

NORTH -EASTERN REGIONAL NON-FORMAL EDUCATION CENTRE

LIFE EXPERIENCE CLASSES

BY

BUNMEE PIASEU

A Field Study Report submitted in partial fulfilment
of the requirements for the Degree of Master of
Education in the Canberra College of Advanced
Education.

November 1982

ABSTRACT

Title: North Eastern Regional Non Formal Education Centre
Life Experience Classes.

The objectives of the study were to examine the Life Experience curriculum, level 3-4, in terms of the teachers, students and problems encountered in the course presentation at the adult school of the North Eastern Regional Non-formal Education Centre:

Tools used in the study are :- (1) questionnaires seeking the expectations of the twenty-seven centre staff (2) questionnaires seeking attitudes and desires of eighty-two students in the classes studied (3) observation of four Life-Experience classes (4) interviews with five teachers of Life-Experience classes and thirty-one students.

Important findings include the following :-

Both student attendance and staff enthusiasm were high. The syllabus was seen as suitable in length and level of difficulty by both staff and students, even though the level of performance (as measured by examination) varied widely across courses and between students. Students asked for a flexible component to meet localised needs as well as the core curriculum.

The objectives of the classes were for students who had had no chance to continue their formal studies to gain

knowledge, attitudes, skills and culture needed for their daily occupation. Students requested more information on foreign geography, biographies on important Thai figures, and the economic and political situation in Thailand. Skills which were learnt and applied included food preservation, house maintenance, hygiene, use of legal procedures such as traffic controls and loans, family planning and Buddhist moral codes. Attitudes which it was considered appropriate to develop were symbolised by the 'Khit-pen man' who is a good citizen, rational problem solver, diligent, patient and a supporter of national goals.

Changes requested by students for the courses included more time for class discussion, a wide range of textbooks to be available, and field trips to broaden their experience. Changes indicated by staff and student responses were a greater emphasis on changes in behaviour with regard to food preparation and hygiene, more thorough and reflexive evaluation to develop adequate levels of knowledge, allowance for the considerable personal difficulties of the adult students attending classes, and supply of a greater range of teaching resources.

ACKNOWLEDGEMENTS

This Field Study Report was compiled with the assistance and participation of the following people :

Dr. Valerie A. Brown my supervisor who advised me in the setting up of my Field Study and checked my report while I was in Australia and Thailand, Dr. Phon Kampang my supervisor in Thailand who advised me in writing the report.. Mr. Peter Trettel and Mr. Robert Brookes who helped in checking and correcting my English. I would like to thank these people.

Also thanks to Mr. Sunthorn Sunanchai, Vice Director General of the Non - Formal Education Department whose periodic inquiries into the progress of the Field Study were invaluable in encouraging me to finish the report. Mrs. Renoo Plaseu my wife , who helped me manage in type-writing most of the report. The staff of North-Eastern Regional Non-Formal Education Centre, my fellow teachers who allowed me to observe their classes, allowed me to interview them and gave advices. Adult students of the Centre for the generous co-operation in answering questionnaires and attending interviews.

Finally, many thanks to the staff of the School of Education, CCAE, and the staff of the Centre for Continuing Education, ANU, where I studied in the area of Educational Administration and Adult Education respectively, the

knowledge gained at these institutions was used as a base in the writing of this Field Study. Thanks also to the Kellogg Foundation for financial support in granting me a fellowship to attend the seminar at ANU and a partial fellowship to study at CCAE while I was in Australia.

Bunmee Piaseu

(Mr. Bunmee Piaseu)

Head of Personnel Development Unit
North-Eastern Regional Non-Formal
Education Centre Ubon, Thailand

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xvi
Chapter	
I. INTRODUCTION	1
1.1 Problems	1
1.2 The objectives of the study	3
1.3 The expectations from the study	4
1.4 Background	4
1.4.1 Curriculum	5
1.4.2 Organisation and Administration	13
1.4.3 Staff	17
1.4.4 Adult School of the Centre	18
1.4.5 Students	22
1.4.6 Teaching Method	23
1.4.7 Funding	24
II. LITERATURE REVIEW	25
2.1 Philosophy of Adult Education	25
2.1.1 Western	25
2.1.2 Thai	29
2.2 Studies Involved	33
2.2.1 Curriculum Evaluation	33
2.2.2 Class Observation	35
2.2.3 Achievement of Adult Learners	37

Chapter	Page
III. METHOD	39
3.1 Tools used in study	39
3.1.1 Questionnaires	39
3.1.2 Class Observation	39
3.1.3 Interview Schedule	41
3.2 Population	41
3.2.1 Teachers	42
3.2.2 Students	42
3.3 Method of collecting data	42
3.4 Method of analysing data	44
IV FINDINGS	46
4.1 Student Personal Data	46
4.1.1 Sex	46
4.1.2 Age	47
4.1.3 Marital status	47
4.1.4 Occupation	48
4.1.5 Student income	48
4.1.6 Financial support	49
4.1.7 Education Level before entering Adult Education	50
4.1.8 Sources encouraging students to attend Adult School	51
4.1.9 Reason for wanting to study under Adult Education	52
4.1.10 Student Objectives	53
4.1.11 Student plan after graduation	54

Chapter	Page
4.2 Class Observation	54
4.2.1 A Detailed description of the teacher in the course and of the students	56
4.2.2 The important behavior modes of the teacher	63
4.2.3 Flexibility of teacher	65
4.2.4 Observation of Students	68
4.2.5 Observation of Environment in the classrooms	69
4.2.6 Observation of Instructional Material	71
4.2.7 Student Memory of Subject Matter	71
4.3 Teachers' attitude and expectation	77
4.3.1 Teachers' Expectation	77
4.3.2 Teachers' Attitude towards teaching Life Experience	78
4.4 Students' Attitude and Desires towards the course	84
4.4.1 Student responses (results from rating scale test)	84
4.4.2 Student Attitude (results from free response questionnaire)	88
4.4.3 Student Attitude (results from personal interview)	93
4.5 Student Applying subject matter in real life	106
4.6 A summary of problems experienced by teachers and students in the Life Experience class	108

Chapter	Page
V. CONCLUSIONS AND DISCUSSION	111
5.1 Conclusions from the finding of the field study	112
5.1.1 Student Personal Data	112
5.1.2 Class observation	113
5.1.3 Teachers'Attitude and Expectation	114
5.1.4 Students'Objectives for and Attitudes towards the course	119
5.1.5 Student Application of Subject matter in real life	124
5.1.6 Problems experienced by teachers and students in the Life Experience class	125
5.2 Discussion of the results of field study	127
5.3 Suggestion for further study	132
BIBLIOGRAPHY	133
APPENDICES	
Appendix A: Life Experience Curriculum	135
Appendix B: Questionnaire to be answered by teachers	197
Appendix C: Questionnaire to be answered by students	199
Appendix D: Interview Schedule for Teachers	205
Appendix E: Interview Schedule for Students	208

LIST OF TABLES

Table		Page
1	Functional Education Curriculum Structure	8
2	Functional Education Curriculum Structure (Level 4)	9
3	Number of Staff member of their age	17
4	Education Qualification of Staff Members	17
5	Working Experience of Staff members	18
6	Topics of the course and duration	19
7	Students being observed and Students having answered questionnaires	42
8	Number of students interviewed by sex and class	43
9	Number and percentage of Adult students Level 3-4 classified by sex	46
10	Age of Adult students classified by class	47
11	Number and percentage of Adult Student classified by marital status and class	47
12	Number and percentage of Adult student classified by occupation and class	48
13	Student income per month classified by class	49
14	Number and percentage of Adult student classified by financial support	50
15	Education Level of student before entering Adult Education and elapsed time since they last attended school	50
16	Sources Encouraging Students to Attend Adult School, classified by sources	52

