

A PROPOSED MODEL FOR THE ADULT EDUCATION
PROGRAM IN THAILAND

By

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To maintain the present progress and to meet the challenge of the future, Thailand will have to improve and expand the existing educational program. New ideas of improvement of education programs must be sought out. The educational process as such will have to produce the qualified personnel in the sufficient quantity and in the right direction.

This process calls for the keen imagination and flexibility on the part of the educational authorities. Neglecting to put proper emphasis on education will mean only that the progress will not be maintained in the normal manner, but it will be impeded.

In the area of education as well as the total system of endeavor, emphasis must be made on various facets in a proper manner so that each of them will support and reinforce each other. Consequently, the total educational program may be able to serve the entire population in all their requirements.

Adult education is another facet of the total educational process which must receive proper attention for only through adult education will the needs of out-of-school population be met. That, Lloyd J. Phipps (19) pointed out in the Handbook on Agricultural Education in Public Schools: "Our present national and world culture with its complexities demands continuous education. We cannot wait to educate another generation. Even if we could, it is impossible to prepare for the future when changes are so rapid" (p. 313) -- can be equally applied to the situation in Thailand as well as to the United States and as a matter of fact, it can best be applied to the situation as it exists throughout the world today.

The problem with which this study deals is "What is the most

appropriate method of implementing an adult education in Thailand?" An improved or better form of adult education is needed in Thailand.

Statement of the Problem

A major problem in attempting to further adult education is the fact that a large portion of the population in Thailand still lead their lives in the same manner as did people for many generations of the past. Contrastingly, a much smaller portion of the population in Thailand, as do considerable portions of the population in the developed countries, have the opportunity to enjoy modern conveniences and practices resulting in a changed environment. Thus the swift winds of social and technological change make impressive attempts to determine the most appropriate method of implementing adult education. A much improved and better form of adult education is urgently needed in Thailand as citizens are confronted with this rapidly changing Milieu, both physical and social.

Purpose of the Study

In order that Thailand may well be served in its attempt to mobilize all human resources to meet existing and developing conditions of the country, and to strengthen other kinds of education endeavors, the study was conducted to determine the kinds and methods of adult education well suited to the country.

Objectives of the Study

In order to accomplish the purpose of the study, the following specific objectives were formulated:

1. Study of the structure and function of adult education programs of various types and kinds in the United States.
2. Identify various structural and organizational patterns in terms of successful functions.
3. Identify needs and relevant factors which persist in adult education programs and describe those which are considered crucial.
4. Develop a model which can be applied to further development of adult education programs in Thailand; this based on attention given to established components of program development and maintenance.
5. Establish recommendations in terms of procedures and action for the implementation of the program described in the model.

Research Questions

The structure and function of adult education programs of different kinds in the United States present various structural and organizational patterns. In terms of successful functions, needs, and relevant factors which persist in adult education programs; these were identified through the search of relevant literature. A next step was that of developing a questionnaire comprised of various questions, suggested as alternative approaches, under eight essential components of adult education. This was done in an attempt to achieve a consensus on answers to selected research questions and to develop a model and make recommendations for implementation of the model for further development of adult education in Thailand. To achieve this objective, a number of questions were asked of individuals who were considered knowledgeable in the area of adult education hoping to get the best of professional opinions as they viewed the functions of the adult education, this judgement was based on

their academic credentials and professional experience. Specifically, the judgement requested was centered on the subject of applicability of the methods and techniques which might effectively serve in solving problems identified as currently inherent in the matrix of adult education programming. Even more specifically, the problems were identified for Thailand by people who had lived in Thailand -- the students who are now studying at Oklahoma State University, hoping that consensus of view points will help the investigation in judging the suitability of techniques and methods and thus help to solve the inherent problems of adult education programs. Thus, two major questions were posed. First, what are the methods and techniques which can most effectively be applied in solving problems in the development and maintenance of a viable adult education program. Secondly, how suitable are these methods and techniques when applied to the adult education program in Thailand? These research questions were detailed in order to more clearly identify such applicable and suitable problem solving methods and techniques.

Sub-Question 1. How should the National Advisory Committee on Adult Education in Thailand be motivated so that they continue to effectively execute their duties?

Sub-Question 2. How can we best cope with the student-related problems such as low enrollments, high rate of dropouts, lack of motivation, and students' lack of transportation to and from the learning centers?

Sub-Question 3. How can we best deal with adult teachers continuing to adhere to formal lecturing methods and to help them overcome the inability to convey concepts and to encourage changes of attitudes in

students? How can we overcome a teacher tendency to often be too concerned with literacy skills at the expense of low interest in occupational skills?

Sub-Question 4. Recruitment and Preparation of Adult Teachers. From what sources should the adult teacher supply be recruited?

Sub-Question 5. Who should have the responsibility of funding adult basic education, vocational education, and adult avocational education?

Sub-Question 6. What course structure and development should be provided in order to allow an adult student to enter at any skill and receive his desired level of education?

Sub-Question 7. What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained?

Sub-Question 8. How should adult basic education be provided and/or organized in order to complement each skill area that will identify and correct the student's need to prepare him to enter the desired skill area?

Methodology

The methodology employed to conduct the study consisted of the following steps:

1. A thorough review of literature was made in order to attempt to identify patterns of organizations and management.
2. Interviews of directors and teachers were made in order to more clearly identify successful organizational patterns and teaching methods and techniques.
3. A questionnaire schedule was developed to obtain opinions and

judgements from 60 Thai students on the Oklahoma State University campus and 30 professional educators as to the feasibility potential of a proposed program of adult education for Thailand.

4. Data obtained from (1) review of literature (2) interviews with directors and teachers, and (3) Thai students respondents and professional educator respondents were analyzed and a model for structure and organization of adult education program for Thailand was presented.

Scope of the Study

Though realizing that adult education is broad, the investigator attempted through this study to limit his attempt to the development of a model by adult education in adult vocational education only. However, in the areas of administration, teaching techniques, roles of adult teachers, and courses (which to some are considered to be avocational while others they are vocational) which are interrelated and overlapped in meanings, the investigator has included the review of related literature in all areas without having to distinguish one type of adult education from the others.

Glossary of Terms

Adult Basic Education--Basic training or education in the basic skills used in all aspects of life such as arithmetic, reading, writing, history and other skills educators feel necessary to function in our society (6).

Adult Preparatory Training--Formal training which prepares an individual to enter into the world of work in a new occupation (6).

Supplementary Training--Training which provides an individual with

certain skills to return to his regular job with additional skills. In many cases, the individual returns to a higher level of employment (6).

Avocational Training or Liberal Education--Training for individuals to provide individuals with skills to pursue hobbies or leisure time activities (6).

Concepts of "Open-Entry" and "Open-Exit" in Occupational Education and Training

Open-Entry--A process in which the enrollee is allowed to enter into the education program at his own level of competency. This is usually determined by pre-tests given to this individual.

Open-Exit--A process referring to the practice of allowing the enrollee to terminate training when he or she has achieved at the level designated in his or her objectives, regardless of any time span.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of literature was conducted:

1. To identify needs of and factors relevant to adult education programs and to describe those which might be considered crucial.
2. To identify the structure and function of adult education programs of various types and kinds in the United States.
3. To identify various structural and organizational patterns in terms of successful functions.

Need for Adult Education

Why do we need adult education at all? Newton D. Baker (2), when discussing needs for adult education, points out the fact that man should have provided for him sources of a rich culture to accompany him throughout the rest of his life. Lucy Adams (1) stresses the need for adult education in terms of its function in helping man enlarge horizons. In Adams' words (1), adult education should be "as formless and inchoate as is consonant with the provision of abundant opportunity" (p. 50). Many educators and philosophers apparently feel that education can help free individual men to pursue and more fully attain their potentialities.

Nichlas Murray Butler (3), when discussing the needs for adult education, also stresses the use of adult education as a means to

... have a chance to come into his full inheritance, to find ways and means of expressing his own personality and adding something, however small it may be, to that complex of activities and ideas and institutions that we call civilizations (p. 6).

L. P. Jacks (13) saw adult education as a vehicle that helps supportively in bringing out "the creative element in man." To accomplish this Jacks felt that adult education would have to help man to appreciate and love the beauty. Jacks said "love of beauty was a way of bringing out the creative element in man."

The above views of what the functions of adult education should be obviously those as seen through the eyes of non-utilitarian adult educators. Contrastingly, utilitarian educators felt that adult education can best serve the needs of adults in the changing society. The change brought into the society by the rapid increase of technological knowledge and population explosion demands the best efforts of adult educators. Within the last 20 years alone, the body of scientific knowledge has multiplied at least four times, so statisticians continue to cite. Some 1,200 new patents are issued each week in the United States, reported the Study of Educational Needs of Adults in Wyoming conducted by the Division of Adult Education and Community Service of the University of Wyoming (9).

Even more rapid, developments in science and technologies has brought men of different cultures face to face with one another, has helped man live longer, created new jobs for man and, paradoxically, displaces man from the job with automation. The President's report on Manpower Requirements, Resources, Utilizations, and Training by the U. S. Department of Labor, as quoted in a 1965 study of the Educational Needs of Adults in Wyoming (9), succinctly points out that changing

population patterns alone make necessary some nine million jobs - one and one-half million a year must be generated by 1970 merely to accommodate the growing labor force which was to be increasing at the rate of one-half million a year between 1964 and 1970.

Technological progress displaces unskilled and untrained labor force and thus demands that they are trained for new and different jobs. Usually this requires a high level of education and training. It is then clear that demands for engineers, scientists, technicians, will rise as technology grows and becomes more complex. Business expansion and a greater population will in turn greatly increase needs for educators, doctors, economists, statisticians, accountants, social workers, and many other professional people.

It is particularly important then that educational policy toward adult education must be reappraised if our educational system is to prepare people to live in a world which is not the same today as it was yesterday, and which it will not be the same tomorrow.

The role of education as perceived by the study of Education Needs of Adults in Wyoming (9) are following:

1. The work force must be broadly educated as citizens and highly trained as workers if they are to understand and adjust to technological changes.
2. An adequate supply of professional and technological people must be trained to meet the growing needs. Here our shortages are critical - engineers, scientists, technicians, trained researchers, and competent teachers.
3. Vocational education must be geared to visible and continuing changes.
4. Education must be made a continuing life-long process (p. 22).

Need for Adult Education in Thailand

A study of nonformal education in Thailand (11) revealed that the present size of population in Thailand is estimated at 36.2 million with the annual growth rate of 3.2 percent, among the highest in the world. The age structure is relatively young, with forty percent of the population being under 15 years of age and sixty-four percent under 25 years. Only fifteen percent of the population live in urban areas with ten percent or 3.6 million in the metropolitan city of Bangkok alone. Due to the wide discrepant economic conditions existing between the rural and urban areas, the study reported that there has been a steady influx of rural migrants into the cities at an annual rate of 2.3 percent. This continuing increase of the population results in a larger proportion of the population being young. The influx of migration to the cities have obvious implications to education, health, welfare, and the economy of the country.

Though at the present time, Thailand is not as totally dependent upon the development of science as are people in developed countries, still the impact of technological change is increasingly felt. Since seventy-eight percent of the labor force in Thailand is engaged in agriculture, the decreasing land size for each farmer together with the application of machinery to increase the agricultural production will likely lead to a serious condition of unemployment in the rural areas and will result in an accelerated influx of unskilled labor into the cities, the study reported (10).

Approximately 55 percent of the entire manpower supply, according to the report in the Study of Nonformal Academic Program for Out-of-School Population in Thailand (10), receive only primary education. In

order to improve agricultural practices and to foster new developments in commerce and industry, the reported suggested, skilled labor force must be developed and utilized to its full potential (Table I).

TABLE I
NUMBER AND PERCENTAGE OF EMPLOYED PERSONS BY
LEVEL OF EDUCATION 1968-1969

Level of Education	All Municipal Areas	
	Number	Percent
Total	1,749,891	100
No Education	336,987	19.3
Elementary & Kindergarten	978,074	55.9
Secondary & Pre-University	264,198	15.1
Vocational & Technical	54,112	3.0
University	41,837	2.0
Short-Vocational Course	8,194	0.5
Teacher Training	32,735	1.9
Others	27,778	1.6
Unknown	5,986	0.3

Source: National Statistical Office, Office of the Prime Minister.

On the whole, it can be seen that the level of educational attainment of the Thai labor force is still quite low. Approximately 55 percent of the entire manpower force are found to have received only primary

education. In order to improve agricultural practices and to foster new developments in commerce and industry, a skilled labor force must soon be developed and utilized to its full potential. As a result, during the Third National Social and Economic Development Plan, the government aims to improve the quality of human resource through education and training courses and to create more employment opportunities particularly in the rural areas (10).

Obviously, the large population will force the government to provide additional means to educate the ever increasing citizenry. Considering the fact that the government has succeeded in educating only 36 percent of children of compulsory age up to the seven-year primary program, if the present rate of population growth continues, the number of school age children will double in the next fourteen years.

Poverty, poor health, irregular attendance, low quality in teaching, and insufficient instructional materials have lead to a high repeater and dropout rates, a condition which the government will have to urgently cope with. Repeater and Drop-outs rates in Primary School are shown in Tables II and III.

Another crucial problem is the reversion to illiteracy of primary school graduates. A study conducted by the Department of Elementary and Adult education in 1968 found that approximately 33 percent of primary school graduates have the tendency to revert to illiteracy a few years after leaving schools. This can very likely be attributed at least in part to lack of follow-up materials and insufficient training.

The above existing conditions of increasing population, changes in technology, and problems inherent in education endeavor calls for the study of how best the nonformal education can be employed to complement formal education.

TABLE II
REPEATER RATES IN PRIMARY EDUCATION*

Year	Grade						
	1	2	3	4	5	6	7
1965/66	23.4	12.2	9.5	1.0	3.1	3.8	-
1966/67	23.2	13.2	10.6	3.2	3.0	7.0	11.8
1967/68	23.0	10.7	8.5	-	3.0	2.6	-
1968/69	23.0	12.2	7.4	-	3.0	3.3	3.5
1969/70	23.0	12.0	8.0	-	3.0	3.5	3.5
1970/71	23.0	12.0	8.0	-	3.0	3.5	3.5

* The repeater rates for Grade 1 from 1967 and for Grades 2-7 from 1969 were estimated.

