levels. It consists of four divisions: the Office of the Secretary, the Research division,

the Educational Aid division, and the Textbooks division.

The Department of Fine Arts is charged with the preservation, promotion and dissemination of national art treasures and cultures. It has six divisions: Literature and history, National Archives, Archaeological Studies, Architecture, Manual Arts and Musicology.

The Department of Teacher Training (DTT) controls the national system of teacher education. The DTT is headed by the Director-General who is assisted by two deputies: Deputy Director-General in Academic Affairs and Deputy Director General in Business Affairs. It has eight divisions: the Office of the Departmental Secretary, the Personnel and Administration division, the Financial division, the Planning division, the Teacher Training division, the Supervisory Unit, and the In-Service Training division.

At the regional level, educational administration consists of three sub-levels: Regional Office, Provincial Educational Office and the District Education Office.

At the local level in education, all types and levels of schools are controlled by the governor in each province.

There are several problems resulting from the two-stream structure of secondary education. The less popular vocational schools have often been considered less desirable. Vocational schools have lacked the funds for the specialized equipment necessary for vocational training. The construction of completely separate vocational and academic secondary schools has often resulted in a duplication of buildings and facilities, along with a poor utilization of the limited supply of teachers, and a competition for limited

resources. Students must choose one stream at Maw Saw 1 (9th grade) usually without aptitude and interest test data and without the help of counseling and guidance specialists. This results in an early choice of specialization being forced on many youngsters--a choice based on a limited amount of information. Once a separate stream is begun there is little or no opportunity to explore and develop interests and aptitudes in other areas: that is to try out different courses, or to transfer to another type of schooling.

The response to the problem of the separation of vocational and academic secondary education has been the establishment of the comprehensive high school with their diversified curricula adapted to regional needs and designed to make better use of limited resources. The comprehensive high schools are giving terminal training for the students who cannot continue their education as well as offering college preparatory work for those who will go to higher education.

With the support of the Canadian Government, the Department of Secondary Education committed itself to a substantial expansion from one to twenty comprehensive high schools. The objectives of this type of school are to educate students according to their aptitudes; to develop a background of general education so that they will become intelligent citizens and have the basis for further specialized studies; to provide pre-vocational education; and to promote the social, emotional and physical growths of the students. While new comprehensive schools were opened the Department of Secondary Education provided a differentiation. The standard school was called Type I, and the school for the rural areas with an agricultural

emphasis was called Type II. Type I school students in the general stream were allowed electives in their curriculum while Type II programs did not provide for electives. Even though there was no evidence as to the effectiveness of the comprehensive high school plans were laid in 1965-1966 to open up many more throughout the country. However, insufficiency of funds curtailed this expansion.

### Implications of the Study

This dissertation has examined the historical development of secondary education and the secondary teacher training in Thailand. From 1871 to the present period, education in Thailand has followed a Western model that emphasized education for all. Secondary education is still dominated by the middle and upper classes who are expected to attend colleges and universities. Most of the students who graduate from high school are still from the middle class, although Thailand has made large numbers of its citizens literate and student enrollment in secondary education continues to grow (see Appendix C). Vocational education has been stressed in the past for the purpose of developing skilled manpower and many students who come from working classes attend vocational tracks. People are getting more higher education than before, but a major obstacle to a more rapid expansion is the lack of qualified teachers.

Further research might be done in the following areas: (1) an analysis of the curricular work of secondary education and future trends for them; (2) in addition an examination of foreign assistance to secondary education and its role in developing Thailand, (3) an assessment of the contribution of secondary education to national

development.

The future studies recommended above might provide for the necessary assessment of all aspects of Thai secondary education. This work could then become the effective foundation for realistic long range planning, along with providing a rationale for improvements in secondary programs eventually leading to the attainment of excellence in secondary education in Thailand.