Table		Page
17	Number and percentage of Adult students classified by Reason for wanting to study under Adult Education	52
18	Number and percentage of Adult Students classified by objectives for wanting to learn at Adult school	53
19	Number and percentage of students classified by student plan after graduation	54
20	Detailed description of the teachers by room, age, qualification, years of teaching pupils, years of teaching Adult	55
21	The important behaviour modes of the teachers from observation	64
22	Definition of Flexibility	65
23	Evaluate the flexibility and Rigidity of teachers of Life Experience class by observation	67
24	Student Memory of Subject Matter analysed from final examination	72
25	Expectation of the Staff	77
26	Arithmetic mean of students Attitude classified by class	85
27	Room 3/1 Students' ideas or suggestions on adding to the Life Experience course	88
28	Room 4/1 Students' suggestions or ideas on adding to the Life Experience course undertaking	89
29	Room 4/2 Students' suggestions on adding to the Life Experience course	91
30	Room 4/4 students, suggestions or ideas on adding to the Life Experience course	92
31	Educational Life History of 4/4 Students	93

Table	Page
32 Educational Life History of 4/1 Students	95
33 Room 4/4 Students use what they have been taught	98
34 Room 4/1 Students use what they have been taught	103

LIST OF FIGURES

Figure		Page
1	The Educational System of Thailand	2
2	Equivalence of Formal School System and Formal Adult Education System	6
3	Administrative Centres Map	14
4	North-Eastern Regional Non-Formal Education Centre Organization Chart	15
5	Organization of Adult School	20
6	Plan of classroom of the Centre	70
7	Identifying the thief for police	102
8	Analytical poster	130
9	Planning posters	130
10	Serial Posters	131

CHAPTER I
INTRODUCTION

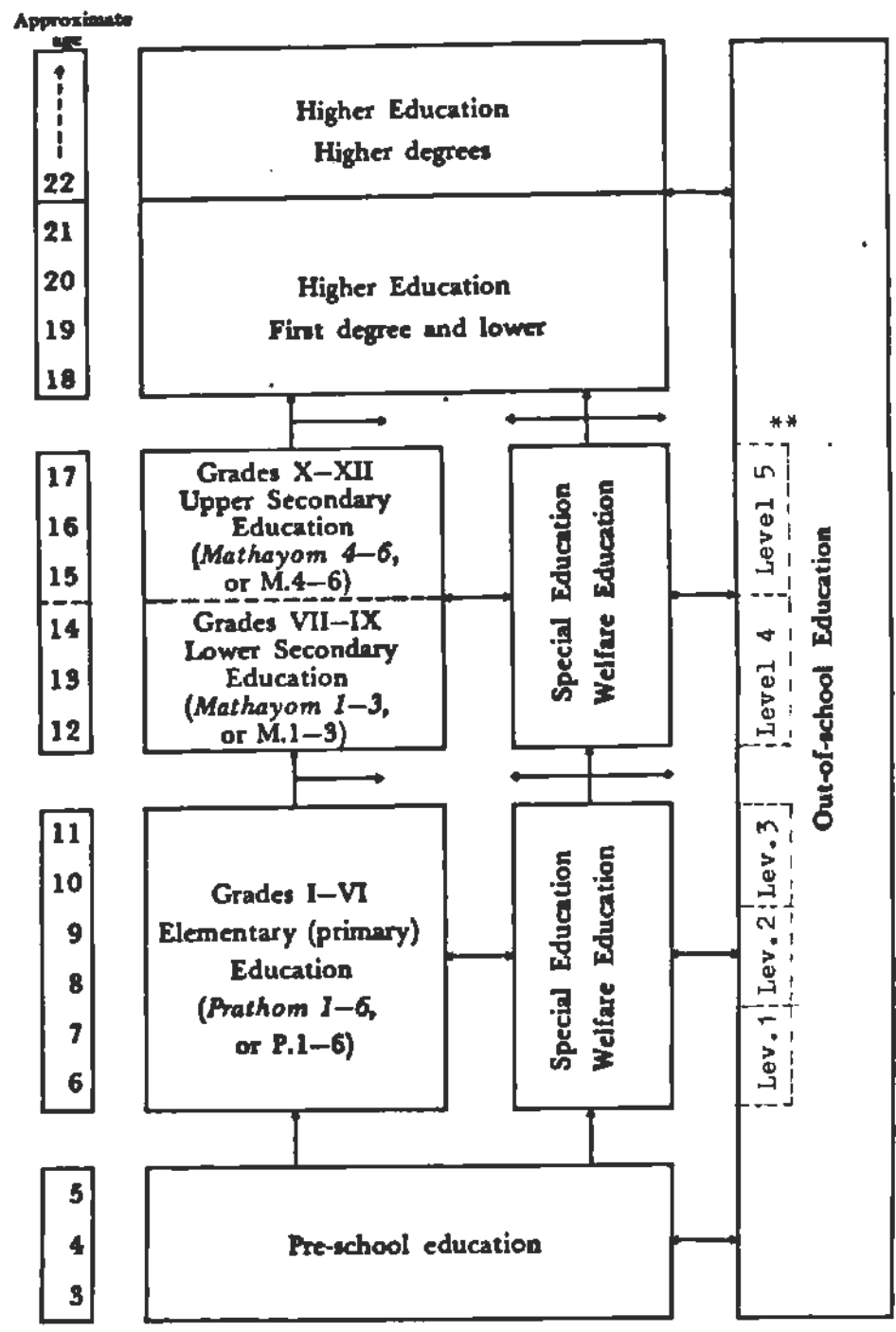
1.1 PROBLEMS

Formerly, Adult Education Curriculum Level 3 1968 and Adult Education Curriculum level 4 1970 (to understand the Educational System of Thailand* see Figure 1) required adult students to learn the following 6 subjects : Thai language, social studies, science, English language, mathematics and health. They were required to get at least 50% of the marks in each subject to pass. This caused some students to drop out because they must learn subjects that they did not like or for which they had no aptitude. Some did not realize the usefulness of the subjects in their everyday lives. Some failed two or three times. At that time the Ministry of Education began a pilot project on a Functional Literacy Programme by emphasizing student problems and suggesting solutions which were applicable to their everyday life. The outcome was good. People and adult educators were interested.

After the success of the Functional Literacy Programme, the Ministry of Education introduced the principle of Functional Literacy to use with Functional Education Level 3-4. They developed the subject matter into the General Adult Education curriculum structure level 3-4. This was in order to cope with the real life situations and social problems of Thai people and to encourage adult learners to study what concerned them and their community and to apply this knowledge to everyday life. The name of the curriculum was changed from "General Adult Education Level 3-4" to Functional Education Level 3-4".

* The Educational System of Thailand: Formal Education is divided into Primary Education 6 years, Secondary Education 6 years. (Lower Secondary Education 3 years and Upper Secondary Education 3 years) Higher Education at least 4 years for Bachelor degree. Adult Education is divided into 5 Levels. Level 1 equal to Prathom 2 or grade 2, Level 2 equal to Prathom 4 or grade 4, Level 3 equal to Prathom 6 or grade 6, Level 4 equal to Mathayom 6 or grade 12. Functional Literacy is equal to Level 2 or grade 4. Adult students must be at least 15 years old.