Source: Statistic for Educational Planning 1969, Education Planning Division, Ministry of Education, (p. 47).

TABLE III
DROP-OUT RATES IN PRIMARY EDUCATION

Year	Grade				
	1/2	2/3	3/4	5/6	6/7
1965/66	5.0	2.9	3.5	12.0	5.6
1966/67	5.8	2.6	4.1	10.0*	7.0*
1967/68	5.0*	3.0*	4.0*	10.0*	7.0*
1968/69	5.0*	3.0*	4.0*	10.0*	7.0*
1970/71	5.0*	3.0*	4.0*	10.0*	7.0*

* Estimated Rates

Source: Statistics for Educational Planning 1969, Educational Planning Division, (p. 48).

Adult Education in Thailand

The Adult Education Division was established in 1940 under the Ministry of Education. While the Division of Adult Education operates with areas of responsibilities including Literacy, Continuing Education, Vocational Education, Public Library and Audio Visual Aids, other government agencies such as the Community Development Department, Ministry of interior also carry out one or more similar programs. Table IV shows the complete list of nonformal program in Thailand as carried out by various government agencies.

Because adult education programs are organized by various government and private agencies with admittedly little cooperation among many agencies, the National Committee on Adult Education was appointed in 1970 to coordinate all the activities to avoid overlapping, duplicating of efforts and to support one another. The Chairman is the Minister of Education with the Director General of the Elementary and Adult Education as the Secretary. Memberships include Under-Secretaries and director generals from various governmental agencies involved in adult education activities.

In this preliminary survey, the data were gathered through questionnaires which were sent out to 127 governmental agencies. Non-formal activities conducted by private organizations will be included in the second survey which will be conducted in the near future.

TABLE IV
LIST OF NONFORMAL PROGRAM IN THAILAND COMPILED IN THE
PRELIMINARY SURVEY OF NATIONAL COMMITTEE
ON ADULT EDUCATION

Responsible Organizations	Activities	Remarks
<u>Nonformal Education Category I*</u>		
<u>Office of the Prime Minister</u>		
Chulalongkorn University	Twilight course for degrees	Certificates issued by the university
Thammasart University	Higher Certification course	Operated by the university
<u>Ministry of Education</u>		
Department of General Education	General education courses for adults	Organized by Adult Education Division
<u>Ministry of Interior</u>		
Department of Public Welfare	Courses for women in rehabilitation centers	In cooperation with the Adult Education Division
Department of Local Administration	General education course for youths and volunteers	In cooperation with Adult Education Division
<u>Ministry of Justice</u>		
The Dika Court of Child and Youth	General education courses for youths in rehabilitation	In cooperation with Adult Education Division
<u>Public Enterprises</u>		
State Railway Organization	Electric engineering course	Certificates issued by the organizing bodies
Electric Authority Metropolitan	Aerial engineering trainee	Certificates issued by the organizing bodies
<u>Local Administration</u>		
Metropolitan Municipality, Division of Education and Social Welfare	General education courses	In cooperation with the Adult Education Division
<u>Association & Philanthropic Foundation</u>		
National Council of Women	General education courses	In cooperation with the Adult Education Division
War-Veteran Organization	General education courses	In cooperation with the Adult Education Division

TABLE IV (CONTINUED)

Responsible Organizations	Activities	Remarks
<u>Nonformal Education Category 2**</u>		
<u>Office of the Prime Minister</u>		
International Security Command	Vocational training for youth	In cooperation with the Adult Education Division
National Statistical Officer	Course in statistics	
Department of Public Relation	Training course in mass communication	
Meteorological Department	Education for Promotion course	Primarily for officers in the department
Chulalongkorn University	Special education course for administrators	
Public Service Division, under the Office of the National Youth Development	National Youth Training Project	
Community Development Department	Skill training	
<u>Ministry of Education</u>		
General Education	Adult vocational school and mobile education unit	In cooperation with the Adult Education Division
Vocational Education	Mobile vocational training school	Curriculum formulated
Fine Arts Department	Summer courses	
Department of Religious Affairs	Religious education	
Teachers' Association	Summer courses	
Thammasart University	Summer courses in social welfare, anthropology, mathematics and statistics	Certificates issued by the university
<u>Ministry of Interior</u>		
Department of Public Welfare	Training in barbering, handicrafts for youths and handicapped	In cooperation with the Adult Education Division
<u>Ministry of Justice</u>		
The Dika Court of Child	Vocational training for youths in reformatory institutions	In coordination with the Adult Education Division

TABLE IV (CONTINUED)

Responsible Organizations	Activities	Remarks
<u>Ministry of National Development</u>		
Office of the Under-Secretary of State	Courses in cooperative organization	Operated by the ministry itself
Department of Technical & Economic Cooperation	English Course for Officers	
<u>Ministry of Agriculture</u>		
Department of the Agricultural Extension	Training in Agriculture and Economic	
Department of Agriculture	Experimental projects on mulberry nurturing, cotton planting & harvesting, mechanical training and rubber industrial analysis	
<u>Ministry of Industry</u>		
Department of Industry Promotion	Experimental projects on cotton & silk filament, needlework, laquerware	
<u>Ministry of Economic Affairs</u>		
Department of Economic	Training course on the administration of small industry.	Certificates provided
<u>Ministry of Public Health</u>		
Department of Health	Health education course	
<u>Ministry of Communication</u>		
Department of Land Transport	Training cost in Transportation for conductors and fare collectors	
<u>Public Enterprises</u>		
Thailand Tobacco Monopoly	Course in tobacco processing procedure	
Export & Transport Organization	Training Course for Officers	
Thailand Aviation Company	Training course for aviators	

TABLE IV (CONTINUED)

Responsible Organizations	Activities	Remarks
<u>Association & Philanthropic Foundation</u>		
Thailand Social Welfare	Skill training course	
Sports Promotion Organization	Sports training course	
Thai Women Society	Skill training course	In cooperation with the Adult Education Division
War-Veteran Organization	Course for guards & Janitors	
Nonformal Education Category 3***		
<u>Office of the Prime Minister</u>		
Center Security Organization	Public library Service	In cooperation with the Adult Education Division
Public Service Division under the Office of the National Youth Development	Library service	
Community Development	- Community development library - Exhibition	
<u>Ministry of Education</u>		
General Education Department	- Library - Village Newspaper Reading Center - Public library - Youth Center, Educational Radio broadcasting, museum and panel discussion	In cooperation with the Adult Education Division
Fine Arts Department	- Museum - Exhibition	
National Library	- Library Service	
The College of Education	- Library service to college students	
Thai Youth Club	- Youth Center	
University of Fine Arts	- Library and museum service in university	
Thammasart University	- Library service in each department - Discussion groups - Sociological & Anthropological information service - Exhibition	

TABLE IV (CONTINUED)

Responsible Organizations	Activities	Remarks
<u>Ministry of Interior</u>		
Department of Public Welfare	- Youth Center Service - Library service	
Department of Corrections	Library and Youth Center services for prisoners	
<u>Ministry of Agriculture</u>		
Department of the Agricultural Extension	Discussion groups and seminar	
Ministry of Industrial	Library service	
<u>Ministry of Public Health</u>		
Department of Health	Library service in health centers	
<u>Public Enterprises</u>		
State Railway Organization	Library service in schools	Certificates provided
Metropolitan Electric Authority	Discussion groups seminar	
<u>Local Administration</u>		
Metropolitan Municipality, Division of Education and Social Welfare	- Library service - Discussion & Seminar	In cooperation with the Adult Education Division
Public Health Service Unit	- Discussion and Interest groups	
<u>Association & Thilanthropic Foundation</u>		
Thailand Social Welfare	- Youth Center - Discussion - Radio & TV Program - Publications	
Anti-Tuberculosis Association	Library service	
Thailand Kindergarten	Publications	
Education Association	Radio & TV Program	

* Nonformal Education Category 1--Nonformal academic program which provides education equivalent to the formal system to the out-of-school level.

** Nonformal Education Category 2--Short courses which are organized to provide knowledge and training of skills on specific subjects.

*** Nonformal Education Category 3--Mass education which educates the public through various means of mass communication.

Projected Future Trends in Adult Education in Thailand

The trends of adult education programs in Thailand can be best described by presenting a summary of the recommendations submitted to the government by the Advisory Committee (8). The summary of recommendations included a point of major importance in attempting to achieve closer coordination among various agencies in conducting adult education programs. If the recommendations are implemented the Ministry of Education will be responsible for coordinating academic programs to upper level secondary schools, as well as nonformal vocational training. The Department of Labor will be responsible for supplying demand data to the training agencies. Support will be given to public libraries, newspaper reading centers, as well as other nonformal activities in connection with mass media, youth centers, etc. Either a separate body operating under the direction of the Bureau of Universities may be established to coordinate work with the academic programs at the university level or the Adult Education Division may be expanded to undertake this responsibility.

According to the report (8) implementation of these recommendations is expected to lead to increased governmental support of nonformal education in terms of budget and personnel in an attempt to bring about better utilization of resources through integrated planning and cooperation among all agencies involved.

Structure and Organizational Pattern of Adult Education in Terms of Successful Function

Kinds of Courses

Courses found to be popular among subjects of a study of Adult Education in the Beaver, Oklahoma community in a study conducted by Otto Legg, were: Public Affairs forums, Safety, and Automobile Driving, remedial and special education, health, physical education, and agriculture, in the order of popularity. Four areas: Commerce, vocational, academic, and home making, composed over one-half of all classes, reported Legg (16). Mizruchi, quoted by Capstick (5), found that the kinds of courses most preferred by participants in his study were arts and crafts, general academic and home making. Liveright as quoted by Capstick, stated that there was a substantial increase in liberal education courses, and the proportion of these courses had grown when measured against offerings in the vocational, technical, and professional areas. This was true, Liveright stated, at both the higher education and public school levels.

Capstick (5) stated that a noticeable increase was discovered in choices made by Urban adults in arts and cultural activities, human relations, and science information. Capstick further stated that adult educators were becoming concerned with practical educational programs for the poor. More effective programs for fundamental illiteracy and basic education were emerging.

As to motivation or reasons for taking courses, Capstick quoted Johnstone as stating that people of lower socio-economic levels take courses chiefly to learn skills necessary to cope with every day living,

while for those more affluent individuals there is an increased concern for enrichment and more meaningful use of spare time. Capstick (5) quoted Liveright as saying that non-credit courses have increased both in quality and quantity and that enrollments are rising rapidly.

Course Structure

The course structure that allows an adult student to enter at any skill level and received his desired level of education is designated as "open-ended." Such course structure almost necessitates that plans be competency based so that an adult with proven competencies at any various levels may enter at a higher level. This proved to be the most popular course structure as expressed by a designated panel of experts reported in the study by Collins (6).

Selection of Adult Instructors

The selection of the teacher is one of the important factors in any educational enterprise. Adult instructors for avocational adult education can be any "best people in the community," according to Dr. Virginia Web (23), the adult education program organizer at the First United Methodist Church in Stillwater, Oklahoma. Here more than 30 courses ranging from painting, handcrafts, hand bells, languages, town halls and gardening are offered to interested individuals in excess of 200 every Friday. The instructors for various programs offered include professors from the nearby Oklahoma State University campus, retired scholars, city officials, and those persons who simply have considerable knowledge and wide experiences in their own fields.

What kinds of instructors should be recruited to teach adult

vocational education? The following is taken from the summary finding in the doctoral thesis entitled "A systematic Approach to Oklahoma's Adult Education Needs" conducted by Collins (6).

According to Collins (6) the teacher of adults, specifically for vocational adult education, should first be recruited from experienced people from business and industry. The reason, according to Collins, is that instruction from such people will be up to date because they would more likely make use of the most current subject matter. Teachers of vocational subjects in the public schools would be acceptable; and especially, those teachers who have had extensive business or industry experience.

Roles Appropriate for Adult Teachers

The roles of teachers of adults have evolved from that of the transmitter of knowledge, the one who told others what to do, to the one who entice adults to learn and further, to the role of the change agent and the one who performs a "helping roles," wrote Malcolm Knowles (15). According to Knowles the ultimate objective of teachers of adult should be to help people "... to grow in their ability to learn, to help them become their mature selves."

Robert R. Price (20) sees the central responsibility of the teacher of adults as the one who creates and maintains a learning atmosphere which will maximize the acquisition of these concepts, knowledge, skills, and practices by the adult learner.

Price (20) sees the appropriate role for teachers of adults as performing the tasks of teacher, teacher-resource manager, supervisor-administrators, and that as a fellow student and/or learner.

To be a successful adult teacher, Price (20) believes that:

... he or she must be free from self-centeredness, genuinely confident in his or her ability as a member of a 'helping profession,' committed to a concept that people can be helped to change for the better, and possessing the functional concept that as the teacher, he or she also continues as a learner, strongly committed to the belief that the individual is of supreme worth (p. 2).

Price (20), in an attempt to motivate a group of vocational teachers attending a conference at Oklahoma State University and in a perhaps somewhat facetious vein presented the following as erroneous concepts and hazardous beliefs about the role of an adult educator:

1. As a teacher he or she should be the recipient of genuflective regurgitation,
2. Adults really are very limited in accepting new concepts and skills and are prone to 'recapitulate recidivism,'
3. Human nature is such that little can be done to modify the 'genius loci,'
4. 'Cataractal prolixity' insures understanding and enhances learning,
5. Many adults seem to maintain a 'tyloid crainial' condition in terms of further learning,
6. The teacher presenting a 'williwaw succedaneum' for student involvement will promote more rapid learning (p. 3).

Accompanying this listing of "erroneous concepts" was a glossary of terms:

Catalytic Cracker--The unit in a petroleum refinery in which cracking is carried out in the presence of a catalyst.

Cataractal--Heavy downpouring or flooding.

Craninial--Pertaining to the skull or head.

Genius loci--The pervading spirit of a place.