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## APPENDIX A

## Appendix A

### The National Scheme of Education 1960

#### Aims

1. The Thai people shall be educated according to their individual capacities, so that they should be moral and cultured citizens, with discipline and responsibility; with good health, mental and physical; and with a democratic outlook. They should be given knowledge and ability to carry out an occupation useful to their country and nation.

2. Boys and girls should receive education in school up to the age of fifteen at least.

3. Boys and girls should strive to gain knowledge and experiences that will serve useful purposes in their life.

4. Education shall be carried out to serve the needs of the individual as well as those of society, in harmony with the economic and political systems of the country. It shall comprise, inter alia:

a. Moral education - that aspect of education which deals with ethics and refinement, moral responsibility, and with the spirit of service.

b. Physical education - that aspect which deals with the promotion of good health, mental and physical, and a sporting spirit.

c. Intellectual education - that aspect which deals with the improvement of thinking, and with the acquisition of knowledge, techniques and principles conducive to a useful and happy life.

d. Practical education - that aspect which deals with habits of industry, and perseverance, and with the training in manual skills that are basic to good living and occupation.

#### Levels of Education

5. There are four levels of education:

- a. Pre-school education
- b. Elementary education
- c. Secondary education
- d. Higher education

6. Pre-school education means that level of education which aims to prepare children for elementary education.

7. Elementary education means that level which aims to promote the development of children towards effective learning and desirable

behavior. Elementary education is divided into: the junior school, consisting of four grades or form, and the senior school consisting of three grades or form.

8. Secondary education means that level of education which follows elementary education and which aims to explore and promote the interests and aptitudes of boys and girls. The knowledge and skills acquired should enable them to carry out an occupation or form a foundation for a well-conducted life, or for further education. Secondary education is divided into the lower school and the upper school, each consisting of not more than three grades or forms.

9. Higher education means that level of education which deals with the study of, and research in, the higher academic, professional and technical subjects, at the universities or similar institutions.

### The School System

10. Pre-school education precedes compulsory education. Schools may be set up to teach young children of precompulsory age, the teaching may be so arranged that the children can be taught in two or three age groups. Pre-school classes may also be arranged in elementary schools.

11. Elementary education is considered to be the due of all boys and girls. It may be given in schools where there are both junior and senior grades, or where there are only junior, or only the senior grades.

12. Secondary education must take into serious consideration the individual differences. It is to be organized in two streams, the general stream which aims chiefly at general education, and the vocational stream which aims chiefly to give specific vocational training.

13. In the general stream secondary education consists of three lower grades or forms, and two upper grades or forms continuous from the lower. At the end of the third grade or form, boys and girls should have acquired knowledge and skills which enable them to earn a living within certain limitations and at the end of the fifth form, they should be able to apply for admittance to institutions of higher learning.

14. In the vocational stream, school will arrange courses of various lengths, from about one to three years depending on the character of the trade or profession to be taught. Some of the courses may require, as foundation, the education and training received in the three lower forms of the general stream, and may be organized as a continuation of that education and training.

15. The relationship between the various levels, grades or forms

and the standard ages of boys and girls is shown in a chart attached to this document.

### Compulsory Education

16. Compulsory education means that which boys and girls must receive in school as required by law.

The state should make efforts to extend the period of compulsory education in accordance with its economic strength so that the standard of education of the people may be raised.

17. Compulsory education that is given in schools belonging to the state must be free. The state should provide education equipment and materials to an appropriate extent.

18. The state should provide a certain appropriate amount of education to boys and girls who are exempted from compulsory education.

### General Policies

19. Education is to be recognized as among the prime functions of the state, and must receive the support and stimulation due to it.

20. The educational system of the nation must be organized by the state and all educational institutions must be under its supervision.

21. The state should allow institutions of higher education the freedom to operate within the framework of relevant legislations.

22. The state is responsible for the training of teacher, and should produce those with qualifications befitting their tasks so that the aims of education as stated in this document may be fulfilled. Special emphasis should be given this activity.