Figure 1. The Educational System of Thailand *



* Source: UNESCO, Bulletin of Unesco Regional Office for Education in Asia 1977. P.165

** Dot line indicates equivalent to Formal School System.

Functional Education (hereafter: FE) Level 3-4 Curriculum was drafted in 1974 and taken on trial in 1975. The Ministry of Education developed a trial curriculum and use it in 6 Adult Schools. They were:- Thailand UNESCO Fundamental Education Centre * Ubon, two schools in Choburi province and three schools in Bangkok. After being on trial for 4 1/2 years, the Ministry of Education promoted the FE Level 3-4 curriculum for use all over the country from 1 November 1979.

FE Level 3-4 Curriculum 1979 has two categories of subjects. They are :- Required Subject and Elective Subject to serve individual differences. Vocational Subjects are both required and elective subjects. Those who finish this curriculum will have taken at least one vocational subject to earn a living or increase the quality of life. The most interesting subject is "Life Experience" in which adult learners learn from the situations and problems of their communities and from topics which adult learners will apply in their real life. Life Experience is the integration of Health, Social Studies, Science, Nutrition, Safety Education, Population Education, Geography and History.

Life Experience is a required subject because it is important to students' living conditions. It is a subject that integrates many subjects together. The methods of teaching are different from others, with emphasis on small group discussion. Students are trained in rational thinking, problem-solving, etc. Open-ended lessons are used and nobody is assessed or evaluated in the Life Experience Class. For those reasons I decided to study this topic to find out if there are any problems in learning and teaching Life Experience and if so, how to solve them by setting the following objectives:

1.2 The Objectives of the Study

There are two objectives as follows:-

1.2.1 To study Life Experience Curriculum Level 3-4, in terms of application, problems and how to solve them in the Adult School of the North-Eastern Regional Non-Formal Education Centre.

*Change the name to North-Eastern Regional Non-Formal Education Centre at present.

1.2.2 To report the result to educational administrators in different levels such as:- school, province, region, department and to other interested persons.

1.3 THE EXPECTATIONS FROM THE STUDY

There are four expectations as follows:- the study

1.3.1 Will help to understand problems and obstacles arising from the use of the Life Experience Curriculum.

1.3.2 Will help teachers analyse their method of teaching by observed behaviour of others.

1.3.3 Will help to point out the weaknesses and strengths of adult learners in studying the curriculum.

1.3.4 Will help to discover how much can be applied in real life.

1.4 BACKGROUND

Before using the curriculum it must be put on trial. After the trial, if we find problems, the curriculum must be improved to suit the teaching and learning needs, after which the Ministry of Education will declare it fit for use in general. If after using it for a period of time, teachers and administrators find any problems in application, because of social and economic conditions of the community, the curriculum will be changed to cope with social and economic conditions.

The American Association of School Administrators states that:- "Findings of scientific research should be respected and incorporated into curriculum plans...Learning activities should be selected on the basis of pupil needs, if these needs are interpreted broadly enough to include society's needs as well... Curriculum improvement, including research and evaluation, is a continuous process."¹ Therefore the Adult Education Curriculum must be regularly reviewed. Ideally it should be revised every 5 years.

¹American Association of School Administrators 1953. American School Curriculum. Washington: A Department of the Nation Education Association of the United States, P. 82 (citing Curriculum Improvement in Public School System PP. 38-40, by Caswell, Hollis and others)

To understand Life Experience Curriculum Level 3-4, the author would like to explain in detail in order to assist the reader to understand the condition and application of the curriculum in the North-East region and especially in the Adult school of the centre. It is proposed to divide the background into 7 categories as follows:- Curriculum, Organization and Administration, Staff, Adult School of the Centre, Students, Teaching Method and Funding.

The problem will be studied by focusing on 103 students, level 3-4 who studied at the Adult School of the North-Eastern Regional Non-Formal Education Centre, Ubon Province in the year 1984. Details are as follows:-

1.4.1 Curriculum To understand the Adult Education system in Thailand, Figure 2 on the following page will help the reader to see the relationship between the Formal School System and the Formal Adult Education System.

The Functional Education Curriculum Level 3-4 is a course which continues on from Functional Literacy. These courses aim at adults who have no chance to continue their studies in the Formal School system in order to gain the knowledge, skill, attitudes and culture that is needed for their daily occupation. Students acquire more knowledge and information to help solve their everyday life problems, and to enable them to live as good citizens under a democratic constitutional monarchy. This curriculum is flexible enough for adult learners to select the subjects according to their ability, aptitudes, interests and needs.

Principle The Functional Education Curriculum Level 3-4 has important principles¹ as follows:-

(1) An open education opportunity for those who did not learn in the formal school system, to help them to acquire basic knowledge that will allow them to earn a living according to their interest, or promote and improve their occupation.

(2) Education aims to encourage adult learners to gain experience from the course and use it in solving everyday problems

¹Ministry of Education, Non-Formal Education Department. 1979. Lak-soot kern sukka pooyai bab Bedset radab ti 3-4 (Functional Education Curriculum Level 3-4 Life Experience) Bangkok: PP. 1-2