Genuflective--To be servilely obedient or respectful.

Prolix--Given to verbosity and diffuseness in speaking or writing.

Recapitulate--Repeat briefly.

Recidivism--A tendency to relapse into a previous condition or mode of behavior.

Regurgitate--To throw or pour back or out.

Succedaneum--A substitute.

Williwaw--A violent commotion or agitation.

Xyloid--Having the nature of wood.

The concept of a change agent as best constituting a 'helping role' is presented by Knowles (15) in his assertion the true role of an adult teacher is one who creates and maintains a learning atmosphere which will maximize the acquisition of the concepts, knowledge, skills, and practice by the adult learners. Thus, we see a similarity which cannot be mere coincidence in the thoughts of these two adult educators (Knowles and Price). So too, is the concept of learning that will significantly influence or cause the individual to change in his attitudes or behavior (real learning) as reflected by Carl R. Rogers (18) in his article Personal Thoughts on Teaching and Learning, is of very close agreement with the above reported concepts held by Knowles and Price. Though admitting that it was in no way intended as a conclusion for someone else but a merely tentative expression of meaning which Rogers' experience had evidently had for him, Rogers (18) reflected that the best but most difficult ways for him (or anyone else for that matter) to learn was that one has the far better chance to learn through self-discovery leading to self-appropriated learning. This is the learning Rogers felt that can most significantly change a person's concepts, attitudes, and behavior. Rogers (18) believes that such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another. In Rogers' (18) words: "As soon as an individual tries to communicate such experience directly, often with a quite natural enthusiasm, it becomes teaching, and its results are inconsequential" (p. 69). It is

to be deduced from Roger's reflective thought that teaching in the traditional sense (transmitting of information, receiving of "genuflective regurgitation") cannot create real learning (changes in concepts, attitudes, and behavior). An atmosphere in which real learning will occur in the atmosphere in which the teacher-learner relationships are of understanding, empathy, genuiness, and unconditional acceptance of the worth of another person, according to Rogers (17).

Methods of Teaching

Adult education, the Unesco report (22) stated, is increasingly concerned with knowledge the learner himself wishes to acquire rather than what the teacher thinks he should teach. This too has a direct implication to classroom situation as well as program planning. To succeed in this, the report continued, the learner needs to be provided with rational methods of thought, the ability to choose with discrimination, and to be critical.

The following is the review of methods and techniques of teaching that have been found under various studies to be successful and no doubt most or all of them reflected the thought and concerns as that stated by Knowles and others in the same sense.

Workshops, demonstrations, laboratory, forrums, correspondence courses, and informal group discussions are found to be most effective methods of teaching among many studies. Capstick (5) in his study cited Bretl's study in which Bretl found through a detailed questionnaire sent to 270 vocational departments, 270 adult classes members and 102 young farmers classes found that teachers, adults and young farmer classes members prefer class discussion, demonstrational procedures, and field

trips as the most effective teaching for evening classes.

As to the structure of adult education, Jim Johndrow (14), Secretary for the Oklahoma Young Farmer Association, in answering the question by this investigator as to how the program organizer for Young Farmer Program could help the resource person who lacked teaching experience to perform better in the group of adult young farmer group, responded that the program organizer can help such resourced person by converting the meeting into more of a social gathering where the resourced person does not have to stand and speak to the audience if he has never done so and does not feel at ease. Johndrow said if the resource person and the adult farmers meet face to face in an informal conversation, then that is the situation where real dissemination and exchange of information takes place. Johndrow cited the example where in a formal presentation of information in which an expert talking to the group of tensed and shy audience create little dissemination and exchange of information. Not until the formal presentation was over after which the expert and adult farmers conversed freely when one evidences the real atmosphere of learning and exchanging of information takes place, Johndrow said.

Seay (21) stated in his book on, "Adult Education, a Part of a Total Education Program" that,

The adult education program for all age levels must be characterized by flexibility. Since education is a continuous process, it cannot be defined within fixed administrative, it demands coordination of all its service (p. 50).

In his study, Collins (6) advented the continued of low student-teacher ratio in adult education because he said adult classes were generally shorter and required more one to one teaching to accomplish the same ends as a longer day program.

Financing Adult Education Program

Financing of adult education is a big problem. The question as to how adult education should be financed is a problem most frequently faced, Legg (16) stated in his study. However, financing adult education can cost much less a regular daytime education for children. Edwards Olds, quoted by Legg as stated that the local school district could provide an adult education program which would involve 50 percent of the adult population at only 3 percent of the cost of the day school budget. However, fee charging tends to limit participation to those who can afford -- on the other hand there was evidence of reports from member States to the Unesco (22) questionnaire showed the persistently low level of financial support to adult education. In the same report, Dr. J. C. Mathur, an Indian economist, was quoted in the Summary Report of International Conference in Adult Education in Denmark (22) as stating that only .002 percent of the public resources in the world are today available for adult education. In Thailand only .52 percent of the education budget is allocated to adult education. Financial problems for adult education seemed to plague adult education programs everywhere. In many countries the lack of financial support results from more or less the same reasons: the reluctance of governments to treat adult education as an integral part of the States' provision for education and lack of support and understanding on the part of the

public. In the state of Oklahoma, many good programs for adult education are drastically limited because the limited funds available. The Area Vocational and Technical Training Center at Shawnee was known to provide many avocational adult education programs eventhough these programs are not reimbursable according to the state requirement. More government support and better public understanding will be required. In the meantime, the adult educator will have to do the best under the existing conditions. Past and present practices in the area of financing adult education programs will be reviewed as following: greater persistence of attendance resulted when most of the costs were met through fees. Lippit and Allison quoted by Legg (16) as stated in regard to the payment of fees, that

... some fees give the participant a sense of belonging and a greater appreciation for the program; on the other hand, there is a general agreement that no one should be barred because of inability to pay fees (p. 17).

Collins (6) in his study concluded as he summarized the response from the panel of experts in the State of Oklahoma that preparatory funding should be approximately 40 percent federal, 40 percent state and 20 percent local with no fees or tuition to the student. Supplemental funding should be approximately 35 percent federal, 35 percent state, 20 percent local and 10 percent paid by the student or sponsoring industry. Avocational funding should be approximately 10 percent federal, 10 percent state, 20 percent local and approximately 60 percent tuition.

As for certification of adult teachers, in his study, Collins had elicited the majority of opinions from participants in his Phi Delta Technique, that there should be three basic criteria for adult teacher certification:

1. The instructor should have at least five years work experience in his occupational or technical areas;
2. The teacher should be required to attend seminars regarding teaching methods of adults, which should be represented by the State Department of Vocational and Technical Education;
3. The adult instructor should have at least eight hours in teaching methods.

Recruitment of Adult Learners

More adult population will and can be served through the wider and more effective recruitment effort. D. Roy Ferrier (11), described Adult Motivation and Recruitment in Administration of Continuing Education that the recruitment can be done through various means: the broad appeals via the mass media, general announcements, and individual mailings, the aid of community leaders and groups interested in adult education. However, with less interest or more disadvantaged populations an active program of direct person-to-person contact must be instituted.

Farrier (11) suggested recruitment of less advantaged adults be made by working through intermediaries who have regular and close contact with potential students in religious, cultural, business, fraternal, or employee organizations. Farrier (11) called this kind of approach "Organization Approach." It is important that it can be effective because of "... the allegiance of members to their leaders which ensure them an acceptability and credibility the less well known adult educator lacks." (p. 229).

Farrier (11) suggested the selection of a contact with such

organization should be made after the completion of the study of that organization to find out if the goals of those organizations are similar to those of the particular adult education program being publicized, or whether negotiation could be made to include their objectives after being broadened.

Qualifications of Recruiters

Farrier (11) sees the following as qualifications of a good recruiter:

1. Live in the area for which he is responsible.
2. Be a regular participant in a variety of social, fraternal, political, recreational, and religious groups.
3. Be of the same ethnic or racial background as those he is attempting to recruit.
4. Be a persuasive individual, a real salesman, a person willing to discuss details with all individuals and groups, anytime, anywhere.
5. Have a deep understanding of adult education and its role in helping upgrade the target population socially, culturally, politically, and economically.
6. Be mobile, energetic, concerned, emphatic, and sensitive (p. 233).

Structural and Organizational Patterns of Adult Education Programs in the United States of America

The purpose of this section is to identify the structure and organization of adult education in the United States in order to ultimately secure:

1. What are the effective organizational and structural patterns of the United States?

2. How can it be best applied to Thailand?
3. How can the existing structures and organizations be improved?
4. How to secure more public involvement?
5. How can responsibility be effectively divided among the agencies of adult education?
6. How can various agencies be best coordinated? What are their roles to meet important needs, and to avoid undesirable duplication of effort, to encourage more experimentation, and possible initiative on the part of all those concerned with problems of adult education?

Background and Study of Organization and Structure of Adult Education in the United States

The first voluntary and national in scope of adult education organization in the United States was the American Association of Adult Education established in 1926 under the leadership of Frederick P. Keppel and with financial support from the Carnegie Corporation.

The second was the Adult Education Section of the National Education Association established around the "Thirties."

The third and by far the broadest in scope is the Adult Education Association of the USA. The AEA of the USA was founded in 1951 to expand and coordinate the more complex effort of the above two organizations.

The above three organizations are the most important organizations and have played important roles in the effort to unify and integrate adult education activities in the United States.

A synonymous writer observed in the "1951-1961 -- A Ten Year Report

of the Fund for Adult Education" (12) that

Analysts of American society since colonial times have observed our people's bent toward organizing into associations to further ideas, interests, and objectives. This fabric of associations, extending from local communities to and beyond the national community, and up and down across the land (p. 58).

clearly and quite truthfully illustrates the complex in nature of structure and organization of adult education activities in the United States.

The following table illustrates types of institutions, number of programs offered, and number of participants in their programs.

TABLE V
ILLUSTRATIONS OF TYPES OF INSTITUTIONS, NUMBER OF PROGRAMS
OFFERED, AND NUMBER OF PARTICIPANTS IN THEIR PROGRAMS

Sponsoring Institutions	No. of Courses Reported	No. of Persons Attending Classes, Lectures, Talks, Discussions
Churches and synagogues	692	3,260,000
Colleges and Universities	689	2,640,000
Community Organizations	488	2,240,000
Business and Industry	406	1,860,000
Elementary and High School	383	1,740,000
Private Schools	246	1,120,000
Government (all levels)	235	1,050,000
Armed Forces	116	480,000
All other sponsors	50	240,000
Total	3,305	13,300,000

Through the review of related literature on structure and organization of adult education in the United States, conclusion could be drawn as follows:

1. Adult education in the United States is conducted by all levels of society: local, state, and federal.
2. Some of the local organizations are associated with the State and Federal organizations.
3. Majority of federal organizations are affiliated with other committee of Adult Education Organizations.

Needs for Coordinating Agency

It is recognized that good adult education programs are built to meet the needs of adults whenever and wherever the needs occur, it is therefore logical that such programs must be planned for comprehensive and competent service at local level. However, local groups often need help with ideas, materials, and variety of special skills which are required for programs if they can be adaptable to local difference.

Participant members of the International Conference on Adult Education at Denmark (22) between 19-25 June, 1949, when discussing Agencies and Organizations, agreed that whatever action may be taken by government it should act 'in close liaison' with the free voluntary movement if they exist.

It is recognized that in order for adult education program to effectively serve the people, coordination of resources and efforts between and among various local and national, voluntary and governmental adult education programs.

However, a word of caution was received from the above mentioned

Commission of Unesco. It was observed however that the liason should be such as to recognize for instance, the right of adult groups to exercise choice of topics and syllabuses, and financial support should not be used as an instrument of control over teachers and teaching.

A Closer Look at Certain Organizational Structure of Adult Education Federally Sponsored Agencies

Adult education is "national" in scope, and that government, therefore, should play the important role in carrying out this important task. A brief investigation on certain organizational structure of adult education programs being carried out by different government agencies will be made to shed the light on the structure of adult education program in this country.

According to Ambrose Caliver (4), et al., Assistant to the Commissioner and Chief, Adult Education Section, USOE, Department of Health, Education and Welfare, adult education are carried out by the following government agencies:

1. Department of Health, Education, and Welfare
 - a. U. S. Office of Education
 - 1) Adult Education Section
 - 2) Vocational Education Division
 - 3) Civil Defense Education Section
 - 4) The Library Services Branch
 - 5) Educational Statistical Branch
 - 6) Other Office of Educational Units
 - b. Social Security Administration

- c. Public Health Service
- d. The Children's Bureau
- e. Office of Vocational Rehabilitation
- 2. Department of Agriculture
 - a. The Cooperative Extension Service
 - b. Farmers Home Administration
 - c. Soil Conservation Service
 - d. Rural Electrification Administration
 - e. Production and Marketing Administration
 - f. Farm Credit Administration
 - g. Forest Service
- 3. Department of Defense
- 4. The Federal Bureau of Prisons
- 5. The International Cooperative Administration
- 6. Department of Labor
- 7. Veterans Administration
- 8. Other Federal Agencies

Summary

In order that a model best suited for adult education in Thailand can be developed, it is recognized that problems inherent in adult education program in Thailand have to be identified and best solutions have to be elicited. The problems and weak points are listed here and solutions were formulated based on the review of literature appearing herein under Chapter II and on the questionnaire developed to elicit the applicability and suitability of the proposed solutions from professional adult educators in the state of Oklahoma and from the

students who are presently enrolled at Oklahoma State University.

Following are lists of problems, the researcher has identified from the review of literature concerning adult education in Thailand. Many problems though listed in the literature cited as problems of the past when listed in here, the investigator believes that such problems are still inherent in the adult education in the country. The author recognized that a great deal of effort has been made in the past to solve these problems. Functional Literacy program, a model concept of Unesco, has been an important vehicle in attacking these problems but it has to cover yet a much greater part of prospective adult learners and is considered presently to only be in a pioneering stage.