23. In carrying out the work of education the state shares its labour with private organizations or persons, at those levels not defined as higher education.

24. The state supports private education in accordance with established regulations.

25. The state supports vocational education as extensively as possible within its financial capacity in accordance with the economic conditions and needs of the nation.

26. The state supports adult education to serve the needs of those persons who have missed the opportunities during the period usually devoted to school education, and those whose conditions do not

enable them to receive education in the usual manner, and also for the purpose of improving vocational efficiency.

27. The state promotes study and research in all fields of science and art.

28. The state gives scholarships and fellowships to students and scholars in accordance with established regulations so that the potentialities of certain individuals may be developed.

29. All institutions of education should employ personnel qualified to work in their professional fields and at the particular levels of education.

30. The state has the power and the duty to control, advise, and inspect institutions of education according to established regulations.

Source: Department of Teacher Training, Its Work and Organization 1973 (Bangkok: Karnsusana Press, 1973), pp. 20-23.



APPENDIX B

## Appendix B

Teacher Requirements by Educational Level During the  
Second Development Plan Period (1967-1971)

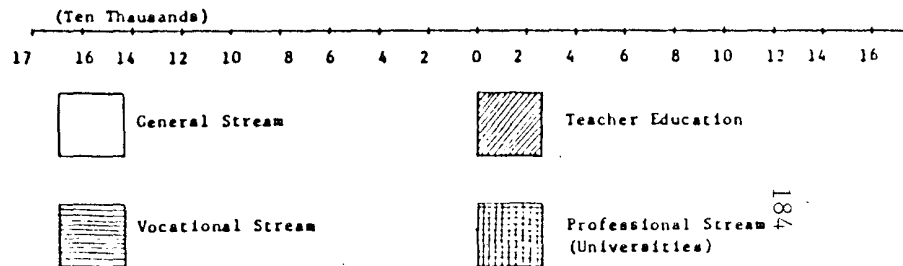
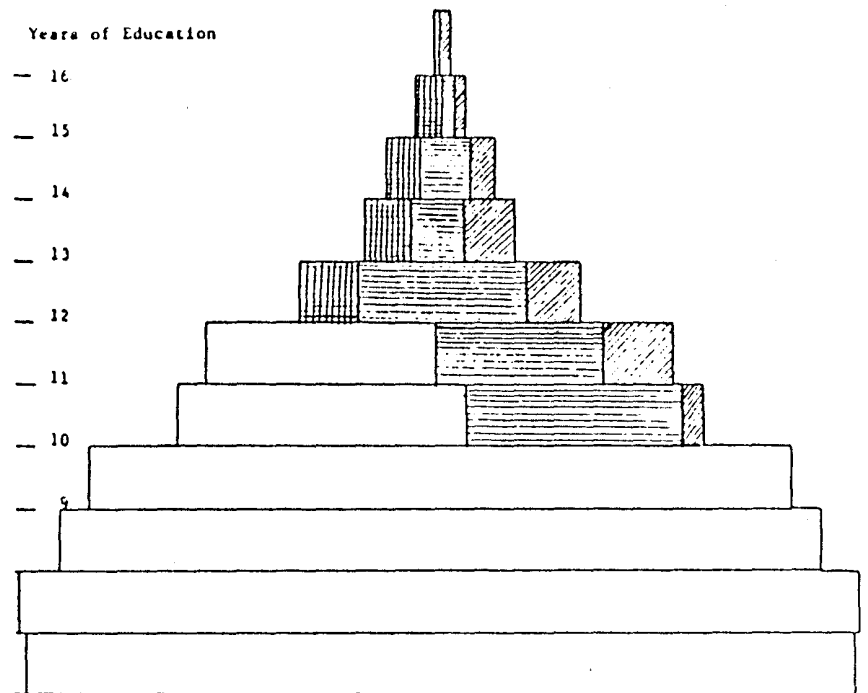
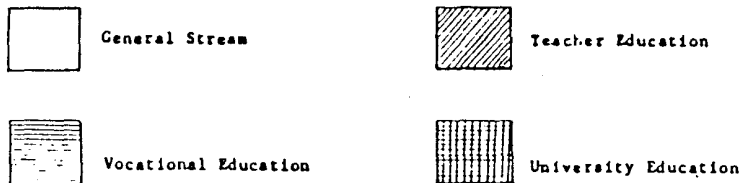
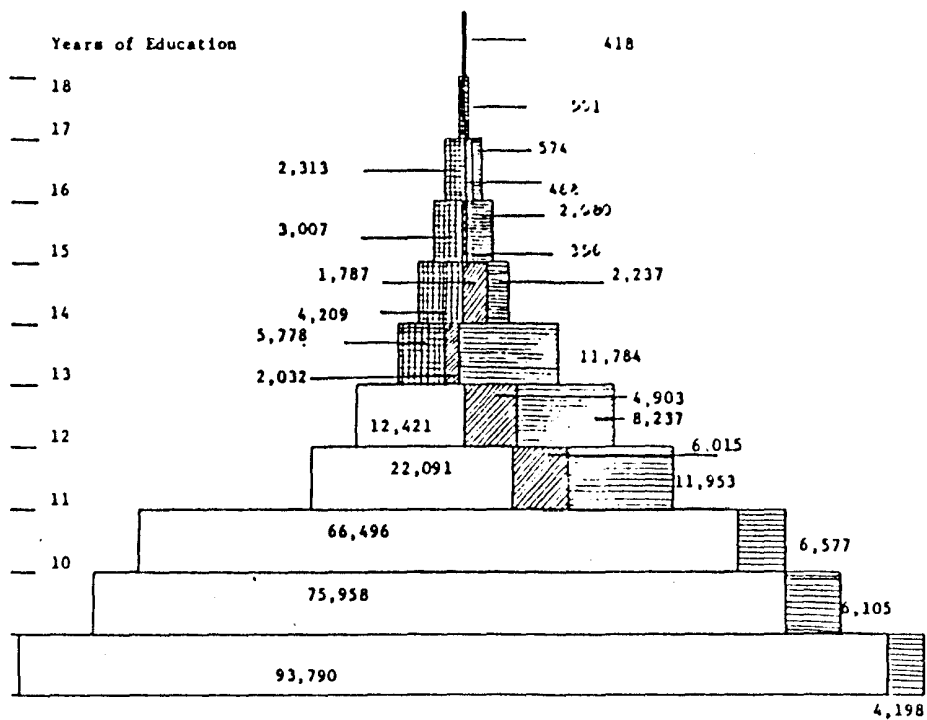
Level of Education	Student Increase Between 1967-1971	Teacher- Student Ratio	New Teachers Required
Kindergarten	37,800	1:30	1,260
Primary	736,000	1:35	23,444
Secondary Academic Stream	228,200	1:25	9,208
Vocational Stream	20,400	1:15	1,360
Teacher Education	11,970	1:10	1,190
Technical Institute	10,630	1:10	1,063
University	10,300	1:10	1,030
Total	1,055,300	--	38,585

Source: National Economic and Social Development Board, The Second National Economic and Social Development Plan (1967-1971), p. 291.

APPENDIX C

Appendix C

Enrollments in Secondary and Higher Education by Types of Schools, 1961 and 1978



Source: Educational Planning Office, Ministry of Education, 1961 and 1978.

APPROVAL SHEET

The dissertation submitted by Sunisa Timtiampet has been read and approved by the following committee:

Dr. Joan Smith, Director  
Associate Professor, Foundations of Education and Associate  
Dean, Graduate School, Loyola

Dr. Gerald Gutek  
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

\_\_\_\_\_

Date

4/10/85

\_\_\_\_\_

Director's Signature

Joan K. Smith