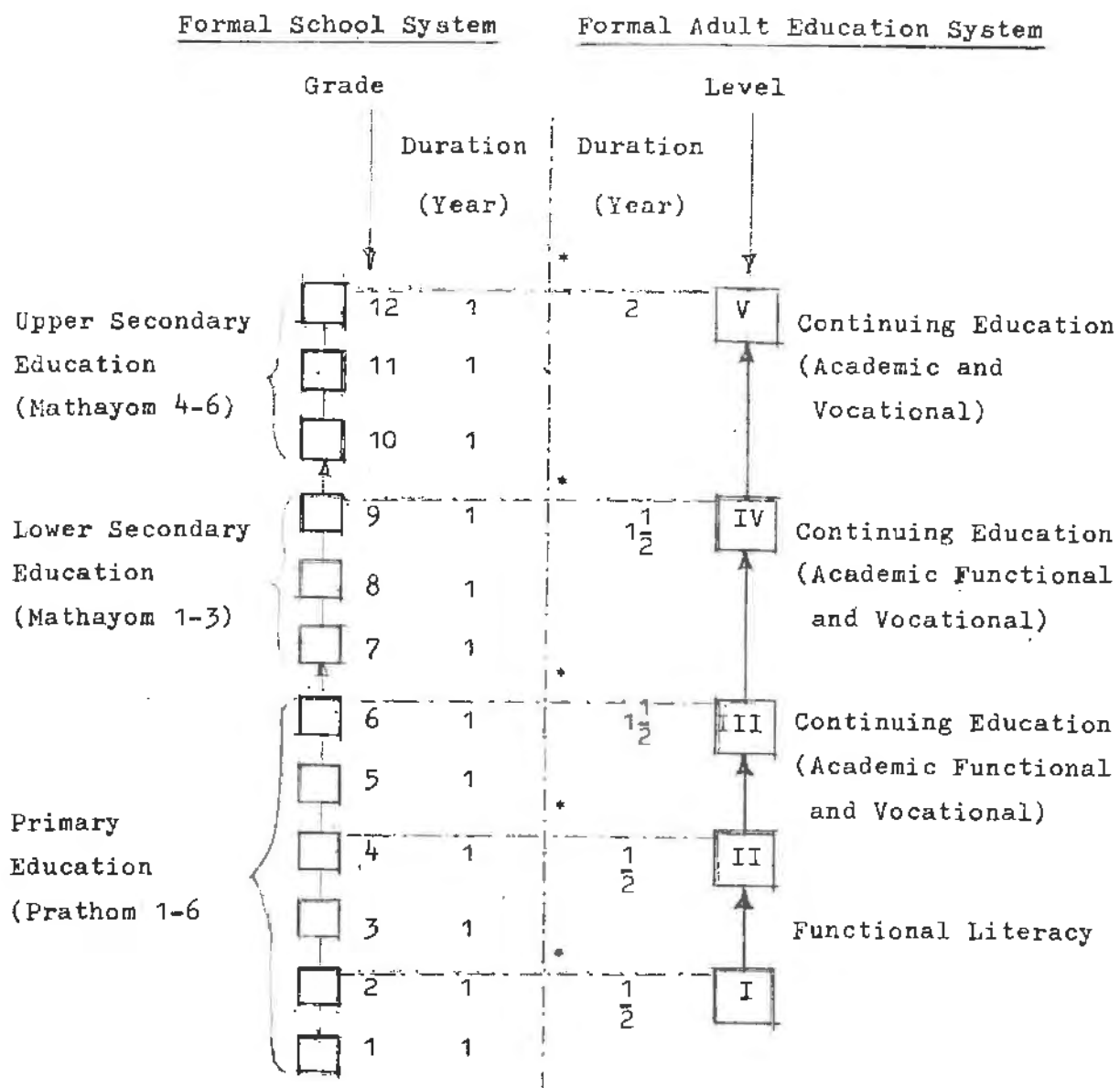


FIGURE 2 Equivalence of Formal School System and Formal Adult Education System.

* Certificates award are equivalent.

Source: Adapted from Sunthon Sunanchai. 1981. Thailand's functional literacy programme: a case study of activities in Educational Region 8. Bangkok: UNESCO Regional Office for Education in Asia and Pacific P. 19.

as well as acquiring fundamental knowledge to improve living conditions to cope with social and environmental change and with new academic subjects.

(3) To build the identity of the nation as a whole and to help students to cope with basic causes of their problems and to meet community needs.

(4) To train adult learners to have discipline, and understand the rights and duties of good citizens under a democratic constitution monarchy.

The Objective of PE Level 3-4 is to assist adult learners to learn how to think, and to know how to solve their problems by using the thinking process for making proper decisions. "Khit-pen"¹ involves consideration of at least three kinds of data, namely, the data about one-self, about the social situation, and about the technical knowledge involved, which will help the adult learners to become as follows:-

(1) They are good citizens, having morality, discipline, knowing their own and other's rights and duties under a democratic Constitutional monarchy, and being responsible for themselves, their families and society.

(2) They appreciate and sustain the nation, religion, the monarch and good culture.

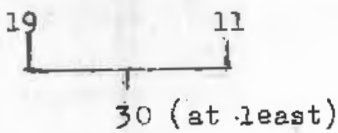
(3) Having knowledge, abilities and skill enough to work, to continue their study or to earn a living. They must be able to speak the Thai language correctly and have basic knowledge enough to solve problems in everyday life.

(4) Understand problems about the government, the economy and the society of the country. Know how to make up their minds by reasoning.

(5) Have good attitudes toward every kind of worth-while occupations. Train to be diligent, patient, to economize and know how to save natural resources and public property, to make use of it at present and in future.

¹Khit-pen is a Thai word. Frequently, definitions refer to critical thinking, rationale thinking, problem-solving and the like.

TABLE 1 Functional Education Curriculum Structure

Subject	Level 3		Remark
	Required Subject (Credit)	Elective Subject (Credit)	
Life Experience	12(L.E.1,L.E.2 L.E.3,L.E.4)		The learner is free to take any subject in any order: he may take more than one subject in one semester.
Thai Language	4(Thai 1, Thai2)	4(Thai6,Thai 11)	The Learner has to take one required course at a time and in order.
Mathematics	-	8(Math1, Math2) (Math 3)	These courses are to be taken in the sequential order.
Science	-	13(Sc.1,Sc.2, Sc.3,Sc.4)	The learner is free to take any subject in any order; he may take more than one subject in one semester.
English	-	30(Eng.1-Eng.10)	English 1-5 must be taken one at a time
Vocational	3(Required any vocational)	Select not more than 6 cr. not repeat required Subject.	A monk/novice has to take regular courses as substitutes for the vocational courses
Total	19	11	A monk/novice has to take required subject 16 cr. and elective 14 cr.
			

Source:Ministry of Education. 1979. Functional Education Curriculum Level 3-4 Life Experience. Bangkok: P.3.

TABLE 2 Functional Education Curriculum Structure (Level 4)

Subject	Level 4		Remark
	Required Subject (Credit)	Elective Subject (Credit)	
Life Experience	13(L.E.5,L.E.6, L.E. 7)	-	The learner is free to take any subject in any order: he may take more than one subject in one semester.
Thai Language	7(Thai.3,Thai.4 Thai.5)	9(Thai.7,Thai.8 Thai.9,Thai.10 Thai.11)	The Learner has to take one required course at a time and in order.
Mathematics	-	22(Math.1,Math.2, Math.3,Math.4 Math.5,Math.6)	These courses are to be taken in the sequential order.
Science	-	13(Sc.1,Sc.2, Sc.3,Sc.4)	The learner is free to take any subject in any order: he may take more than one subject in one semester.
English	-	30(Eng.1-Eng.10)	English 1-5 must be taken one at a time.
Vocational	3(not repeat with Level3)	Select not more than 12 Cr. and cannot take the same course twice	A monk/novice has to take regular courses as substitutes for the vocational courses
Total	23	27	A monk/novice has to take required subject 20 Cr. and elective 30 Cr.

From Table 1 and 2 it can be seen

(1) There are many elective subjects for students to select. The required subjects are Life Experience, some courses of Thai language and some courses of vocational subjects.

(2) Students must learn at least one vocational subject (3 Credits) at each Level so that they will have one vocational area when they finish school.

Note:-

(1) Students can receive credit from either government or private vocational schools.

(2) The objective : For students to get a job rather than continue their study at University. The reason for this is that the government feels it is important that students reaching each level of education are equipped with employable skills to alleviate family burdens, to build graduates' confidence, and to introduce them to the world of works. Besides, university education cannot always assure that Students will get a job upon their graduation.

Objectives of Life Experience Level 3-4¹

There are 7 objectives as follows:-

- (1) To appreciate and to sustain the nation, religion and monarch and to arouse enthusiasm in having a part in the governing of the country under a democratic constitutional monarchy.
- (2) To be a good citizen, having morality, discipline, knowing one's own and other's rights under a democratic constitutional monarchy. One's practice to be in accordance with Thai customs, families and social norms.
- (3) To have knowledge, abilities and skill enough to work, to continue their study or to earn a living. Having basic knowledge to solve everyday problems.
- (4) To have good health both in body and mind and to keep and promote community sanitation.
- (5) To understand problems about the government, the economy, population and society. Know how to make up their minds by reasoning.
- (6) To have a good attitude toward every kind of occupation. Train to be diligent, patient, to economize and know how to save natural resources and public property, in order to make use of it at present and in the future.
- (7) To know how to consider events in history and use them as examples for solving present problems.

The Structure of Life Experience

(1) Life Experience is a compulsory subject divided into 7 courses.

Life Experience	I	3	Credits
"	II	3	"
"	III	3	"
"	IV	3	"
"	V	4	"

¹Ministry of Education, Non-Formal Education Department. 1979. Laksot karn suksa poovai bab hedset radab ti 3-4. (FE Curriculum Level 3-4 Life Experience) Bangkok: FP. 1-2.