From the somewhat exhaustive review of literature conducted by the researcher the following conclusions, many comprising definite problems, are summarized:

1. In 1972, only .152 percent of the entire educational budget was allocated to adult education as carried out by Adult Education Division. Figures for adult education activities as carried out by other government agencies have not been able to be secured but is believed to be only a fraction of a percent of the entire national budget.

2. Though the committee on adult education was in existence ever since the establishment of the Division of Adult Education in 1940 but it was not known to be active for the most part. With the establishment of the National Advisory Committee on Nonformal Education, established in 1970, to coordinate and give advice on the adult education activities in the country, the investigator, in his study, will attempt to identify certain approaches to be used to enable the committee to effectively

execute their duties.

3. From the study on nonformal academic program in Thailand conducted by the ministry of education, it was found that though the academic programs at the university level which are increasing in numbers and are receiving a lot of interest from public, but have no coordinating body at the present time and are operated independently.

4. There are a large number of private and governmental agencies operating programs in the area of short courses, but there is no central coordinating body.

5. Although evening classes were established for illiterates over the age of fifteen, curricula were similar to the primary school curricula. The interests of adult learners as well as the psychology of learning of adults were not taken into account when designing the program.

6. Time allotted to academic and vocational courses was 70 percent but vocational content of the curriculum was too basic to be of any practical use.

7. When classes were operated free charge, enrollments were high but on a voluntary basis with charges to the students the enrollment dropped sharply.

8. The new curricula introduced to attract illiterates who needed formal credentials was successful in attracting the illiterates but suffered from high drop-out rates and high failing rates. In 1963 only 6,922 students out of 11,208 actually completed the courses.

9. By 1963, it was found that 23 percent of the population over fifteen years were found illiterate. Four percent of school age children did not go to school and about 33 percent of primary school graduates

reverted to illiteracy each year.

10. The newly introduced functional literacy enabled students to perform well academically but not functionally. The program also failed to motivate students to attend classes regularly. The attrition rate was very high and a large number of students dropped out of the program before the functional aspect of the curriculum was introduced.

11. The program planned to employ health officials, doctors, and other extension workers to demonstrate application of the knowledge taught. There was, however, a shortage of these workers and lack of transportation to and from classes which were held at night.

12. Teachers for functional literacy, mostly primary school teachers, are adherent to the lecturing method.

13. Teachers of primary schools make good literacy teachers but fail to convey concepts and to encourage changes of attitudes and concerned with literacy skills.

14. Adult learners have to travel to classrooms or meeting places.

15. Adult education through mass media still lacks of direction and clear policy.

16. There are no adult education programs offered in any local universities or teacher's colleges. Supervisors with high academic credentials have been trained in other fields.

17. Adults in the rural area do not have an immediate need for reading skills mainly because their communication relies upon word-to-mouth.

18. The traditional way of life giving a tendency to reject innovation is a major obstacle to the development and well-being of the people (one of five concepts held by curriculum planners in Division

of Adult Education, in developing curriculum).

19. The rural Thai lives in a well dispersed community. They must walk long distances in the dark to attend classes after a hard day work. (One of the five concepts held by curriculum planners in developing curriculum planners for Functional Literacy Program.)

Out of above 19 identified facts and problems, the investigator has identified as inherent in adult education endeavors in Thailand and experienced in the United States, the investigator has condensed and added factors necessary in designing the model of adult education program. This constitute the following 8 main areas:

- Area 1: In relation to the National Advisory Council.
- Area 2: The Student-Related Problem (low enrollments, high rate of drop-outs, lack of initiation, students' lack of transportation to and from learning centers).
- Area 3: Teacher-Related Problem (Adult teachers continuing to adhere to formal lecturing methods and their inability to convey concepts and change the attitudes of adult learners. Adult teachers are too concerned with literacy skills at the expense of low interest in occupational skills).
- Area 4: In Relation to Recruitment and Preparation of Adult Teachers.
- Area 5: In Relation to the Financing of the Program.
- Area 6: In Relation to Course Structure and Development.
- Area 7: In Relation to Kinds of Training to adults in obtaining and holding a job after they are trained.
- Area 8: Articulation of Adult Basic Educational Occupational Education.

From these areas, the investigator has identified the solutions or approaches suggesting ways to effectively deal with those problems or areas of concerns. The questionnaire was thus formulated. It was then put on an 11-scale continuum, the lowest number meaning the most important solution, for the purpose of rating and ranking of the listed solutions.

A group of professional educators in the state of Oklahoma and a group of Thai students who are now studying at Oklahoma State University were requested to rate those solutions suggested. The result of the analysis of the data would help to establish the most effective solutions as seen by both the professional educators and Thai students. This constitutes a proposed model for an adult education program for Thailand.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Introduction

The purpose of this study was to design a model for furthering the adult education program in Thailand. To accomplish this, the following steps were taken:

1. A thorough review of literature was made in order to attempt identification of organization and management.
2. Interviews of directors and teachers were made in order to more clearly identify successful organizational patterns and teaching methods and techniques.
3. A questionnaire schedule was developed to obtain opinions and judgements from 60 Thai students on the Oklahoma State University campus and 30 professional educators in the state of Oklahoma as to the feasibility potential of a proposed program of adult education for Thailand. Twelve of these were administered through interviews.
4. Data obtained from (1) review of literature, (2) interviews with directors and teachers, and (3) Thai student respondents and professional educator respondents were analyzed and a model for structure and organization of an adult education program for Thailand was presented.

What follows is the description of the method by which the population was determined, sampling procedures, the design of the instrument,

and methods used in collection and analysis of data.

Selection of Population

One of the necessary steps in the study was to elicit opinions from professional educators and from Thai students as to the applicability and suitability of the listed solutions to different identified problems or areas of concern. Such information was needed for the development of a comprehensive adult education program for Thailand.

Because there is a large number of competent educators in the state of Oklahoma and approximately 100 Thai students on Oklahoma State University campus, sampling for the study was limited to Oklahoma.

Because he knew many adult and professional educators in the state, Dr. Robert R. Price, who served as committee chairman, assisted the investigator in selecting 30 professional educators to whom questions were sent. Sixty Thai students were selected at random from approximately ninety students who were currently attending the University.

Design of Instrument

A thorough search of the literature on adult education and related matters was made for the purpose of identifying components of adult education program. These components were then arranged in the form of questionnaire which selection, in the final analysis, was made by the investigator after the consultation with the committee chairman. The perfected questionnaire included 8 components i.e. statement 1, 2, ... 8. There were other components considered which the investigator did not include in the questionnaire due to the necessity of keeping the questionnaire at a length which would not exhaust efforts of the receivers of

the questionnaire in answering it. The questionnaire was then mailed and, where possible, hand-delivered to the prospective respondents.

The questionnaire was accompanied by a letter from the committee chairman explaining the project, the glossary of terms, and the questionnaire. Questions for Thai students also were accompanied by a letter explaining the project and requesting cooperation; this in the Thai language written by the President of the Thai Students Association at Oklahoma State University, Mr. Pongsak Angkasith. The body of questionnaire sent to the professional educators and to Thai students was essentially the same.

The 30 professional educators whose names appear in Appendix 1 were categorized more specifically as follows:

1. State Department of Vocational and Technical Education Staff: 5;
2. Faculty of the School of Occupational and Adult Education: 1;
3. Other faculty in higher education: 4;
4. Faculty of the Agricultural Education Department: 1;
5. Doctoral student majoring in Agricultural Education: 1;
6. Doctoral student majoring in Vocational, Technical and Career Education, now a faculty member at Kansas State University: 1;
7. Doctoral Students in Vocational, Technical, and Career Education, also serving as Director of Adult Education at Drumright Area Vocational, and Technical Education center: 1;
8. Faculty in vocational education at Central State College, Edmond, Oklahoma: 2;
9. Faculty in Home Economic Education, Oklahoma State University: 3;

10. Staff, Oklahoma State University, Office of International Programs: 2.

Among the Thai students whose names appear in Appendix 1 were categorized more specifically as follows:

1. Undergraduate students: 4;
2. Graduate students working toward Master degree: 40;
3. Graduate students working toward Doctorate degree: 16.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

Introduction

The purpose of the study was to develop a model for the adult education program in Thailand. Components of adult education programs were identified, most of them then put in the form of questionnaire to which professional educators were requested to give judgement in order to establish the applicability. From Thai students judgements were solicited in order to establish the suitability of those statements of approaches or solutions to each components, i.e. statements in the questionnaire.

Responses were requested on a continuum of eleven scale points from (1) most important to (11) least important.

Upon receiving of the responses, data were tabulated to secure mean scores for each group in each statement after which rankings as to the most important items adjudged by each group could be established.

The relationship of the ratings for each group was then compared.

The correlation coefficient of Pearson Product Moment (Pearson-4) was established for the responses in each statement received from the two samples.

The difference in the mean scores was calculated for the purpose of getting information as to the weight of each item in terms of their respective contributions to the solutions or components of adult

education program.

An F-value was used to establish the differences with certain observed significant levels.

Analysis of Data

After the data were tabulated, cards punched and verified, the cards were run through the computer. Analysis of the data in the form of mean scores, rankings, correlation coefficient, F-value, Probability $> F$ [Observed Significance Level (OSL)] is presented in the following tables.

As depicted in Table VI, both professional educators and Thai students agreed that in order for the advisory council to effectively function, they must understand their duties. But while the Thai students felt that careful selection of committee members using established criteria, as the next most important approach to achieving an effective advisory council, professional educators ranked this item as being the 3rd most important. Professional educators saw the number and length of the meetings to be held by the councils as a very important approach next to the fact that the council should understand their duties. While the Thai students felt that planning of advisory workshop was 3rd most important approach, the professional educators did not quite agree, the difference in ranking, was far apart, as the professional educators ranked it only 8th, the actual difference illustrated by F-value and Probability that was more than F-value was significant (Prob. $> F$. = .524). The educators considered the 4th most important approach to be committee gains recognition through giving sound advice to authorities, and Thai students ranked this item 5th. However, the

TABLE VI

COMPARISON OF JUDGEMENTS MADE BY STUDENTS AND PROFESSIONAL
EDUCATORS AS TO NATIONAL ADVISORY COMMITTEE PRACTICES

Practice***	Mean		Ranking		F-Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. The Advisory Committee member must understand their functions.	1.50	2.09	1	1	1.329	0.252	r = 0.701
2. Plan advisory committee workshop	3.74	3.35	8	3	0.424	0.524	
3. Appointment to committee for a definite period usually with staggered terms and replacement.	3.29	4.51	5	7	3.802	0.052	
4. Careful selection of committee members, using established criteria	2.00	2.65	3	2	1.592	0.208	
5. Meeting should be well-planned so that number of meetings times and time spent in meetings be held to a minimum	1.96	4.00	2	6	8.960	0.004	
6. Advisory Committee meet often, perhaps 4 to 6 times per year.	4.34	4.67	6	8	0.198	0.662	
7. Committee gains recognition through (a) giving sound advice to authorities	3.00	3.78	4	5	1.944	0.164	
(b) promoting publicity of their work through TV, radio, newspapers, etc.	3.43	5.56	7	4	0.039	0.839	

* P = Professional Educator ** T = Thai Students *** Statement

Thai students ranked committee gains recognition through promoting publicity of their work through T.V., radio, newspaper, etc. as the 4th most important approach. The educators ranked appointment to committee for indefinite period usually with staggered terms and replacement as the 5th most important item. The Thai students did not agree.

As depicted in Table VII, the educators and Thai students agreed that building of educational program around the learner's needs and encourage more students to become more involved as the best solution to the stated problem while the educators felt that placing priority in classes on functional and/or vocational training, but along with literary skills as the next most important solution, the Thai students disagreed, as they ranked this item 9th (Prob. $>F = 0.775$). Educators and Thai students ranked improvement of educational progress for youth in order to prevent relapse of knowledge and skills very close; as 3rd and 4th respectively. Educators felt provision of immediate follow-up and where possible provide counseling for absent students and drop-outs as the 5th most important item. The item that was ranked 5th by the Thai students was to grant financial aids to those who needed financial assistance. This item was ranked 8th by the educators but the difference of means was not significant.

According to data shown in Table VIII to best deal with adult teachers who continue to adhere to formal lecturing methods and to help them overcome the inability to convey concepts and to encourage changes of attitudes in students, with teachers over concerned with literary skills at the expense of low interest in occupational skills, professional educators felt that setting up of more effective pre-service and in-service development workshops designed to center on recruitment and

TABLE VII
COMPARISON OF JUDGEMENTS MADE BY STUDENTS AND PROFESSIONAL
EDUCATORS AS TO STUDENT RELATED PROBLEMS

Practice	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. Build educational program around the learners' needs and encourage more students to become involved.	1.29	2.91	1	1	9.906	0.003	r = 0.572
2. Improve the educational program for youth in order to prevent relapse of knowledge and skills.	2.39	3.28	3	4	2.544	0.112	
3. Place priority in classes on functional and/or vocational training, but along with literary skills.	2.00	4.00	2	9	10.325	0.002	
4. Provide for more flexible class schedules and informal class procedures, transforming adult classes into more of a social gathering.	5.87	3.76	13	7	8.668	0.005	
5. Utilize adapted aptitude and interest tests to assist in selection of students with high interest.	5.43	4.87	12	14	0.590	0.549	
6. Encourage students' peers to enroll with the students so that they may have companionship.	5.96	4.64	14	13	3.115	0.079	
7. Grant financial aids to students who need financial resources.	3.38	3.36	8	5	0.001	0.974	
8. Give priority to assisting students who have dependents.	5.23	3.87	11	8	5.362	0.022	
9. Courses should be structured in such a manner that students enrolled in a center can continue or transfer to other centers.	3.21	3.20	7	3	0.001	0.982	
10. Set up effective counseling programs with more utilization of para-professionals.	2.92	4.04	6	10	2.924	0.088	
11. Provide immediate follow-up and where possible provide counseling for absent students and drop-outs.	2.61	4.35	4	12	5.650	0.019	
12. Minimal testing programs designed to encourage students rather than pose a threat.	4.04	4.09	10	11	0.004	0.950	
13. Use of varied teaching methods including more usage of existing media such as TV, radio, newspapers, etc.	2.83	3.00	5	2	0.080	0.775	
14. Develop and implement a media center designed to foster individualized learning at various adult education centers.	3.63	3.38	9	5	0.171	0.683	

* P = Professional Educator

** T = Thai Students

TABLE VIII
COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL
EDUCATORS AS TO TEACHER-RELATED PROBLEMS

Item Number	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. Revision of curriculum of the existing teacher's training courses to include adult education methods and techniques.	2.17	2.52	2	1	0.584	0.546	r = 0.236
2. Make more use of resource people from other departments or ministries as well as soliciting assistance from local personnel.	3.00	2.83	4	2	0.090	0.762	
3. Set up more effective pre-service and in-service development workshops designed to center on recruitment and successful teaching methods with adults.	1.83	2.83	1	2	3.945	0.048	
4. Make certain that basic courses in adult education are offered in college and university for all degree programs preparing professional educators.	2.54	4.74	3	4	7.368	0.008	

* P = Professional Educator

** T = Thai Students

successful teaching methods with adult as the most important solution. Thai students ranked this item 2nd along with utilization of resource persons from private and government agencies. While Thai students felt revision of the existing teacher's training courses to include adult education methods and techniques as the most important solution to the problem, educators ranked this item 2nd. Educators felt that making certain that basic courses in adult education courses are offered in college and university for all degree programs preparing professional educators, and making more use of resource people from other departments and ministries as well as soliciting assistance from local personnel as the 3rd, 4th most important solutions to the problem. Thai students felt that making certain that basic courses in adult education are offered in college and university for all degree programs preparing professional educators is the least important among the 4 solutions listed here.

