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The Articulation of the National Teacher Education Department to Teachers Colleges in Thailand: A History, 1954-1984

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THE ARTICULATION OF THE NATIONAL TEACHER
EDUCATION DEPARTMENT TO TEACHERS COLLEGES
IN THAILAND: A HISTORY, 1954-1984

BY

BOON-ANAN PHINAITRUP

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

The author, Boon-Anan Phinaitrup, was born in Bangkok, Thailand. She finished her elementary school and high school at Santa Cruz High School in Thailand. After receiving her high school diploma, she came to Chicago in 1984 and studied at Harold Washington College and then transferred to East-West University where she completed her B.S. in Business Degree.

After receiving her degree, she continued her study and received her master's degree in 1989. She is now working toward her doctoral degree in the Higher Education program at Loyola University Chicago, during which time she received a Graduate Assistant award.

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PURPOSE

Thailand is a developing country in Southeast Asia with a government that believes that the country will develop better living conditions, acquire advanced technology, and raise the level of literacy of the people as educational conditions improve. Thus, educators in Thailand are at the heart of national development.

During the 1960s and 1970s, rapid population growth, increasing numbers of higher education institutions, and changing teaching methods placed new demands on Thai teachers and the educational system. For example, teachers traditionally lectured in the classroom while students made notes and memorized information for examinations. This practice, however, changed as schools, universities, and colleges began to include more class discussions and seminars in the curriculum. This practice, which has changed, now connects the school and the community, the province and the country. Because teacher education and Thailand are both changing, the role of teacher education needs to be addressed.

Until 1870, education in Thailand was performed primarily by monks who were seen as spiritual leaders, counselors, and teachers.¹ They mainly taught young boys about the Buddhist religion and to read and write. Teaching during that time

¹Tongchai Somkroot, "An Analysis of Selected Issues in Teacher Education As Perceived by the President and Vice Presidents of Teacher Colleges in Thailand." (Ph.D. diss., Southern Illinois University at Carbondale, 1986), 6.

consisted of reciting scriptures which were passed on from generation to generation by oral repetition. Thailand, after coming in contact with the western world, realized that it was necessary to modernize and to advance the economy of the country. The first step taken was the opening of a school for the royal families and the nobility in 1871.² During the 1880s, the government began to realize that it needed to provide more educational opportunities for the people. The government thus revised and extended primary education from three years to five years. Students studied general education in the first three years and vocational training the last two years. Secondary education was established for six years at the junior level and two years at the senior level. Following a policy of defensive modernization, the government recognized that the nation could not develop without providing education to meet social demands and to compete with other nations. Teachers began to replace the monks and began to be recognized as knowledgeable people in the community.

Thai society today regards teachers as second parents for children at school. This is one of the factors that makes education very important; therefore, the government gives much attention to teacher training. The government's Teacher Education Department is responsible for both the quantity and the quality of teachers. Teachers colleges incorporate rules and regulations

²Ministry of Education, Education in Thailand 1971 (Bangkok, Thailand: Khuru Sapha, 1971), 2.

from the Teacher Education Department to make sure that they produce quality teachers. Teacher Education Department under the Ministry of Education is located in Bangkok, a capital of Thailand.

Most of the Thai population live in rural areas. Therefore, Teachers colleges provide education about rural life to teachers who choose to work in these rural areas. There is a special project in cooperation with foreign countries such as the United States for rural education. For example, the Rural Teacher Education Project is conducted through the efforts of the Teacher Education Department and the Ubon-Rajathani Teachers College which trains teachers for rural areas.³ Teachers in the rural areas assume an important role outside their classrooms. They become leaders in the villages in which they teach because they are typically the only educated people. Another project is called the Thai-UNESCO Rural Teacher Education Project (TURTEP). The program, which began in 1956, has as its purpose to train teachers for rural areas with the cooperation of UNESCO and UNICEF. The project began in the northeastern area of Thailand where Ubon-Rajathani Teachers College was located. The training methods provide knowledge on how to teach children at different ages, to guide teenagers, to advise young adults and the senior population in the village. This helps to improve their economic and living conditions. This successful program has now become a

³Ministry of Education "Some Important Details Concerning the Operation of the Rural Teacher Education Project" undated, p. 19.

standard part of the teacher education program in other teacher colleges.

On the other hand, Thailand also has some important urban cities, such as Bangkok, and Chiang Mai City. They are rapidly growing cities. The capital, Bangkok, is the location of almost all major domestic and foreign companies, cultural facilities, or government ministries. Ninety percent of the country's imports and exports pass through Bangkok. There are 1.5 million tourists and businessmen occupying Bangkok and visiting its museums and temples.⁴ Employment opportunities in government, industry, and commerce are much greater in urban areas than elsewhere in Thailand. It is also true for educational opportunities. Education in the urban areas is better because of the better quality of teachers, and new and advanced teaching instruction. Most of the prestige universities are located in the urban areas. All medical schools are located in the cities because they have the most modern and sophisticated equipment with which help people.

The purpose of this dissertation is to describe how cultural and political development had an impact on Thai education from 1954 to 1984. It will provide an overview of the educational system in Thailand including elementary education, secondary education, higher education and teacher education. A description of the history and structure of the Teacher Education Department

⁴Office of the National Education Commission Thailand into the 80's, (Bangkok, Thailand: Office of the Prime Minister, 1979), 213.

will focus on the thirty year period from 1954 to 1984. The dissertation will describe the relationship of the Department to the teachers colleges regarding the curriculum development, factors that changed and shaped the curriculum, the teaching methods used and whether these methods had changed during that time. The dissertation includes the role of urban and rural teachers and describes special projects used to train teachers to work in rural areas. Finally, summary, conclusions, and suggestions for further research will be provided.

Limitations

This dissertation addresses only teacher education in Thailand. Teacher education programs are controlled by the Department of Teacher Education under the Ministry of Education. The dissertation is limited to the historical development of the Teacher Education Department and its relationship to teacher colleges in Thailand between 1954-1984. Using the documentary research method, it will discuss the relationship of the Teacher Education Department and Teacher Education Colleges regarding curriculum, teaching method, the role of the educator, and special projects. It also describes cultural and political developments and an overview of the educational system in Thailand.

Definition of Terms

Educational Region. Thailand is divided into twelve regions with differing educational purposes and administration. The purpose of these twelve educational areas is to adapt

educational services to local needs as well as to geographical, occupational and cultural backgrounds of indigenous people to the individual regions (See MAP I).

Ministry of Education. This is a Thai government department which is directly responsible for providing education at the elementary, secondary and higher education levels.

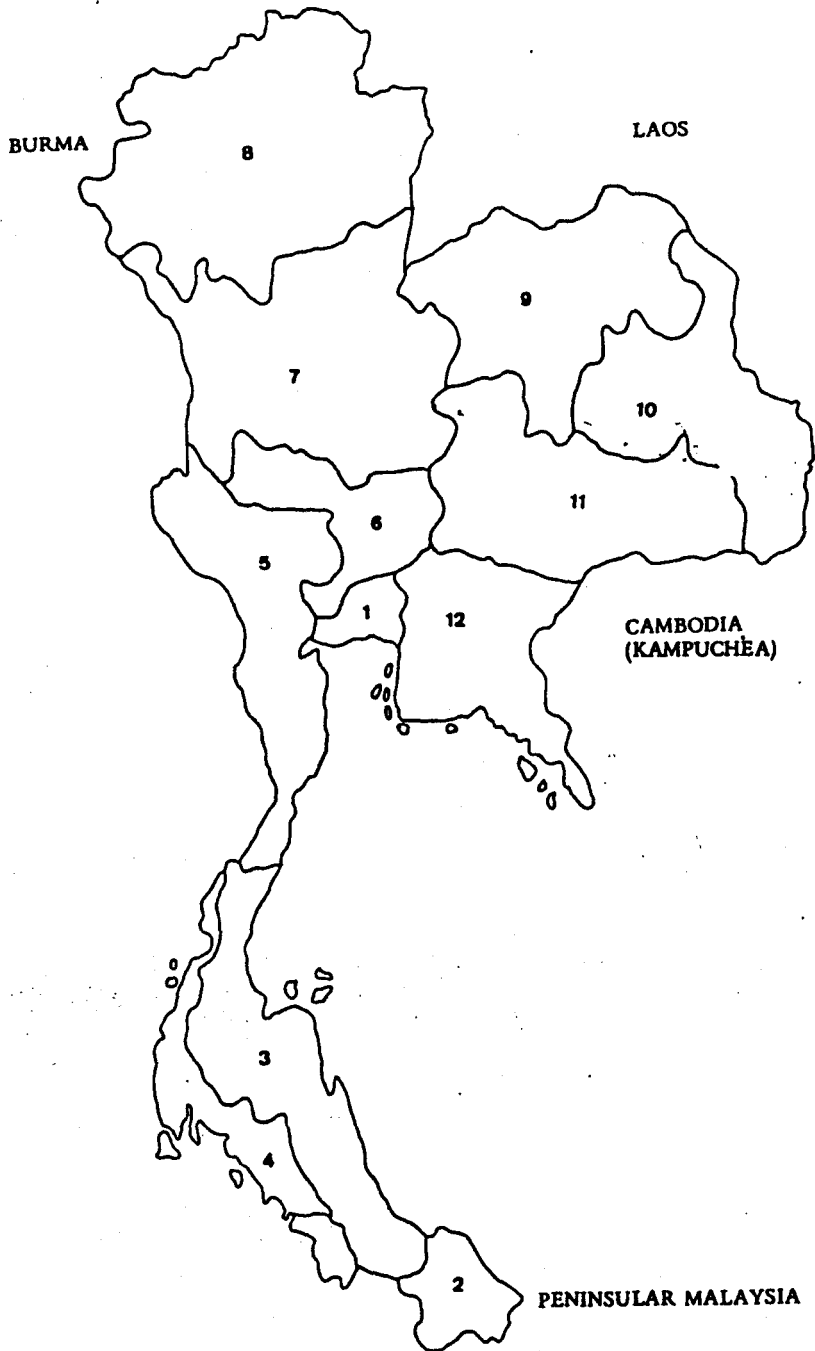
Teacher Education Department. One of eight departments under the Ministry of Education in Thailand, it is responsible for training elementary and secondary teachers. A variety of certificates and a bachelor's degree in education are awarded to students who complete the course. The purpose of teacher training is to meet national needs for teachers, to improve education, and to produce better qualified teachers.

Teachers Colleges. The teachers colleges refer to the thirty-six teachers colleges under the auspices of Teacher Education Department (TED) in Thailand. Teachers colleges are responsible for the preparation of elementary and secondary teachers. They are four-year institutions that offer bachelor's and associate degrees.

PKS (Paw Kaw Saw) is a certificate of education requiring a two-year training program after the 10th grade.

PP (Paw Paw) is the elementary school teaching certificate. Students who complete high school will enroll in a one-year training program for this certificate.

Educational Regions of Thailand



PKSS (Paw Kaw Saw Sung) is a higher level certificate of education. Students who complete the twelfth grade or who have earned their PKS certificate are required to complete a two-year program for this certificate.

PM (Paw Maw) is the Secondary School Certificate. Teachers must pass the national examination given by the Department of Teacher Education covering the requirements of teaching experience and academic preparation for the PP and the PKS.

Rural Teacher Education Project. The purpose of this project is to build a pilot center to train rural teachers. The rural teachers carry double roles. They serve as teachers in the schools and as leaders in the communities. Training includes fundamental educational techniques and appropriate teaching methods. Teachers relate their teaching to the needs of school children. This program requires student teachers to spend time in the rural area for their practicum. The student teachers work closely and cooperatively with the school and the community to improve the schools and standards of living in the community.

In-Service Program. A summer in-service program is organized and directed by the In-Service Education Division of the Teacher Education Department. It offers courses during the summer through the teachers colleges for those who wish to upgrade their academic or professional status. The other in-service program provides evening classes or Saturday classes. It offers teachers the opportunity to become elementary school principals or the ability to upgrade their B.Ed. certification.

Elementary Education refers to formal education from first grade to seventh grade.

Secondary Education refers to formal education from eighth grade to twelfth grade.

Twilight Class Program. This program was established in 1968 in two institutions in Bangkok. In time, it was extended to all thirty-six teachers colleges. The teaching program led to the PKS and PKSS program. The class period took place between 4:00 or 5:00 p.m. to 8:00 p.m. or 9:00 p.m. during weekdays, thus giving the program its name.

CHAPTER I

INTRODUCTION

Geographical Background

Thailand is a nation located in Southeast Asia. It is located in the center position of the Indo-China peninsula (see Map II). Burma is west of Thailand, Laos and Cambodia are east. Malaysia is south. Thailand has never become a colonized country under western rule as did the other countries in Southeast Asia. The size of Thailand is about 200,000 square miles or the size of Texas.¹

The country is divided into four regions. They are north, south, northeastern and central regions. Northern Thailand has forests of teak, resinous trees, and rice paddies. Rice is the main agricultural product for Thailand. There are many mountains in the north. Hill tribe people such as the Meo, the Yao, the Lahu, and the Karens live and speak the northern dialect. Chiangmai is the largest city in the north of Thailand and is home to the first university founded outside Bangkok.

The northeastern area is very dry. However, some people are able to grow rice and kenaf in this tropical part of the region. In addition, they graze cattle, grow cotton, tobacco, and mulberry trees for silk. This part of the country produces less agriculture because the soil is sandy and salty. The climate is dry. Most of these people are poor. In this area, the low

¹Chaiwat Panjaphongse and Narong Tiensong, Thailand: Population and Population Education (Bangkok, Thailand: Thai Watana Panich Ltd., 1976), 1.

Map of Thailand



Source: Office of the National Education Commission, The System of Education in Thailand 1988 Bangkok, Thailand:Office of the Prime Minister September 1988, 1:

rainfall has made the area less productive than other regions, and consequently less modernized as well. Draught is a major problem in this area, especially in the summer. Most people who live in this area speak Lao because it neighbors on Laos; the Mekong River divides Thailand and Laos.

In the south of Thailand there are rubber plantations, tropical agriculture and fruits, and rich tin mines. Primarily Malay and Chinese work in the tin mines. The population density is 100 per square mile. This area receives the heaviest rainfall in Thailand. The central region is the basin of the Chao Phraya River which flows from the northern mountains to the gulf.² The capital, Bangkok is located here. The central region has rich soil to grow rice. The superior water conditions here are critical to production of crops, the greatest in Thailand.

Climate

Thailand is located in a tropical zone with three seasons. Summer, March until May, has fairly high temperatures. The rainy season with its high humidity starts in June and lasts through October. Mild winters last usually from November until February. The average year round temperature is about 82 degrees fahrenheit.

²Supha Phinaitrup, "The Chinese Minority in Thailand: A Social and Educational Perspective" (Ed.D. diss., Loyola University Chicago, 1988), 17.

Population

The first five censuses of the Thai population were conducted by the Ministry of Interior.³ From 1957 to 1987, the censuses of the Thai population were conducted by the National Statistical Office (N.S.O). The 1911 census was the first taken and found 8.3 million people in Thailand.⁴ Most developing countries are over populated and Thailand is one of them. Each national census reveals a rapidly increasing population growth.⁵ The following table shows this growth.

TABLE 1
POPULATION IN THAILAND

1911	8.3	million	1919	9.2	million	1929	11.5	million
1937	14.7	million	1947	17.6	million	1957	22.8	million
1960	26.3	million	1967	32.0	million	1970	34.7	million
1972	38.5	million	1974	41.3	million	1978	45.1	million
1980	46.0	million	1984	50.0	million	1987	54.0	million

³National Statistical Office, Statistical Yearbook Thailand 1970-71 No. 29. (Bangkok, Thailand: Government House Printing Office, 1972.), 35.

⁴Mowt Subhakul, "Curriculum Inferences for Secondary School Teachers in Population Education with the School system of Thailand" (Ph.D. diss., East Tennessee State University, 1981.), 13.

⁵Chaiwat Panjaphongse, Thailand: Population and Population Education (Bangkok, Thailand: Thai Watana Panich Ltd., 1976.), 14.

There were 26.3 million people and a population density of 135 people per square mile in 1960. In 1984, the average density was 235 persons per square mile.⁶ Eighty-five percent of the population live in rural areas. The Thai birth rate is 33 per thousand and the death rate is 9 per thousand in 1990.⁷ In comparison in Malaysia, the birth rate is 26 per thousand and the death rate is 6 per thousand; the birth rate is 28 per thousand and the death rate is 9 per thousand in Indonesia; the birth rate is 16 per thousand and the death rate is 5 per thousand in Singapore.⁸ The birth rate in Thailand is higher than the birth rate in Malaysia, Indonesia, and Singapore. The death rate is similar.

It is also important to discuss minority groups who make up the population in Thailand. The three largest ethnic groups are the Chinese, the Malays and the Hill Tribes. The Chinese are the most important minority socially and economically. Most live in Bangkok and the central region. The Chinese are more interested in business while the Thais are interested in government service. The Chinese adjusted easily and were assimilated into the Thai society harmoniously. Because of this integration both the Chinese and Thai populations participate fully in all aspects of

⁶Sunisa Timtiampet, "Secondary Education in Thailand: Its Growth and Development" (Ed.D. diss., Loyola University Chicago, 1985), 4.

⁷Ibid.

⁸Mark Hoffman, The World Almanac and Book of Facts (New York: A Scripps Howard Company, 1992), 938.

Thai society. There are increasing marriages between these two groups, particularly among the wealthy upper class. The school curriculum for their children fostered Chinese assimilation into Thai society and created a closer relationship between the two groups. The integration of these two groups has been so complete that they have the freedom to marry, and to give their children Thai, Chinese, and western education. It has given them pride in their positions in Thai society. This urban population in Thailand of highly mixed Chinese-Thai blood is a good combination because the Chinese control most business in Thailand and the Thai are powerful in politics making it a partnership beneficial to all Thailand.

Malay is the second largest ethnic minority in Thailand. Malays live in the south of Thailand near the Malaysian border⁹. The Malay people are Islamic and speak the Malay language. According to Watson, there are over 880,000 Malays in Thailand (1.47% of population.)¹⁰ The Malay minority has not been readily assimilated in Thai society. The religion, language, and ethnic origin are barriers preventing their assimilation. According to Sharma, the Malays have highly resisted becoming absorbed into the Thai culture.¹¹ They have little contact with their Thai

⁹C.L.Sharma, Ethnicity and Education in Thailand (Mexico, Mexico City: The Annual Conference of the Comparative and International Education Society, 1978), 10, ERIC, ED 010 659.

¹⁰Keith Watson, Educational Development in Thailand (Hong Kong: Heinemann Educational Books Limited, 1980), 10.

¹¹Ibid.

neighbors.

However, after World War II, Islamics became nationalistic which had a great effect on both the Thai and Malay. The Malay demanded freedom of religion and the right to maintain their own culture. They wanted to ensure the continuance of their religion, language and culture. The Thai government was forced to make some concessions to improve the living conditions of Thai-Malay, the result of which is that the Malay culture has slowly begun to assimilate into Thai culture.

Hill tribes people live in the jungles and mountains of Thailand such as the Karen, the Akha, the Lahu, the Miao, and the Yao¹² There are believed to be about 200,000 to 400,000 hill tribe persons (0.73% of population). Each group has its own religion, customs, culture and language. Some groups have close relationships because they live near to each other. They seem to be sincere in their friendship. Most of their income comes from growing opium. The government and the King of Thailand have offered them help to change their economy by growing other crops such as cotton, silk, and flowers all of which would bring greater benefit to their health as well. The government has provided expert advisors, loaned money, provided other assistance. These people are also learning the national language and other aspects of citizenship. Various missionaries try to change the hill people's beliefs to Buddhism or to Christianity.

¹²Von Geusau, "Learning from the Akha," Business Review 15 (April 1987): 43.

Their efforts are resulting in the beginning of an assimilation into Thai society.

Language

The Thai language is the official language used in Thailand. Thai language was first used in print in 1828.¹³ At that time, the literature was written on folded scrolls. They were difficult to carry, required a lot of room to store and were expensive to produce. There are three Thai dialects which are north, northeastern and south. Other languages such as English, Chinese, and Malay are used, too. The Malay language is used primarily in the south of Thailand. The Chinese and English languages are mostly used in business affairs in the central region. There is no serious communication problem in Thailand. Thai language is used as a medium of instruction in all public and private schools. The Thai language is required to ensure that Chinese, Indian, and Malay groups are able to continue their studies in Thailand's system of higher education.

Culture

Thai history is divided into four eras. These are the Sukhothai (1250s), Ayuttaya (1350s), Taksin (1760s), and early Chakri (1780s) eras. The king was the absolute monarch, the leader of the country who governed according to the moral principles of Tharavada Buddhism.¹⁴ He had complete power over

¹³Ron Bozman and John Levy, Frommer's comprehensive Travel Guide Bangkok 92-93 (New York: Prentice Hall Travel, 1992), 11.

¹⁴Watson, Educational Development in Thailand, 25.

everyone. In 1237, King Ramkamhang was considered the father of the Thai people. In the Ayuttaya era during 1350, the king was seen as a god-king. In the Chakri Dynasty (1782), the king was still seen as the father of all people and even now people still respect him. It has become a custom for the Thai to follow leaders who are kind, strong and whom they can trust.

The King of Thailand is Buddhist and Buddhism strongly influences Thai culture. Buddhism teaches harmony and peace in the society and promotes confidence that the country will have enough food and natural resources for living. There is a saying that wherever there is water, there are fish; wherever there is a field, there is rice. Education includes the Buddhist religion. The government saw the importance of providing moral education for children. They placed Buddhist ethics as a subject in formal education. Students have at least half an hour a day of religious instruction. For example, Buddhism teaches students a family concept such as politeness, loving and taking care of older people. It stresses that children must take care of their parents when they grow older. Criticizing, asking questions, and challenging teachers are not encouraged in the school. Students are taught to obey and respect their teachers. Thus, Thai students are passive and respectful toward authority. Students and parents see education as a passport to professional jobs with wealth, prestige, security, and power in the Thai bureaucracy.¹⁵

¹⁵Windell Blanchard, and others, Thailand: Its People, Its Society, Its Culture (New Haven: Human Relations Areas Files, Inc., 1958), 20.

Therefore, education is used to build loyalty, patriotism and support for the leaders.

One traditional ceremony shows the respect to teachers. It is a very traditional activity which takes place in schools and institutions all over the country in June or July as the new academic year starts. It is always held on a Thursday because Thursday's star is the Jupiter planet. This planet, according to Buddhist teaching, governs knowledge, concentration and wisdom.¹⁶ students pay respect to teachers in order to have a good future. They present three kinds of flowers to teachers. They are Genus Inxoro, egg plant flower, and bermuda. Genus Inxoro means students will be bright and brainy as sharp as the needle. The egg plant flower represents respect and charm. Bermuda grass represents the growth of knowledge that spreads quickly. Besides these three kinds of flowers, students present candles and joss sticks. All three items together represent Triple Gem or Ratanatri that is the Buddha. The three concepts are the heart of the Buddhist religion. Other important events are Visakha Bucha in May, celebrating the life of Buddha from his birth until his death and the enlightenment he taught. This ceremony reminds Thai people and students to think and understand the Buddha who discovered the truth. Thai who attend the service will have candle and torch processions. Makha Bucha which occurs annually in either January or February is a day to remember the Buddha and

¹⁶Denis Segaller, Thai Ways (Bangkok, Thailand: Prasit Lulitanon Publisher, 1984.), 51.

his saints who gathered together a long time ago. They are holidays. Students have an opportunity to join the activities and know about the Buddha.