Life Experience	VI	4 Credits
"	VII	5 "

(2) In level 3 (Equal to grade 6) students must learn Life Experience I to Life Experience IV.

(3) In level 4 (Equal to grade 9) students must learn Life Experience V to Life Experience VII.

Description of Life Experience Courses

Level 3

(1) Life Experience I (3 Credits) Subject matter: Nutrition, Health, Sanitation, Population Education, Environment Pollution, and safety Education.

(2) Life Experience II (3 Credits) Subject matter: Good citizenship e.g. The nation, religion and king as institutions for the strength and safety of the country. The rights and duties of of Thai people; contact with officials concerned in helping people. The upholding of the Democratic constitution and the Monarchy. How to act towards the family.

(3) Life Experience III (3 Credits) Subject matter:- The earth and the moon, Natural phenomena, Seasons and climates, Wind, Thailand geography, Foreign geography, History, National places and National treasure, Important news and events.

(4) Life Experience IV (3 Credits) Subject matter: life, physical environment, energy, force.

Level 4

(5) Life Experience V (4 Credits) Subject matter: The same as Life Experience I, but deeper and more detailed.

(6) Life Experience VI (4 Credits) Subject matter: Good citizenship e.g. Nation, Religion and king as Institutions, the strength and safety of the country, the rights of Thai people, the duties of Thai people, law, the Democratic constitution monarchy. These doctrines should be practiced to conduct oneself according to custom.

This course is similar to Life Experience II but it is deeper and more detailed.

(7) Life Experience VII (5 Credits) Subject matter:

(7.1) Geography

Geography of Thailand:- My province, Regions, Natural Resource and environment preservation, Economic and Industrial development.

Foreign Geography:- Asia, Australia, Europe, North America, South America, and Africa.

(7.2) History

Pre-history civilization in Thailand, Sukhothai kingdom (1238-1377), Ayuttaya kingdom (1350-1767), Thonburi period (1768-1782), Ratanakosin period (1782-present)

For details of the curricula (LE I, II and III) see Appendix A.

1.4.2 Organization and Administration of North-Eastern Regional Non-Formal Education Centre

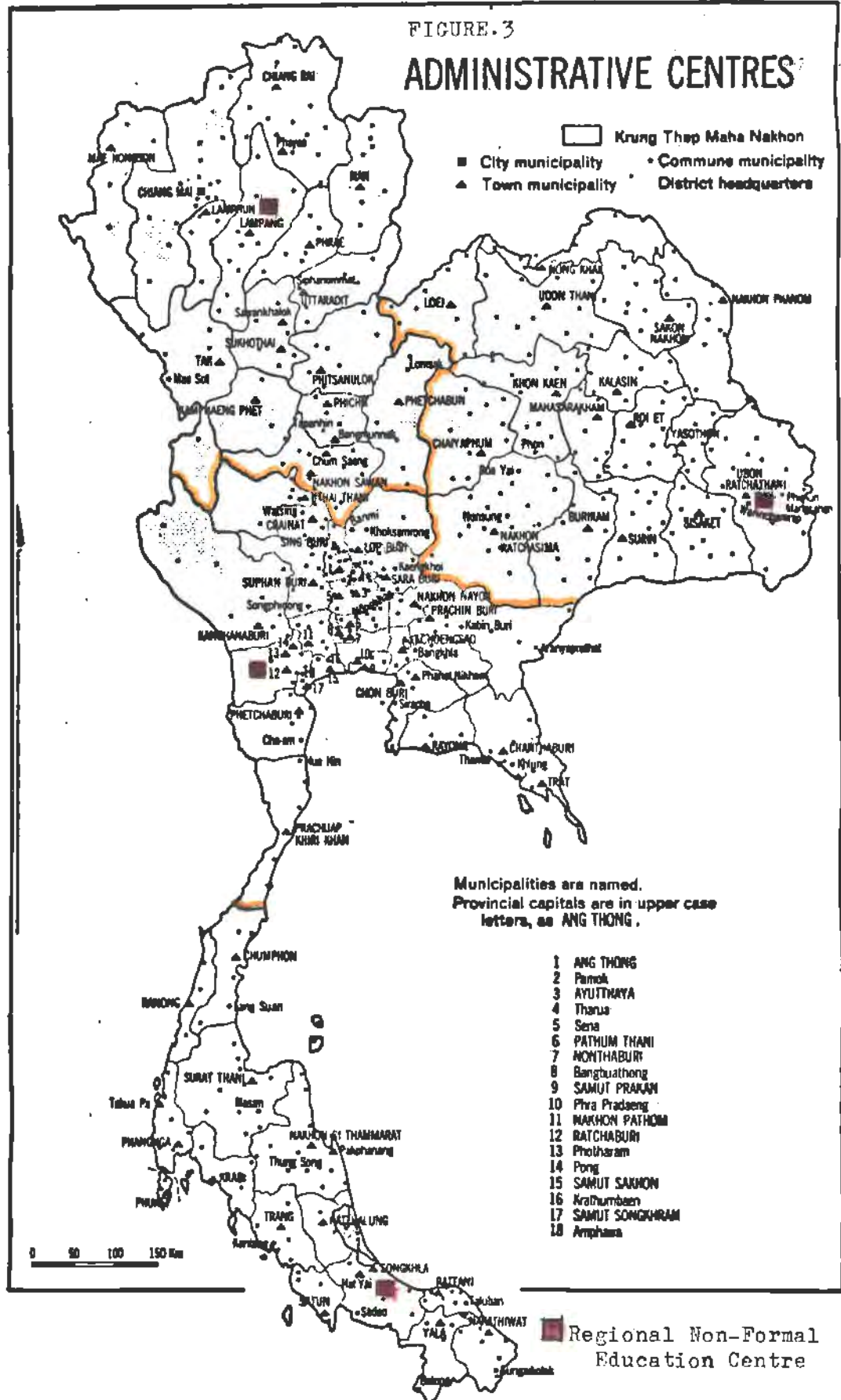
To develop Non-Formal Education, the Ministry of Education established the North-Eastern Regional Non-Formal Education Centre*, the first Regional Centre at Ubon Province in 1976, and later established 3 other Regional Centres, They are:- Northern Regional Non-Formal Education Centre at Lampang, Southern Regional Non-Formal Education Centre at Songkhla and Central Regional Non-Formal Education Centre at Rachaburi (see the map showing the situation of the centres, Figure 3 following page). Centre administration is the same at each centre.

The North-Eastern Regional Non-Formal Education Centre is divided into 6 units as follows:-