As depicted in Table IX, professional educators and Thai students were in agreement that the teachers of adults from business and industry and from trades are important in ranking this category in the 1st and 3rd respectively. Educators felt that homemakers with proper expertise was the 2nd most important source of teachers for adults, while Thai students ranked this item as 5th (Prob. $>F = 0.022$). The Thai students ranked engineers from industry as the 2nd most important source of adult teachers while educators ranked it only 5th (Prob. $>F = 0.305$). Retired persons with proper expertise was considered as the 4th most important source for teachers of adults by educators compared to Thai students who ranked it 6th. While the Thai students ranked secondary day-time vocational teachers as 4th most important source of teachers for adults, the

TABLE IX
COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL
EDUCATORS AS TO SOURCE OF RECRUITMENT OF TEACHERS OF ADULTS

Item Number	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
A. Business and industry	2.26	3.20	1	1	2.704	0.101	r = .785
B. Secondary day-time vocational teachers	3.22	3.91	6	4	1.310	0.255	
C. Four year college/university	4.52	4.40	9	8	0.022	0.876	
D. Qualified local secondary and elementary teachers	3.48	4.36	7	7	1.492	0.224	
E. From trades (must be craftsmen)	2.57	3.85	3	3	3.709	0.055	
F. Government agencies where applicable	3.87	4.85	8	9	1.535	0.217	
G. Engineers from industry	3.09	3.76	5	2	1.070	0.305	
H. Homemakers with proper expertise	2.48	3.93	2	5	5.361	0.022	
I. Retired persons with proper expertise	2.86	4.06	4	6	2.806	0.095	

* P = Professional Educator

** T = Thai Students

educators ranked it 6th. Graduates of universities and colleges, secondary and elementary teachers, people from government agencies are all ranked low by both groups.

Following is a summary of findings as to responses to statement 4: Recruitment and preparation of teachers of adults including as to source of adult teacher recruitment and preparation.

Twenty-two professional educators and twenty-six Thai students responded. The majority of respondents felt that teachers of adults should be recruited from several sources including business and trades and industry as most frequently mentioned as proper sources of recruitment. A majority of respondents also felt it desirable that teachers of adults must have experiences in the trade or profession in which they are to teach.

Agreement was also noted with regard to the need for teacher of adult education to receive proper training from teacher training institutions as well as working experiences in the trade. Only one respondent felt that the institution giving teacher preparation should serve as a single source of recruitment.

Two of the professional educators as compared to only one student felt teachers of adults should be largely those who lived in the area where they were going to teach.

As to how these teachers should be prepared, three respondents mentioned communication skills as one of the subjects that should be emphasized in the preparation of teachers of adults. Thorough competence in teaching methods is mentioned by five respondents as to the content of training program which should be included in the preparation of the teachers of adults.

The majority of the respondents felt that the teacher of adults should receive some kind of formal professional training. As to who should give the training to the teacher of adults, two respondents mentioned experts in adult education.

A few respondents listed more in detail qualifications of the adult teacher as emphatic, understanding, interested, dedicated, and people-oriented.

As to method of preparation three respondents listed special workshops, seminars, college-university courses, as well as independent study, through T.V. In references to this two respondents suggested that the training be conducted in the actual adult education facilities.

Findings shown in Table X clearly indicate agreement by educators and Thai students that adult instructors should have formal schooling. Necessary work experience, meet certification developed by individual skill area, and be approved by an appropriate committee in the field. Both groups ranked this item 1st. But while professional educators felt that an adult instructor should have at least 16 hours of vocational teaching methods and course plus trade experience as the next most important item. Thai students ranked this item 5th. Thai students saw the adult teacher having at least 5 years experience in his trade or vocational area as the 2nd most important qualification for the certification of adult instructor. This is quite close to the feeling of professional educators as they ranked this item 3rd. The 3rd most important item as seen by Thai students was that the adult teacher should be qualified according to how well he performs his skill only. Educators perceived this item as 4th most important. What was perceived by educators as the 5th most important item was felt to be 4th most

TABLE X

COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL EDUCATORS AS TO TYPES OF CERTIFICATION OF TEACHERS OF ADULTS

Item Number	Mean		Ranking		F-Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. The adult teacher should be qualified according to how well he performs his skill only.	5.17	4.74	4	3	0.291	0.600	r = 0.908
2. The adult teacher should have at least 5 years' experience in his trade or vocational-technical area	5.00	4.04	3	2	1.831	0.177	
3. The adult teacher should be certified in his area just as secondary and post-secondary instructors	5.46	4.90	5	4	0.487	0.505	
4. The adult instructor should have formal schooling, necessary work experience, meet certification developed by an individual skill area, and be approved by a committee in his field.	2.96	3.00	1	1	0.004	0.950	
5. An adult instructor should have at least 16 hours of vocational teaching methods and courses plus trade experience.	4.38	5.17	2	5	0.89	0.651	
6. The adult teacher needs no kind of formal certification	8.17	6.78	7	7	2.419	0.120	
7. Each preparing institution should develop their own standards for their adult instructors	6.54	5.33	6	6	1.840	0.176	

* P = Professional Educator ** T = Thai Students

important item by Thai students. This was that the adult teacher should be certified in his area just as secondary and post secondary instructors. The adult teacher needs no kinds of formal certification (item #6), and each preparing institution should develop their own standards for their adult instructors (item #7) received the lowest ranking from both groups. Educators' feelings towards these two items was strongly negative as compared to how these two items were perceived by Thai students (Prob. $>F = 0.120, 0.176$ respectively).

Data presented in Table XI regarding program financing shows that students and American educators agree quite strongly (Prob. $>F = .910$) that industry should help pay for the program. Both groups ranked this item 1st. Both groups also agreed that students should pay at least 1/3 of the cost and the government should pay the remaining 2/3. They also agreed that local contributions should be those types of things as facilities, maintenance, etc. (item #1). Thai students gave this item equal weight to the item number 6 (Industry should help pay for program), as they ranked both items 1st. Educators ranked item #1 2nd. Item #3; adult basic education should be 50/50 tuition and government; vocational 1/3 local, 1/3 government, and 1/3 tuition was perceived by adult educators as the 3rd most important item while Thai students ranked it 4th. It is a significant similarity in the feeling of both groups that a major responsibility for funding of adult basic education should be shared by students; with the cost of vocational adult education shared by students and employers they also felt that the cost of avocational adult education should be borne by the student. The idea that the government pay all the cost of adult education was rated very low as positive feeling ($\bar{X} = 4.37$) by the Thai students but even lower

TABLE XI
COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL
EDUCATORS AS TO FUNDING OF THE PROGRAM

Practice	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. The student should pay at least 1/3 of the cost so he will have genuine interest in the course. The government should pay remaining 2/3. Local contributions should be these types of things-facilities, maintenance, etc.	5.50	4.09	2	1(a)	2.632	0.106	r = 0.666
2. The government pays all	6.39	4.37	5	3	5.612	0.020	
3. Adult basic education should be 50/50 tuition and government; vocational 1/3 local, 1/3 government, and 1/3 tuition.	5.78	5.13	3	4	0.692	0.590	
4. The major responsibility for funding of adult basic education should be born by students; vocation by students and employer; avocation by students.	6.13	6.04	4	5	0.012	0.907	
5. Should be funded by tuition of student to pay instructor and utilize local facilities and equipment.	6.86	6.24	6	6	0.880	0.582	
6. Industry should help pay for program	4.00	4.09	1	1(a)	0.012	0.910	

* P = Professional Educator

** T = Thai Students

(a) = tie

when perceived by American educators ($\bar{X} = 6.39$). But this seems to suggest that Thai students felt such proposal was more probable in Thailand while educators felt that in general that should not be done. Student's tuition as a lone source for adult education program was rated very low on both groups suggesting the infeasibility of this proposal.

According to the written responses to statement #5 as to who should have the responsibility of funding the preparatory supplemental, apprentice, and avocational adult education, eighteen responses were received from professional educators with twenty-eight from Thai students. Eight professional educators felt that government should contribute a big part of the money to the program. As a contrast to this, twelve Thai students felt that government alone should be responsible for adult education program without specifically mentioned what types of adult education program. One of the professional educators felt that if the trainable students were being kept out because of cost, then the cost is too high.

Four professional educators felt that individuals should have the responsibility for funding of the program. However, a majority felt combinations of sources of funding was of primary importance for financing the adult education program.

Six of the above 28 Thai students responding specified the portion of funding for each sources. The responses were as follows: 70%; 15%; 15%; 30%; 30%; 30%; 66%; 33%; 0%; 50%; 30%; 50%; 75%; 25%; 0%, government, student, and industry.

Two professional educators specifically tested the sources of funding according to categories. Preparatory and supplemental should be

the responsibility of government to finance them and individual with industry should help finance apprentice training, while only individual should be held responsible for avocational training.

According to data presented in Table XII in the area of course structure and development adult educators gave high to low ranking on these items as follows: 2, 9, 8, 13, 10, while the Thai students ranked items 14, 8, 10, 2, and 3. The items that were felt to be among the 5 most important by the two groups were item #2, 8, and 10. This means that both groups agreed that open-ended programs (item #2), skill areas divided for sub-level jobs (item #8), and that all skill areas should include basic education skills, safety procedures on an individualized basis if necessary (item #10) should be the prime consideration in the curriculum planning. That the person should be tested and trained beginning with his present level was felt by the Thai students to be most important (ranked 1st). Professional educators ranked this item 10th. The difference between the two groups however is not significant ($\text{Prob. } >F = 0.605$) suggesting that it is feasible to be a prime factor in curriculum planning. That course structure should be determined by a job analysis and should be open-ended was felt by educators to be the second most important item to be included in the curriculum planning. Thai students also felt that short courses and seminars should be offered to develop interest in some areas (item #3) was important enough for planning adult education program. Professional educators felt course structure should be competence based quite high ($\bar{X} = 2.38$), the Thai students too rated high ($\bar{X} = 3.38$).

One thing deserved notice on the rating result of this statement was that with the exception of item #11 and 12, all other items were

TABLE XII
COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL
EDUCATORS AS TO COURSE STRUCTURE AND DEVELOPMENT

Practice	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Mean
	P*	T**	P	T			
1. Offer basic education to those who lack competencies before they begin skill training.	4.80	2.72	14	3	10.88	0.002	
2. Adult basic education should become a part of the school and should provide only the amount of ABE which a student needs in a specific skill area. The needs should be identified and recognized by the instructor.	3.80	3.48	9	9	0.244	0.629	
3. Adult basic education and adult vocational education should be coordinated through a central steering committee or agency in order to maximize all resources and facilities.	2.50	3.09	3	6	0.963	0.669	
4. Basic education should be an open-ended program to allow an individual to enter at his own level and work at his own pace. The subject matter should be directed toward the individual's interests in his own skill area.	2.04	2.67	1	2	1.453	0.230	
5. Provide centrally located points across the country where a person can come and get his adult basic education needs fulfilled before entering a skill area.	4.13	4.07	12	13	0.006	0.916	
6. Each person should be given a battery of tests to locate his problem areas and be offered self-paced adult basic education in accordance with his aptitudes and interests. And it should be provided in conjunction with skill training.	3.25	3.28	8	8	0.003	0.954	r = .333
7. Each vocational teacher should be responsible for incorporating the necessary adult basic education that a student needs into his skill class. A student will more nearly see the need for adult basic education if it is directly connected to a skill which is of interest to him.	3.08	2.76	7	4	0.340	0.569	
8. There should be a media center for individualized learning set up at each adult center. The basic education should be closely integrated with the vocational course.	2.96	3.48	5	9	0.746	0.605	
9. A questionnaire should be sent to the whole community annually to elicit their needs in organizing adult programs. Let the local school do the total instruction.	4.05	4.89	11	14	0.933	0.661	
10. Each vocational teacher should determine local adult education needs by means of advisory committee or community survey. Special emphasis should be given to upgrading an individual's skills in his chosen occupational area. Select course offerings should be selected by information obtained in labor needs survey.	3.00	2.87	6	5	0.041	0.835	
11. Summer workshops, one week in length, 8 hrs. per day, and one-week refresher course should be offered to upgrade the adults' knowledge of basic skills.	4.04	3.87	10	12	0.064	0.797	
12. Employ a full-time adult coordinator who can work full-time at recruiting students, setting up programs in accordance with local needs and utilize local instructors.	2.42	3.13	2	7	1.574	0.211	
13. Prepare a list of basic education requirements for various skills and make it available to adult students. This may cause the student to secure the basic education before they begin their skill training.	4.25	2.13	13	1	5.039	0.026	
14. Isolate specific knowledge required for competency in occupational area. Establish advice from industrial people, in accordance with their performance standards for that skill. Write the ABE curriculum to cover only the knowledge and skills isolated. Plan the instruction, if possible, to reinforce and complement the specific skill area it was designed to complement.	2.91	3.59	4	11	1.114	0.295	

* P = Professional Educator

**T = Thai Students

rated as important ($\bar{X} \leq 4.00$). Item number 11 was that small groups instruction and correspondence study offered to those who can't come to a center. This item was ranked a 14th least important by Thai students and 13th by professional educators. From this statement, for the school to set up enough formal courses within a calendar year to train all adults who desire an entry level skill was felt by both groups to be least feasible to do. They all agreed that it would be impossible to set up courses to allow people to enter at any skill level and exist when they wished.