The Buddhist religion teaches Thai students that teachers are a second parent. They must obey and respect them. According to Segaller¹⁷, students must respect teachers because of their age and knowledge. Because they are older, they are considered to be wiser. Students also respect older people because they are experienced. Experience means wisdom. Therefore, they have earned respect. Students have the attitude that they can't criticize, ask questions or express their ideas in the classroom because it may insult the teacher. Teachers still lecture in the classroom while students take notes and memorize them for examinations. All students are required to wear uniforms. Students at the elementary level and secondary level can't use cosmetics and long hair is not allowed. These rules are part of the disciplinary system in the schools.

Religion

Theravada Buddhism is the national religion in Thailand, but religions such as Protestant, Christianity, Catholicism, or Islamic can be found. About 94% of the population is Buddhist, 4% is Islam and less than 1% is Christian. Buddhism has played an influential role in the spiritual, cultural elements of Thai life as well as its social life. The Buddha taught people to search for truth stating that 1) "life is fundamentally disappointment

¹⁷Ibid., 51-53.

and suffering, 2) suffering is a result of one's desire for pleasure, power, and continued existences, 3) to stop disappointment and suffering one must stop desiring, 4) the way to stop desiring and thus suffering is the Noble Eightfold Path--right view, right intention, right effort, right awareness, right concentration, right action, right livelihood, and right speech."¹⁸ These beliefs apply to three principles. Nothing is permanent. Life consists of suffering so that the soul becomes free of the body's physical needs. Life is pain and sorrow. Buddha taught people to gather their thoughts in meditation to calm themselves and find peace. Thai people will live together in harmony in the society.

The Buddhist religion teaches people that they should do things wisely. They must search carefully in their minds before acting. Each person and society as a whole accept the fact that each one has the right that he/she should not be discriminated against because of his/her birth. Through education it is expected that everyone understand these rights. If there is a problem and misunderstanding, the people would gather together, discuss, and attempt to resolve differences. Buasri said that "Buddhism in its pure form rejects imposed authority."¹⁹ This means that the individual and society as a whole should analyze,

¹⁸The New Encyclopedia Britannica (Chicago, IL: Encyclopedia Britannica, 1990), 602-603.

¹⁹Saroj Buasri, "Toward a New Concept of Education in Thailand" in Education in Thailand: A Century of Experience, ed. Ekavidhaya Nathalang (Washington: University Press of America, 1977), 212-213.

think through, and work out an educational system that will meet their overall needs in life.

The traditional educational system in Thailand was taught by monks and thus was inseparable from the Buddhist religion. This was effective in bringing together all religions of Thailand into one national and one cultural identity. The present Buddhist national educational system is set up by the government. Since Thailand does not have any religious conflicts, the religious practices of other citizens are accepted as long as they maintain public order and good moral character.

According to Valenti and Gutek, Buddhism is connected with the process of learning as follows:

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, follow his path by practicing discipleship which will lead him to Nirvana...²⁰

These guidelines were used in differing ways for boys and girls. In the past, young boys received their education in the temple from monks. Young girls stayed home and were taught by their mothers to sew, cook and care for the house. The monks as teachers taught young boys to read and write and understand Buddhist scriptures. They learned 26 vowels and 44 consonants,

²⁰Jasper Valenti and Gerald L. Gutek, Education and Society in India and Thailand (Washington: University Press of America, 1977.), 212-213.

the meaning of different tones, using different classes of consonants, spelling rules, Pali and Sanskrit. The Thai written language was first found in 1283 by King Ramkamhange of the Sukhothai era. He adapted the letters from Cambodian scripts and from Pali and Sanskrit languages.

There were no classrooms. The monks used the main hall, chanting hall, or dining hall for classrooms. Students sat cross-legged on the floor. The monks used blackboard and slate for instruction. The first lesson started at 6:00 am and ended at 7:00 am. From 9:00 until 11:00, the boys prepared lunch for the monks, after which the monks slept while the boys memorized what they had learned in the morning. Sometime from 1:00 pm to 4:00 pm or 2:00 pm to 5:00 pm, the afternoon lesson was conducted.

After the boys completed this stage, they would go on to either a junior government school or return to the field. If the boys decided to go on to a government school, they would learn mathematics, arts, and other subjects. If the boys decided to return to the field, fathers would teach their sons crafts such as carving or sculpture, and trades such as rice planting. Children help their families with the rice planting during the rainy season. This kind of education concentrated on training in the agricultural area.

Today, when the boy reaches twenty, he will spend a few months as a monk during the rainy season. He will learn what life means, how to be a good husband, and a good Thai in the Buddhism way. As a monk, he will learn the history of Buddhism and Pali

scripture. The monks'daily routine begins with waking very early in the morning and carrying the bowls to receive food from donors. In this way the people are honoring the monks and earning merit. The monk cannot refuse any food but they do not need to eat it all. The monks must eat before noon. After that, they are allowed to have only tea, coffee, or to smoke. Because of the modern educational institutions and compulsory education, Buddhist teaching began to play a less important role in modern education. However, education and religion are still interconnected.

Politics

Politics has played an important role in the bureaucracy in Thailand. During the Sukothai period (1230's), Thailand was based on "a paternalistic philosophy of government."²¹ The king was seen as a father of a large family and a kind person. The king and his nobles conducted all government activities. The nobles owed allegiance to the king. Even as the kingdom grew bigger and bigger, the king continued to be seen as a father of his people. Public officers were seen as his agents who help, teach, and guide rather than serve their own interests. This relationship was replaced by a master-servant relationship. For example, normal people can't look at the king's face or touch the king. A special language was created and used. Rank and status were used to show the levels of authority from the king downward.

²¹Ibid., 255.

In the nineteenth century, western power came to Southeast Asia. King Rama IV (1851-68) had contacted the British in 1855²². King Rama IV, known as King Mongkut, wanted his country to become stronger economically and politically. To accomplish this, he began reform and hired Europeans to help the Thai government in personnel administration, communication, survey, education, and foreign affairs. In education, King Rama IV hired an English woman named Mrs. Anna Leonowens in 1862. Mrs. Leonowens educated the royal children. (A letter from King Rama IV to Mrs. Anna Leonowens can be founded in Appendix A.) The king also sent Prince Damong Rajanubhab to study abroad and organized the Ministry of Education in 1889. His son was assigned to be Minister of the Interior.

During King Rama VI (1910-25), he was very interested in art and reforming education. Examples are that he founded the first university, Chulalongkorn University, in 1917 and created the first compulsory education in 1921.²³ However, the political climate during this period was unstable because of the financial corruption of his friends and others in the government. This caused a political crisis and a bloodless coup with the support of the military took over the country. The king accepted a constitution and his power was reduced.

Thailand had an absolute monarchy until 1932. A coup'd etat took place then with the purpose of establishing a constitutional

²²Ibid.

²³Watson, Educational Development in Thailand, 38.

monarchy. The military began to dominate politics. The political leadership has been an important influence with a strong impact and affect on educational reform. Traditional education was always connected with the Buddhist temple. When the country attempted modernization, King Bhumipol Adulyadej (1951-present) suggested the first and most significant educational reform. The 1960 reform provided a formal national educational system which was controlled by the government.²⁴

The educational administration from the past to present has been complex. There were four educational ministries which were responsible for education in 1966.²⁵ The Ministry of Interior was responsible for the administration of primary schools outside Bangkok. The purpose was to be responsible for all local school government. The Ministry of Education was responsible for secondary education, post-secondary education in vocational education and teacher training.²⁶ The Office of University Affairs was responsible for higher education. The Office of the Prime Minister was responsible for the National Education Commission, educational policy and planning. In Thailand, non-formal education is also provided under other ministries such as

²⁴Harold Pl Adams, A Brief Historical Sketch of Educational Development in Thailand (Washington, D.C.: Agency for International Development, 1970), 5, ERIC, ED 102 065

²⁵Kaewdang and Fry, Educational Reform in Thailand, 6.

²⁶Rung Kaewdang and Gerald Fry, Educational Reform in Thailand: evolutionary Change and Political Impermanence (L.A., California: The Annual Meeting of the America Educational Research Association, 1981.), 6-7, ERIC, ED 206 509.

agriculture and defense.

In 1973, there was a massive student demonstration against the military government. It was the most violent political upheaval ever in Thailand. When a new government took over, it played a significant role in many areas of Thai society including the educational field in 1973. The government set up a special Council of Ministry to reexamine the educational system. The Council of Ministry reported that the education budget was largely distributed to urban schools for primary education, the quality of private schools was very low, money was charged illegally by the schools, and the quality of teachers before 1973 was poor. To rectify these problems, a committee was formed to create harmony between the educational system and external environments, and provide better education for the Thai people by looking at four basic questions:

1. What is a desirable education?
2. What are the objectives of Thai education?
3. For whom should education be organized?
4. How should education be organized?

After examining the educational system based on the four fundamental questions, they recommended the following:²⁷

1. To promote social justice, educational resources should be allocated more equitably with special concern for low quality schools in rural areas. Tuition fees for higher education should be increased to reflect costs more fully.
2. The educational structure should be changed from a 4:3:3:2 system to a new 6:3:3 system. The new structure should be introduced on a gradual year-to-year basis.

²⁷Ibid., 9.

3. Curriculum must be modified to become more practical and relevant to the real life needs of learners. Work experience should be part of the curriculum. There should also be an increased emphasis on rational thinking and problem-solving. The nation-wide terminal grade examination should be eliminated.
4. Central administration for all levels of education should fall under only one ministry. The Ministry of Education should centralize its power and management.

This new reform report was believed to provide for more participation in educational affairs by the reform committee and a more student-centered learning process. Teachers and administrators were offered a greater reward and incentives for their professional performance. It was believed that this reform report would provide a better education to the people. The Reform Committee also suggested reducing emphasis on the English language and recommended a school zoning system.²⁸ The government did not want to receive the foreign assistance and the school zoning system provided an equitable allocation of educational resources. The new reform changed the educational structure and became more practical and liberal. The reformers believed that the new educational system would meet the needs of individuals and the society and be in harmony with the Thai economic and political system.

Summary

Thailand is located in Southeast Asia. Bangkok is the capital of Thailand. There are almost sixty million people in the country in 1992. The majority of the people live in rural areas.

²⁸Kaewdang and Fry, Educational Reform in Thailand, 11.

There is one major language which is Thai and English is the language often used for international business. Thailand still maintains its traditional culture and the country is still primarily involved with agriculture. The government tries to move Thailand toward becoming an agroindustrial and industrialized country. By doing so, the country needs to link education to economic and national development. Chapter II will describe the educational system in Thailand.

CHAPTER II

EDUCATIONAL SYSTEM IN THAILAND

Chapter I established that education in Thailand is inseparable from Buddhism which has been the national religion since the Sukothai era in the thirteenth century¹. The monks were the teachers who taught children according to their own knowledge of Buddhism. Because of this close arrangement between Buddhism and schooling, it was difficult to determine the quality of education. It became necessary to have a system of education which included qualified teachers who knew the subjects well and could transfer their knowledge to their students. With this requisite, the first teacher education school was founded in Bangkok on October 12, 1892 and was called School for Teacher Training.

From this beginning, an educational program began to take shape. When France took possession of four eastern provinces during the reign of King Rama IV, this threat from a European power united the country and created a great emphasis on education as a strategy of defensive modernization. The school system was established in 1895², with three levels of primary education. In level I there were two grades. In level II there were three grades and in level III there were four grades. There

¹Swat Sukontarangi, "The Development of Governmental Control of Public Education in Thailand," Paedagogica Historica VI (1966): 416-439.

²Swat Chongkol, Education in Thailand: A Century of Experience (Bangkok, Thailand: Ministry of Education, 1970), 65.

was a nationwide movement for mass education resulting in the expansion of the Department of Education into the Ministry of Education in 1898. At that time, the educational system was divided into two categories. One category was general education which included pre-primary, primary, and secondary education. The other category was specialized education which included teacher training, fine arts, law, medicine, handicraft, business, and agriculture. In order to maintain educational standards, the Ministry of Education appointed an education inspector for every fifty schools and one assistant inspector for every ten schools.³ From these origins, the Thai education system began to change from a tradition that was monk-taught and Buddhist influenced to a formal education system.⁴ The era of monks teaching children in the temples had come to a close.

Development of Education

There were three stages of educational development in Thailand. They were from 1257 to 1868, 1868 to 1931 (the era of educational expansion), and 1932 to the present (see Table 2). During the first period, when education was the responsibility of Buddhist monks, it was addressed to boys only and with girls learning only such gender specific tasks as cooking and sewing from their mothers at home. Gue noted that there were 13,049

³Ibid.

⁴Tongchai Somkroot, "An Analysis of Selected Issues in Teacher Education As Perceived by the Presidents and Vice Presidents of Teacher Colleges in Thailand" (Ph. D. diss., Southern Illinois University at Carbondale, 1986), 18-20.

Table 2
EDUCATIONAL HISTORY TIME LINE

1257 1377	Sokhothai	
1377 1767	Ayudhya	
1767 1782	Thonburi	
1782 1868	Ratanakosin	
1871	King Chulalongkorn Modern Schools	
1887	Department of Education	
1892	Teacher Training School	
1930 1960	New Education Period	
1960	National Scheme of Education	1. Follow Goal of Karachi Plan 2. Compulsory Education 3. Comprehensive Type HS 4. New Curriculum
1962	Comprehensive Education	
1963	Comprehensive Commission	
1967	Second National Development Plan	
1969	Private College Act	
1970	Opening of Ramkamhaeng University	
1972	Third National Development Plan	
1977	Fourth National Development Plan	
1982	Fifth National Development Plan	
1987	Sixth National Development Plan	
1992	Seventh National Development Plan	

Source: Harold Adams, A Brief Historical Sketch of Educational Development in Thailand Washington, D.C.: Agency for International Development, 1970, 17, ERIC ED 102 065

Buddhist temples and 94,000 priests in Thailand in 1908.⁵ There were more than 150,000 students. The Buddhist monks established the first-known educational foundation in Thailand. But it was limited.

The Thai alphabet was first created by King Ramkhamhange in 1283 and was revised from time to time. Education was conducted in the temples for at least six centuries.⁶ The purpose of learning during this time was to teach boys to read, write and understand Buddhist scriptures.⁷ Other subjects included traditional medicine, construction, astrology, and the art of self-defense. Many parents would send their sons to stay in the temple when they were ten years old. When they were in their twenties, they would become part of the priesthood. This prepared them to be a good husband and a good citizen. The educational system during this time changed very slowly because of the entrenched belief that the monks were responsible, not the government.

During the Ayuttaya era (1377-1767), the Buddhist influence gained even more importance. For example, King Borom Kosa

⁵Lestie Gue, Educational Reorganization in Thailand (The Annual Symposium American Educational Research Association, 1972), 2, ERIC, ED 067 330.

⁶Harold P. Adams, A Brief Historical Sketch of Educational Development in Thailand (Washington, D.C.: Agency for International Development, 1970), 1, ERIC, ED 102 065.

⁷Gabriel Carron and Ta Ngoc, Regional Disparities in Educational Development: Diagnosis and Policies for Reduction (Paris, France: International Institute for Educational Planning, 1980), 201, ERIC, ED 213 105.

declared that anyone who served in his court must join the priesthood first.⁸ He always recruited his government officials from those who completed monkhood studies. Thailand also began to have a relationship with Western countries during this period. The first Europeans who came to Thailand were the Portuguese in 1511. French missionaries came in 1662. They brought western knowledge which was instilled into Thai education and they set up private schools to teach Christian and western education. During the King Narai era, greater concern was placed on reading and writing. To this end, new books appeared and were used until the early Chakri era. In 1782, King Rama I (1782-1809) wrote many books and wanted others to emulate him. King Rama II (1809-1824) encouraged more contact with western countries. He allowed Presbyterian missionaries to start religious schools. American missionaries also contributed greatly to Thai education.

King Rama III (1824-1851) encouraged people to record their knowledge in books which would become available to others. He began to remodel Wat Prachetupon, known as the "first public university of Thailand."⁹ While Thailand had closer relationships with Western countries, King Rama IV (1851-1868) studied English because it helped him understand western culture and politics. He also hired the English woman, Mrs. Anna Leonowens, to tutor his children and also set in motion expansion of the education

⁸Ministry of Education, History of the Ministry of Education 1887-1964 (Bangkok, Thailand: Kurusapha Press, 1964), 2.

⁹Ibid.

foundation.

During a second period (1868-1910), King Chulalongkorn (King Rama V) pioneered reform while expanding the education and government systems. He established many schools in order to train boys to work in government offices or the civil service. The school did not teach only reading and writing but also required mathematics and other subjects. He studied educational systems in other countries such as England, Japan, Egypt and India. At the same time, he sent his royal children to study in England. When these students returned, they brought with them western ideas and began to include English in the curriculum. One of his sons who became King Mongkut studied Latin and English, astronomy, printing, and photography.¹⁰ Thus began a challenge to traditional learning in Thailand. New subjects were introduced in the curriculum including comparative religions, international affairs, modern science and technology. These changes in the Thai educational system, as Wyatt said, resulted in "a turning point in the history of Thai education and its modernization."¹¹

King Chulalongkorn knew the importance of education, the purpose of which was to impart knowledge in general education, and teach skills for working related to the students' abilities and interests. Education was provided not only for elites but

¹⁰R. Lingat, La Vie Religieuse du Roi Mongkut (Bangkok, Thailand: The Siam Society 50th Anniversary Commemorative Publication, 1954), 27-28.

¹¹David Wyatt, The Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn (New Haven: Yale University Press, 1969), 231.

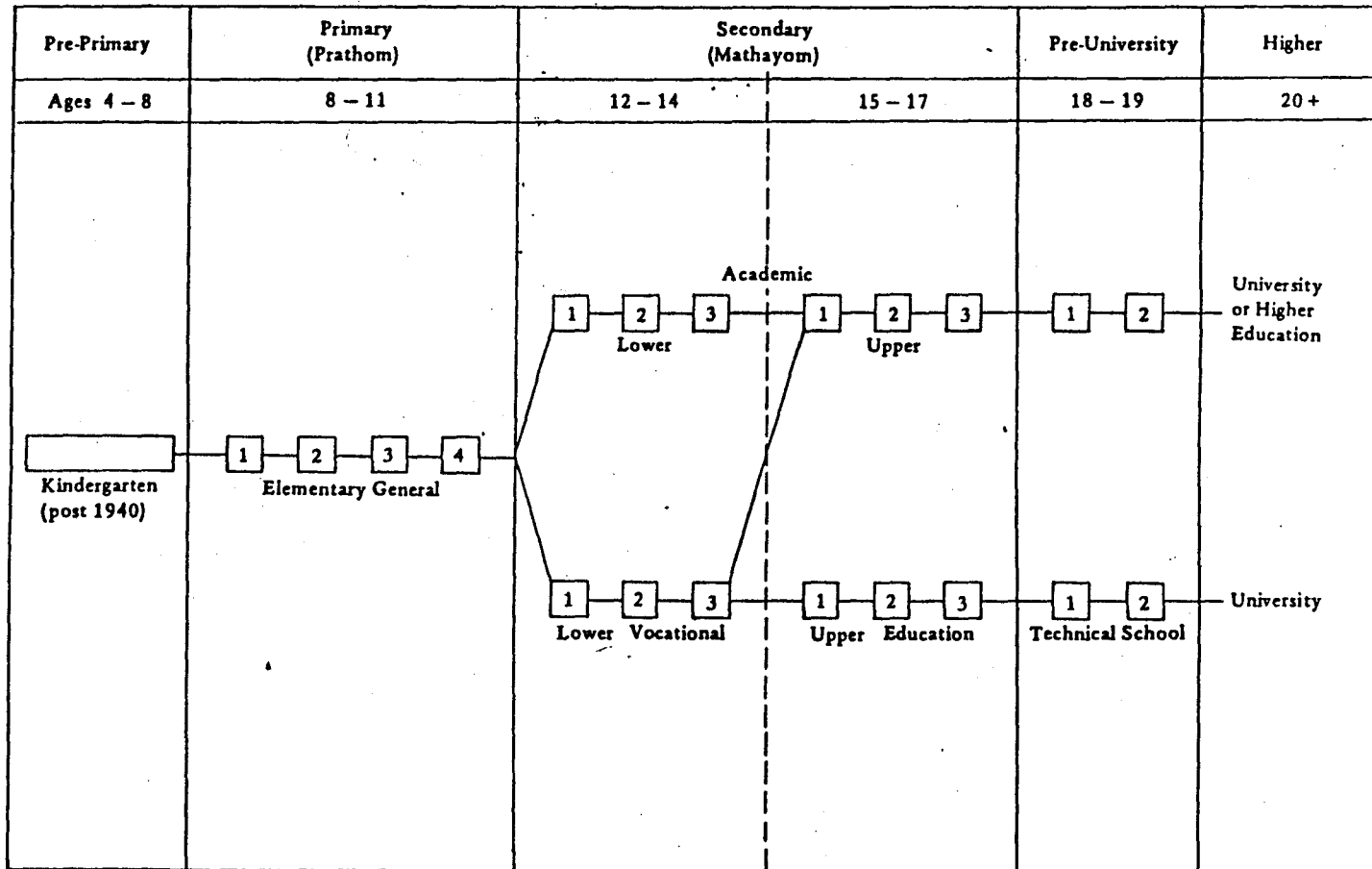
also for everyone. King Chulalongkorn opened the Royal Pages' school to provide technical training and to train higher quality personnel. Many schools were founded under the Department of Education. This department was responsible for general education and supervised the teaching of monks. The department was also organized and promoted education, produced textbooks, inspected schools and developed effective teaching methods. In 1921, the Primary Education Act required all children who were seven years old to receive a free primary education until they were fourteen years old.¹²

In 1932, Thailand's government changed from an absolute to a constitutional monarchy. The new government reviewed educational plans. It wanted to provide equal educational opportunities to everyone. The government supported all public primary education from the national budget. The education structure was revised again. Primary education had seven years, four years at a lower-primary level and three years at an upper-primary level. Secondary education had five years; three years for junior-secondary and two years for senior-secondary (see Tables 3-7).

Up to this point, Thai education evolved from traditional education to modern education in more than one hundred years. From the 1820s to the 1930s, western influence and political change influenced the movement from informal teaching by monks to standardized teaching under the control of the government. From

¹²Carron and Ngoc, Regional Disparities in Educational Development, 204.