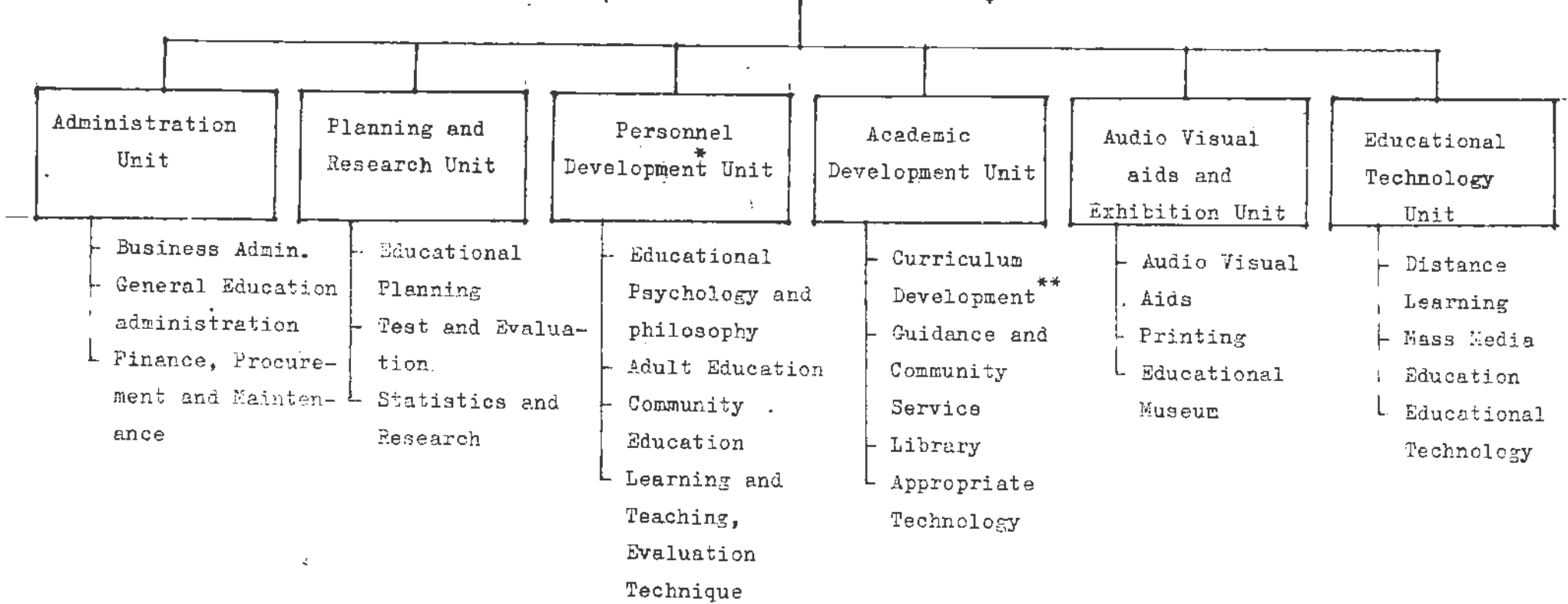
- (1) Administration Unit
 - (2) Planning and Research Unit
 - (3) Personnel Development Unit
 - (4) Academic Development Unit
 - (5) Audio Visual Aids and Exhibition Unit
 - (6) Educational Technology Unit
- (see organisation chart in Figure 4)

* The former name was Thailand-Unesco Fundamental Education Centre (TUFEC) established in 1954.

FIGURE 3
ADMINISTRATIVE CENTRES



North-Eastern Regional
Non-Formal Education
Centre



Remarks. * Author works in this unit.

** This section is running the Adult School.

Figure 4. North-Eastern Regional Non-Formal Education Centre Organization Chart.

There are 62 government officials and 52 workers working at the centre.

The specific roles of the Centre are as follows¹-

(1) To undertake research on the educational needs of individuals and communities based on the socioeconomic conditions of the population in the areas under the centre's responsibility (16 provinces in the North-East).

(2) To develop, test and revise all curricular materials (texts, supplementary readers and various instructional aids) for adult education programmes at all levels. The centre, assisted by appropriate specialists and based upon its target population studies will determine the substance of the curriculum.

(3) To plan, organise and conduct training programmes for programme administrators, supervisors, instructors, and related personnel.

(4) To evaluate the efficacy of on-going activities.

(5) To devise and experiment with new instructional approaches in adult education.

(6) To assist provincial adult education programmes by providing them with up-to-date information for decision making and by serving as technical advisers.

(7) To develop adult education programmes so that they become more orientated towards the improvement of the quality of life of the rural population by operating demonstration classes in direct relation to curriculum development and experimentation activities.

(8) To serve as co-ordinator of technical aspects of adult education both for programmes under the Ministry of Education and those under other agencies.

(9) To develop and prepare programmes for broadcast on the

¹Ministry of Education, Division of Adult Education, 1976. A project for the Development of Non-Formal Education in Thailand Bangkok: P. 25.

radio and correspondence activities and for publication in special newspapers.

The centre is under the Non-Formal Education Department in Bangkok but the office is in Ubon province. There were 48 government officials in 1978, the centre employed 13 more government officials in 1979. There are 62 government officials working at the centre at present. For the full programme the centre will have 81 staff. There are also 52 workers working as secretaries, janitors, and agriculture experiment workers.

1.4.3 Staff North-Eastern Regional Non-Formal Education Centre has 62 government officials. Male 36 Female 26. Details of the government officials are as follows:-

TABLE 3: Number of Staff member of their age.

Number of Staff members	Age (years)
12	20-29
30	30-39
13	40-49
7	50-59
62	

From Table 3 the majority of the staff of the Centre, (30), are between 30-39 years old, the prime age for working industriously and having work experience. The senior staff, (7), are between 50-59 years of age, working as administrators, heads of Units and heads of sections.

TABLE 4: Education Qualification of Staff Members

Qualification	Amount
Lower Teacher Certificate	2
Diploma in Education (under graduate)	22
Bachelor degree	33
Master degree	5
Total	62

Most of the staff, about 33, have a Bachelor degree, Minor staff 2, have a Lower teacher Certificate and 5 have master's degrees.

TABLE 5: Working Experience of Staff members

Working Experience (years)	Number of staff
1-5	15
6-10	19
11-15	13
16-20	4
21-25	4
26-30	3
31-35	4
Total	62

Most of the Staff (19) have 6-10 years work experience, 3 staff have 26-30 years work experience, 15 staff members have only 1-5 years work experience. The rest, 47, have 6-35 years work experience. Conclusion: Most of the staff have had work experience.

1.4.4 Adult School of the Centre Since the North-Eastern Regional Non-Formal Education Centre is a Research and Evaluation Centre, Curriculum Development and research activities are important. The Centre has to have a Adult School to use as the demonstration school. The staff uses this school to experiment in Adult Education. This school was established in 1965 and has the name "TUFEC Adult School."*

The Academic Development Unit looks after the Adult school. Those who want to teach in the Adult school must pass a short training course (1 week) before they can teach.

* TUFEC stand for Thailand-UNESCO Fundamental Education Centre. Although this school is not connected with UNESCO at present, we still use the old name.

Table 6. Topics of the course and duration

(1) Non-Formal Education Policy	1 1/2 hours
(2) Basic Philosophical Principles in Adult Education	5 1/2 hours
(3) Adult Education Psychology	5 hours
(4) Curriculum, hand book, text book for level 3-4	3 1/2 hours
(5) Writing open ended lessons	5 1/2 hours
(6) How to arrange a learning programme	2 1/2 hours
(7) Teaching Method	9 hours
(8) School Administration (routine administration work, management, finance)	3 1/2 hours
(9) Measurement and Evaluation for the student	5 1/2 hours
(10) Pretest, Post test, General Assembly	4 hours
Total	<u>45.5 hours</u>