Depicted in Table XIII are data with regard to the types of training that should be offered to adults to aid them in obtaining and holding a job after they are trained, the items seen as most important in the first five ranking order were items 2a, 2b, 2c. That is, both groups agreed that material on attitudes toward work, safety on the job, employee-employer relations were important and should receive prime consideration in curriculum planning. A section on how to get a job and how to hold it in the total comprehensive adult vocational training program was seen by educators to the 3rd most important item for consideration by the curriculum planners. The Thai students, however, felt quite strongly disagreed as they ranked this item 10th and that difference quite significant (Prob. $>F = 0.003$). While the Thai students felt that job interview techniques, work requirements, and employee responsibility, and career counseling on types of jobs and where they can be found (item #7) was the second most important item for this statement, the professional educators ranked this same item 8th. The difference was not significant however (Prob. $>F = 0.661$).

All in all, with the exception of item 7c: assist in completing

TABLE XIII

COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL
EDUCATORS AS TO TYPES OF COURSES THAT WOULD HELP ADULTS TO
GET AND HOLD A JOB AFTER THE COMPLETION OF TRAINING

Practice	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. The following items should be included in an employability course to help an employee to acquire and keep a job.							
a. Help develop self-concept	2.13	3.42	6	11	3.695	0.056	
b. Help improve employer-employee relations	1.91	3.09	4	7	5.870	0.017	
c. Assist in completing applications and taking interviews	2.33	4.00	10	15	9.009	0.004	
d. Have employers talk to classes	2.29	3.33	9	9	5.014	0.027	
2. The following items should be included in an employability course to help an employee acquire and keep a job.							
a. Material on attitudes toward work	2.08	2.60	5	1	1.091	0.301	
b. Safety on the job	1.54	2.91	1	4	6.653	0.011	
c. Employee-employer relations	1.58	2.80	2	3	7.571	0.008	
3. There should be a coordinator for employability training in each school who assists students with acquiring jobs and help them to keep those jobs by visiting employers periodically.	2.91	3.73	14	12	1.223	0.272	r = .600
4. An internship program should be set up as a part of the final semester for a student to learn employability traits in an actual setting.	2.38	3.00	11	5	1.185	0.280	
5. The school should provide a course in human relations, as well as job placement assistance.	2.58	3.15	12	8	0.777	0.615	
6. The comprehensive adult vocational training program should have built into it a section on how to get a job and how to hold that job.	1.75	3.38	3	10	9.546	0.003	
7. Along with job interview techniques, work requirements, and employee responsibility, there should be career counseling on types of jobs and where they can be found.	2.25	2.76	8	2	0.935	0.661	
8. One phase of the total adult program should be employability training including, job preparation series, employee-employer relations, taxes, social security, personal and money management, proper dress, loyalty, etc.	2.21	3.42	7	11	4.785	0.030	
9. Each adult student should have the opportunity to attend a short course in employability training aside from his skill training area.	2.75	3.07	13	6	0.298	0.594	
10. The adult courses "Working with People" and "Supervisory Training" should be available to all adults completing a skill course but not required, only encouraged.	3.46	3.93	15	14	0.473	0.501	

* P = Professional Educator

** T = Thai Students

applications and taking interviews which was rated as $\bar{X} = 4.00$ by Thai students (but $\bar{X} = 2.73$ by educators), all other received ratings less than $\bar{X} = 4.00$. In light of this all items were quite significant and should receive consideration in the program planning.

In written responses to statement 7 as to what type of training should be offered to adults to aid them in obtaining and holding a job after they are trained, eighteen Thai students responded. Seven of the Thai students responded that maintaining productive human relationships is the most important thing in aiding students to obtain and hold jobs. Employer-employee relationships received also significant responses. Communication skills, improvement of technical skills, received 2 responses each. Among the responses were improvement of personality, self-confidence, self-awareness, loyalty. One responded that anything that made students good workers was desirable. One suggested clubs or organizations be set up to help students in obtaining new techniques in their areas and to help them adjust or develop these skills. One suggested that the training should be offered in accordance to the need of the community. "... Thailand is the agricultural country 80% of the population are rice growers. So a short course in 'growing rice' would be appropriate" wrote one respondent.

Most professional educators responding felt human relationships, employer-employee relationship attitude toward work were the important topics that should be offered to adults to aid them in obtaining and holding a job after they were trained.

One educator responded that practical experience in crafts that were in demand in the country was quite important.

Another educator respondent did not feel that skill training and

employability training could necessarily be separated.

Data presented in Table XIV depicts differences in the ranking of items in statement which was one of the largest ($r = 0.333$). Professional educators and Thai students ranked close together on only one item, item number 4: Basic education should be an open-ended program to allow an individual to enter at his own level and work at his own pace. That subject matter should be directed toward the individual's interests in his own skill areas was an item ranked 1, and 2 by professional educators and Thai students respectively. Professional educators ranked item #12, 2; item #3, 3; item #14, 4; and item #8, 5. While Thai students ranked item #13, as the most important, 1st; item #4, 2; item #1, 3; item #7, 4; and item #10, 5.

Differences of opinions on all items were not very significant, except item #1 and item #13 (Prob. $>F = 0.002$, and 0.026 respectively). Five items received mean scores below 4.00: Statement #1 received mean score of 4.8 from professional educators which indicates professional educators did not think that offering basic education to those who lack competence before they begin skill training would be a viable approach. Thai students, however, felt the item was proper and good ($\bar{X} = 2.72$); statement #5 both received mean score below 4.00 from both educators and Thai students. The degree of agreement was high (Prob. $>F = .916$) and the ranking was close 12th by educators compared to 13th by Thai students. This indicates that providing centrally located points across the country where a person can come and get his adult basic education needs fulfilled before entering a skill area was not considered a viable approach. The idea of sending the questionnaire to the whole community annually to elicit the needs of the people in organizing adult

TABLE XIV

COMPARISON OF JUDGEMENTS MADE BY THAI STUDENTS AND PROFESSIONAL
EDUCATORS AS TO ARTICULATION OF ADULT BASIC EDUCATION
AND ADULT VOCATIONAL EDUCATION

Practice	Mean		Ranking		F- Value	Prob. >F	Correlation Between P & T, Based on Item Means
	P*	T**	P	T			
1. Behavioral objectives, programmed learning, and an open-exit system	2.54	2.43	6	12	1.755	0.107	
2. Open-ended programs should be offered with occupational objectives so that a student can obtain his maximum competency level on a skill ladder.	1.88	3.05	1	4	4.866	0.029	
3. Offer more short courses and seminars to develop interest in some areas.	3.43	3.16	12	5	0.195	0.664	
4. Programs should be arranged in job clusters designed for short-term success oriented training	2.58	3.30	7	8	1.786	0.183	
5. Should offer programs, not courses. The programs should be divided into modules, making an open entry-exit system. This concept must be based on an elaborate evaluation and counseling program.	2.83	3.34	9	9	0.848	0.637	
6. The course structure in the cognitive realm should be related to the skilled manipulative areas.	2.59	3.36	8	1	1.910	0.168	
7. The open-entry and exit enrollment, plus smaller student-teacher ratio should be implemented. There should also be a set of standardized curriculum guides developed.	3.29	3.32	11	10	0.002	0.964	
8. Skill course areas should be organized to train for sub-level jobs. Some skill areas such as auto mechanics should be taught in phases, e.g., brakes, A/C, tune-up, etc.	2.25	3.02	3	2	1.702	0.194	$r = .706$
9. Course structure should be determined by a job analysis and should be open-ended.	2.00	3.24	2	6	4.699	0.032	
10. All skill areas should include basic education skills, safety procedures on an individualized basis if necessary.	2.50	3.04	5	3	0.603	0.554	
11. Individual as well as small group instruction should be taught in occupational clusters as well as correspondence study offered to those who can't come to a center.	3.88	4.11	13	14	0.98	0.753	
12. It would be impossible to set up courses to allow people to enter at any skill level and exit when he wishes. The school should set up enough formal courses within a calendar year to train all adults who desire an entry level skill.	6.71	4.11	14	14	10.89	0.002	
13. Course structure should be competence based so that an adult student with proven competencies at various levels may enter at higher levels.	2.38	3.38	4	7	2.880	0.091	
14. A person should be tested and trained beginning with his present level. He should master that area before he is allowed to move on to the next phase of a program.	3.09	2.75	10	1	0.280	0.605	

* P = Professional Educator

** T = Thai Students

programs and let the local school do the total instruction (item #9) was not seen as a viable approach to the topic being discussed either. The practice of setting up summer workshops to refresh adults' knowledge of basic skills (item #11) was agreed quite strongly by both groups as a somewhat infeasible approach to the topic under discussion. Item #13 received mean score of 4.25 ranking 13th from educators but with mean rating of 2.13 and 1st ranking order by Thai students obviously presenting a wide discrepancy (Prob. $>F = 0.026$). Ideas contained in the following discussion are all considered viable: Item #2: ABE be a part of school and should be provided only the amount of ABE which a student needs in a specific area and that needs should be identified and recognized by the instructor; item #3, ABE and AVE should be coordinated through a central steering committee or agency in order to maximize all resources and facilities; item #4: (already mentioned), item #6: that each person should be given a battery of tests to locate his problem areas and be offered self-paced ABE in accordance with his aptitude and interests. And that it should be provided in conjunction with skill training; statement #7 AVE instructions incorporating ABE skills in classes as he sees fit; statement #8: Media center set up for individualized instruction at each adult education center, statement #10: Vocational teacher determines needs through advisory committee or community survey; statement #12: employing services of full-time adult coordinator; statement #14: Isolating specific knowledge required for competency in an occupational area; establishing advice from industrial people, in accordance with their performance standards for that skill. Writing the ABE curriculum to cover only the knowledge and skills isolated, planning the instruction, if possible, to reinforce and

complement the specific skill area it was designed to complement.

In the judgement of the researcher the following findings seem to be the most important:

1. The Advisory Council should in some way be assisted to enable them to effectively function.

2. Generally, teachers of adults recruited from experienced trademen and have received proper training in methods of teaching adults are better teachers than new graduates from colleges or universities.

3. Needy and worthy adult students should be assisted financially so that they can successfully go through training.

4. Adult basic education is an integral part of total adult education and should not be separated.

5. Funding of adult education should be shared by all sectors of society.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to develop a model for further improvement of adult education in Thailand. Through an exhaustive review of related literature, criteria or components essential for the planning of adult education programs were identified and established. For each component so established a list of recommended approaches or solutions were posed, these based on reportedly successful attempts found through research of the related literature. These listings served as basis for development and projected implementation of the model. In order to assist the researcher in judging how applicable and suitable items making up these lists were, 30 professional educators and 60 Thai students now studying in the state of Oklahoma were requested to rate the lists of the recommended approaches on a 11-point scale continuum. Eighty percent of the professional educators and seventy-seven percent of the Thai students returned the questionnaire. When received, the data from the questionnaire were tabulated, the mean rating, F-Value, Probability $>F$ were calculated, rankings were made on the calculated mean ratings. Final analyses of data were such that those approaches ranked highest by and in agreement between the group of professional educators and Thai students would be considered the most viable for inclusion in the model and eventual implementation. Such a procedure

would seem to guarantee close scrutiny and prime consideration in the planning of adult education programs for Thailand. The rationale would thus be heavily weighed in that the researcher thoroughly searched and carefully identified problems more commonly associated with adult education in Thailand. A major effort was made to search through varied and related literature and to carefully identify and describe successful structures and functions of adult education as practiced in the United States. It was felt that after this was accomplished a strong contribution had been made toward establishing validity of the selected information and approaches. In judging the applicability reliance was for the most part upon responses of the professional educators. This was felt sufficient to insure that the approaches rated high by the professional educators would likely be academically sound. In judging the suitability, dependence was largely upon responses of the Thai students. It was felt likely that what the Thai students rated high would insure the suitability of the approach because the Thai students have lived in the country. The fact that they too represent a group of highly educated people from their country, would in a way insure that the opinions and judgements were intellectually sound. Thus approaches rated highly by both the professional educators and by Thai students would seem to insure the applicability and suitability of those approaches.

The findings are summarized as follows:

1. To enable the National Advisory Committee on Adult education in Thailand and to best function for the advancement of adult education it was the judgement of both professional educators and Thai students that the following approaches be taken:

- A. Advisory Committee members should, in some way, be helped to make sure they understand what their duties and responsibilities are to be.
 - B. Selection of Committee members should be made very carefully and should follow established criteria.
 - C. The committee gains recognition through:
 - (a) giving sound advice to authorities
 - (b) promoting publicity of their work through T.V., radio, newspapers, etc.
- II. To best cope with the student-related problems such as low enrollments, high rate of dropouts, lack of motivation, and students lack of transportation to and from learning centers, it was the judgement of professional educators and Thai students that the following approaches should receive prime consideration:
- A. Build educational programs around the learners' needs and encourage more students to become involved.
 - B. Use varied teaching methods including more usage of existing media such as T.V., radio, newspapers, etc.
 - C. Improve the educational program for youth in order to prevent relapse of knowledge and skills.
 - D. Structure courses in such a manner that students enrolled in a center can continue or transfer to other centers.
 - E. Grant financial aids to students who need financial resources.
- III. To best deal with the problem of teachers continuing to adhere to formal lecturing methods and to help them overcome the

inability to convey concepts as well as to encourage change of attitude in students and to overcome a teacher tendency to often be too concerned with literacy skills at the expense of low interest in occupational skills, it is the opinion of both the professional educators and Thai students that the following approaches are viable ones:

- A. Revis curriculum of the existing teacher's training courses to include adult education methods and techniques.
- B. Make more use of resource people in other departments or ministries as well as soliciting assistance from local personnel.
- C. Set up more effective pre-service and in-service development workshops designed to center on recruitment and successful teaching methods with adults.