System of Education in Thailand between 1937 - 1951

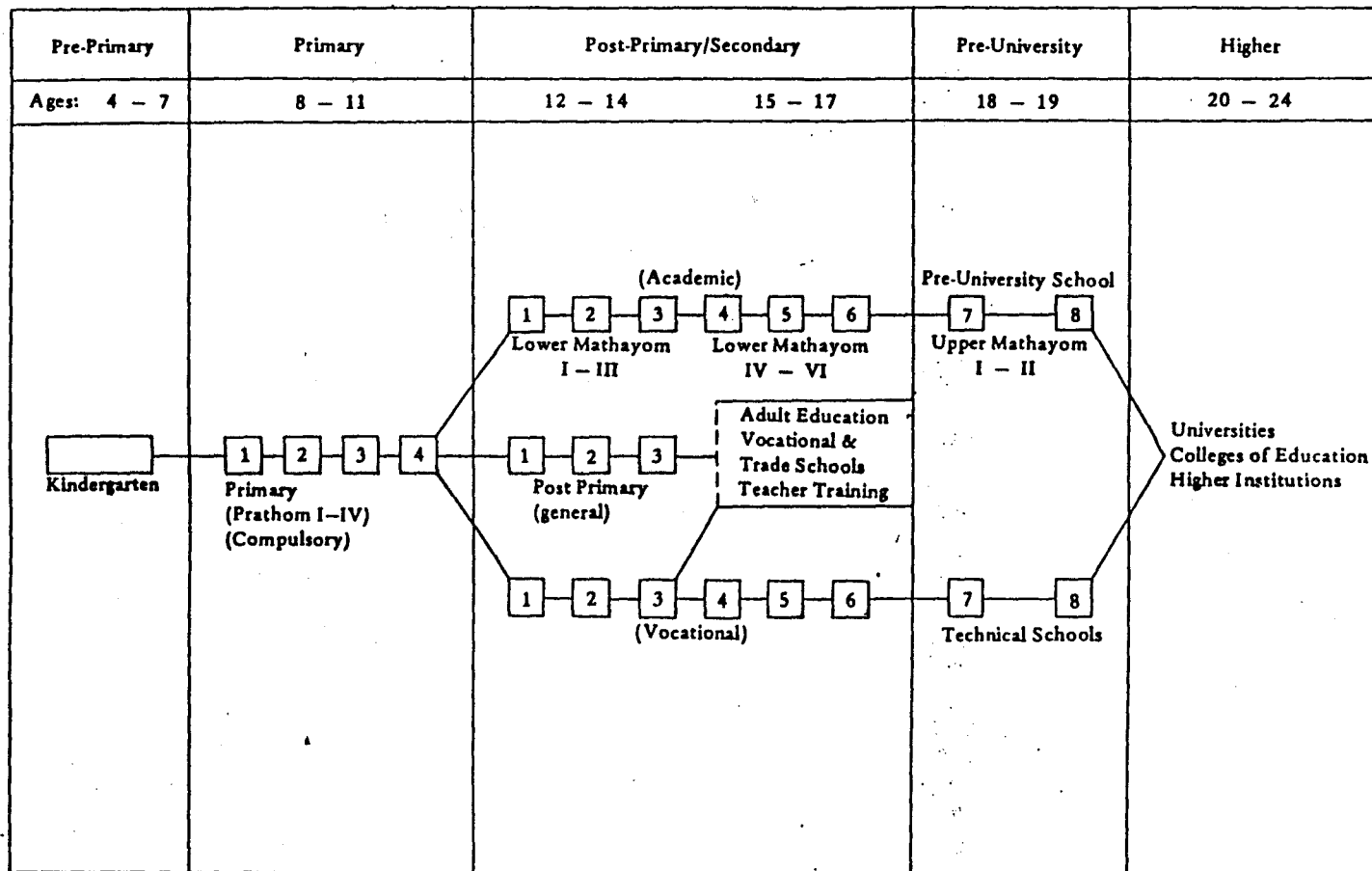


* Leaving ages, though if a child could not pass at Prathom 4 he had to stay on and repeat classes until he could pass the leaving examination.

Source: Keith Watson Educational Development in Thailand
 Hong Kong: Heinemann Educational Books Limited, 1980, p. 240

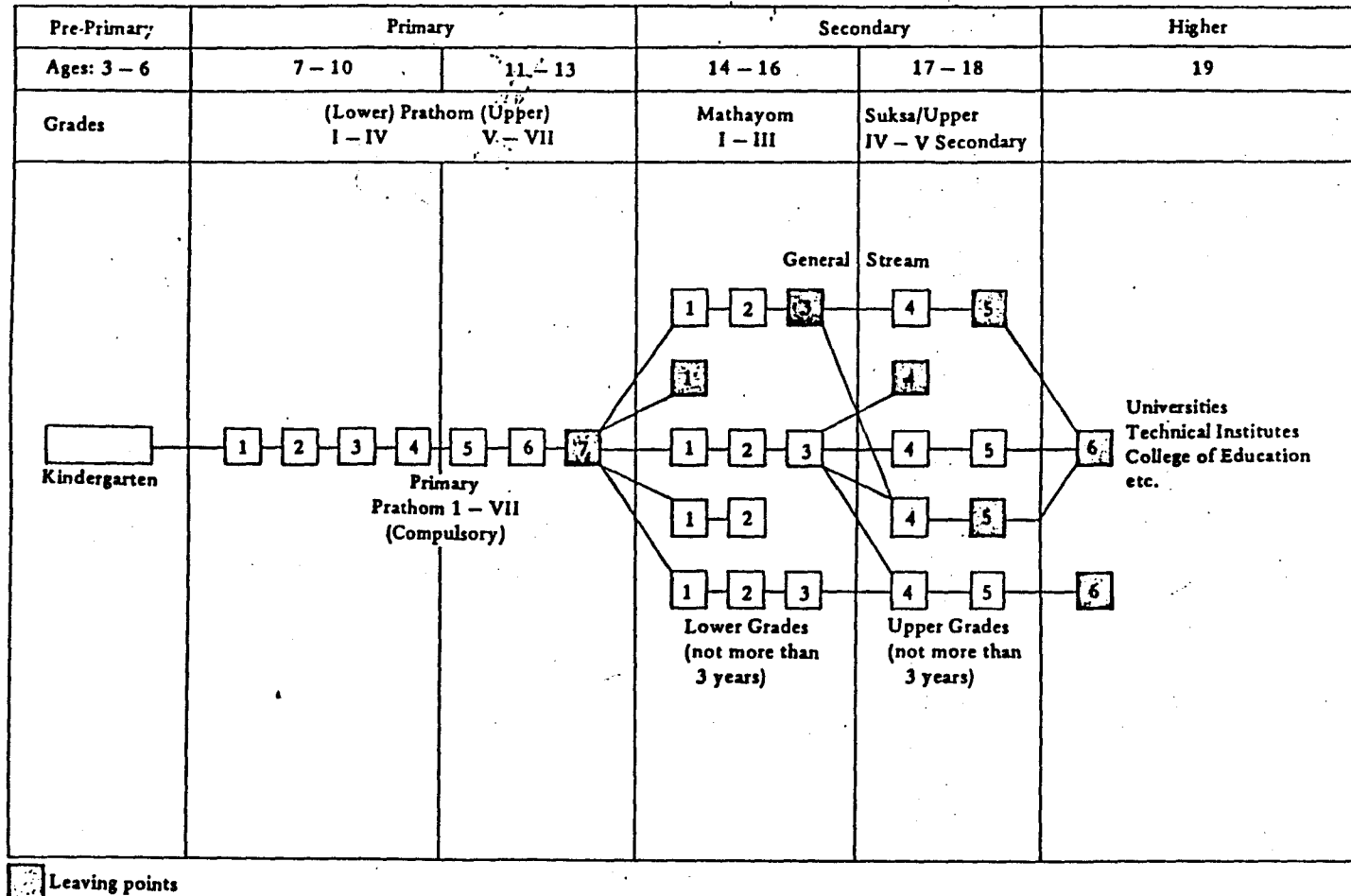
Table 4

National System of Education in Thailand 1951



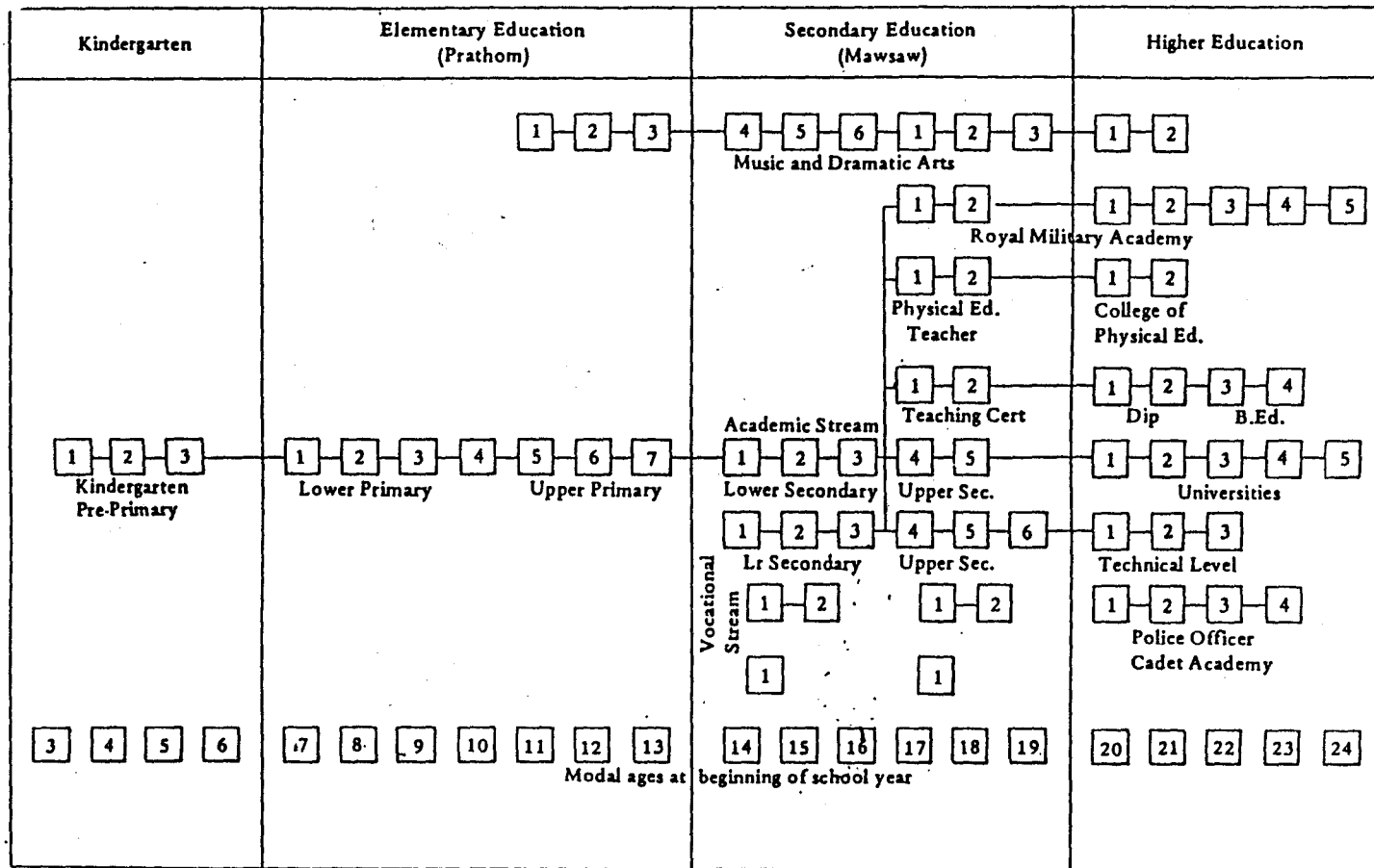
Source: Keith Watson, Educational Development in Thailand
 Hong Kong: Heinemann Educational Books Limited, 1980, p. 241.

National Scheme of Education 1960



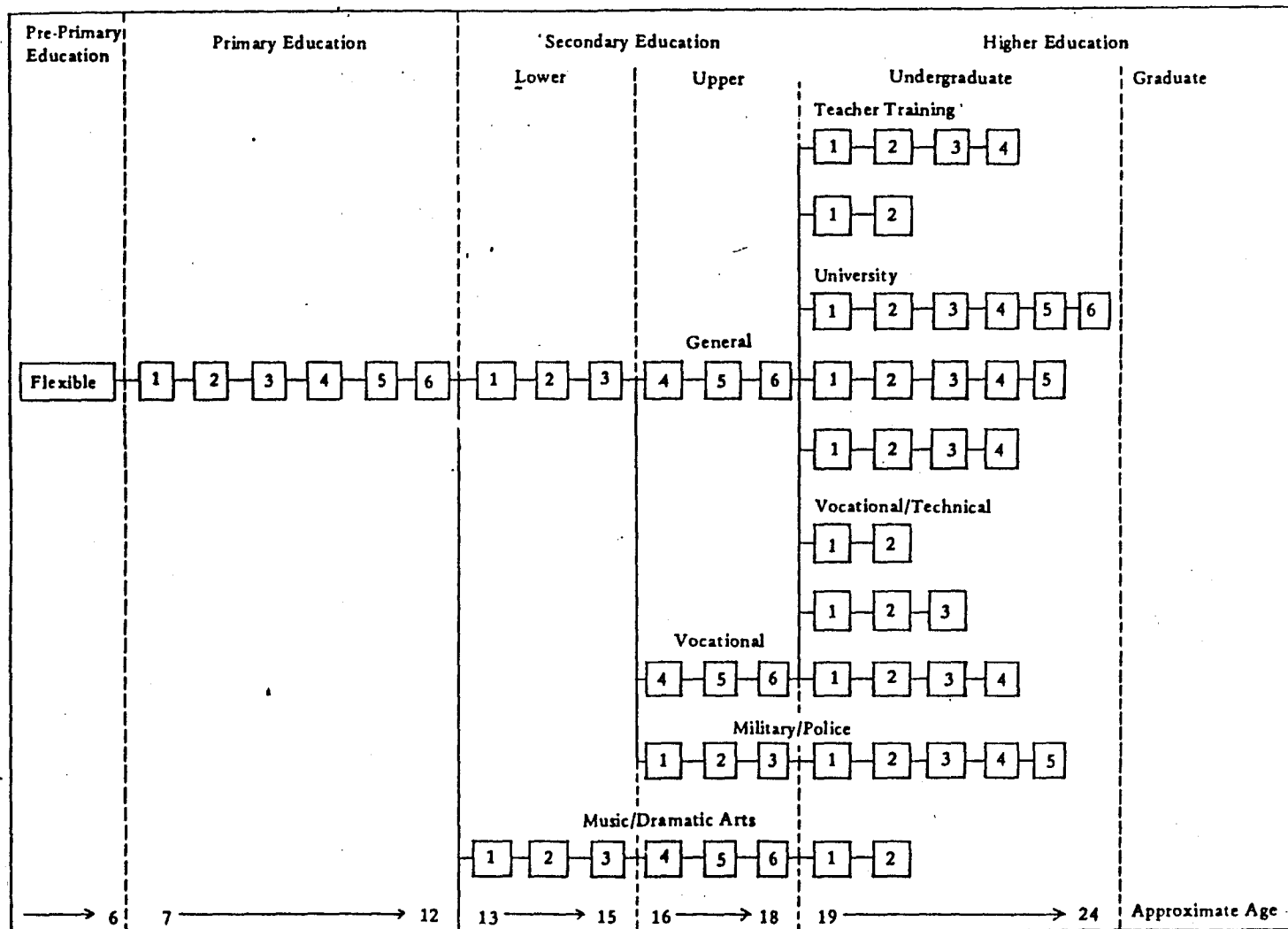
Source: Keith Watson, *Educational Development in Thailand*
 Hong Kong: Heinemann Educational Books Limited, 1980, p. 235

Articulation Chart of The Thailand School System by Level and Type of Course



Source: Current and Secondary Education Programs for Thailand, 1966.

The Structure of the Reformed Education System 1977



Source: Ministry of Education, Bangkok.

its beginnings in Buddhist temples, Thai education has expanded to primary and secondary education in public and private schools under the government plan. Education was first developed in Bangkok then spread to the other provinces. The curriculum still includes instruction in the Buddhist religion in both public and private schools. This serves as a unifying factor for everyone.

The National Development Plans

In the 1950s, social and economic pressures forced the government to conclude that the country would improve more rapidly if the educational system were expanded and reorganized. This led to the creation of the first National Scheme of Education in 1960. The objectives of the First National Scheme of Education were:¹³

1. To expand lower elementary education to cater for the growth in population and at the same time to expand upper elementary education so that seven years' compulsory education is available by the mid 1980s.
2. To expand secondary and higher education, especially in medicine, teacher education and technology in accordance with future manpower requirements.
3. To increase efficiency and reduce wastage.
4. To improve and diversify the curriculum at all levels, especially in the rural areas, so that what is learned is more relevant to the future lives of the children.
5. To improve the qualifications of teachers at all levels.
6. To improve and expand education in the rural areas so that the rural/urban gap is reduced.

¹³Keith Watson, Educational Development in Thailand (Hong Kong: Heinemann Educational Books, 1980), 138.

7. To expand non-formal education rapidly in accord with the concept of lifelong education.

The first educational plan evolved into the second plan (1967-71) which was broadened to meet concerns about the economy.¹⁴ The educational policy for the second plan focused on producing a greater number of qualified persons in the fields of science and technology. This plan looks to education to improve economic and social conditions, improved facilities for children at school, improved education in the rural area, improved courses, textbooks, buildings and teaching and improved private school standards.

Inherent in the goals of the second national education plan were many problems which the government could not readily eliminate. The third and fourth plans recognized these problems and tried to remedy them. The emphasis of the third plan (1972-76) was placed on improving the quality and effectiveness of all educational levels including a concentration on secondary education because "it is from this level that the nation's manpower requirements must be met, since enrollments during the second plan fell short of target by 3700 and since reports during the 1960s had pointed out major deficiencies at that level."¹⁵ The focus on secondary education was made to ensure that every county provide secondary education, with the government

¹⁴Ministry of Education, The Second National Economic and Social Development Plan 1967-71 (Bangkok, Thailand: Office of the Under-Secretary of State for Education, 1967), 1.

¹⁵Watson, Educational Development in Thailand, 140.

connection with the private sector to maintain morale and good manners. Growing out of the second plan and recognizing its shortcomings, the objectives were more specific and tried to address the adult and non-formal education issues. The objectives were:¹⁶

1. To develop the educational system so that it will play the maximum possible role in the social and economic development of the country.
2. To expand lower elementary education to cater for the growth in school age population, and to expand upper elementary enrollments as rapidly as possible so that universal compulsory seven year education can be achieved by the late 80's.
3. To expand secondary and higher education, particularly in the field of medicine, technology and teacher education so that the country's future manpower requirements are met.
4. To increase the efficiency of all levels of education by reducing repeats, dropouts and failure rates.
5. To improve and diversify the curriculum at all levels particularly in rural areas, so that secondary education courses should provide students with a general academic background, while at the same time preparing them either for further education courses, or for their future vocation.
6. To improve the qualifications of teachers at all levels.
7. To expand and improve education for rural development in order to attempt to lessen the wide disparities of income between rural and urban areas and the agricultural and industrial sectors.
8. To expand non-formal education rapidly in accordance with the concept of life long education.

¹⁶Ibid.

Objectives of the fourth National Economic and Social Development Plan (1977-81) were as follows:¹⁷

1. To improve the content, the process of learning and the linking of theory and practice in the curriculum. To consider the method of selecting students so that efficient manpower will be trained for the good of society.
2. To improve and support the manpower training necessary for national development, such as agriculture, science, medicine, and engineering.
3. To organize a community college system by combining teacher training colleges and agriculture colleges into the college system in each part of country.
4. To develop an open university system, which will be widely available to the public by making use of instructional media and self-instruction.
5. To encourage the private colleges to expand into subjects for which they are ready in order to relieve the burden on the state universities which with government support can then take responsibility for the fields of study which the private colleges can't undertake.
6. To consider the burden of finance for higher institutes and help them to find ways to earn their own financial support.
7. To mobilize educational resources from governmental, private and popular organizations for improving educational potential and efficiency.
8. To improve educational administration with local participation in accordance with needs of urban and rural situations.
9. To encourage research and educational evaluation.

¹⁷Ministry of University Affairs, Educational Development Plan at the Higher Education Level Period 5 (82-86) Monograph, 1982, 14-15.

In the Fifth plan (1982-1986), one proposal was to decrease the number of teaching certificates granted because the previous plans produced too many teachers and to coordinate policies to meet supply and demand for the country.¹⁸ The plan sought to improve the curriculum by including teaching and learning in theory and practice and to encourage cooperation among institutions. The plan also proposed to establish another open university in response to individual and national needs. The open university would concentrate on the quality and efficiency of distance teaching and encourage lifelong education programs.

The Sixth National Economic and Social Development Plan (1987-1991) was directed toward future progress and development and attempted to solve social and economic problems that accumulated from the past. The plan's objectives aimed to improve life for all Thai people. The economy was expanded to more widely than during the Fifth Plan period, but without reducing monetary and fiscal stability. Solving trade and budget deficit problems must be considered together with ways to increase employment, manage natural resources reduction, resources and environmental deterioration, and promote equity and improve the quality of life. The plan's two major objectives were:¹⁹

¹⁸UNESCO, Difficult Educational Context, (Northern Territory, Australia: Workshop on the Training of Primary Education Personnel Working in Difficult Educational Contexts, 1988), 43-44, ERIC, ED 309 014.

¹⁹Office of the National Education Commission, The System of Education in Thailand in 1988 (Bangkok, Thailand: J.N.T. Printing, September 1988), 4-5.

1. Economic Aspect. To maintain at least 5% economic growth so as to absorb new entrants into the labor market, probably not less than 3.9 million persons. Emphasis will be given to a pattern of growth that will ensure economic stability and assist in solving the various economic problems that occurred during the Fifth Plan.
2. Social Aspect. To emphasize the development of human quality so as to enable progress in social development and to create peace and equality. Social development will be consistent with and support the overall development process of the country, together with preserving traditional values and cultural life while improving the urban and rural physical quality of life to meet the standards for basic necessities.

The First National Scheme of Education in 1960 was the first step to providing successful education. Each national development plan has tried to link education with national development. The plans use education to improve quality for work life especially in rural areas. The planning process was assisted by foreign experts and advisors from such organizations as UNESCO, Michigan State University, the World Bank, UNICEF²⁰. They provided recommendations to the Thai government about education development. These recommendations had one thing in common: that the aim of education must provide the necessary knowledge, skills, and Thai culture for students. The assistance of foreign experts has resulted in the introduction of western learning into the Thai educational system, influencing the Thai curriculum. Concepts of life long learning, equal educational opportunity,

²⁰Vichi Tunsiri, The Use of Information in Decision-Making for Educational Change in Thailand (Paris, France: The Symposium on Future Programs of Information and Communication in Educational Policy and Planning, November 21-25, 1977), 16, ERIC, ED 182 252.

and democratic method appear and are stressed more in Thai education than before. The government has tried to provide equal educational opportunities in many ways such as providing quality primary education, extending services to rural areas, and emphasizing extra-curricular, vocational, and non-formal education.²¹

During the third national development plan, there were a number of teachers who graduated but were not employed because the plan produced too many teachers. Therefore, the fourth plan tried to reduce the number of teachers training at the higher certificate level. During the fourth national development plan, the educational system also reduced the number of years required for primary education from seven years to six years.²² Planners wanted the educational system to meet the needs of individuals and society in harmony with the economic and political system of the country. Students spend six years in compulsory elementary education and six years in secondary education. The length of the school academic year increased from 180 days to 200 days.