Administration of Adult School

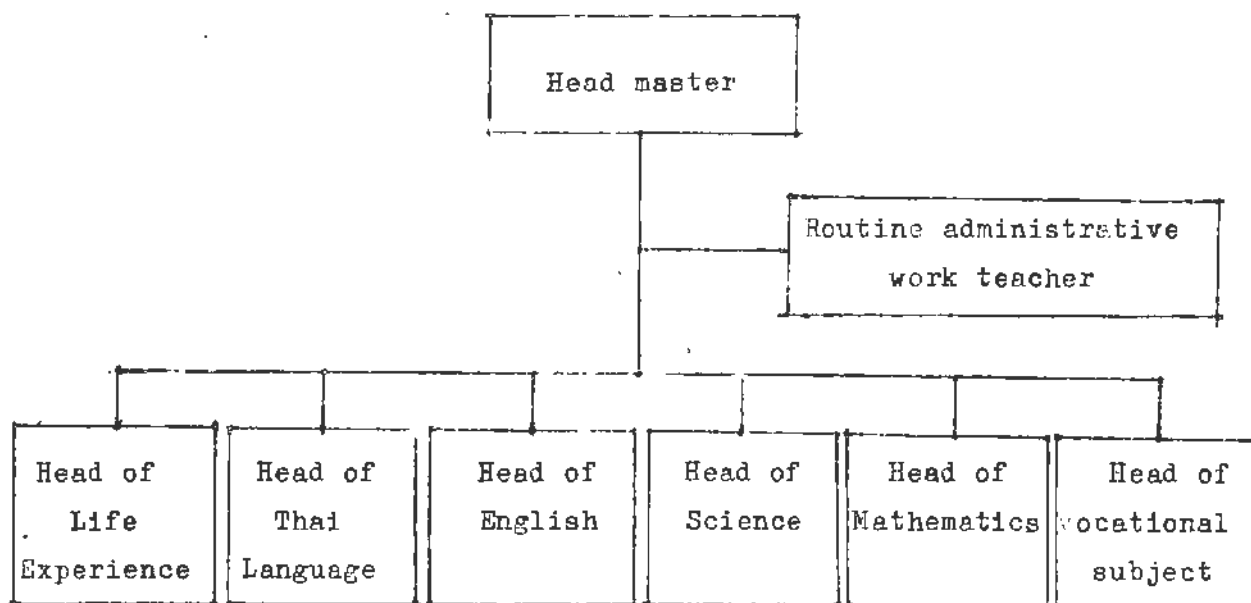


FIGURE 5: Organization of Adult school

The director of the centre works as a head master and co-operates with the Academic Development Unit. The government subsidise 20 % for the Head master's salary, the teaching hours of the teachers, and the janitor's salary. Another 80 % comes from students. Students must pay fees and the head master can use this money for running the school, or arranging services for the students.

The centre staff works full time for the centre and works part time for the Adult school. The school starts at 5 p.m. and finishes at 8 p.m. from monday to Friday. One teacher teaches only one course for a semester, that means he teaches 3-5 hours a week, and gets 40 Baht* an hour. The head master gets 65 baht a day or about 1,300 Baht a month. The routine administrative work teacher gets 45 Baht a day or about 900 Baht a month. The janitor gets 20 Baht a day or about 400 Baht a month. Relative to other salaries: 45 Baht a day is a minimum wage in Bangkok and 35 Baht a day**

* AS 1 = 23 Baht (approximately)

** Wages on July 1981

is a minimum wage in Ubon. (Government Rural Development project during summer, The government pay 35 Baht a day).

A full time teacher or other person with a bachelor's degree will get 2,385 Baht a month and a person with an under graduate diploma gets 1985 Baht a month at the beginning. The part time teacher in a teachers' college gets 50 Baht an hour.

Some students have difficulty in paying. They pay by installment some before examination day. If they do not pay the fee, the school will not allow them to sit for the exam. According to the rule the student must pay the fee at the beginning of the semester, but the routine administrative work teacher allows some flexibility in the rules for those who are poor.

Students must pay a fee of 15 Baht per credit hour, for example Mr. A enrolls for 3 courses, 3 credits each, he must pay fee $9 \times 15 = 135$ Baht for that semester.

The teacher is responsible for the course he teaches teacher constructs examinations himself, arranges the exam, observes, and give marks to evaluate students. The head master has the authority to make decisions on student promotion.

The school administers supplementary services, and resources required to implement policy and develop courses. The school also provides other programmes to meet the needs and the interests of students e.g. sport and games, field trips etc.

The centre endeavours to arrange suitable accommodation for teachers appointed to the centre.

The Adult School of the centre provides 2 levels of the education. e.g. Functional Education Level 3 (grade 6) 2 classes and Functional Education Level 4 (grade 9) 4 classes. There are about 200 students in the school.

There is a library in the centre with about 30,000 books for teachers and students to study.

Staff currently teaching at the Adult School of the Centre
(work as part-time teachers)

The total staff at the centre is 62 people, of whom 40 work as teachers at the Adult School of the Centre. These 40 can be classified according to their teaching Subject:

	Teacher
1. Life Experience	10
2. Science	4
3. Thai language	8
4. Mathematics	8
5. English language	5
6. Vocational Subject	5
Total	<u>40</u>

1.4.5 Students The majority of students come from rural areas, but some from urban areas. Ones who live in rural areas will travel not more than 10 kilometres from home to school. If their houses are farther than this they will have no bus to return home at night. Usually they will come to stay with their relations in town.

Student ages range from 15-45. The average is about 20 years of age.

For student occupation, the majority are rice farmers. Others are workers in government offices working as janitors in schools, hospital, and other offices; some work in shops. Some are unemployed.

Student qualifications

(1) One who would like to study at Functional Education Level 3 must finish Prathom 4 (grade 4) or Functional Literacy or Adult Education Level 2.

(2) One who would like to study at Functional Education Level 4 must pass Functional Education Level 3 or Prathom 6 in Formal School System, or graduate from Grade 3 in Buddhist studies*

* In Thai "Pra-rea tan 3 prayoke", Buddhist School provide grade 1 to 9 in Bud-dhist Studies for a monk/novice, main study in Pali.

or graduate from the First class in the Dharma.*

(3) One who is a monk or novice must pass the third class in the Dharma before studying in Level 3, and the second class for Level 4. The purpose is to make the monk or novice study religion before studying general education.

(4) Age at least 15 years.

(5) Free from contagious disease.

(6) Do not study in Formal School system in the same area.

(7) A monk or novice cannot study in the same class with layman.

1.4.6 Teaching Method General Teaching Method being used is as follows:-

(1) Lecture.

(2) Discussion, big and small group discussion.

(3) Self study, assign students to find out information and facts then present them in front of the class or give a written report.

(4) Students work as a team to arrange an exhibition before an important day comes. (such as the King's birthday).

(5) Examination, Measurement.

Ratio of marks, during semester : final test 70 : 30

Marks during semester (Marks are agreed between teacher and students) , Quiz, Assigned work, Group discussion, Brain storming, present in front of the class, interest, attendance. Mid-term test.

Total 70 marks

Final examination. When teacher completes the course, the student must have attendance not less than 80 % otherwise they cannot sit for the examination.

Multiple choice type 20 marks

Essay type 10 marks

Total 30 marks

* In Thai "Naktham ek", The highest class in studying Dharma.

1.4.7 Funding There are two kinds of Adult School. They are:- The school run by Government budget and the school run without Government budget.

The school run by Government budget has Government budget and tuition fees for administering the school. The Government subsidize 20 % of school expenses the rest, 80 %, comes from the tuition fees.

The school run without Government budget has only tuition fees to pay for school expenses.

The Adult school of the Centre is a school run with a Government Budget.

During the Academic year 1980 the government funded about 56,000 Baht.¹

The school gets in tuition fees	137,870	Baht
Paid for tuition and services	97,481	"
Tuition fee balance	40,389	"

¹ Stated by Pimprai Bhudhani in an interview with Bunnee Piaseu at North-Eastern Regional Non-Formal Education Centre on April 2, 1981.

CHAPTER II

LITERATURE REVIEW

This chapter is based on the study of literature and research work involved in this field. The report will cover the details of 2 topics, which are:-

1) The knowledge about the philosophy of Adult Education which constitute Western and Thai types.