IV. Source of Recruitment for adult teachers was seen as appropriate by both professional educators and Thai students and are listed as follows:

- A. Business and Industry
- B. From trades (must be craftsman)
- C. Homemakers with proper expertise
- D. Engineers from industry
- E. Secondary day-time vocational teachers

It was the judgement of both groups, as determined by responses, that the teaching methods to be used with adults be provided people coming from above sources and training thus must, in turn, be given by persons who can be regarded as expert in adult education, and who are themselves excellent teachers.

In the matter of certification for adult teachers as seen by educators and Thai students following items seem very important:

- A. The adult instructor should have formal schooling, necessary work experience, meet certification criteria developed for each individual skill area, and be approved by a committee in his field.
 - B. Adult instructors should have at least 16 hours of vocational teaching methods and courses, plus trade experience.
 - C. Adult teachers should have a minimum of at least 5 years experience in his trade as vocational-technical areas.
- VI. As to how adult education should be financed, it was the opinion of both professional educators and Thai students that in the financing of adult education programs consideration should be given the following:
- A. Industry should help pay for the program.
 - B. The student should pay at least 1/3 of the cost so he will have genuine interest in the course. The government should pay remaining 2/3. Local contribution should be these types of things as facilities, maintenance, etc.
 - C. Adult Basic Education should be 50/50 tuition and government; vocational 1/3 local, 1/3 government, and 1/3 tuition.
 - D. It is also the strong feeling among a few Thai students that government should pay all.
 - E. A majority of written responses received from both groups reflected an opinion that the funding of the adult education program depended greatly on situation at hand. But in any case, students should contribute a certain part of the

money into the program. But one respondent cautioned, the trainable persons should not be barred from education programs because he could not pay for the cost.

VII. It was the judgement of the two groups, professional educators and Thai students, that the following approaches concerning course structure and development should receive prime consideration in order that an adult student may enter at any skill level and attain his desired level of education:

- A. Skill course areas should be organized to train for specified level and sub-level jobs. Some skills areas such as auto mechanics should be taught in phases, e.g., brakes, A/C, tune-up, etc.
- B. All skill areas should include both basic education skills and safety procedures practiced in such skills should be provided on an individualized basis if necessary.
- C. Open-ended programs should be offered with occupational objectives so that a student can obtain his maximum competency level on a skill ladder.
- D. A person should be tested and trained beginning with his present level of competency. He should master areas in which he may show less proficiency before he is allowed to move on to the next phase of a program.

VIII. It was the opinion of the professional educators and Thai students that to aid adults to obtain and hold a job after they are trained the following approaches should be taken:

- A. The following items should be included in an employability course to help an employee acquire and keep a job.

- (a) developing positive attitudes toward work
 - (b) practicing safety on the job
 - (c) maintaining desirable employee-employer relations
- B. Along with job interview techniques, work requirements, and employee responsibility, there should be career counseling on kinds and types of job and where they can be found.
- IX. Professional educators and Thai students agreed strongly that it is highly desirable to rely upon adult basic education to complement each skill area, and thereby, help students to enter the desired skill area. They further agreed that the following concepts were essential:
- A. Basic education should also be provided as an open-ended program in order to allow an individual to enter at his own level and work at his own pace. The subject matter of basic education should be specifically chosen in order to maintain the individual's interests in his own skill area.
 - B. Adult basic education and adult vocational education should be coordinated through a central steering committee or agency in order to bring about maximization of all resources and facilities.
 - C. Each adult vocational teacher should determine local adult education needs by means of community survey; this with the assistance of the advisory committee. Special emphasis should be given to upgrading an individual's knowledge and skills in his chosen occupational area. Course offerings and selections should reflect a consideration of information

obtained in 'labor needs' surveys.

- D. Each person should be given a battery of tests designed to identify his possible deficiencies and problem areas. He should then be offered self-paced adult basic education in accordance with his individual aptitudes and interests. Such basic education should be provided in conjunction with and as a coordinated part of skill training.
- E. Each vocational adult teacher should assume major responsibility for incorporating the necessary adult basic education that a student needs into his skill class. A student will more nearly see the need for adult basic education if it is directly connected to a skill which is of interest to him.

Conclusions

The following conclusions were made based on the findings of the study and experiences of the investigator concerning approaches to adult education planning and problem solving inherent in adult education programs in and for Thailand. To facilitate the drawing of conclusions certain background information is again presented.

It was recognized that an advisory committee on adult education was established and has been in operation since the Division of Adult Education was created in 1940. But a report of Adult education published in 1972 indicated that in the judgement of the assessing individuals the committee did not effectively function.

The National Committee on Nonformal Education was established in 1970 to give advice as to the work of nonformal education and review

of this event lead the investigator to include the study some suggestions as to ways which might enable the Advisory Committee to more effectively execute these duties. It was quite unanimous and strong feeling among the groups of educators and Thai students currently studying in the State of Oklahoma that to assist the National Advisory Committee to more effectively function there should be some efforts made to help the committee to more thoroughly understand their duties (and as one respondent suggested - to understand their importance). Therefore, selection of committee members is of paramount importance and should be done very carefully. If possible, the appointment should be done only through careful adherence to established criteria. Proper recognition received from the government and public would boost the morale of the committee. Ways of bringing about improvement in committee interest and dedication include such items as the committee's advice in recognized and followed and is adjudged sound by the authorities. Also efforts should be made to publicize committee work using television, radio, newspapers, etc.

Low enrollments, high rate of dropouts, lack of motivation, students' lack of transportation to and from learning centers have all been found to be problems inherent in adult education programs in Thailand. Though educator respondents and Thai students did give quite different weights to suggested solutions such as building educational programs around the learners' needs' and encourage more students to become more involved, both groups gave these solutions as the best among all the suggested solutions. Use of varied teaching methods was logically suggested as another important solution. To help lessen the problem of those who might have to migrate to other areas of the country,

thereby possibly have to dropout from the class, the solution felt important by both groups was that courses should be structured in such a manner that students enrolled in a center can continue or transfer to other centers. Grants of financial aid to needs financial resources and improvement of the educational program for youth in order to prevent relapse of knowledge and skills were also strongly suggested by the two groups.

A Proposed Model for the Adult Education Program in Thailand

After presenting the findings of the research study the investigator is pleased to present a diagrammatic model in an attempt to show the nature and extent of certain relationships among tasks, components and items of the total on-going program of adult education.

Figure 1 reflects the fact that at the present time the Division of Adult Education in Thailand is operating five categories of Adult Education programs, i.e., Literacy, Continuing Education, Vocational Education, Public Library and Audio-Visual Aids, and Fundamental Education. Also listed in the diagram are the components necessary for the planning of adult education program; these are Assess Needs and Interests, Establish Advisory Council, Recruitment of Students, Financing the Program, Course Structure and Development, Placement and Retention in Work, Evaluation, Articulation Between and Among Types, Coping with Student-Related Problems, and Coping with Teacher-Related Problems. The diagram further indicates the relationships between and among these components.

First, the diagram shows that all of the components identified

through this study, e.g., assessing needs, establish advisory council, etc., contribute to the development of the on-going programs. At the same time the on-going programs provide the activities of such components with directions. The relationships between the on-going programs of adult education in Thailand and the established components is a two-way relationship. This is illustrated with a two-headed arrow pointing at two directions connecting the on-going programs with all the components.

The diagram can further be explained that before launching a new program, needs and interests will have to be assessed. And this is done with the assistance of established advisory council. Recruitment of student, financing the program, course structure and development, placement and retention in work, evaluation, and articulation between and among types of adult education are to be carried out also with and through the assistance and cooperation of the advisory council. The line and arrow heads connecting the above items shows such relationships.

Next the diagram indicates that the above activities will be carried out on and in accordance with the established and assessed needs and interests of adult students. This is indicated with another line connecting the previous one which connects all of the above components with assess needs and interests. The point to be illustrated is the cyclic movement as a continuous re-assessment.

Coping with student related problems and coping with teacher-related problems are the two items that are usually carried out more or less independently by the administration without much help or involvement of advisory council. Each two headed arrow connecting the on-going program of adult education with each of above components

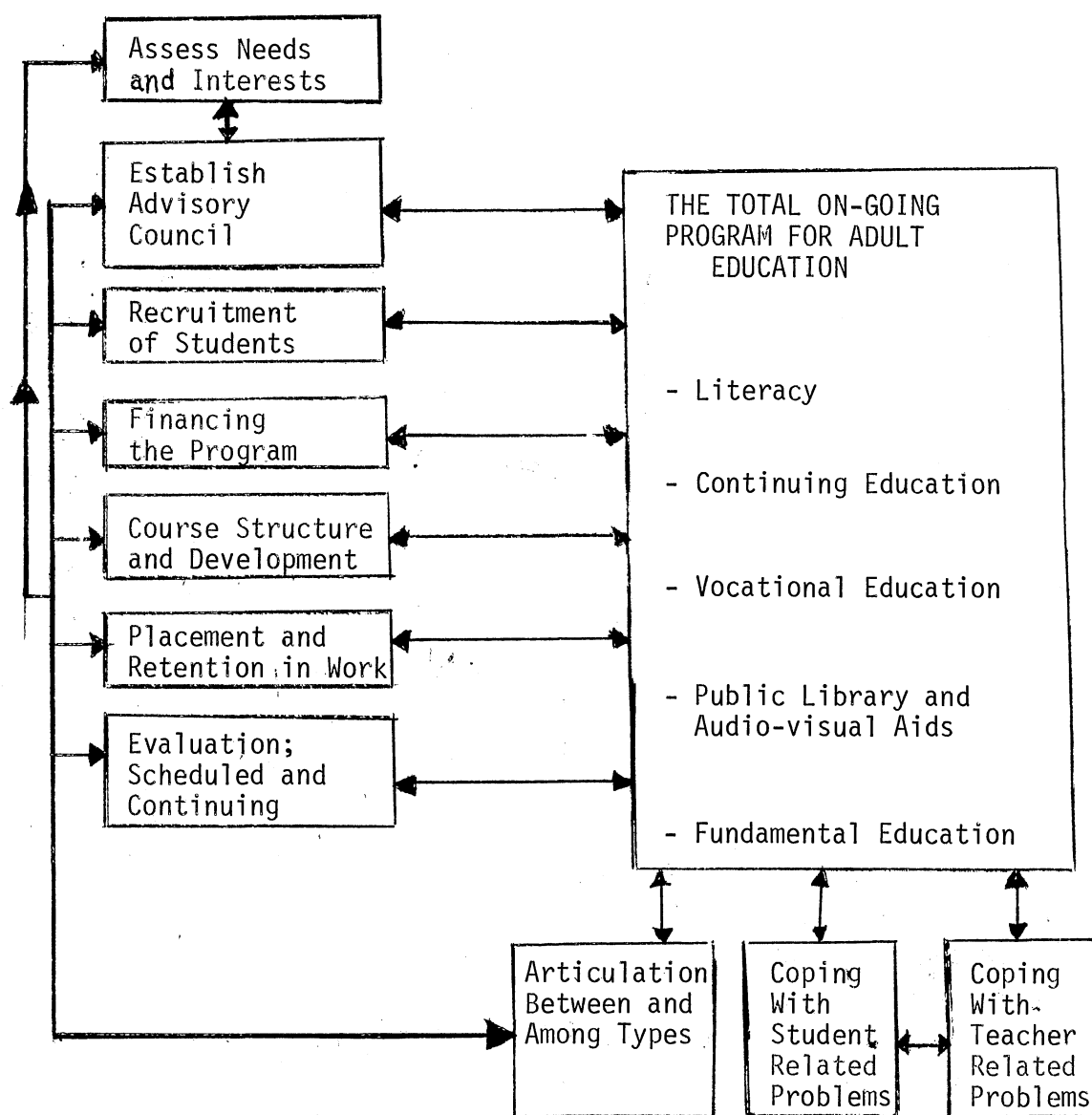


Figure 1. A Proposed Model for the Adult Education Program in Thailand

indicate such relationship.

Recommendations

Based on the findings of this report as well as the outcome of the search through related literature, the following recommendations are made:

1. Adult education methods and techniques be incorporated into the existing teacher training curriculum so that teachers who have gone through the teacher training institutes when called upon to teach adult class can do so effectively was suggested by both groups of respondents as a viable solution to one phase of teacher related problems.

2. Making more use of resource personnel and setting up more effective pre-service and in-service workshops for teachers of adults were both tendered as viable approaches to providing effective teachers for adults.

3. Teachers of adults should be recruited from professional trademen either already having experience in teaching methods or else means must be provided for them to secure functional training in teaching procedures and techniques.

4. All sectors of society: industry, government, and individuals, should have a part in determining policy as well as implementing structure to provide adequate financing of the adult education program.

5. Skill course areas should be so organized as to provide for training adult students at levels they desire but also provide training in sub-level skills. Provisions should also be made for such jobs as auto mechanics to be taught in phases, e.g., brakes, A/C, tune-up, etc.

6. Courses should be so structured as to be offered in open-ended open-entry, open-exist manner so that an individual can elect to obtain his maximum competency on a skill ladder in the most efficient manner, in terms of time and effort.

7. In order that the student can get and hold a job after they are trained, the educators and Thai students felt that the following approaches should be taken: introducing in the curriculum material on attitudes toward work, safety on the job, and employee-employer relations. And that along with job interview techniques, and employee responsibility, there should be provided effective career counseling on the types of jobs and where to find them.

8. To help learners acquiring proper adult basic education to sufficiently complement specific skill areas, it was suggested that a central steering committee be established to maximize the resources and facilities in coordinating the work between the adult basic education and adult vocational education.