Formal Educational System

Formal education is divided into four levels. They are pre-primary, primary, secondary, and higher education.

Pre-primary education was first introduced into the

²¹Ministry of Education, Education Development in Thailand (1973-75) (Geneva, Switzerland: The 35th Session of the International Conference on Education, September 1975), 10-11.

²²Ministry of Education, Thailand National Education Scheme 1977 (Bangkok, Thailand: Kurusapha Press, 1977), 8.

education system in 1932.²³ It is not compulsory education. At the present time, there are no more than 100 government kindergarten schools in the country. They include students at three years of age up to the primary school entrance age. They may provide kindergarten, pre-school education, or may be day care centers. They are oriented toward the socialization of children prior to compulsory education. They are intended to prepare children for primary education. The Ministry of Education has organized model kindergartens in the provinces in order to set standards for those who want to open their own schools. The goal of this level is the growth of children and development of physical, mental, emotional and social abilities. All of these schools are located in the urban areas. Most of the private kindergarten schools are located in Bangkok and other large cities.

Compulsory primary education was established by law in 1921. Primary education includes six years of compulsory education starting at the age of seven years old. The purpose of elementary education is to provide basic knowledge and skills.²⁴ The school teaches students to read and write, calculate simple math, and to be good citizens. Elementary education includes the 1st grade up to 6th grade. Primary education is controlled by seven government agencies. They are the Office of the National Primary Education

²³Carron and Ngoc, Regional Disparities in Educational Development, 208-210.

²⁴Ministry of Education, Thailand National Educational Scheme 1977, 7.

Commission, Ministry of Education, Ministry of University Affairs, Ministry of Interior, and Bangkok Metropolitan Administration.²⁵ The school system is complicated because many organizations are involved. There are four kinds of schools. They are municipal, experimental, demonstration, and private schools.

Secondary education is divided into lower and upper levels. Secondary education provides academic vocational skills and knowledge appropriate to students' needs, interests, and aptitudes to prepare them for careers in society. Each level requires three years of study. The lower secondary level permits students to learn academic and vocational skills appropriate to their interests and aptitudes. The upper secondary level allows specialization in the areas of vocational studies in which the students are interested. The upper level emphasizes subjects or skills that will become the students' choice of vocation. The schools are under the Department of General Education and the Ministry of Education.

Higher education is organized as colleges, universities, and other educational institutions. The purpose is to develop intellectual ability and interest, to meet the need of national development, to develop morals, to lead students into knowledge and an understanding of the value of life in the society. This level includes courses of study leading to associate degree certificates, bachelor degrees, and post graduate degrees.

²⁵Office of the National Education Commission, The System of Education in Thailand 1988, 8.

Admission is based upon a national entrance examination offered once a year. Open universities are an exception; they do not require entrance tests.

Development of Higher Education

Higher education started in the late nineteenth century when all education was the responsibility of the Buddhist monks who, like clerics in medieval Europe, were the scholars of the country. State schools were established and the western educational system began to influence Thai education. The idea of private higher education institutions has existed since 1912 but it was repeatedly rejected by the government. The government claimed that "the establishment of a university is preserved for the state only."²⁶ The government feared foreign interference in the political system. Finally in 1955, the member of parliament of Ubol Rajathani province proposed a bill to permit establishment of a private university reasoning that more people wanted to continue into higher education. There were not enough government-established institutions for the Thai people. Because of the demands of the people, the government allowed private institutions to exist under one condition. It was that the private institutions were to be under strict control.

The first public medical school was founded at Siriraj Hospital in 1889. The Royal Pages School provided general education and training in administration in 1902. A law school

²⁶Paitoon Sinlarat, Public and Private sectors in Asia Higher Education System (Japan: Third International Seminar on Higher Education in Asia, 1987), 81.

was founded under the Ministry of Justice in 1897. An engineering school was founded in 1913. In 1916, these schools were gathered together and became Chulalongkorn University, the first university in Thailand. Chulalongkorn university was founded in 1917 and was expanded to more than 200 study programs in fourteen faculties and four research institutes. The purpose of the university is to provide academic excellence and community services. The Graduate School of Engineering was established in 1959 with the assistance of Colorado State University to help Asian members of SEATO. Colorado State faculty provided advanced technical training. The enrollment in 1990 was 13,858 for undergraduates and 5,135 for graduates.²⁷

Thammasart University was founded in 1933 and specializes in social science studies.²⁸ Thammasart University consisted of Faculties of Liberal Arts, Law, Commerce and Accountancy, Political Science, Economics, Social Administration, Public Administration, Health Science and a Medical School. The enrollment in 1987 was over 12,700.²⁹ The founding of this school was followed by the establishment of Mahidol University (1942) which specializes in medical studies. The university is associated with the Siriraj and Chulalongkorn Hospitals in

²⁷The World of Learning 1992, 42nd edition (England: Europe Publication Limited, 1991), 1311.

²⁸The Role of Government in Asian Higher Education System: Issues and Prospects. (Hiroshima City, Japan: The International Seminar on Higher Education in Asia, 1987), 60, ERIC ED, 296 635.

²⁹Philip Altbach, International Higher Education: An Encyclopedia (New York: Garland Publishing, Inc., 1991), 562.

Bangkok and the Chiangmai Hospital in Chiangmai and includes a nursing school. It consisted of six Faculties: Tropical Medicine, Public Health, Pharmacy, Dentistry, Medical Technology and Medical Science. The enrollment was 9,973 in 1990.³⁰

Kasetsart University, which specializes in agriculture and forestry, was founded in 1943. The university consists of six Faculties. They are Agriculture, Economic and Co-operative Science, Fisheries, Forestry, Veterinary Science, and Irrigation Engineering. The enrolment was 11,518 for undergraduates and 2,597 for graduates in 1990.³¹ Silapakorn university was founded in 1943, specializing in art and archeology. The university consisted of four faculties. They are Painting and Sculpture, Thai Architecture, Decorative Art and Archaeology. The enrollment was 3,368 in 1990.³²

In 1954, the College of Education was founded at Prasanmitr in Bangkok, providing liberal arts and teacher courses on three campuses in Bangkok and four campuses outside Bangkok. The college has expanded and now has seven campuses. The college was upgraded to university status and renamed Srinakarinvirot University in 1974. The enrollment was 12,000 for full time and 12,500 for evening students in 1990.³³ King Mongkut's Institute of Technology was founded in 1971. The institution offers

³⁰The World of Learning 1992, 42nd edition, 1314.

³¹Ibid., 1312.

³²Ibid., 1316.

³³Ibid., 1316.

programs in electronics, mechanics, and industrial engineering. The enrollment was 10,970 in 1990.³⁴

There are many educational institutions located in Bangkok. The government has been concerned about the economic, social and education programs in the regional areas since the 1950s because economic growth and educational expansion have been concentrated in Bangkok only. There is a need to spread facilities outside Bangkok. The government has established some teachers colleges in rural areas and has also built universities in three regions. Chiangmai University (1964) in the north, Khon Kaen University (1964) in the northeast, and the Prince of Songkhla University (1968) in the south. At the same time, a number of private colleges and universities were established to meet the demand. The National Institute of Development Administration (NIDA) was established to offer masters and doctoral degrees for government in 1966.

Prince of Songkla University (PSU) was founded in 1968 and is located in the south of Thailand. Its mission is to improve regional development by offering degrees in undergraduate programs. The mission is part of the Fifth National Plan of Thailand to bring educational service to the grassroots and through education raise the standard of living. The university serves people who live in the south. There are many activities and programs included in the university's commitment to education for the south region. Here, too, raising the standard of living

³⁴Ibid., 1313.

in the rural area is a goal.

At the present time, there are eleven state universities with more than one campus around the country. There are four private universities and seventeen private colleges. There are thirty-six teachers colleges, seventeen physical education colleges, forty-five agricultural colleges, 112 technical and vocational institutions, twenty-four nursing colleges, ten dramatic arts colleges and one college of arts and crafts³⁵ (see Table 8). All these institutions are funded by the government and controlled by many government agencies. Attempts are made to make higher education available to anyone who wishes to study toward the undergraduate degree.

Development of Open University

The idea for the open university began in 1933. Thammasart University at that time was an open university and provided a bachelor's degree in law. Any student who completed high school could attend. Late in 1960, it became a "closed" university. Pressure from the Thai people resulted in a call for more universities. Because seats are very limited in higher education institutions, open universities were founded. Ramkhamhaeng University was the first one founded in 1971. Sukhothai Thammathirat Open University (STOU) became the second open

³⁵Witchit Srisa-an, Distance Education: The STOU Approach (Bangkok, Thailand: Sukhothai Thammathirat Open University, 1986), 11.

Table 8

Classification of Higher Education Institutions

Control support	Ministry of University Affairs	Ministry of Education and Others
Government	Government Universities 11 Universities 5 institutes	Government Colleges Ministry of Education 1 College of Technology and Vocational Education with 29 Campuses 78 Technical Colleges 34 Vocational Colleges 45 Agricultural Colleges 36 Teacher Training Colleges 17 Physical Education Colleges 10 Dramatic Arts Colleges 1 Fine Arts College Ministry of Public Health 21 Nursing Colleges Government Specialized Institutions 4 Military/Police Academics 2 Military/Police Nursing Schools 10 Other Ministries' Schools 1 Nursing College under Bangkok Metropolitan Administration Private Specialized Institutions 1 Nursing College of the Bangkok; Seventh Day Adventist Hospital 2 Buddhist Colleges 1 Asian Institute of Technology
		Non-Government

Source: Wichit Srisa-an Distance Education: The STOU Approach Bangkok, Thailand: Sukhothai Thammathirat Open University, 1986 ERIC ED 281 491

university with its founding in 1978.³⁶

The open university has become a vital part of the expansion of higher education in Thailand. There are similar open universities in the U.S.A., Britain, Japan, and Australia. Many developing countries are also establishing them, such as Nigeria, El Salvador, Sri Lanka, Mexico. The open university provides life-long learning. It provides "self-directed growth which is promoted not only for the individual benefits but also for the social implication of creating a society of free, lifelong learners."³⁷ Whether learning occurs either formally or informally, education helps to increase the quality of life. Sukhothai Thammathirat Open University (STOU) provides a new vision and model for learning. It provides life-long learning, making it more open and available to the Thai people. STOU thus provides a new way of learning in Thailand.

Because of this concept, many adults and high school students are able to continue their higher education at STOU. The university used distance teaching methods through multimedia. This distinguishes it from Ramkhamhang University. The distance teaching method includes mass media such as correspondence texts, text books, exercise books, radio, and television broadcast

³⁶Clement Chow, Educational Technology's Major Success Story: A Review of Similarities, Differences, and Lessons Learned in Selected International Distance Learning Institutions. (Atlanta, GA: The Annual Meeting of the Association for Educational Communications and Technology, 1987), 14, ERIC, ED 260 960.

³⁷Drek Legge, The Education of Adults in Britain (Milton Keynes: The Open University Press, 1982), 5.

handbooks. In addition, it uses radio, television broadcasts, video, and other tapes. The university also provides tutors. It does not require students to go to class. They can study independently at any place and time. This flexible learning process encourages many working adults and people who live in rural areas to continue their higher education.

The university admitted its first group of 81,969 students in 1980.³⁸ It is composed of ten schools. Each school has its own board of studies with a chairperson and 3-7 members. Each school has between 5-11 academic evaluators to recommend and suggest academic standards, curriculum development, instruction, and evaluation. They also serve as the university's external examiners. They use the two semester system and allow students to complete a degree in 4-12 years. Students can take at least one block (6 credits) but no more than 3 blocks. In this way, he or she is able to build up credits. To graduate, he or she must have from 132 to 144 credits depending upon the degree being earned.

The teaching methods at these two universities are different. The first open university continues traditional learning while the other university uses distance learning. Ramkhamhaeng University continues the traditional instructional method which is lecture. Students attend classes. For large classes, the university uses closed circuit television. Some classes invite special guests. The first enrollment was 35,205

³⁸Visutsri Chanprasert, "STOU's Distance Teaching: Its Contributions to Higher Education and to National Development in Thailand" (Ed.D. diss., Loyola University Chicago, 1987), 65.

students in 1971. At the present time, the enrollment is more than 400,000. The university graduates 6,000 students a year. The goal of these two universities is that they provide equal and high quality education to everyone who seeks it.

Development of Teacher Education

The first training school for elementary school teachers was established by King Chulalongkorn in 1892. Students studied academic subjects and did practicums in teaching to acquire experience in teaching required by the Ministry of Education. Since then, many more training schools have been developed. Chulalongkorn University first offered a diploma in education in 1928 and extended it to a bachelor's degree in 1955. In that same year, the Department of Teacher Training was established in the Ministry of Education and the College of Education was founded to prepare teachers for the upper secondary schools. It is believed by many that the year 1954 was a turning point in teacher education. First, teaching was accepted as one of the professions for the bachelor's degree. Secondly, teachers began to have secure jobs in teaching. Third, the College of Education was founded and renamed Srinakharinvirot University.

In 1958, some teacher training schools were upgraded to teachers colleges. Some small teachers colleges were either closed or combined with other institutions and upgraded to teachers colleges.³⁹ There are 36 teacher colleges located

³⁹Bhunthin Attagara and Ratana Tanboontek, The Preparation of Teacher (Bangkok, Thailand: Ministry of Education, 1970)

throughout the country in 1992. Table 9 provides the establishment of each teachers college. The teachers colleges are under the supervision of the Teacher Education Department. The purpose of teacher education is to prepare potential teachers to meet qualitative and quantitative needs in education, to increase an individual teacher's competence in several teaching areas, and to provide qualified teachers for the schools.

Summary

Education in Thailand has its roots in Buddhism since the thirteen century. Children in Thailand gained knowledge about Buddhism from the monks. Because of this arrangement, it was difficult to determine the quality of the teacher. The government decided to have a system of formal education including pre-primary, primary, secondary, and higher education. The higher education component examined in this dissertation focuses on teacher education. The following chapter describes the development of teacher education in Thailand.

Table 9

Names, Location and Establishment of Teachers Colleges

Teachers Colleges Names	Location	Establishment
Ban Som Dej Chao Phya Teachers' College	Thonburi	March 8, 1958
Chandra Kasem Teachers' College	Bangkok	March 8, 1958
Suan Sunandha Teachers' College	Bangkok	March 8, 1958
Tepsatri Teachers' College	Lopburi	March 8, 1958
Ubolrajthani Teachers' College	Ubolrajthani	June 1, 1958
Nakornrajsima Teachers' College	Nakornrajsima	December 25, 1958
Chiengmai Teachers' College	Chiengmai	May 1, 1960
Udorn Thani Teachers' College	Udorn Thani	May 1, 1960
Suan Dusit Teachers' College	Bangkok	February 1, 1961
Pibulsongkram Teachers' College	Pitsanuloke	May 1, 1961
Songkhla Teachers' College	Songkhla	May 1, 1961
Maharakam Teachers' College	Maharakam	May 1, 1962
Yala Teachers' College	Yala	May 1, 1963
Pranakorn Teachers' College	Bangkok	May 1, 1966
Ayudhya Teachers' College	Ayudhya	May 1, 1967
Nakornsawan Teachers' College	Nakornsawan	May 20, 1968
Uttaradit Teachers' College	Uttaradit	May 24, 1968
Nakornsritthammaraaj Teachers' College	Nakornsritthammaraaj	May 1, 1969
Petburi Teachers' College	Petburi	May 1, 1969
Nakornpathom Teachers' College	Nakornpathom	January 16, 1970
Sakolnakorn Teachers' College	Sakolnakorn	January 16, 1970

Teachers Colleges Names	Locations	Establishment
Chachoengsao Teachers' College	Chachoengsao	October 1, 1970
Chombung Village Teachers' College	Chombung	October 1, 1970
Thonburi Teachers' College	Thonburi	October 1, 1970
Petchaburi Vidyalongkorn Teachers' College	Phrathumthani	October 1, 1970
Lampange Teachers' College	Lampange	June 9, 1970
Phuket Teachers' College	Phuket	June 9, 1970
Chanthaburi Teachers' College	Chanthaburi	1972
Kampaeng Phet Teachers' College	Kampaeng Phet	1973
Kanchanaburi Teachers' College	Kanchanaburi	1973
Loey Teachers' College	Loey	1973
Phetchaboon Teachers' College	Phetchaboon	1973
Surat Thani Teachers' College	Surat Thani	1973
Surin Teachers' College	Surin	1973
Chiang Rai Teachers' College	Chiang Rai	1974

Source: Edward Kelly, Teacher Education in Thailand: Problems and Prospect. Greeley, Colorado: University of Northern Colorado Education Planning Service, 1971, 108-109.

CHAPTER III

HISTORY OF TEACHER EDUCATION

Teacher training in Thailand was officially founded on October 12, 1892, to prepare elementary school teachers.¹ Since then, teacher education has become increasingly important to the country. A former Under-Secretary of State for Education, Bhunthin Attagara, said this about the importance of teacher education:

Teacher education represents the most effective approach for reaching an entire nation and affecting the skills, knowledge, and attitudes of its people. The key to raising the quantity and quality of learning at every level-- elementary, secondary, university, and even adult and non-formal education--is the pre-service and in-service training of teachers who instruct at various teacher training institutions. In a real sense, as teacher education goes, so goes the nation.²

Teacher education became one of the tools to promote social and economic growth for the nation. Teachers were required to be competent in an academic field and in teaching methods so that they could effectively use the teaching-learning process with young children who were expected to grow up and become good and productive citizens in the country. From this perceived goal teacher development took hold. The first three National Development Plans encouraged the government to improve the

¹Kasem Boonon, "The Future of Teacher Education in Thailand: A Delphi Application" (Ph.D. diss., University of Alabama, 1979), 2.

²Bhunthin Attagara, The Challenge of Innovation in Teacher Education in Thailand (Bangkok, Thailand: Ministry of Education, 1972), 4.

educational system. This step resulted in the creation of many teacher training schools and produced many teachers. Scholarships and fellowships were provided for many students. Teacher education was in demand for two reasons: first, population growth increased and second, compulsory education was extended from four to seven years.³

After the first teacher training school was founded in Bangkok in 1892, the educational system was reorganized in 1898. The reorganized system consisted of "pre-primary, primary, and secondary education. Specialization education was concentrated in teacher education, law, medicine, fine art, handicrafts, commerce and agriculture."⁴ In 1902, a group of Thai educators was sent to Japan in order to study the Japanese educational system and their study resulted in the creation of the first comprehensive educational scheme in Thailand.⁵ Its purpose was to provide education for all people as well as to teach them responsibility.

These intentions, in order to be fulfilled, required more teachers. The government strongly expressed a need to expand the teacher supply. The original school was moved from a small building to a larger location at Wat Thepsirin. The school, begun in 1902, had a new course of teacher preparation for secondary

³National Statistical Office, 1973 Final Report on Educational Statistics (Bangkok, Thailand: Government House Printing Office, 1974), 5-6.

⁴Aravan Tulayasook, "Historical Analysis of Department of Teacher Training" (Ed.D. diss., Loyola University Chicago, 1976), 34.

⁵Wyatt, Politics of Reform in Thailand, 137-160.

education.⁶ To increase the supply of teachers, the ministry applied several new techniques. For example, the salaries were raised so that the teaching service might attract bright and young teachers. Also the Teacher Association was founded and only in-service teachers could be members. However, the number of teachers who graduated still was insufficient because the Normal School Teacher Training at Wat Thepsirin produced only twenty-five teachers per year.⁷

Because of the teacher shortage, the government established a new Normal School Teacher Training at Bansomdej Chao Praya in 1903 and named it the West Side School of Teacher Education. This school provided a one-year program after the 12th grade leading to the lower certificate for primary education⁸

Following the educational plan in 1902, practicality and modernity were addressed. For example, King Rama VI extended primary education from three years to five years. The first three years included general education while the last two years provided vocational training. Secondary education was extended to eight years. These structural changes increased the need for teachers and steps were taken to increase the enrollment to meet the demand for teachers at every level. However, the shortage of

⁶Department of Teacher Training, Function, Works, and Planning of Department of Teacher Training (Bangkok, Thailand: Kuru Sapha Press, 1973), 1.

⁷Wyatt, Politics of Reform in Thailand, 312-313.

⁸Department of Teacher Training, Function, Works, and Planning of Department of Teacher Training, 1.

teachers continued throughout the country because of the limited enrollment in the teacher training program and the government's low priority concerning teacher education and local education.

After a time the government tried to open more teachers colleges. For example, in 1913 the first teacher training schools were founded in the regions outside Bangkok. In 1916, the teacher training schools for agriculture were founded and between 1919-1928 teacher training schools for Physical Education were founded.

In 1932, Thailand changed its form of government from an absolute to a constitutional monarchy. The new government strongly supported compulsory education and sought to improve the educational system by reorganizing it and by providing equal educational opportunities to boys and girls alike. During the revolution, teacher education did not fare well because such a small amount of money was budgeted to teacher education. World War II also interrupted the development of teacher education. During the war, all schools were closed while Japanese troops moved through Thailand to Burma. Because of the war, everything grew slowly, student enrollment was low and teachers colleges enrollment was low.

In 1940s, teacher education began to make progress because of the founding of the Division of Teacher Education under the Department of General Education in the Ministry of Education. The school of teacher education at Prasanmitr was established and offered the associate degree in education in 1949. In 1954, it

was renamed the College of Education. It provided two-year and four-year programs leading to associate and bachelor degrees in education. The establishment of the College of Education is considered to be the beginning of the era of professional institutions for teacher education in Thailand.

In order to bring all teacher education institutions together, facilitate the preparation of sufficient number of teachers, and cope with the shortage of teachers, it was necessary to establish one department in which control was centered. A single government agency, finally founded in 1954, was named the Teacher Education Department (TED). Since its founding, some teachers colleges and the College of Education and its regional campuses were built with cooperation between the Thai government and foreign interests. This joint effort had as its goal the preparation of better qualified teachers and the closing of the gap between teacher supply and demand. The government expanded compulsory education as a result of the Karachi Plan in 1958. The Karachi Plan resulted from the conference of Asian Ministries of Education at Bombay, Karachi, and New Delhi. Its purpose was to expand compulsory education for all Asian countries from four grades to seven grades. In 1960, a new National Education Scheme was introduced to replace the 4-6-2 system. The new educational system was 4-3-3-3.

The first National Economic Development Plan (1961-66) proposed to develop and promote economic growth in the country. The combined first National Development Plan and the Karachi Plan

resulted in a high priority for teacher preparation at the elementary level in rural areas. Teacher education institutions were required to work with the government to use all possible resources to increase enrollments at all levels.

The second National Development Plan (1967-71) and the third plan (1972-76), called "the golden age of teacher education,"⁹ concentrated on developing the country by producing more teachers and expanding the educational system. Many teacher training schools received teacher college grants. The teacher colleges provided diplomas, higher certificates, associate degrees, bachelor degrees, thus resulting in a higher enrollment in the teachers colleges. As a result, the thirty-six teacher colleges produced more teachers than were needed.

Since there was now a surplus of teachers, a goal of the fourth national plan (1977-81) was to reduce the production of teachers. The plan eliminated PP and PM. Paw Paw (PP), an elementary school teaching certificate, is awarded to students who complete high school and enroll in a one-year training program. Paw Maw (PM) is a secondary school teaching certificate. Teachers must pass the national examination given by the Teacher Education Department covering the requirement of teaching experience and academic preparation for the PP and PKS. The teachers colleges continued to award associate and bachelor degrees.

⁹Sukhum Pitakrat, "Analysis of Factors Affecting the Implementation of the Development Policy of Teacher Education for Rural Schools in Thailand" (Ph.D. diss., Indiana University, 1981), 60.

Objectives of Teacher Education

In 1892, the Ministry of Education for the first time stressed the following qualities for teachers:¹⁰

1. fairness, generosity, kindness, and fondness for children.
2. firmness, calmness and patience.
3. decisiveness, reliability and orderliness.
4. quickwittedness, cleverness and articulateness
5. dignity and cheerfulness.

These subjective qualities were the first stated guidelines for would-be teachers. The ministry's purpose was to prepare teachers to instruct students in traditional matters, in morality, in Buddhist precepts, in Thai life style, and in basic reading, writing, and arithmetic. These qualities were to be instilled and developed in teachers. They were not formal objectives at that time, but today, these qualities are considered part of the formal objectives set by the Ministry of Education. In the early 1900s, these qualities for teachers were still the only guidelines. Thai students have been trained from infancy to respond positively to parental and teacher expectations. For example, if teachers expect students to do a specific thing, students will always do it because Thai culture teaches students to obey teachers. This worked well for teachers and students at the time and still plays a strong role in learning situations.

Prior to 1954, teacher education was organized individually in many departments such as the Department of Secondary Education

¹⁰Watson, Educational Development in Thailand, 183.

and the Department of Vocational Education. Each department had its own guidelines and there was no governing body over them. Therefore, objectives or guidelines for teacher education differed from department to department. When the Teacher Education Department was created in 1954, it signaled change, the first of which was in organization. A few years later, the Department introduced objectives for teacher education and provided standards to every teachers school and college. By 1965, the objectives for achieving the Certificate of Education were:¹¹

1. To provide students with a knowledge of general subjects as well as educational subjects so that they will be competent in their teaching profession and at the same time will be able to lead a life suitable to their environment.
2. To encourage students to pursue further study, and to develop logical thinking and creative abilities.
3. To enable students to explore particular aspects of their interests and skills.
4. To provide students with a knowledge and understanding of adolescents so that the students will be able to teach, guide and administer their classes effectively.
5. To train students how to make use of local resources for more effective teaching.
6. To develop in students an awareness of their responsibility as teachers.
7. To familiarize students with the culture of their country, basic ethics and morals.

¹¹Ministry of Education Certificate of Education Curriculum (Bangkok, Thailand: Ministry of Education, 1965), 1.

The objectives of the Higher Certificate of Education in 1967 were:¹²

1. To provide students with a good education suitable for their career objectives and social life.
2. To encourage students to pursue independent study, and to develop logical thinking and creative abilities.
3. To enable students to explore and strengthen their particular interests and skills.
4. To develop students' ability and increase their effectiveness in teaching, training, disciplining, and guiding children.
5. To train students in the use of local resources as teaching aids.
6. To develop in students a sense of responsibility and leadership.
7. To deepen students' understanding of ethics, moral and national character.

Furthermore, in 1970, the UNESCO Teacher Education Mission recommended the following:¹³

producing teachers who really know "how to teach," and are ready to cope with the real problems of daily school teaching in a situation of "accelerated development;

mobilizing the greatest possible number of highly qualified and experienced people for constructive professional work in educational development;

training as rapidly and efficiently as possible new leaders for teacher education (teacher educators, supervisors, administrators);

¹²Ministry of Education, Higher Certificate of Education Curriculum, (Bangkok, Thailand: Ministry of Education, 1967), 1.

¹³Gordon, Guiton, and Tantawi, Thailand: Teacher Education, (Paris, France: UNESCO Head Quarters, 1970), 15.

gearing the administrative and supporting services onto their promotional roles;

making the best possible use of the existing resources for teacher education (persons, facilities);

producing more teachers.

In a collection of articles about Thai education prepared for U.S. government use in 1973, Nartchaleo Sumawong, a Thai educator, summarized general objectives for teacher education in Thailand as follows:¹⁴

1. To prepare people to meet the qualitative and quantitative needs for manpower in the field of education. The quantity of the teachers produced must be in harmony with the present and projected enrollment of pupils at the elementary, secondary, and higher level. The quality of the teachers must take into account the economic and social development of the country.
2. To 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. 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.
3. To provide the qualifications and status of teachers through continually providing further study and inservice training, and through conducting qualifying examinations for teachers in the field.

The Teacher Education Department is responsible for training teachers at all levels and to improve teacher training. Many teachers at elementary and secondary schools receive their

¹⁴Nartchaleo Sumawong, "Teacher Education in Thailand," in Amnuay Tapingkae and Louis J. Setti, Education in Thailand (Washington, D.C.: U.S. Government Printing Office, 1973), 57.

teaching certificate through teachers colleges. The common aims of the Department are:¹⁵

1. To train prospective teachers to teach in the primary and secondary schools according to the needs of the country, with respect to both qualitative and quantitative aspects.
2. To provide training for in-service teachers in order to introduce new ideas and concepts, as well as innovation and technology so that they can keep up with rapid changes of knowledge and subsequently use such knowledge to improve their teaching.
3. To help in-service teachers who have either no, or low teacher qualifications upgrade their professional qualifications.
4. To conduct research on teacher training or other aspects of education in order to use the results to improve education throughout the country.
5. To provide educational services to the community.

The teacher education curriculum in 1988 wanted students to meet these qualifications:¹⁶

1. subject matter competency, teaching techniques and acquiring the qualities of a good teacher.
2. teachers' responsibilities and morale.
3. experience and activities by which to focus the balance between theory and practice.
4. flexibility to the needs of society and the incorporation of new technology.
5. catering to the needs of employers as well keeping the standards, especially in terms of professional experience training.

¹⁵Department of Teacher Training, Sathiti Karn Sucksa 2519 (Statistics of Education, 1976) (Bangkok, Thailand: Chong Charoen Printing Press, 1976), 3.

¹⁶Ministry of Education Introduction to Teachers College Curriculum (Bangkok, Thailand: Ministry of Education, 1988), 3.

To fulfill the above objectives of teacher education, the institutions were asked to produce teachers of high quality. The teachers had to demonstrate competence in teaching subject areas, understand new knowledge, theories, research, and innovation in order to instruct their students effectively. Teaching is a profession in which teachers must bring teaching and learning together in the classroom so that students know and understand the subjects. Teachers also help students develop their value patterns, attitudes, and ideas. Students are expected to develop mentally and morally and become responsive to their society and learn to live in it harmoniously.

Qualification of Teachers in Thailand

Teachers are divided into seven types according to their qualifications.¹⁷ These qualifications apply to elementary teachers and secondary teachers:

1. Graduate Degrees and Bachelor Degree. Teachers must hold a bachelor's degree or higher. Bachelor's degrees were offered since 1955 at the College of Education at Prasanmitr. Master's degrees were first offered in 1961 and a doctoral degree in 1974 at the same place.

2. A Diploma in Education. A teacher who did not attend any institution, but passed an external examination given by the Ministry of Education, qualified for the Diploma. This

¹⁷National Statistical Office, 1973 Final Report on Educational Statistics, 8-9.

certificate was first offered during 1928-1930.¹⁸

3. Certificate in Education. A teacher who did not attend any institution but passed an external examination given by the Ministry of Education can receive the Certificate in Education. This certificate was first offered in 1950s. It was no longer used in 1981.

4. Pre-Primary Teaching Certificate. Any teacher who completed a one-year program from a teacher training school after tenth grade received this certificate. The certificate was first offered in 1913.

5. Lower Teaching Certificate. Teachers who complete a two-year program from teacher training school after tenth grade received this certificate. This certificate was first offered in 1950s.

6. Vocational Certificate. Any teacher who completes a three-year program after grade ten received a vocational certificate. The awarding of this certificate began in the 1950s.

7. Higher Teaching Certificate. Any teacher who completed a two-year program from teacher training school after 12th grade or who had a lower teaching certificate received this certificate. This certificate began in the 1950s. After the Certificate in Education was no longer offered in 1981, the Higher Certificate became the minimum qualification required for teaching at the elementary school.

¹⁸Tulayasook, " Historical Analysis of Department of Teacher Training," 41.

Organization of the Ministry of Education

The Ministry of Education was founded in 1892.¹⁹ It had responsibility for education at all levels. Five years earlier, in 1887, there were 34 schools, 81 teachers, and 1,994 students.²⁰ Since then, education expanded in all directions. Students, regardless of class and status, attended public schools, tuition free. The Ministry of Education represents and acts for the government in all matters related to public education.

Since its inception, the Ministry of Education has tried to organize educational matters in effective ways. It provides policy and control over budget expenditures for public education.²¹ Its eight departments control schools, colleges and other institutions. These departments work with the regional, provincial district, and local officers and educators. The departments have specialized staffs including business management, educational and technical leadership, and other subordinate services working together. One of these departments is the Teacher Education Department established in 1954. It remains under the jurisdiction of the Ministry of Education. It

¹⁹Thai Education in Brief 1982, (Bangkok, Thailand: Ministry of Education, Educational Planning Division, 1983), 25, ERIC, ED 233 955.

²⁰Ibid., 25.

²¹Organization and Management Division, the Bureau of the Budget with the Assistance of Public Administration Service. Organization and Management of the Ministry of Education Report No. EDM-2. (Bangkok, Thailand: The Bureau of the Budget, 1966), 4.

is the Teacher Education Department which is the main focus of this dissertation research.

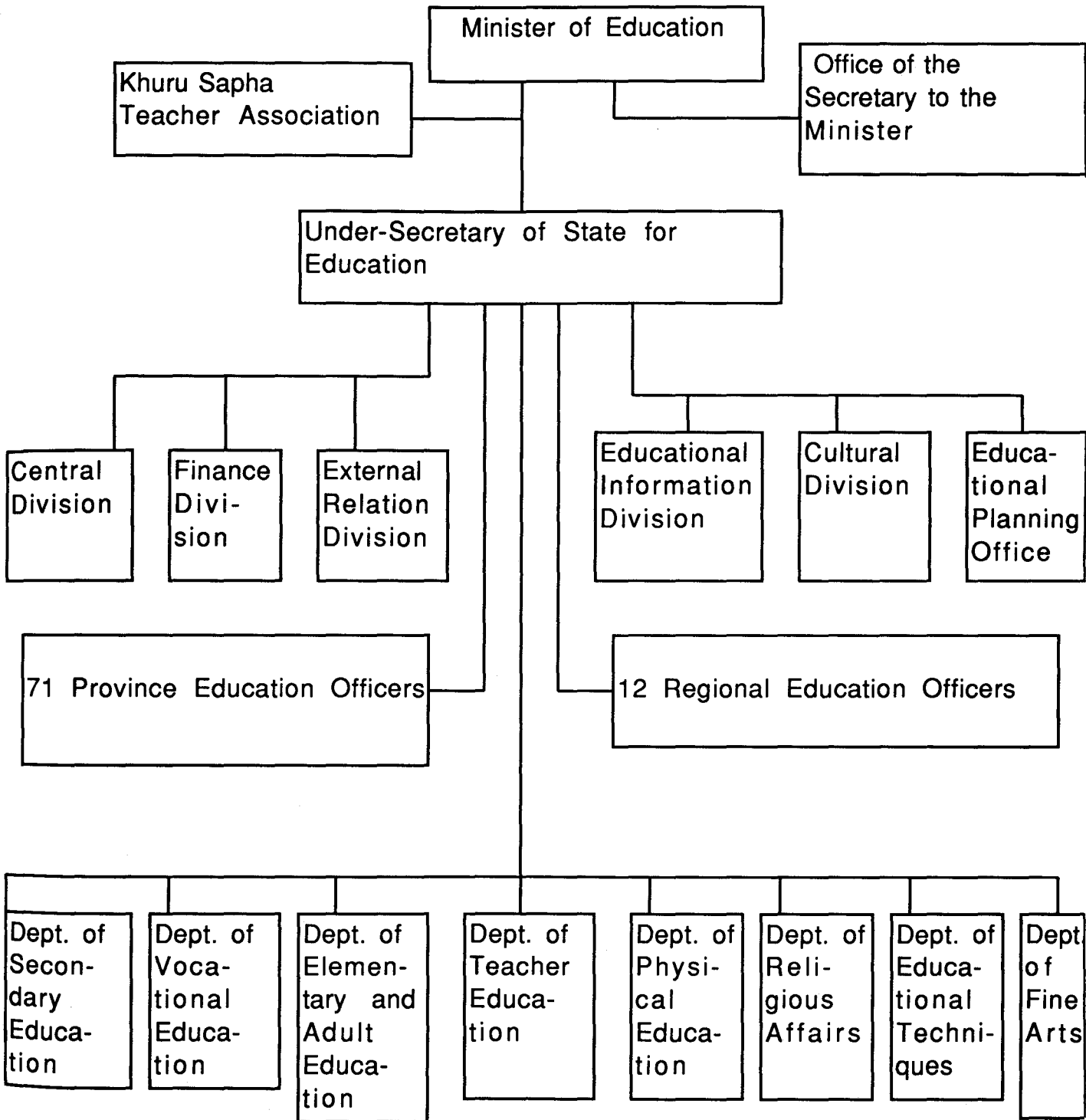
The Ministry of Education has two offices and eight departments (see Table 10). The Minister of Education is a political appointee and a member of the government cabinet where he represents the interests of education in decision making involving national policy. His relationship to the Prime Minister and the Cabinet is as an educational advisor.

The Minister's secretary assists the minister in coordinating the program between government agencies, answering correspondence or writing reports for the minister. Khuru Sapha Teacher Association was founded in 1945.²² It requires all elementary and secondary teachers in the public schools to be members. Their responsibilities are advising the minister on improving teaching methods, consulting the ministry officials in developing the elementary and secondary curriculum, and organizing pre-service and in-service teacher training programs. The Executive Board of Khuru Sapha, including the Minister as the chairperson, with all directors-general are responsible for approving appointments, promotions, transfers, and termination of members. Khuru Sapha also publishes a quarterly professional journal.

While the Minister of Education is a political appointee, the Under-Secretary is a professional civil servant in the

²²F.J. Mortimore, "Diffusion of Educational Innovations in the Government Secondary Schools" (Ph. D. diss., Michigan State University, 1968), 32.

Organization of the Ministry of Education



Source: Ministry of Education, Education in Thailand 1971 (Bangkok, Thailand: Ministry of Education, 1973), 9-11.

Ministry of Education. The Under-Secretary is responsible for the management of the educational system through planning, organizing, directing, staffing, and controlling activities of the agency. The office of the Under-Secretary has six divisions. They are the Central Division, Finance Division, External Relations Division, Educational Information Division, Cultural Division, and Educational Planning Office.

There are eight departments under the Ministry of Education that are responsible for the operational management of education and educational service functions. They include the Department of Secondary Education, Department of Vocational Education, Department of Elementary and Adult Education, Department of Educational Techniques, Department of Teacher Education, Department of Physical Education, Department of Religious Affairs, and Department of Fine Arts. This dissertation focuses on the Teacher Education Department only.

Teacher Education Department (TED)

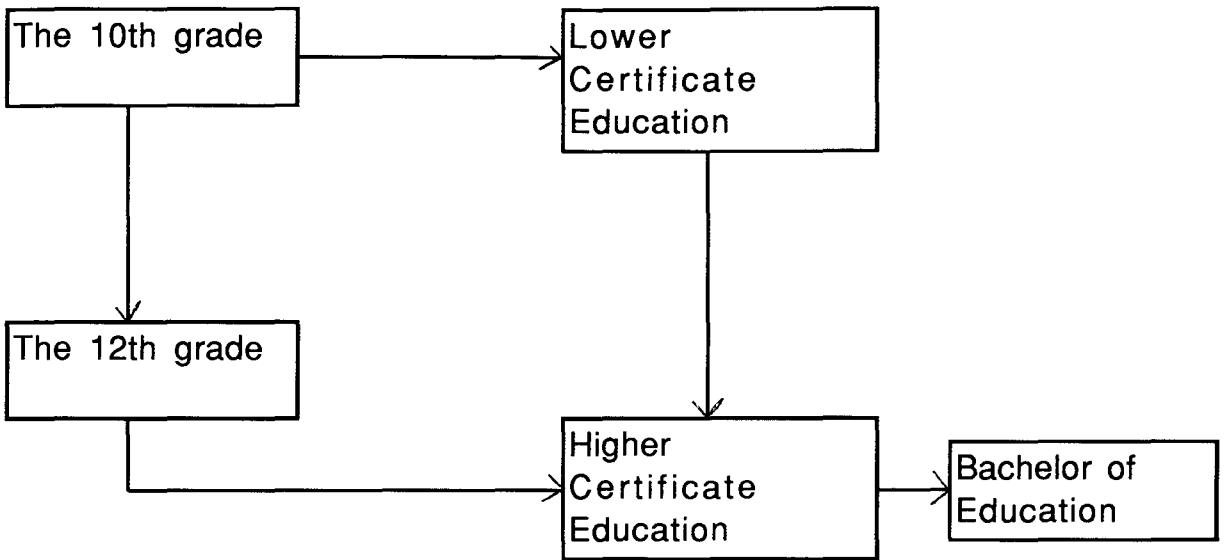
Prior to 1954, teacher education was organized individually in many departments such as the Department of Secondary Education, Department of Vocational Education, and Department of Physical Education. Each department had its own standards and had no relationship with each other, thus resulting in many different standards for teacher preparation in the educational system. Because of the need for standards, the Ministry of Education created the Teacher Education Department (TED) believing that such a department could bring unity to teacher education.

According to Attakorn and Tanboontek, teacher education was crucial.²³ The Minister of Education, H.E. General Mungkorn promyothee, recognized that educational expansion and improvement depended on teacher education. He felt that the number of teachers needed to be increased, their quality improved, teacher education standards raised, and the status of teachers and administrators raised to a higher level. For these reasons, the Minister tried to convince the government and the National Assembly to create the Teacher Education Department and the College of Education at Prasanmitr. Finally, it was approved by King Rama IX, the present king, in 1954.

The Teacher Education Department, since it was founded, has played an important role in the training of elementary and secondary teachers. The Teacher Education Department began at once to improve the quality and quantity of teachers and received foreign assistance. The Department organized and supervised in-service programs for teachers who are already employed and provided examinations for those who wanted to upgrade their teaching status. The teacher training system consists of three levels: two years of Lower Certificate after the 10th grade of secondary education, two years of Higher Certificate after the lower certificate or after upper secondary (12th grade) education, and two years of training after the Higher Certificate leading to Bachelor of Education (see Table 11).

²³Bhunthin Attakorn and Ratana Tanbuntek, Karn Triem Kru (Preparation of Teachers) (Bangkok, Thailand: Kuru Sapha Press, 1970), 7.

Table 11
Teacher Preparation in Thailand



Teacher Education Department, Bangkok, Thailand: Teacher Education Department

During 1954-1970, the Teacher Education Department obtained AID (Agency for International Development) scholarships through an eight-year contract with Indiana University designed to assist them in improving the quality of the teaching staff through training and research at degree levels from 1954 to 1962. This contract was an agreement between the U.S. Department of State, the Agency for International Development, the Government of Thailand, and Indiana University.²⁴ Indiana University professors were sent to the College of Education at Prasanmitr and Thai educators were sent to Indiana University to earn advanced degrees. As a result of the contract, the qualifications of the faculty in the Teacher Education Department were raised (see Tables 12-13). Further, the College of Education at Prasanmitr initiated a master's degree program in education in 1961 before the contract ended. In addition to assistance from Indiana University, the Department also received assistance from UNESCO, the Fulbright Program, the British Council, and from projects such as the Thai-UNESCO Rural Teacher Education Project (TURTEP).

The Teacher Education Department promoted the 2-2-2 formula for teacher education, improved teacher education faculty by having United States Operations Mission (USOM) contracts with foreign countries and also improved the school facilities. The minimum admission requirement for a teacher education program is the completion of ten years of schooling. The first two years of

²⁴Indiana University. A Cooperative Venture in Teacher Education 1954-1962. (Bloomington: Indiana University, 1962), 2-3.

Qualification of Teaching Staff in
Teacher Education Department in
1955, 1963, and 1966

Year	Doctorate	Master Degree	Bachelor Degree	Below Bachelor Degree	Total
1955	4	19	45	564	632
1963	1	110**	818*	456	1,385
1966	-	182**	917	446	1,545

Source: Department of Teacher Training, Sixteen Years of the Department of Teacher Education (Bangkok, Thailand: Kurusapha, 1971), 108.
Department of Teacher Training, Function and Plans of the Department of Teacher Education (Bangkok, Thailand: Kurusapha, 1973), 8.

*Included the teaching staff of the College of Education and demonstration schools.

**The number of teaching staff holding the master's degree increased remarkably because of the Indiana University and the College of Education Contract (1954-1962).

Table 13

TEACHING STAFF ACCORDING TO THEIR QUALIFICATION

Qualification	1972	1973	1974	1975	1976
Doctoral Degree	3	2	4	4	11
Certificate of Specialization	393	493	616	840	1,073
Bachelor Degree	2,700	2,788	2,931	3,159	3,007
Below Bachelor	646	436	412	388	322
Total	3,742	3,868	4,035	4,462	4,506

Source: Department of Teacher Training, An Introduction to the Department of Teacher Training 1976 (Bangkok, Thailand: Chong Charoen Printing Press, 1976), 15.

training leads to a lower teaching certificate. The second two-year course is offered to those who have either achieved the first teaching certificate or have twelve years schooling. The third-two year course which leads to a bachelor's degree in education is for those who at least have a higher certificate in education or have finished twelve years schooling plus the four years required for a bachelor's degree. The Master's Degree in Education was first offered at the main campus of the College of Education in 1961 and the doctoral degree in 1974. As a result, the College of Education was removed from Teacher Education Department and given university equivalent status and named "Srinakharintarawit University". In its new status, it came under the supervision of the Office of the State University.

Between 1954-74, many new teachers colleges and universities were established throughout the country. Before that time, many teacher training schools were small and unsuited for expanding teacher training. Therefore, the Teacher Education Department decided to either close or combine them with other teacher training schools. As a result, the former teacher training schools were closed and/or became teachers colleges. By the end of 1970, there were twenty-five teachers colleges. In connection with teacher training at the lower and higher certificate levels, all teachers colleges offered not only the first two-year certificate course but also the second certificate. In 1974, there were seventeen teachers colleges offering a bachelor's degree in education.

The second National Development Plan (1967-71) had a strong impact on education. The plan tried to integrate education into the socio-economic structure of the country. It promoted an educational system designed to enable the people to meet manpower needs while at the same time expanding teacher education. The basis for the plan was the belief that there was a great demand for teacher education. In order to meet the demand for teachers and to improve the country, teacher education had to be expanded.