It was further suggested that each adult vocational teacher take the responsibility of helping identify his students' needs for adult basic education and make efforts to instill the proper attitude toward acquiring adult basic education competencies. By incorporating and integrating instruction in basic education into the structure of courses in vocational education attainment in both areas will be enhanced.

9. Means should be found to help the National Advisory Committee on Nonformal Education to more thoroughly understand the nature and extent of their duties and their importance.

10. Efforts should be made to publicize the work of the committee.

11. Selection of the committee members should follow carefully established criteria.

12. Assessment of the needs for education should always be made prior to launching or greatly revising an education program.

13. A wide spread effort should be made to help all promising adult students who need financial assistance to enable them to complete educational training.

14. The Department of Teacher Training should take the initiative in immediately taking steps to incorporate adult education methods and techniques into the curriculum for preparing teachers.

15. Much more attention should be given to possible use of resource personnel and people with experience both with their trades and their ability to work with adults.

16. Immediate steps should be taken to set up more effective counseling services for adult students.

17. A steering committee should be established and maintained to coordinate efforts between adult basic education and adult vocational education.

18. It is recommended that the government find a way to put more money into funding of adult education programs.

19. It is the feeling of the investigator that in many respects the true values for the nation to be gained through a strong effort in adult education is little realized throughout the country, and thus even among the University graduates majoring in education. It is recommended that much more publicity be given to providing improved communication regarding the nature of services which accrue through maintenance of strong and viable adult education programs.

20. In the effort to try to keep the questionnaire in a workable length, the investigator found it necessary to exclude some topics relevant to adult education such as recruitment of adult students, counseling, and adult leadership training. It is recommended that future study be implemented covering these topics.

21. It was the opinion of some Thai students that the questionnaire should be made in Thai so that they can understand the concept and terms used in the area of adult education which often is a different field of study from theirs. Because of a time constraint, the investigator did not do so. It is recommended that future study of this same nature be made using the questionnaire which is translated into the Thai language for use in gathering data needed.

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APPENDIX A

LIST OF EDUCATORS AND THAI STUDENTS TO WHOM A QUESTIONNAIRE WAS MAILED

College of Agriculture, Oklahoma State University, Stillwater, Oklahoma:

Dr. Earl Van Eaton

Department of Agricultural Education, Oklahoma State University,
Stillwater, Oklahoma:

Dr. Charlie Burns
Dr. Mike Hopkins
Dr. James Key
Dr. James Netherton
Dr. Jack Pritchard
Dr. Robert Reisbeck
Dr. Robert Terry

Department of Animal Science, Oklahoma State University, Stillwater,
Oklahoma:

Dr. George Newell

College of Education, Central State University, Edmond, Oklahoma:

Dr. Bob Brown
Dr. Lucille Patton

College of Education, Oklahoma State University, Stillwater, Oklahoma:

Dr. Deke Johnson
Dr. William Segall

Department of Entomology, Oklahoma State University, Stillwater,
Oklahoma:

Dr. Raymond Eikenbary

Department of Home Economic Education, Oklahoma State University,
Stillwater, Oklahoma:

Ms. Margaret Callsen
Dr. Lura Casey
Dr. Elaine Jorgenson

Doctoral Students at Oklahoma State University, Stillwater, Oklahoma:

Mr. Bill Hollenbeck
Mr. Bob Julian
Mr. Bennie Van Alta

School of Occupational and Adult Education, Oklahoma State University,
Stillwater, Oklahoma:

Mr. T. "Pete" Chapman
Dr. Cecil Dugger

Dr. Clyde Knight
 Dr. Richard W. Tinnell
 Dr. Lloyd Wiggins

State Department of Vocational and Technical Education, Stillwater,
 Oklahoma:

Dr. Charles Hopkins
 Mr. Olen Joyner
 Mr. Bob Mitchell
 Mr. Jae Rairinker
 Dr. Bill Stevenson

Thai Students

Mr. Anake Nithipitigan	Mr. Sanit Ratanabhuma
Ms. Anchalee Leesavan	Mr. Saroi Leesavan
Mr. Aphisak Theppadungporn	Ms. Sauwanee Senasu
Ms. Aruni Chantaransnit	Mr. Savang Kulapatrapa
Mr. Chairit Malungpisorn	Ms. Siripan Choomnoom
Mr. Chalard Saichompoo	Mr. Sitha Ratanatraipop
Mr. Chatchaval Srivichitchoke	Mr. Siva Sirisaowaluks
Mr. Chatree Sittigul	Mr. Somkiat Viboonmaleerat
Mr. Kowit Nualvatana	Ms. Somtawil Orachoonwongse
Ms. Kusuma Nualuatana	Mr. Sorachai Bhisalbutra
Mr. Matra Viriyapah	Mr. Srithong Busrathepkul
Mr. Nadta Padungwatara	Ms. Sudsawath Wuttiwate
Mr. Nikom Thatree	Mr. Sukit Suchitchareon
Ms. Nongyao Vanichsuvan	Ms. Supa Teerakanog
Mr. Pamorn Nandakwang	Ms. Surapol Dasanada
Mr. Panthep Laohachai	Mr. Suriyon Voravithyanon
Ms. Pensri Teeravarapaug	Mr. Tian Chunsiripong
Mr. Pirach Roongrujimek	Ms. Tanawun Ratanavanija
Mr. Pichit Jamnongpipatkul	Mr. Thamrongsakdi Kosin
Mr. Pongsak Angkasith	Mr. Thira Thiramongkol
Mr. Pongsak Srisa-an	Ms. Tuanchai Boon-long
Ms. Pornthip Srisangchantara	Mr. Vatana Amphai
Mr. Prachoom Rodprasert	Ms. Vilawun Thatree
Ms. Prachuabjit Kamchaturas	Ms. Vimolwon Tankeyura
Mr. Prapat Vanapitaksa	Mr. Vongchai Jarernswan
Mr. Prasert Chaupanich	Mr. Watana Paiboon
Mr. Pravit Silpasuvan	Mr. Yordphol Tanaboriboon
Mr. Prayong Vanichsuvan	Mr. Yutapong Truppsisal
Ms. Rani Thiramongkol	Mr. Sithichai Watcharayothin
Mr. Sakul Pongpipat	Ms. Chandarawipa Dhanasopon

APPENDIX B

LETTERHEAD AND INTRODUCTION OF THE STUDY
ACCOMPANIED THE QUESTIONNAIRE

A SURVEY
A STUDY OF POSSIBLE STRATEGIES TO STRENGTHEN
ADULT EDUCATION IN THAILAND

Thailand's Division of Adult Education, Ministry of Education has the capacity of coordinating nonformal education in Thailand and is continuously looking for ways to improve the planning of adult education for Thai people. In an attempt to insure that many and varied inputs for effective adult program planning are incorporated into this effort, several persons are being asked to assist in this process.

Approximately 20-25 professional adult educators in the state of Oklahoma and approximately 40-50 Thai students who are now studying at Oklahoma State University will be requested to complete this questionnaire. From the former, we hope to get the best of professional opinion as they see the applicability of the methods and techniques which might effectively serve in solving problems identified as currently inherent in adult education programs as a whole and for Thailand. From the latter, the Thai students, we hope to get the best of their viewpoint as to the suitability of methods and techniques suggested. This procedure is deemed necessary in order to further clarify and rank potential improvement efforts for the adult education program in Thailand in particular.

Through this method, we hope to get the best of integrated opinions of both the professional adult educators who are the authorities in the field and from those educated Thai students who themselves have lived in Thailand.

We hope you will lend us your assistance in this effort to provide a well-rounded adult education program.

Thank you very much for your assistance.

Study Approved:

Sincerely,

Robert R. Price
Committee Chairman

Graduate Student

APPENDIX C

LETTERHEAD TO THAI STUDENTS FROM
MR. PONGSAK ANGKASITH, PRESIDENT
THAI STUDENT ASSOCIATION

APPENDIX D

QUESTIONNAIRE

GLOSSARY OF TERMS

Adult Basic Education--Basic training or education in the basic skills used in all aspects of life such as arithmetic, reading, writing, history and other skills educators feel necessary to function in our society.

Adult Preparatory Training--Formal training which prepares an individual to enter into the world of work in a new occupation.

Supplementary Training--Training which provides an individual with certain skills to return to his regular job with additional skills. In many cases, the individual returns to a higher level of employment.

Avocational Training or Liberal Education--Training for individuals to provide individuals with skills to pursue hobbies or leisure time activities.

Concepts of "Open-Entry" and "Open-Exit" in Occupational Education and Training

Open-Entry--A process in which the enrollee is allowed to enter into the education program at his own level of competency. This is usually determined by pre-tests given to this individual.

Open-Exit--A process referring to the practice of allowing the enrollee to terminate training when he or she has achieved at the level designated in his or her objectives, regardless of any time span. The trainee may thus be declared as achieving acceptable or employable performance during early and/or at certain

stages of the learning or training. This allows an individual to leave the program at any level he so desires without the necessity of spending a long time on the training.

QUESTIONNAIRE

(To be enclosed in return mail)

Below are the combined items that might be utilized in suggesting factors to consider in planning a complete program of adult education in Thailand. In order to establish a priority on the most essential factors to be analyzed and possibly implemented, we would like to ask you to rank each factor on an 11-point continuum ranging from 1 which is most important, to 11 which is least important.

Please be selective in choosing these factors you consider as most important for our analysis and possible eventual implementation.

Example:

1. Use student follow-ups to evaluate teachers

Most Important

Least
Important

1	2	3	4	5	6	7	8	9	10	11
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Statement No. 1

How should the National Advisory Committee on Adult Education in Thailand be motivated so that they continue to effectively execute their duties?

1. The Advisory Committee member must understand their functions.
2. Plan advisory committee workshop.
3. Appointment to committee for a definite period usually with staggered terms and replacement.
4. Careful selection of committee members, using established criteria.
5. Meeting should be well-planned so that number of meeting times and time spent in meetings be held to a minimum.
6. Advisory Committee meet often, perhaps 4 to 6 times per year.
7. Committee gains recognition through:
 - (a) giving sound advice to authorities
 - (b) promoting publicity of their work through TV, radio, newspapers, etc.

[illegible]

13. Use of varied teaching methods including more usage of existing media such as TV, radio, newspapers, etc.

[illegible]

14. Develop and implement a media center designed to foster individualized learning at various adult education centers.

Statement No. 3--Teacher Related Problems

How can we best deal with adult teachers continuing to adhere to formal lecturing methods and to help them overcome the inability to convey concepts and to encourage changes of attitudes in students? How can we overcome a teacher tendency to often be too concerned with literacy skills at the expense of low interest in occupational skills?

1. Revision of curriculum of the existing teacher's training courses to include adult education methods and techniques.

[illegible]

2. Make more use of resource people from other departments or ministries as well as soliciting assistance from local personnel.

3. Set up more effective pre-service and in-service development workshops designed to center on recruitment and successful teaching methods with adults.

4. Make certain that basic courses in adult education are offered in college and university for all degree programs preparing professional educators.

Statement No. 4--Recruitment and Preparation of Adult Teachers

- I. From what sources should the adult teacher supply be recruited? Adult instructors should be recruited from the following places:

- A. Business and industry
- B. Secondary day-time vocational teachers
- C. Four year college/university
- D. Qualified local secondary and elementary teachers
- E. From trades (must be craftsmen)
- F. Government agencies where applicable
- G. Engineers from industry
- H. Homemakers with proper expertise
- I. Retired persons with proper expertise.

[illegible]

II. What type of certification should the adult teacher hold in comparison to his day-time counterpart?

1. The teacher should be qualified according to how well he performs his skill only.
2. The adult teacher should have at least 5 years' experience in his trade or vocational-technical area.
3. The adult teacher should be certified in his area just as secondary and post-secondary instructors.
4. The adult instructor should have formal schooling, necessary work experience, meet certification developed by an individual skill area, and be approved by a committee in his field.
5. An adult instructor should have at least 16 hours of vocational teaching methods and courses plus trade experience.
6. The adult teacher needs no kind of formal certification.
7. Each preparing institution should develop their own standards for their adult instructors.

[illegible]

III. In your opinion, from where should the adult teacher be recruited and prepared?

Statement No. 5--Funding the Program

Who should have the responsibility of funding adult basic education, vocational education, and adult avocational education?

1. The student should pay at least $\frac{1}{3}$ of the cost so he will have genuine interest in the course. The government should pay remaining $\frac{2}{3}$ local contributions should be these types of things-facilities, maintenance, etc.
2. The government pays all.
3. Adult basic education should be 50/50 tuition and government; vocational $\frac{1}{3}$ local, $\frac{1}{3}$ government, and $\frac{1}{3}$ tuition.
4. The major responsibility for funding of adult basic education should be born by students; vocation by students and employer; avocation by students.
5. Should be funded by tuition of student to pay instructor and utilize local facilities and equipment.
6. Industry should help pay for program.

[illegible]

VITA 7

Cherdsak Choomnoom

Candidate for the Degree of

Specialist in Education

Thesis: A PROPOSED MODEL FOR THE ADULT EDUCATION PROGRAM IN THAILAND

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Surin, Thailand, June 2, 1946, the son of Mr. Saman, Mrs. Poom Choomnoom. Married to Siripan Boonsri, May 6, 1973.

Education: Graduated from Katom (Kunrotsanimit) Primary Education School, 1955; Graduated from Suravittayakarn School (Secondary Education), 1961; Graduated from Chilton High School, Chilton, Wisconsin under the American Field Source Program, 1963; Graduated from Nakornrajsima Teacher Training College (Two-Year Teacher Training Course: Lower Certificate of Education) 1964; Passed and received Certificate of Secondary Education Certificate, 1965; Graduated from College of Education with a Bachelor in Education degree (Secondary Education); Master of Science (Rural Adult Education) from Oklahoma State University, Stillwater, Oklahoma in 1975, Completed requirements for the Degree of Specialist in Education in Vocational-Technical and Career Education at Oklahoma State University, Stillwater, Oklahoma, July, 1975.

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