In 1966, the Teacher Education Department first offered the PKSS which is a higher certificate in Industrial Arts for teacher training at Pranakorn Teachers College. In the same year, the Department offered the Twilight Program for PKS (which is a lower certificate) and PKSS at Ban Somdej Chapraya and Suan Sunantha Teachers Colleges. In 1967, the Teacher Education Department with the Department of Elementary and Adult Education conducted a survey about teacher shortages in the country. They found that there was a need for even more teachers, especially in the rural areas. To meet this need, they offered short courses leading to elementary teaching certification. The certificates were PP and PM which later were eliminated. Students who applied for either of these certificates were required to have a lower or higher secondary education and be at least 17 years old. Because of the increased enrollment in schools, the Teacher Education Department produced a large number of teachers rapidly.

In 1971, the Teacher Education Department established three new teachers colleges in different provinces.²⁵ They were Phuket Teachers College in the south, Lampang Teachers College in the north, and Burirum Teachers College in the northeast. There were now twenty-eight teachers colleges throughout the country. In 1973, Chantaburi Teachers College was founded. An increased budget from the government allowed the TED to increase spending for teachers colleges, buildings, dormitories, libraries, and housing for teachers. The number of teachers colleges increased from twenty-nine in 1974 to thirty-six in 1977, with the addition of seven new teachers colleges. They were Kanchaburi Teachers College, Kamphaengphet Teachers College, Chiangrai Teachers College, Phetchaburi Teachers College, Surin Teachers College, Suratthani Teachers College, and Loei Teachers College.²⁶ The Teacher Education Department wanted to have the teachers colleges located in different locations throughout the country. College locations depended on the geography and population with each teachers college located in an area that would service two-neighborhood provinces.²⁷

The Teacher Education Department prepared and hired faculty for the teachers colleges. In 1976, the teaching staff in the

²⁵Tulayasook, Historical Analysis of the Department of Teacher Training, 92.

²⁶Teacher Education Department, Celebration of Teacher Education Department 1989, (Bangkok, Thailand: Teacher Education Department, 1989), 27.

²⁷Ibid., 1.

department had eleven Doctoral degrees, 1,073 Master's degrees, ninety-three specialized certificates, 3,007 bachelor's degrees, and 322 below the bachelor's degree.²⁸ Table 14 shows the teaching staff in the Teacher Education Department in 1989. The department focused its attention on the national need for teachers. There are eight other universities under the Bureau of State University which in addition to the Teacher Education Department provide teacher education.

In early 1980, the Teacher Education Department allowed teachers colleges to add areas such as journalism and business because of the demand for such courses and because of the surplus of teachers. These new courses would provide diversity not only for students but provide more diverse career opportunities, as well. The Teacher Education Act of 1984 allowed the thirty-six teachers colleges to group themselves geographically into eight groups (see Table 15). These grouped United Teachers Colleges facilitate teaching in colleges located near each other; they cooperate with each other in serving a geographic area. The benefits to both the local area and to the colleges are great. This consolidation also provides for a liaison between the colleges and the Teacher Education Department.

Teachers Colleges

The Teacher Education Department is responsible for teacher education in its thirty-six teachers colleges. The teachers

²⁸Department of Teacher Training, Sathiti Karn Sucksa 2519 (Statistics of Education 1976) (Bangkok, Thailand: Chong Charoen Printing Press, 1976), v.

DEPARTMENT OF TEACHER EDUCATION STAFF MEMBERS

	Below Bachelor	Bachelor	Master	Doctor	Total
1. United Colleges of Lanna					
1.1 Chiangrai Teachers College	1	41	73	5	120
1.2 Chiangmai Teachers College	1	77	140	10	228
1.3 Lampang Teachers College	1	47	70	-	118
1.4 Uttaradit Teachers College	2	55	78	7	142
2. United Colleges of Phutthachinnarat					
2.1 Phibunsongkram Teachers College	-	62	105	3	170
2.2 Phetchabun Teachers College	-	48	45	3	96
2.3 Kamphaengphet Teachers College	-	31	54	-	85
2.4 Nakhosawan Teachers College	1	61	83	4	149
3. United Colleges of Isan-Nua					
3.1 Loei Teachers College	-	34	65	1	100
3.2 Udonthani Teachers College	1	67	89	7	164
3.3 Sakonnakhon Teachers College	1	47	54	2	104
3.4 Mahasarakham Teachers College	1	77	87	10	175
4. United Colleges of Isan-Tai					
4.1 Ubonratchathani Teachers College	-	61	91	9	161
4.2 Surin Teachers College	-	39	84	4	127
4.3 Buriram Teachers College	-	40	86	4	150
4.4 Nakhonratchasima Teachers College	2	69	101	7	179
5. United Colleges of Si Ayutthaya					
5.1 Thepsatri Teachers College	2	59	104	2	167
5.2 Phranakhon Si Ayutthaya Teachers College	-	68	129	2	199
5.3 Phetchaburiwitthayalongkorn Teachers College	-	64	114	12	190
5.4 Chachoengsao Teachers College	1	53	95	2	151
5.5 Ramphaiphanni Teachers College	1	43	75	3	122
6. United College of Thawarawadi					
6.1 Kanchanaburi Teachers College	1	27	68	2	98
6.2 Nakhonpathom Teachers College	-	60	140	8	208
6.3 Muban Chombung Teachers College	4	41	78	6	129
6.4 Phetchaburi Teachers College	1	64	91	8	164
7. United Colleges of Thaksin					
7.1 Suratthani Teachers College	-	44	79	5	128
7.2 Nakhon Si Thammarat Teachers College	1	67	85	6	159
7.3 Phuket Teachers College	-	44	67	4	115
7.4 Songkhia Teachers College	2	70	126	4	202
7.5 Yala Teachers College	-	54	76	3	133
8. United Colleges of Rattanakosin					
8.1 Chantharakasem Teachers College	2	87	158	17	264
8.2 Phranakhon Teachers College	2	108	155	7	272
8.3 Suansunantha Teachers College	8	103	128	7	246
8.4 Suansudit Teachers College	15	113	115	14	257
8.5 Banaomdetchaophraya Teachers College	2	121	113	7	243
8.6 Thonburi Teachers College	2	51	76	4	133
9. The Office in the Department of Teacher Education	22	16	13	5	56
9.1 The Office of Secretary to the Department	7	9	11	9	36
9.2 Planning Division	14	30	10	-	54
9.3 Personnel Division	9	18	2	1	30
9.4 Teacher Education Division	26	36	3	-	65
9.5 Finance Division	25	37	27	3	92
9.6 In-service Teacher Education Division	12	17	26	9	64
9.7 Supervisory Unit	18	14	7	-	39
9.8 Establishment Division					

Source: Ministry of Education, Department of Teacher Education, (Bangkok, Thailand: Ministry of Education, 1989), 21.

Table 15

The United Colleges

1. United Colleges of Lanna. Located in the upper northern region of Thailand, and comprising:
 - 1.1 Chiangrai Teachers College
 - 1.2 Chiangmai Teachers College
 - 1.3 Lampang Teachers College *
 - 1.4 Uttaradit Teachers College
2. United Colleges of Phutthachinnarat. Located in the lower northern region of Thailand, and comprising:
 - 2.1 Phibunsongkhram Teachers College *
 - 2.2 Phetchabun Teachers College
 - 2.3 Kamphaengphet Teachers College
 - 2.4 Nakhonsawan Teachers College
3. United Colleges of Isan-Nual. Located in the upper northeastern region of Thailand, and comprising:
 - 3.1 Loei Teachers College
 - 3.2 Udonthani Teachers College *
 - 3.3 Sakonnakhon Teachers College
 - 3.4 Mahasarakham Teachers College
4. United Colleges of Isan-Tai. Located in the lower northeastern region of Thailand, and comprising:
 - 4.1 Ubonratchathani Teachers College
 - 4.2 Surin Teachers College
 - 4.3 Buriram Teachers College
 - 4.4 Nakhonratchasima Teachers College *
5. United Colleges of Si-Ayutthaya. Located in the central region of Thailand, and comprising:
 - 5.1 Thepsatri Teachers College
 - 5.2 Phranakhon Si Ayutthaya Teachers College *
 - 5.3 Phetchaburwitthayalongkon Teachers College
 - 5.4 Chachoengsao Teachers College
 - 5.5 Ramphaiphanni Teachers College
6. United Colleges of Thawarawadi. Located in the western region of Thailand, and comprising:
 - 6.1 Kanchanaburi Teachers College
 - 6.2 Nakhonpathom Teachers College
 - 6.3 Muban Chombung Teachers College
 - 6.4 Phetchaburi Teachers College *

7. United Colleges of Thaksin. Located in the southern region of Thailand, and comprising:
 - 7.1 Suratthani Teachers College *
 - 7.2 Nakhon Si Thammarat Teachers College
 - 7.3 Phuket Teachers College
 - 7.4 Songkhla Teachers College
 - 7.5 Yala Teachers College

8. United Colleges of Rattanakosin. Located in Bangkok Metropolitan area, and comprising:
 - 8.1 Chantharakasem Teachers College
 - 8.2 Phranakhon Teachers College
 - 8.3 Suan Sunantha Teachers College *
 - 8.4 Suan Dusit Teachers College
 - 8.5 Ban Somdet Chao Phraya Teachers College
 - 8.6 Thonburi Teachers College

* the Center Office of the United Colleges

Source: Department of Teacher Education, Bangkok, Thailand:
Ministry of Education, 1989, 8.

colleges are responsible for training teachers for three levels of certificates. They are PKS, PKSS, and KB. Most teachers colleges offered PKS and PKSS in regular and twilight programs. Because of the surplus of teachers, PKS (certificate of education) was no longer used after 1981. PKSS (higher certificate of education) became the minimum qualification required for teaching at the elementary school level.

The administration of each teachers college is headed by a rector. There is a vice-rector for administration, a vice-rector for academic affairs, a vice-rector for student activities, and a vice-rector for planning and development. Teacher Education Department has these specific responsibilities for teachers colleges:²⁹

1. To issue rules and regulations for teachers colleges, to stipulate qualifications and pre-requisites for applicants seeking admission to a teachers college and also to set forth the administrative structure of teachers colleges;
2. To effect ways and means of promoting training and research in teachers colleges;
3. To approve curricula;
4. To approve the granting of degrees, diplomas and certificates;
5. To make recommendations pertaining to education, teacher training, and any other reductional issues considered appropriate by the Ministry of Education;
6. To review the establishment, the amalgamation and the dissolution of faculties and departments;

²⁹Ibid., 30-31.

7. To review the establishment of teachers colleges and the upgrading of teacher training institutions;
8. To review the appointment, transfer and removal of the Rector, Deputy Rector, Head of Rector Office, Deputy Head of Rector's Office, Head of Department, Assistant Professor or Associate Professor;
9. To set forth the regulations on the allocation of budgets and assets of teachers colleges;
10. To establish committee to give advice and recommendations regarding the management of teachers colleges.

At the beginning of teacher-led education in Thailand, most of the teachers were monks who taught at the temples. Teacher training schools were not founded until 1892. During the early years of teacher education, an emphasis was placed on primary education. As time passed, there were more teachers and schools. Some teacher training schools were closed or combined with other schools, resulting in the present total of thirty-six teachers colleges throughout the country.

The objective of teacher education in the early years was to prepare teachers for primary and secondary schools. As a result, they produced too many teachers for the market demand. There was a surplus of teachers and many were unemployed. The Teacher Education Department realized that teachers colleges cannot simply produce only teachers for the country. They need to be adaptable.

Summary

The first teacher training school was founded in 1892. The purpose was to train and employ elementary school teachers. Since

then, teacher education has become very important to Thailand. The government believes that the country will improve when education is expanded to everyone. Teacher education is viewed as a tool to promote social and economic growth. Therefore, the first three national plans encouraged the government to produce more teachers. The government produced more teachers than needed and it created a surplus. By the fourth national government plan (1977-81), they began to reduce teacher preparation focusing on different curriculum other than only on teacher education. Teachers colleges produced only teachers until 1984, when the Teacher College Act was revised and allowed teachers colleges to offer other vocational programs. This will be covered in Chapter IV. The next chapter describes factors which changed and shaped the teachers colleges' curriculum. It also describes programs that teachers colleges created with the assistance of other organizations in order to improve living standards in rural areas.

CHAPTER IV

TEACHERS COLLEGES

CURRICULUM AND SPECIAL PROJECTS

Teaching Credential Guide

The Teacher Education Department provides three certification tracks for the formal preparation of those interested in teaching at the elementary and secondary level. The three tracks include a regular track, alternative track, and external certification. Each of these three tracks provide 1) Certificate in Education (Paw Kaw Saw/ PKS); 2) Higher Certificate in Education (Paw Kaw Saw Sung/PKSS); and 3) a Bachelor Degree in Education.¹ Table 16 describes basic requirements for the different teaching certificates.²

The regular track, which is offered to day-time and full-time students at the teachers colleges, provides programs leading to certificates and a Bachelor's Degree in Education.

The Alternative Certification track offers an evening program (twilight program) at the teachers colleges for all certification levels. The evening program offers the same opportunities as the regular track, including a Bachelor's Degree in Education. The twilight program was first created at the College of Education in 1955 for in-service teachers.

¹Rushanee Sakdahpitak, "Characteristics of Thai Teachers college Administrators" (Ph.D. diss., University of Missouri-Columbia, 1981), 25.

²Timtiampet, "Secondary Education in Thailand: Its Growth and Development," 82.

Table 16

Certification Requirements

<u>certification Title</u>	<u>Nature</u>	<u>Requirement</u>
PKS	Certificate in Education	Three years of high school (M.S. 1-3 or Grade 8-10) plus two years of teacher training
PKSS	Higher Certificate in Education	PKS 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., B.S.	Completion of an undergraduate collegiate program
Graduate Level	Graduate Diploma in Specialized Fields, M.Ed. 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 and two more years following M.Ed. for the doctoral degree.

Note: The Graduate Program is offered by the universities.

The External Certificate track offers a Diploma in Education. This certificate is offered to in-service teachers through examination.

Curriculum Requirements

Teachers colleges have offered two certificates since the 1950s. The Certificate in Education for primary teaching was offered to students who completed a two-year program after finishing junior high school. The Higher Certificate in Education is offered to those who completed secondary school and became secondary teachers. Because of the expansion of compulsory education and the upgrading in the quality of teachers, teachers colleges began to provide a bachelor's degree in 1955.

PKS (Certificate in Education) was a primary education certificate, granted upon completion of a two-year teacher training program.³ PKS was first offered in the 1950s. Students were admitted once a year to the program. In order to apply for this certificate, the student had to meet the following regulations: completed 10th grade, be at least 15 years old, have a good personality and be competent in the Thai language.

The requirements for the Certificate in Education included⁴:

³J.K. Johnson, A Study of the Educational System of Thailand and A Guide to the Academic Placements of Students from Thailand in Educational Institutions of the United States (Washington D.C.: A Service of the National Educational Activities Group of the American Association of Collegiate Registrars and Admission Officers, 1978), 25, ERIC, ED 249 902.

⁴Ministry of Education, Certificate of Education Curriculum (Bangkok, Thailand: Ministry of Education, 1965), 3.

- 1) A student must attend teachers college for six sessions (two academic years).
- 2) Student is required to enroll in at least 20 credit hours but no more than 28 credit hours for each session.
- 3) Student must complete a minimum of 130 credit hours.
- 4) Student must maintain a grade point average of 2.0 or above.
- 5) Student teaching grade must not be lower than "C".
- 6) When students feel their program of study is overloaded and would like to drop certain courses, they may do so within the third week of the session, provided that the courses retained are equivalent to a minimum of twenty credits.
- 7) Students whose grades are lower than "C" in student teaching are not eligible for the certificate of education, although they may achieve the average grade of 2.00 or even more for all courses. Students who have grades lower than "C" in student teaching are required to repeat this course.
- 8) Students who are proceeding from 0 to 65 credits are considered to be first-year students. Students who are proceeding from 66 to 130 credits are considered to be second-year students.
- 9) For most lecture courses, one credit can be obtained through attendance one hour a week for one regular session of twelve weeks. For courses which require practice or field work, one credit can be obtained through two hours of practical work per week for one regular session.
- 10) The regulations on measurement and evaluation issued by the Ministry of Education govern the examination and evaluation of students' achievement.

Table 17 lists the curriculum for the Certificate in

Education based on a quarter system:

Table 17

Curriculum of Certificate in Education

General Education (75 credits)

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

Special Courses (35 credits)

Agriculture	5
Home Economic	5
Handicrafts	6
Physical & Health Education	6
Music & Thai Dance	4
Art	5
Boy Scouts & Junior Red Cross	2
Library Science	2

Education Courses (20 credits)

Education and Child Development	15
Student Teaching	5

Total	130
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Source: Ministry of Education, Certificate of Education Curriculum (Bangkok, Thailand: Ministry of Education, 1965), 4.

The purpose of this curriculum was to offer general as well as education subjects to students. It was designed to develop logical thinking and creative learning skills. Students would be able to teach, guide and control classes with professional knowledge and skill. Teachers would be prepared train students how to use local resources, to be responsible and to develop awareness of and appreciation for the roles they will assume in their classrooms.

Holders of the Certificate in Education could do the following: 1) teach grade 1-7; 2) study for the Higher Certificate in Education; or 3) continue on to receive a bachelor's degree as a first-year student by taking an entrance examination.

The semester system was adopted in 1976 and the curriculum and course content still remained the same.⁵ The semester system provided more flexibility by giving students elective courses to choose in the two-year program. Table 18 lists the curriculum under the semester system.

Because the government wanted to upgrade teacher qualifications at all levels and reduced the surplus of certificate holders, no new students were accepted in the Certificate in Education Program after 1979 and all enrolled

⁵J. K. Johnson, A Study of the Educational System of Thailand and A Guide to the Academic Placements of Students from Thailand in Educational Institutions of the United States, (Washington D.C.: A Service of the National Educational Activities Group of the American Association of Collegiate Registrars and Admission Officers, 1978), 25, ERIC, ED 249 902.

Table 18

Curriculum of Certificate in Education
based on the Semester System

General Courses (49 semester hours)	Credits
Thai	12
English	9
Social Studies	10
Math	8
General Science	10
Special Courses (24 semester hours)	
Agriculture	2
Home Economics	2
Handicraft	2
Physical Education	4
Art	2
Music Education	1
Classical Dancing	1
Library Science	1
Boy Scouts or Jr. Red Cross	1
Electives	8
Educational Courses	14
Total	87

Source: J.K. Johnson, A Study of the Educational System of Thailand and A Guide to the Academic Placements of Students from Thailand in Educational Institutions of the United States, (Washington, D.C.: A Service of the National Activities Group of the American Association of Collegiate Registrars and Admission Officers, 1978), 25, ERIC, ED 249 902.

certificate students were required to complete the program by 1981.⁶

Higher Certificate in Education (PKSS). The two-year PKSS program is offered to those who have the Certificate in Education or have completed high school. It prepares teachers to teach grades 8-10. Students who plan to obtain the Higher Certificate must have at least a 2.5 grade point average on a 4-point scale. Students with high school diplomas must take the examination. Candidates for the Higher Certificate in Education are required to attend six regular sessions (two academic years) at a teachers college. Students are required to complete at least 20 credit hours but no more than 28 credit hours in each session. In order to graduate, students must complete a minimum of 130 credit hours with a grade point average of 2.0 or above. In student teaching, students must have grades no lower than "C". Table 19 lists the Higher Certificate Curriculum based on a quarter system.

The purpose of the Higher Certificate in Education is to provide general knowledge as well as professional knowledge about the teaching profession; to encourage students to further their study and develop their thinking and creativity; and to train them to know how to use local resources, develop awareness, and familiarize them with culture, ethics and moral issues.

After the Certificate in Education was cancelled in 1981, the Higher Certificate became the minimum qualification required

⁶Ibid., 26.

Table 19

Curriculum of Higher Certificate in Education
based on a Quarter System

General Courses (30 credits)

Thai	10 credits
English	10 credits
Electives	10 credits
Geography and history, General Science, Math, Religion, culture, and Thai customs.	

Majors and Minors (80 credits)

One major	40 credits
Two minor, each	20 credits

Educational courses 20 credits

Total 130 credits

Source: Ministry of Education, Higher Certificate of Education Curriculum, (Bangkok, Thailand: Ministry of Education, 1967), 2-3.

for teaching at the elementary level. Students who have certificates in Education with a 2.5 grade point average or higher have first preference for admission to the Higher Certificate Program. If students finish high school, they must take the entrance exam for admission. As mentioned earlier, the quarter system changed to the semester system in 1976. Table 20 shows the Higher Certificate curriculum based on the semester system introduced that year. The holder of the Higher Certificate currently can teach grades 8-10 or enter a four-year bachelor degree program as a third year student.

The B.Ed. is offered to students who have completed the Higher Certificate or anyone who has completed high school. Students who finished high school must take the Joint Higher Education Entrance Examination (JHEEE) to be eligible for admission to a B.Ed. program at any university. Students with a Higher Certificate may enroll as third-year students in a B.Ed. program at the teachers colleges. Students who are juniors or seniors in the teachers colleges follow a curriculum developed by Sri Nakharinwirot University. By 1976, teachers colleges were given the authority to implement their own B.Ed. curriculum. Table 21 lists that curriculum.

The purpose of a bachelor's degree in education is to foster individual development as a responsible person, to foster academic competence in a teaching field, and to foster professional competence as a teacher.

Table 20

Curriculum of Higher Certificate in Education
based on the Semester System

General Courses (24 semester hours)	Credit
Thai or English	2
Library Science	1
Philosophy	2
Music or Art Appreciation	1
Government	2
History or Geography or Social Studies	2
Mathematics	2
Science	2
Physical Science	2
Agriculture or Industrial Arts	1
Physical Education	3
Thai	4
Education Courses (24 semester hours)	24
Majors	14
Minors	8
Total	70

Source: J.K. Johnson, A Study of the Educational System of Thailand and A Guide to the Academic Placements of Students from Thailand in Educational Institutions of the United States, (Washington, D.C.: A Service of the National Educational Activities Group of the American Association of Collegiate Registrars and Admission Officers, 1978), 27, ERIC, ED 249 902.

Table 21

Teachers Colleges B.Ed. Curriculum
(3rd and 4th Year)

General Courses (14 semester hours)	Credits
Thai or English	2
Agriculture or Industrial Art	2
Physical Education	2
Philosophy	2
Art or Music Appreciation	2
Social Studies	4
 Education Courses	 16
Major and Minor	27
Electives	6
 Total	 65

Majors: Agriculture, Arts, Chemistry, Classical Dancing, English, Geography, History, Home Economics, Kindergarten, Library Science, Math, special Education, and Thai.

Minors: Arts, English, Geography, History, Math, Science, and Thai.

Broadfields: General Science, Industrial Arts, Social Studies.

Note: The number of hours taken in a broadfield must equal the combined total of hours taken in a four-year major and minor (see Table 22).

Source: J.K. Johnson, A Study of the Educational System of Thailand and A Guide to the Academic Placements of Students from Thailand in Educational Institutions of the United States, (Washington, D.C.: A Service of the National Educational Activities Group of the American Association of Collegiate Registrars and Admission Officers, 1978), 28, ERIC, ED 249 902.

Table 22

Semester Hours Required for B.Ed. at Teachers Colleges

Courses	Higher Certificate in Education	B.Ed. 3rd & 4th Years	Total
	Hours per Semester		
General	24	14	38
Education	24	18	42
Major & Minor or "Broadfield"	22	27	49
Electives	0	6	6
Total	70	65	135

Source: J.K. Johnson, A Study of the Educational System of Thailand and A Guide to the Academic Placements of Students from Thailand in Educational Institutions of the United States, (Washington, D.C.: A Service of the National Educational Activities Group of the American Association of Collegiate Registrars and Admission Officers, 1978), 30, ERIC, ED 249 902.

Structure of Teachers College Curricula

The structure of the curricula consists of three components. These components are general education, specialized education, and electives. General education includes mathematics and technology, language and communication, humanities, and social science. Their purpose is to provide a broad background to students so that they are knowledgeable about the various fields of learning. General education is directed toward helping students understand the nature and interrelationships of knowledge. General education will enable Thai students to be responsible, knowledgeable, and to become good citizens.

Specialized education includes particular studies requiring professional competence and skills. These studies are divided into three subject areas: major area of specialization, professional education/professional courses and/or management courses, and professional experience. The elective courses provide students with choices regarding what they want to learn. These courses allow students to explore their own interests.

Teacher College Curricula

The Teacher College Act of 1975 allowed teachers colleges to train teachers for teaching positions throughout the country. As a result, there was soon a surplus of teachers. Therefore, The Teacher College Act 1975 was revised in 1984. The new Teacher College Act allowed teachers colleges to provide a diversified curricula to train students in fields other than education. A variety of subjects are now offered in teachers colleges. Their

purpose is to equip students with competence, knowledge and skills for their future profession as well as management skills for a job. The curricula also provides students with continuous practice in order to be well prepared to cope with high competition for employment and on-the-job-training opportunities.

After eliminating the Certificate of Education program, teachers colleges began to offer the associate degree and bachelor's degree in three areas. These include the area of teacher education, the area of science, and the area of liberal arts. The curricula in the teacher education area aims to train students to be responsible for teaching. The principles of the teacher education curricula are:⁷

1. Subject matter competency, teaching techniques and acquiring the qualities of a good teacher.
2. Teachers' responsibilities and morale.
3. Experience and activities by which to focus the balance between theory and practice.
4. Flexibility to the needs of society and the incorporation of new technology.
5. Catering to the needs of employers while maintaining professional training standards.

The purpose of the curricula is to produce competent elementary and secondary teachers. Competent teachers are those who are able to motivate, stimulate and guide their students to seek knowledge and to discover their own potentialities. Each teachers college offers the associate degree and bachelor's

⁷Teacher Education Department, Introduction to Teachers College Curricula (Bangkok, Thailand: Ministry of Education, 1988), 3.

degree (see Table 23). The associate degree is designed to train personnel with semi-professional and technical skills to meet the needs of the community. The bachelor's degree is awarded to students whose different specializations aim for academic improvement and excellence to meet community needs. There are five fields in this area as shown below:⁸

- | | | |
|----|---------------------------|--|
| 1. | Pre-elementary Education: | Early Childhood Education |
| 2. | Elementary Education: | Elementary Education |
| 3. | Secondary Education: | Thai, English, Mathematics, General Science, Chemistry, Biology, Physics, Social Studies, Geography, History, Agriculture, Home Economic, Arts and Crafts, Trades and Industrial Education, Industrial Arts, Drama, Music Education, Physical Education, Health Education, Art Education, Business Education |
| 4. | Special Education: | Special Education |
| 5. | Education Techniques: | Psychology and Guidance, Educational Administration, Education Measurement, Non-formal Education, Library Science, Computer Education, Educational Technology and Innovation. |

The curricula in the area of science and the area of liberal arts prepares students with knowledge and skills in science and liberal arts in order to be well-equipped to work effectively in government or business sectors (see Table 24). Principles of teachers college curricula in the areas of science and the

⁸Ibid., 4.

STRUCTURE OF TEACHER EDUCATION CURRICULA

Field of Study	Level	Study Mode	General Education	Specialized Education		Professional Experience and Practicum	Free Elective	Total Credits
				Major Area of Specialization	Professional Education			
Pre-School Education Secondary Education Education Techniques	Bachelor's Degree (4 years)	Single Major	40	60	25	12	6	143
		Double Major	40	30+30	25	15 - 16	6	147
		Major with Minor	40	40+20	25	16	6	147
	Associate Degree (2 years)	Single Major	24	30	15	8	4	81
	Bachelor's Degree (2 years after Associate Degree)	Single Major	16	30	10	8	4	68
Elementary Education	Bachelor's Degree (4 years)	Single Major	40	34	30	31	6	171
	Bachelor's Degree (2 years after Associate Degree)	Single Major	16	30	11	17	4	78

Source: Teacher Education Department, Introduction to Teachers College Curricula (Bangkok, Thailand: Ministry of Education, 1984), 5.

Table 24

**STRUCTURE OF TEACHERS COLLEGE CURRICULA
IN THE AREAS OF SCIENCE AND LIBERAL ARTS**

Field of Study	Level	Study Mode	General Education	Specialized Education		Professional Practice	Free Elective	Total Credits
				Major Area of Specialization	Management Courses			
Areas of Science Agriculture Home Economics Mathematics Industrial Technology Science and Applied Science	Associate Degree (2 years)	Single Major	16	34 - 54	10 - 14	5	4	72 - 89
	Bachelor Degree (4 years)	Single Major	32	70 - 96	10 - 21	5	6	130 - 150
Areas of Liberal Arts Humanities Social Science Mass Communication Music and Drama Industrial Service Fine Arts and Applied Art		Major with minor	32	69 - 72	10	5	6	122 - 125
	Bachelor Degree (2 years after Associate Degree)	Single major	16	37 - 43	3 - 12	5	4	65 - 76
Business Administration and Management								

Source: Teacher Education Department, Introduction to Teachers College Curricula (Bangkok, Thailand: Ministry of Education, 1984), 9.

liberal arts include:⁹

1. Provide knowledge and career training for the general public or interested individuals in various areas of specialization. Each curriculum is supplemented by on-the-job-training together with management techniques to equip learners with skills and knowledge, and to make them fully competent to work on the completion of their programs of specialization.
2. Make the best use of natural and human resources of the locality for the training, enabling learners to work successfully in any profession, as well as the possibility of setting up their own business.
3. Give ample opportunities to the general public to choose to study in a large variety of subject areas, at different levels of education, i.e. for associate degree level (2 years), bachelor's degree level (4 years), or 2 years after associate degree level).
4. Offer education at low-cost, thus giving educational opportunities to the lower-income group of the public, and in remote provincial areas throughout the country.

Role of Teacher

This section describes the urban teacher and the rural teacher. In the rural areas, teachers not only teach in the schools but they are also agents for village development. Gurevich said that teachers in the village are traditionally respected by the community.¹⁰ Teachers were recognized for their advanced education. When they stayed in the village for a long time, they gained the people's confidence and became influential in the village community.

⁹Ibid., 6.

¹⁰Robert Gurevich, "Teachers, Rural Development and the Civil Service in Thailand," Asian Survey 15 (Oct 1975): 870.

Gurevich discusses his research on the roles of the rural teacher in the village of Ban Nong Yai located about twenty kilometers (thirty-two miles) from the provincial capital in the northeast of Thailand. The rural teacher role in this village is typical because other villages are similar to this one. People who lived here were farmers growing rice and kenaf. Economic conditions in the villages often influence the teacher's role. When harvests have been favorable and people have profited from their farms, they provide more support to village projects. In poor years they provide less. For example, teachers have some projects to improve the village. When the economy flourishes in the village, the teachers can easily encourage and influence people as well as students to complete various projects.

In rural areas, parents are more likely to make occupational decisions for their children than parents who live in the cities. Rural parents consider possibilities such as the family's economic condition, prestige, social mobility for the family, and children's ability. If parents decide that their children will be primary teachers, they know this job allows the child to stay with or near the parents while they work. If the child agrees to be a primary teacher, it requires him or her to finish twelve years of school; if the choice is to teach at a higher educational level, a college degree is required. If the child chooses to earn a bachelor's degree in education, teachers colleges are less expensive because they are located in provincial capitals. Costs are much greater if the child attends

universities in Bangkok.

Because rural teachers come from the area, they are understanding, sympathetic, and relate positively to the village. Rural teachers have different roles in their teaching capacity. For example, not only do they teach during the day but they also give advice and assistance to all the families in the village. They are looked upon with great respect and become role models for young children in the community. The rural teachers establish good relationships in the village. They help with the village projects and activities. In this way, they get the cooperation from the community to improve the school and the living standards.

Because most secondary schools are located in the cities, the rural children who attend there are exposed to urban values and attitudes. This sometimes results in their acquiring a desire to live a better life, find better jobs which earn better pay, and establish themselves in a better life than they would have known in rural areas. Also, many children who earn degrees in urban areas do not want to return and spend their lives in their villages because the village provides no opportunity for education to teachers' children beyond the primary level.¹ Teachers in the villages receive few social or financial rewards to encourage them to stay. No one could depend on the small financial reward for a teaching position only. Teachers try to

¹Gurevich, "Teachers, Rural Development and the Civil Service in Thailand," 872.

find other opportunities to increase their incomes. In these situations, farming is one way of doing so.

The urban teacher's responsibilities differ from the rural teaching position. The urban teachers have no authority beyond the classroom while the rural teachers have responsibilities not only to the classroom but also to the whole community. The rural teachers use traditional teaching methods such as lecture and students take notes. Urban teachers try to employ different methods using advanced technology to make teaching and learning more effective. The urban teachers have more advanced degrees, are more professional, have better pay, and feel more comfortable living in the city where their children can receive a better education.

However, the environment in the cities is very different from the rural areas. There are drug abuse problems; students often have more money than teachers; there is disorderly behavior; and sometimes students are more knowledgeable than their teachers. For example, some families have private tutors for their children on weekdays after school. On weekends, they send their children to attend special courses in the special schools in order to advance their learning. These problems rarely, if ever, occur in rural environments.

Changes in Instructional Methods

Education is seen as important in developing countries like Thailand. During past years when teaching was performed by monks, monks also were seen as teachers and village leaders. They were

considered to be the only people who had knowledge.² They taught young people the Buddhist religion and passed information to the next generation through the oral tradition.³ Students learned by memorization. The teaching-learning centers were located in the temples. In this system the teacher was unchallenged. He lectured and students took notes.

After the 1932 revolution, the government tried to expand educational opportunity and provided education to everyone. Government leaders believed that education would raise the quality of living and would encourage economic development.⁴ They replaced monks with teachers. They provided a curriculum to replace rote learning and recitation. Education in Thailand is seen as a high priority and teachers are now given a high status. Evidence of this is that there is a teacher day called Wai Kru. This is a day when students show respect and remember teachers.

In Thai history, education was also influenced by the western world. For example, during the reign of King Rama IV an English teacher was hired for the royal children.⁵ The king also sent his sons to study in Europe. In order to catch up with the

²Arong Suthasasna, "Ruling Elite, Higher Education, and Thai Society" (Ph.D. diss., University of Illinois at Urbana-Champaign, 1973), 122.

³Lucien Hanks, "Indifference to Modern Education in a Thai Farming Community," Human Organization 17, 2, (Summer, 58): 9-10.

⁴Education for Rural Development-A Profile of Studies (New York: United Nations Educational, Scientific, and Cultural Organization, 1982), 27, ERIC, ED 231 567.

⁵Abha Bhamorabutr, The Chakri Dynasty, (Bangkok, Thailand: The Thai Anukroh Thai Printing Press, 1983), 101.

world, western learning has increasingly been incorporated into the educational system in Thailand. Teachers introduced discussion into classes by encouraging students to ask questions. The role of the teacher has thus changed from a provider or lecturer of knowledge to that of a facilitator utilizing open discussion in the classroom. New expectations have also been created that teachers should prepare children to be good citizens in changing economic and political situations. The teachers must cope with a changing country themselves and encourage their students to learn in different ways in a new society.

Teachers are also using new technology in the classroom. For example, open universities use closed-circuit television for large classes. They also use different styles of teaching such as team teaching. The present curriculum uses these new teaching approaches by integrating them into the educational system, replacing the traditional rote learning and recitation practices for students.

In Thai education today, more teachers are using new educational technology, such as video, because it is more effective in the learning and teaching process.⁶ It is a modern teaching method which increases student participation in the classroom.⁷ In some teachers colleges instructors use films,

⁶Teacher and Their Use of Educational Technology (Seoul, Korea: Report of a Regional Training Workshop, 1985), 26, ERIC, ED 291 349.

⁷Ibid., 25.

records, and transparencies in the classroom.⁸ Many students are studying through radio and television. These media are useful tools in instructional techniques and help to expand educational opportunity to everyone thus enhancing teaching-learning in Thailand.

Factors That Have Shaped the Curriculum

The curriculum of teacher education has changed as the Thai society has changed. Improvements in the teacher education curriculum have resulted from several factors. The Teacher Education Department identified such factors as socio-economic conditions in rural and urban areas, agricultural and industrial needs, the national economic plan, political conditions, cultural and religious institutions, and changes in science and technology.

Socio-economic conditions in rural and urban areas. The Ministry of Education addressed the importance of literacy in rural areas where 80% of the population was illiterate. Families in the rural areas are large and are engaged in agriculture. Education seems irrelevant to them. Education beyond primary years has been rare. In the cities, on the other hand, school systems have expanded and the need for teachers increased as compulsory education has been lengthened from four years to seven years. In the cities, families were smaller and more concerned about education.

⁸Education in Asia and Oceanic: Reviews, Reports and Notes (Bangkok, Thailand: United Nations Educational, Scientific and Cultural Organization, 1979), 5, ERIC, ED 180 872.

The growth of the population in rural and urban areas, the expansion of industry, science and new technology have made education not only more desirable but necessary in order to improve the social and economic conditions in the country. To meet the growing needs of a changing country, the number of schools has increased and compulsory education requires children to go to school six years. An upgraded curriculum attempts to meet developing needs and changes.

Agricultural and industrial conditions. Thailand's agriculture is based primarily on the production of rice.⁹ There are many foreigners who have businesses in Thailand, especially in the private sector. They turn the agriculture products such as rice and rubber into finished products in response to world demand. The growth of new industrial areas has been supported by the government to encourage development of the country's available resources. A shift from agriculture to industry is expected to make Thailand a major trading partner in the world. The industrial sector is becoming more widely distributed throughout the country and is growing.¹⁰ Because of this change, the curriculum needed to include such courses as Food Science and Technology, Rubber Technology, and Industrial Design. The courses have helped students become familiar with various phases of

⁹Mark Blaug, "A Post-Mortem of Man Power Forecasts in Thailand," Journal of Development Studies 8 (Oct 1971): 59.

¹⁰Office of the National Education Commission, Thailand into the 80s (Bangkok, Thailand: Office of the Prime Minister, 1979), 180.

industrialization.

National economic and social development plans. The government believes that education could improve society by linking education to national development.¹¹ A curriculum was seen as the means to connect the education system to the national development plan. Education became a symbol of hope. It must be noted that education contributes greatly to the foundation of a nation's society.¹² It helps to improve living conditions for individuals and the country as a whole. For example, the first three national plans were directed toward producing as many teachers as they could. Teachers colleges provide a diversified curriculum in addition to the field of education. They offer such courses as business, journalism, or hotel management to meet demand. The fourth plan also focused on national development by providing education for rural development, extending non-formal education and recognizing the need to improve the quality of life in rural areas in Thailand.¹³

Political conditions. When there are governmental changes,

¹¹Sukhum Pitakral, "An Analysis of Factors Affecting the Implementation of the Development Policy of Teacher Education for Rural Schools in Thailand" (Ph.D. diss., Indiana University, 1981), 53.

¹²Somwung Pitiyanuwat, Teacher Education curriculum for the 21st Century: Peace Education Program (Washington, D.C.: The World Assembly of the International Council on Education for Teaching, 1983), 2, ERIC, ED 233 005.

¹³Supol Wuthisen, "UdornThani Project: Educational Reforms through Teacher Training" in Exploring New Directions in Teacher Education (Bangkok, Thailand: UNESCO Regional Office For Education in Asia, 1976), 22.

the curriculum has been used to inform students. Changes in the political climate have resulted in the introduction of new courses in the curriculum. The new courses include sociology, community development, industrial arts, library science, urban geography, and population education. One of the new courses, population education, provides a broad view of population problems; it is life-centered and stresses improving the quality of work life. It attempts to help students understand the environment, culture, resources, and personality.¹⁴ The course is about life and society. For example, people eat raw meat in Chiang Rai province. The teachers can't tell their students directly that they believe this is wrong. They must refer to books or doctors who claim that eating raw meat could cause health problems. This becomes an issue for discussion as students try to learn why they eat raw meat and what other alternatives may be available. In this way population education plays a large role in integrating knowledge with seeking solutions. It also plays a key role in the school curriculum. Teachers are trained in the real life and process approach, using population problems as one illustration. It is hoped that this program will improve the quality of life by enabling individuals to face problems that occur because of the population size, quality of life and available resources.

¹⁴Kowit Vorapipatana, Thailand: Population Education in Asia and the Pacific (Bangkok, Thailand: United Nations Educational, Scientific, and Cultural Organization, 1982), 163, ERIC, ED 227 022.

Cultural and religious institutions. Like medieval Europe, Thai scholars were monks who taught reading, writing, Thai and Pali, simple math, and Buddhist concepts. Education was primarily concerned with ethical and religious instruction. Because most early Thai literature concerned religion, literacy allowed much participation in religious life.

Although Buddhism is the primary religion, Thai people have always subscribed to religious freedom. While their constitution states that Thai kings must be Buddhist, monarchs are titled "Protectors of All Religions".¹⁵ While Thai culture and education have been shaped by Buddhism and it is a powerful force in Thai society, it is adaptable to the world at large. Its concepts allow Thai culture to adapt and develop into new forms and expressions. These concepts and their effect on Thai life underlie the entire substructure of government, industry and society at large.

Changes in science and technology. In the past, teachers only used blackboards for teaching. New technology now provides teachers with new techniques such as overheads, videos, and tapes which make teaching more interesting. Teachers are more aware of the role of educational technology in the teaching and learning process. Many institutions also began to use minicomputers or large computers in the late 1960's. During the 1980's, there has been a sizable increase in the number of micro-computers in the

¹⁵Office of the National Education Commission, Thailand into the 80s, 44.

country.¹⁶ Teachers have begun to recognize the importance of computers in daily life. They have begun to have basic understanding of computer systems and basic programming. In 1985, six teachers colleges trained 360 teachers in computer courses.¹⁷

Special Projects

Thailand is an agricultural country. Believing that education can help to improve the nation, the government has paid more attention to the rural area and organized many programs. Rural primary school teachers are involved in community leadership and development activities.¹⁸ People in these areas are poor, lack education, medicine, food or clothes. The Teacher Education Department works directly with teacher education at the local level. The Department also seeks to help the rural areas by working with foreign assistance, the Ministry of Education, or other government agencies. The following section provides an overview of special projects which have helped to improve the quality of rural life.

Teacher Training for the Hill Tribes Project

This project began at Chambueng Teachers College in 1954. Hill Tribe students who finished 7th grade were admitted to the five-year training program leading to the PKS. These students

¹⁶Difficult Educational Context (Northern Territory, Australia: UNESCO Workshop on the Training of Primary Education Personnel Working in Difficult Educational Contexts, 1988), 46, ERIC, ED 309 014.

¹⁷Ibid., 47.

¹⁸Gurevich, "Teacher Rural Development and the Civil Service in Thailand," 870.

received grants and were required to return home when they finished the program. This requirement assured well-trained teachers in the hill tribe schools. The five-year training program assured that they had the necessary basic education to carry out this responsibility.

The student teachers in this project should know the current development and past traditions in the local village. For these reasons the curriculum required students to study history and geography. Many students were not aware of the history of their provinces, and had never been exposed to the arts and crafts. For example, in the northeast, students knew very little about their villages. Fostering the study and appreciation of traditions and culture of the home region was one way to make students aware of and to preserve those traditions and the culture. The project was successful. By 1970, Chombueng Teachers College received grants for hill tribe students to become teachers in their communities.¹⁹ The program still continues and has expanded to other teachers colleges.

Thai-UNESCO Rural Teacher Education Project

The Thai-UNESCO Rural Teacher Education Project (TURTEP) began in 1956 to improve rural education in Thailand. UNESCO and UNICEF cooperated with the Teacher Education Department on the project. The UNESCO provided the specialists and UNICEF provided the materials and equipment. The purpose of this project was to

¹⁹Tulayason, "Historical Analysis of Department of Teacher Training", 156.

improve the quality of teachers in rural areas. The Teacher Education Department saw the importance of teachers in rural areas in this way:

The purpose of the Rural Teacher Education Project is to establish a pilot center to train rural school teachers who will be competent to carry out the double role of educator and community leader. The training will combine the techniques of fundamental education and appropriate methods for teaching children, and it should enable teachers to relate their teaching of the subject to the concerns and needs of school children at different ages. Furthermore, the teachers should acquire the techniques of guiding adults and youth who are out of school in improving their community and their living standard.... In this way, the school will serve both as an educational center and as the community center.²⁰

The project put the school forward to be a center for community ideas and community development in order to raise living standards. Teachers needed to be trained both to teach children and to guide people in the community.²¹ The project started at Ubon Rajathani Teachers College in northeastern Thailand.

The students had completed ten years of schooling and the entrance examination when they began this two-year program in teaching methods and fundamentals of community leadership. Students learned general education, special subjects and professional education. General education consisted of Thai,

²⁰Ministry of Education, "Some Important Details Concerning the Operation of the Rural Teacher Education Project" undated, 19.

²¹Walter Eells, "Education Progress in Thailand," School and Society 76 (Aug 1952): 104.

English, social sciences, and math. Special subjects included agriculture, home economics, carpentry, handicrafts, health, physical education, music, art and youth leadership. Professional education included child growth and development, educational psychology, principles of teaching methods and student teaching. In the second year, students leave the college and go into the rural community school for practice teaching for twelve weeks. Table 25 provides a sample plan for twelve weeks.

The heart of the project was student teaching. Student teaching consists of classroom teaching and learning to adapt local materials for instruction. After teaching, students also guided and helped to improve the agricultural projects in the village. This dual service provided a close relationship between the teachers and the villages. The student teachers were supervised by the school headmaster, school teachers and college faculty. The students were required to attend seminars in order to discuss and exchange ideas. In addition, the faculty supervisor provided training courses for village teachers such as science teaching, communication of ideas, and facilitating community projects. This workshop built confidence for both village teachers and student teachers. Therefore, having a faculty supervisor from the college who is an expert in the subject area and understands the rural needs and problems is critical to the success of the program. The program was so successful that other teachers colleges have followed.

Sample Supervisory Plan for One Term

Week	In the School	In the Community
First Week	If assigned to participate in the Orientation work, plan for your part, e.g. "Lecture on Teaching Reading" If assigned to go to the village schools, plan for the work with the cooperating teachers, e.g. "Needed Improvements in the School."	If assigned to visit the village schools and villages, plan for the work in connection with the C.D. program, e.g. "Hold a meeting with the Village C.D. Committee."
Second Week (First week in the villages)	<ol style="list-style-type: none"> 1. Improvements of school grounds and classrooms. 2. Classroom management; technique of asking questions--discussion. 	<ol style="list-style-type: none"> 1. Survey condition of existing projects; home visits. 2. Student-teachers observe a C.D. committee meeting.
Third Week	<ol style="list-style-type: none"> 1. Lesson planning; study of syllabus to select and adapt subject matter. 2. Teaching of the social studies--discussion. 	<ol style="list-style-type: none"> 1. Maintenance and improvement of existing projects. 2. Audio-visual aids for the C.D. projects--demonstrate how to use posters.
Fourth Week	<ol style="list-style-type: none"> 1. Classroom discipline. 2. Teaching of arithmetic--demonstration and discussion. 	<ol style="list-style-type: none"> 1. Projects to improve health and sanitation--discussion. 2. Demonstrate group discussion technique in C.D. work.
Fifth Week	<ol style="list-style-type: none"> 1. Teaching the language arts; listening, oral composition, and written composition--discussion. 2. Comments on problems noted during observation. 	<ol style="list-style-type: none"> 1. Projects to improve ways of earning a living--discussion. 2. Demonstrate conducting a meeting of a 4-H club or Home Improvement Club.
Sixth Week (one or two days will be reserved for a seminar)	<ol style="list-style-type: none"> 1. Teaching the language arts; spelling and hand-writing--demonstration. 2. Plan for the student-teaching seminar. 	Help student teachers to plan new projects for the village C.D. program or plan for the improvement of an existing project.

Seventh Week	<ol style="list-style-type: none"> 1. Teaching the language arts: reading-discussion and demonstration. 2. Comments on problems noted during visit. 	<p>Help student-teachers execute their plans for a new project or the improvement of an existing project.</p>
Eighth Week	<ol style="list-style-type: none"> 1. Teaching elementary science-discussion and demonstration. 2. Comments on problems noted during previous visit. 	<p>Help student teachers to evaluate their work on C.D. projects and to find and apply remedial measures.</p>
Ninth Week	<ol style="list-style-type: none"> 1. Teaching of health and physical education--discussion. 2. Evaluation of pupils' achievement--discussion. 	<p>Help students to work out problems. They are meeting, concerning the projects.</p>
Tenth Week	<ol style="list-style-type: none"> 1. The teaching of music, art, and applied art--discussion. 2. Comments on problems noted during visit. 	<p>Continue helping student-teachers to work out their projects; discuss ways to maintain the interest of participants--motivation.</p>
Eleventh Week	<ol style="list-style-type: none"> 1. The teaching of elementary agriculture and industrial arts-discussion and demonstration. 2. Evaluation techniques--diagnostic testing and analyzing results; remedial teaching--discussion. 	<p>Help students to evaluate the entire C.D. program of the village community; applying, remedial measures to correct weaknesses of the program.</p>
<p>Twelfth Week (three days in the village; one day in the college)</p>	<ol style="list-style-type: none"> 1. Remedial teaching-discussion and demonstration. 2. Discussion of other problems met in teaching. 3. Plan part in the final student-teaching conference which may either be in the college or in one of the cooperating schools. 	<p>Help student-teachers to write a report of their work with the C.D. program of the village.</p>

Source: Ministry of Education Suggestion of the Supervision of Student Teaching in the Cooperating Schools of the Rural Teacher Education Project, undated, 2-3.

Teacher Training Cum Education Extension Project

This project began at Mahasarakarm Teachers College in 1969 and was gradually extended to other teachers colleges in northeastern Thailand. The project was extended to Nakorn Rajasima Teachers College and Sakorn Nakorn Teachers College in the northeast of Thailand. The project provided rural elementary schools with teaching aids, libraries and transportation. The Teacher Education Department also received technical assistance and funds from UNESCO and UNICEF for the project. The purpose was to offer co-operation among teachers colleges in the same region or geographical area, to improve and develop student teaching structures and teaching methods at the local level, and develop teachers colleges as centers for guidance and local school education.

Udonthani Project: Educational Reforms through Teacher Training

The project was created by staff of Udonthani Teachers College in 1974.²² In its goal of creating a better educational environment in the rural areas in Thailand, the government saw teachers as the best agents for reform. They saw teachers colleges playing an important role in preparing teachers for the villages. Preparation was essential because teachers not only teach in the villages but also serve as leaders and supervisors for the entire communities.

²²Supol Wuthisen, "UdonThani Project: Educational Reforms through Teacher Training" in Exploring New Directions in Teacher Education (Bangkok, Thailand: UNESCO Regional Office for Education in Asia, 1976), 22.

Students who participated in this project were student teachers. Training included lectures and attending workshops and seminars. After that, students were assigned to villages where they worked for three months. They taught during official time, and assumed other responsibilities in the community after school. They were also required to write a log, keep daily lesson plans, and attend the seminar with close supervision of college teachers and provincial officials.

Uttaraditt Teachers College for Rural Project

Another rural project in the northeast of Thailand is the responsibility of Uttaraditt Teachers College (UTC). Paang-Min is a small rural village. There are 420 people living in this village. They grow rice and maize in the hills. UTC began its rural development project in 1982 as an integrated rural development program in the village.²³ This village has a primary school with grades 1 to 6. There are 97 students and nine permanent teachers and four UTC teacher-trainees. The average student-teacher ratio is 9:1. The purpose of this project is to motivate young people to be active in whatever interests them, to encourage people to participate in the activities, to advise people about food selection, drinking clean water, clean houses and to encourage them to take part in innovative activities such as building libraries, making furniture, or learning crafts.

An important aspect of these rural teacher education

²³Relevance of Education to Rural Development (Bangkok, Thailand: United Nations Education, Scientific and Cultural Organization, 1986), 40, ERIC, ED 326 359.

programs stipulate that teachers colleges keep in touch with the participating rural schools and villages in their respective areas. Special projects, especially the Thai-UNESCO Rural Teacher Education Project, have become the models for other projects to follow. Professional guidance and services are given by the teachers colleges. In this way new techniques, skills, and ideas can flow to the rural schools and communities, providing them with the means to improve themselves. At the same time the instructional programs, teaching devices and school conditions are improved and kept current. The cooperating schools have, in turn, shown other schools how to improve the education they offer.²⁴ Teachers colleges are seen as educational centers for the participating rural schools and communities which, in turn, requires them to keep abreast more about the needs and problems of rural schools and communities.

Summary

At the present time, teachers colleges offer an associate degree, and a bachelor's degree not only in teacher education, but also in a variety of other occupation programs. This has been developed from many factors, such as socio-economic conditions, agricultural and industrial conditions, national economic and social development plans, political conditions, etc. Teachers colleges have other special projects to improve the living standard and conditions in the rural areas. These projects are

²⁴UNESCO Regional Office for Education in Asia, "A 21-point Program for a global strategy in education," Courier 25(11) (November 1972): 28.

successful in improving the conditions such as children in rural area paying more attention to study, helping parents after school, or helping their communities. Chapter V will analyze the teacher education program in Thailand from in 1954 to 1984 and will provide further suggestions for future research on teacher education in Thailand.

CHAPTER V

SUMMARY AND CONCLUSIONS

In many countries education began as the responsibility of the church or temple. Thailand was no exception. Buddhist records showed monks were teaching certain subjects to young children as early as the thirteenth century.¹ The temple is not only a place of worship but also a place for villagers to congregate, as well as a center for any activities and festivals bringing people together.² Therefore, the temple was and is seen as an important institution because it links Thai customs and traditions, Buddhist tenets, and learning together.

The rudimentary education provided by monks many years ago has evolved into a system reflecting many powers and influences. The transition has not been without its problems; in many respects, it has grown out of trial and error. At its present stage, it demonstrates the response of the government to its people, recognizing education as a tool to move Thailand ahead. As mentioned by Somwung Pitayanuwat, "education has always been important to all countries" and "education will also help to develop nations, economically and socially."³ In Thailand,

¹Jasper Valenti, "Current Problems and Development in Thai Education" International Review of Education 20 (January 1974), 78.

²Ladtongbai Bhuapirom, "A History of the Reorganization and Extension of Thai Public Elementary Education 1946-1975." (Ed.D. diss., Loyola University Chicago, 1978), 13.

³Somwung Pitayanuwat, Teacher Education Curriculum for the 21st Century: Peace Education Program. (Washington, DC.: The World Teaching, 1983), 2, ERIC, ED 233 005.

education is the building block on which Thailand is building its future.

At its inception, the curriculum of Buddhist education was limited. Subjects taught included reading, writing, and Buddhist scripture. The teaching method was based on religious orientation and emphasized recitation and memorization. This method has passed from generation to generation. It was not until near the middle of the Adyutaya Era (1377-1767) that Thailand experienced its first contact with western countries.⁴ The Portuguese arrived in 1511, followed by French missionaries in 1662.⁵ The government allowed them to open schools to teach Christian and western culture to Thai people. Both brought with them skills and knowledge which were to improve Thai education.

When the Chakri Dynasty began in 1782 emphasis on education was well established and continued. During the reign of King Rama II (1809-1824) the country was once again brought into contact with western countries. Presbyterian missionaries arrived, opened schools, and taught religion.⁶ King Rama III (1824-1851) showed great interest in public education. He encouraged everyone to record in books what they had learned so that their learning

⁴Terra Runcharoon, "Development of an In-Service Teacher Education Model for the Elementary School Teachers of Thailand; A Focus on the Principal." (Ph.D. diss., Florida State University, 1974), 18.

⁵Ibid., 19.

⁶Woodworth Thrombly and William Siffin, Thailand: Politics, Economy, and Socio-Cultural Setting (Ontario, Canada: Indiana University Press, 1972), xvi

would be available to others. King Chulalongkorn (1868-1931) introduced modern education and made it available to everyone in the country. The Thai educational system has been influenced by western influence. The curriculum has expanded from Buddhist religious subjects to include foreign languages such as English, French, printing, and photography. The modern system of education has expanded throughout the country; a compulsory education law passed in 1921 requires children to go to elementary school between the ages of seven and fourteen. Western influence continues to have an impact.

Believing that the country would improve if the educational system were expanded, the government created the first national plan in 1960. The purpose of this plan was to formally link education with national development. During this first plan, primary education expanded to seven years, lower secondary education to three years, and upper secondary education to two years. This system was used until 1977; then, it was reshaped again to the 6-3-3 system. This plan was introduced in 1978, and continues at the present time.

The national economic and educational plans have become part of larger social, economic, and political goals. The plans tie education to social and economic development, emphasize the importance of education, and make a commitment to compulsory, free education to age fourteen. The plans place education as a major factor in the social and economic development of Thailand. At the same time, all national social and economic plans in

education still keep Thai culture and Buddhist values central because Buddhism is the basis of Thai life.

The first teacher training school opened in 1892, with the enrollment of three students.⁷ In later years as more students enrolled for the teacher education program more teacher schools were established. Teacher education programs offered certificates in education. In order to convince more students to enter the teacher education program, conditional study grants were introduced and students were required to return to their home towns or villages when they completed the program.⁸ Before 1954, teacher education was a part of many departments such as the Elementary Department or Vocational Department under the Ministry of Education. Each department had its own standards and the quality of its teachers varied. Therefore, the government created a department which would control and supervise all teacher education programs. The Teacher Education Department was founded in 1954 to establish and maintain all teachers colleges.

This new Teacher Education Department would develop teachers intellectually for their professions, thereby greatly improving and maintaining the quality of teachers. Thailand, in this way, will catch up with the changing world.

⁷Joost Yff, Innovations in Teacher Education: The Pursuit of Excellence (Bangkok, Thailand: The Annual World Assembly, 1984), 20, ERIC, ED 262 023.

⁸Teacher Education: Issues, Needs, and Plans for Action. (Hobart, Tasmania, Australia: Unesco Regional Workshop on Teacher Education, 1986), 59, ERIC, ED 325 442.

The year 1954 was important to teacher education for the following reasons. First, the Teacher Education Department was founded under the Ministry of Education. Secondly, Prasarnmitr Teacher College was upgraded to a College of Education offering a four-year course leading to the B.Ed. degree. Thirdly, Chulalongkorn University extended its one-year training program to two years leading to the B.Ed. Finally, teacher education in Thailand began to receive assistance from UNESCO, the World Bank, and foreign countries such as the United States to improve teacher education.

By 1960, the first national economic and education plan was created. This plan was followed by a second plan (1967-1971) and a third plan (1972-1976). The first three plans wanted to expand higher education in order to meet the economic and social needs in the country, especially in the areas of teacher education, agriculture, medicine and science. The teachers colleges provided both regular and evening programs in order to cope with the increasing demand for teachers in Thailand.

In their zeal, they produced too many teachers thus exceeding the demand and creating a surplus.⁹ By the fourth national development plan (1977-1981), it was necessary for teachers colleges not only to produce more highly qualified teachers but also to adjust and improve the curriculum. This was due to many factors such as socio-economic conditions in rural

⁹Vichai Chandhrakul, "The Community College Concept, Implication of Its Functions to Teachers Colleges in Thailand" (Ph. D. diss., University of Southern California, 1976), 44.

and urban areas, agricultural and industrial needs, national economic plans political conditions, cultural and religious institutions, and changes in science and technology. These factors influenced and improved the teacher education curriculum assuring its lasting importance in Thailand. Teachers colleges began to provide other programs such as agriculture technology, rubber technology, business, and journalism.¹⁰ These new fields of study were a response to the developing country's divergent demands.

For example, agriculture technology enables students to gain knowledge about raising different crops, knowing about agricultural equipment, as well as the management of grazing land. Rubber technology helps students to learn to use robotics in the rubber industry, to use rubber in different products, to develop a rubber plantation, and to know government policies related to the rubber market in Thailand. Business programs provide students with knowledge about business management and business administration. The study of journalism has become an important vehicle to keep the people of Thailand informed about their own country and the rest of the world. The program provides knowledge, experience and opportunity to a would-be reporter or writer to work in various media.

Another example of the new curriculum is called "Peace Education Program." This program enables students to learn about

¹⁰Joost, Innovations in Teacher Education: The Pursuit of Excellence, 14.

many world events such as the war in Kuwait, the break-up of Yugoslavia, and the starvation in Somalia and Ethiopia. The premise of this study course is that future teachers need to know what is happening all over the world and what role they and Thailand must play in that world. Its intention is to stress a "concern with human and civil rights of the individual and the organization."¹¹ In this way, education plays an important role by teaching people to live together in peace, while working together as a team, respecting the rights of others and cooperating in confronting the world's ills.

In an effort to move the country ahead, teacher education must link up with other learning programs, besides the training of teachers. The teachers colleges must provide technical and managerial skills for economic development. In this way, the country will be changing from a primarily agricultural country to an agroindustrial and industrialized country. Therefore, teachers colleges must not only provide teacher education programs, they must also provide advanced science and technology where students could apply skills and learning to problems at hand such as gaining knowledge of their water supply and how to improve and maintain it or gaining knowledge about raising crops.

There is a great impetus to use educational technology in teacher education and to encourage technology utilization in teaching activities. Teachers have also used different methods of

¹¹Pitiyanuwat, Teacher Education Curriculum for the 21st Century, 3.

teaching in order to deliver the best education to students. The different techniques they use depend on school facilities, situations, and locations. For example, some teachers use only chalkboard and charts to teach their students because there is no electricity in the area. Other teachers are provided with videos and overheads because their schools have these tools available to them. In some schools, teachers use computers because their schools have the necessary budget to provide them. Throughout Thailand, teaching resources vary greatly. Teachers tend to use more technological equipment in teaching-learning situations in urban areas than in rural areas.

Many Thai people live in rural areas far from cities. Illiteracy, poor health, and poverty prevail in these areas. Also in some areas there are inadequate road systems, no electricity, no medical service, no water supply, and limited reading material so that there is very little opportunity for advanced education.

However, even here, change is happening; innovation in rural teacher training projects has come through the Thai-UNESCO Rural Teacher Education Project, the Udonthani Project, and the Uttaraditt Teachers College for Rural Project. These projects are all a part of the education effort to develop the villages. Student teachers are sent out to do their practicum in the rural areas; they live in the villages and help to develop schools. They assist students to achieve neatness and cleanliness; they participate in rural development and also give advice to villagers. Because Thailand is an agricultural country, the

government works to improve life in the rural areas. The government believes education will lead to greater opportunity for the villagers to participate and progress academically, vocationally, and morally. Toward these ends the Teacher Education Department provides special projects from which the entire country ultimately benefits.

The fifth national plan (1982-1986) and the sixth national plan (1987-1991) give priority to developing the rural areas such as better living conditions, health and agricultural services, compulsory education up to six years, better roads and communications, electricity, and better drinking water. The cooperation of the central government, local government, local people, and various agencies is necessary to achieve their goals. The integrated approach in rural development is one part of the project. The education in the rural areas focuses on improving the socio-economic and living conditions of the rural population. Community participation is encouraged. Because teachers colleges have been working closely in rural areas through the teacher training for rural development projects, there has been some progress during the last 25 years.¹² Teachers colleges have participated in educational service projects, in-service training for rural teachers, and adult education in various forms. The reason that teachers colleges work well with the local areas is because 36 teachers colleges are located in many convenient

¹²Education for Rural Development - A Portfolio of Studies. (New York: United Nations Educational, Scientific, and Cultural Organization, 1979), 18, ERIC, ED 231 570.

places, thus enabling each college to assume the responsibility for two provinces (totaling 71).¹³ They represent the community in their attempts to improve their quality of life.

Since this study described the history of teacher education in Thailand from 1954 to 1984, further study could include the following:

1. A study should continue from 1984 to the present.
2. A study should explore the quality of students who study and graduate from bachelor's degree program in teacher education at teachers colleges.
3. A study should explore the seventh national plan regarding teacher education and its implementation in 1992.
4. A study should explore possible curriculum changes as Thailand moves toward the 21st century.

¹³Ibid., 18.

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APPENDIX A

Appendix A

King Mongkut's Letter of Appointment to Mrs. Anna Leonowens

English Era 1862, 26th February
Grand Royal Palace, Bangkok

To Mrs. A.H. Leonowens

Madam, we are in good pleasure and satisfied in heart, that you are in willingness to undertake the education of our beloved royal children. And we hope that in doing your education on us and on our children... you will do your best endeavor foreknowledge of English language, science and literature, and not for conversion to Christianity; as the followers of Buddha are mostly aware of the powerfulness of truth and virtue, as well as followers of Christ, and are desirous to have facility of English language and literature, more than new religions.

We beg to invite you to our royal palace to do your best endeavorment upon us and our children. We shall expect to see you here on return of Siamese steamer Chow Phya.

We have written to Mr. William Adamson* and to our consul at Singapore, to authorize to do best arrangement for you and yourself.

Believe me,

Yours faithfully,

P.P. MAHA MONGKUT

Source: Keith Watson, Educational Development in Thailand (Hong Kong: Heinemann Educational Books Limited, 1980), 236.

APPENDIX B

Appendix B

Educational Regions in Thailand

Region 1

Bangkok
Thonburi
Nonthaburi
Phathunthani
Nakorn Prathom
Samutprakan
Samutsakhorn

Region 3

Chumphorn
Nakornsri thamaret
Phatalung
Songhkla
Surathani

Region 5

Kanchanaburi
Prachuabkirithan
Ratburi
Samutsongkharm
Supanburi

Region 7

Kamphaengphat
Tak
Nakornsawan
Phichit
Pitsanuloke
Sukothai
Uttaradit

Region 9

Khonkhaen
Loei
Sakonnakorn
Nongkai
Nongkai
Udornthani

Region 11

Chayapum
Nakornrajsima
Burirum
Srisaket
Surin

Region 2

Pattani
Nara-Thiwat
Yala
Satun

Region 4

Trang
Phang-Nga
Phuket
Ranong
Krabi

Region 6

Chai-Nak
Ayuthia
Lopburi
Saraburi
Singburi
Angthong
Uthai-Thani

Region 8

Chiengrai
Chiengmai
Nan
Pharo
Lampang
Lampun
Mawhongson

Region 10

Kalasin
Nakoraphanom
Mahasarakham
Roiet
Ubonratthani

Region 12

Chantaburi
Chachoengsao
Chonburi
Trat
Nakornnayok
Pratchinburi
Rayong

Source: Keith Watson, Educational Development in Thailand (Hong Kong: Heinemann Educational Books Limited, 1980), 234.

APPENDIX C

Names of Directors of Department of Teacher Education

1. Pin Malakul (1954)
2. Bhunthin Attakorn (1954 - 1970)
3. Saroj Buasri (1970 - 1974)
4. Prasit Soontharothog (1974 - 1976)
5. Sayut Jumpathong (1976 - 1977)
6. Jayoon Milin (1977 - 1980)
7. Phanom Kaeivkumnerd (1980 - 1984)
8. Decho Savananont (1984 - 1986)
9. Sayut Jumpathong (1986 - 1988)
10. Suwan Junsom (1988 - 1989)
11. Nichet Soontaraphituk (1989 - present)

Source: Teacher Education Department, Bangkok, Thailand,
1992

APPENDIX D

Teachers College Curricula

Teachers College Curricula offers areas of Science and Liberal Arts. They are:

Areas of Science consists of 5 fields:

1. **Agriculture:** offering 6 programs of specialization
Agriculture, Plant Science, Animal Husbandry, Aquaculture, Agriculture Technology, Agriculture Extension and Communication.
2. **Home Economics:** offering 5 programs of specialization
General Home Economics, Foods and Catering, Clothing and Design, Handicrafts, Textile.
3. **Science and Applied Science:** offering 8 programs of specialization
Analytical Chemistry, Rubber Technology, Food Science and Technology, Computer, Computer Science, Health Education, Health Science (Child and Elderly Care) Sports Science (Sports Training and Coaching and Management).
4. **Mathematics:** offering 1 program of specialization
Applied Statistics.
5. **Industrial Technology:** offering 10 programs of specialization
Electronics, Electricity, Construction, Ceramics, Industrial Design, Mechanics, Printing, Metal Mechanics, Ceramics Technology, Industrial Technology.

Areas of Liberal Arts offers 7 fields of study:

1. **Humanities:** offer 5 programs of specialization
English, Cultural Study, Library Science, Library and Information Science, and Japanese.
2. **Social Science:** offers 1 program
Community Development.
3. **Mass Communication:** offer 3 programs of specialization
Journalism and Public Relations, Communication and Advertising, Communication Arts.
4. **Music and Drama:** offers 2 programs of specialization
Music, Classical Dance and Drama.

5. Fine Arts and Applied Arts: offer 6 programs of specialization
Printmaking, Visual Communication Design, Applied
Arts Design.
6. Business Administration and Management: offers 4 programs
Business Management, General Management, Office
Management, Co-operative Economics.
7. Industrial Service: offers 3 programs
Business English, Tourism, Tourism Industry.

Source: Teacher Education Department, Introduction to Teachers
College Curricula (Bangkok, Thailand: Ministry of
Education, 1988), 7-8.

APPROVAL SHEET

The dissertation submitted by Boon-Anan Phinaitrup has been read and approved by the following committee:

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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.

April 15, 1993
Date

Terry E. Williams
Director's Signature