2) The knowledge about the study as performed by previous researchers. The second topic is divided into sub topics: Curriculum Evaluation, Class observation, and the Achievement of Adult Learners.

2.1 PHILOSOPHY OF ADULT EDUCATION

At present Educational institutions have become interested in Education Philosophy and think that it is of practical value. The aim of education to let the practitioner understand the process of philosophy. The proponents of Adult Education philosophy and persons well known in Adult Education give the following points of view on Adult Education. They mention both Western and Thais' types as follows:

2.1.1 Western

Paulo Freire¹ relates a new Adult Education Philosophy. His emphasis is on education to change the social system. That is to give education to stimulate or rouse adult learners to solve problems reasonably and in the right way by letting each learner express his/her ideas freely and sincerely. It is the education suited for persons whose society is underdeveloped or a group of persons who are oppressed. Freire emphasises the need for the skills of reading and writing to bring about social change.

¹ Sunthorn Sunanchai 1980. Karn sukka nok ronglearn (Non-Formal Education) Bannakhit. Bangkok PP; 58-60 (citing Pedagogy of the oppressed by Paulo Freire)

Paulo Freire's educational principles may not please either the capitalist or the communists because he does not want others to determine villagers' horoscope (fortune). One who has his own interests, expert, learned person, planner, or philosopher, if they go to tell the villagers what they lack, or what they need to make themselves complete (perfect), then they (the expert) will be disappointed. By teaching students with good intentions, and giving them his knowledge, the teacher may unwittingly become an oppressor or tyrant, because what he teaches may impose other people's values which will maintain the status quo instead of bringing about the change to equality and justice in society that humanists claim all over the world at present.

Paulo Freire's Adult Education philosophy may be summarised as follow:-

(1) In giving education one must think about humanity and society. If they are neglected, education may be used as a tool to oppress man. Subject matter arranged for learners may not concern the learners.

(2) Human ability to change society must be developed by a person considering himself until he understands his own life clearly.

(3) Human beings have to relate well to themselves and to others and to their environment. The more relationships that they have with others the greater their personal development.

(4) The world that the man lives in is the world that he has created. Changing the world alters his environment, that is, builds a relationship between him and his environment. If the man knows himself and the world he can make history himself; on the contrary if he does not know himself and the world he will be overtaken by events and be manipulated by others.

Freire compares the present education system with the Banker Education that is:-

- (1) The teacher is the instructor.
The students are taught.
- (2) The teacher knows every thing.
The students know nothing.
- (3) The teacher thinks.
The students accept the teacher's thoughts.

- (4) The teacher chooses the subject matter, the students learn what the teacher chooses for them.

That is, the teacher sees students as a savings Bank, how much and when he will deposit in it is up to the depositor.

Ivan Illich, the originator of the idea of Deschooling draws attention to the weakness of the conventional education system. He says "true so long as the money has been spent through the school budget. The money indeed went to the schools which contained most of the disadvantaged children, but it was not spent on the poor children themselves."¹ Poor children lack most of the educational opportunities, so that much money has been spent for the rich and middle class children under the present situation. Illich calls for the dis-establishment of schools.

Illich states that a good educational system should have three purposes.²

(1) It should provide all who want to learn with access to available resources at any time in their lives.

(2) Empower all who want to share what they know to find those who want to learn it from them.

(3) Furnish all who want to present an issue to the public with the opportunity to make their challenges known.

Instead of school Illich introduces Learning Webs.³ The four net works are:-

- (1) Reference Services to Educational Objects.
- (2) Skill Exchanges.
- (3) Peer-Matching.
- (4) Reference Service to Educators at Large.

Paul Bergevin⁴ mentioned in "Goals of Adult Education" that a

¹Ivan Illich. 1978. Deschoolin. Society Penguin Books Manchester: P.13.

²Ibid P.78.

³Ibid P.81.

⁴Puttachart Rachpreechar. 1981. "Karn sukxa nok rabob long-learn" (Non-Formal Education) Odean Store. Bangkok: PP. 9-10 (citing A Philosophy for Adult Education by Paul Bergevin)

good Adult Education which develops a man to be a good citizen should have following qualities:-

- (1) To help learners to be happier and to lead more meaningful lives.
- (2) To help learners to understand themselves, their aptitudes and their limitations and to have good human relationships.
- (3) To help Adults be aware and understand the need for Life-Long Learning.
- (4) To give opportunities to adults for them to mature in mind, body, society, culture; politics and occupation.
- (5) It is the duty of education management to provide for these needs by teaching living skills (reading, writing), occupational skills and health education.

Knowles refers to Linde man saying that:-

...the approach to adult education will be via the route of situations, not subjects. Our academic system has grown in reverse order: subjects and teachers constitute the starting point, students are secondary. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests. Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, his community-life, et cetera situations which call for adjustments. Adult education begins at this point. Subject matter is brought into the situation, is put to work, when needed. Texts and teachers play a new and secondary role in this type of education; they must give way to the primary importance of the learners.

...the resource of highest value in adult education is the learner's experience. If education is life, then life is also education. Too much of learning consists of vicarious substitution of someone else's experience and knowledge. Psychology is teaching us, however, that we learn what we do, and that therefore all genuine education will keep doing and thinking together. Experience is the adult learner's living textbooks.¹

¹Malcolm Knowles. 1979. The Adult Learner: A Neglected Species Second Edition. Gulf Publishing Company. Texas: PP. 28-29 (citing The Meaning of Adult Education. 1926. PP. 8-10, by Linde man)

Knowles states the modern adult learning theory:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in type, time, place, and pace of learning¹

Haines states that "adults do important learning both in groups, and for them; both in industrial and other organizations...the group or organization itself could be said to be learning"²

2.1.2 Thai Adult Education Philosophy

Dr. Kowit Warapipāt,³ the Thai educator states that the educational system should give useful results to the population at large, and should help the majority of people to be happy and provide a second chance to persons who earn their living day by day and have no chance to receive their education through the formal school system. The basic philosophies of Non-Formal Education are as follows:

(1) A belief that everyone needs happiness. The needs of each person are different, some need land on which to build a house, some need land for farming, some need a big car, some need a strong and healthy body, and some want to go away from society to the forest.

¹Malcolm Knowles. 1979. The Adult Learner: A Neglected Species. Second Edition. Gult Publishing Company, Texas: P.31

²Nicolas Haines. 1979. Theories and Projects-working Papers in Continuing Education. The Australian National University, Centre for Continuing Education. Canberra: P.1

³Adult Education Division, general Education Department 1980. "Ruam bot Kwarm Karn suk sa poovai" (Compile of Adult Education article book 2) Bangkok: PP. 1-6.

Everyone has different needs but one thing that everyone needs is happiness. They are happy when they have what they want.

(2) The belief is that man will have most happiness when he can adjust himself, society and environment to match together, for example, we will be uneasy if we dress in a suit when the weather is hot even though the suit is beautiful and expensive. We will not be so happy to stay in a rich country if we have no money. We will be uncomfortable, although we are millionaires, when the money comes from illegal sources that society condemns. We will not be so happy, although we have everything, if we are always sick.

(3) A belief that in changeable society and environment at present, one who will be happy must be a "Khit-pen" man. To be happy, one has to adjust oneself, society and environment to match together. One may do as follows:

- 1) Adapt oneself to society and environment.
- 2) Adapt society and environment to oneself.
- 3) Adapt both oneself and environment to match each other.
- 4) Go away from that environment to another environment that matches one.

A "Khit-pen man" has the following characteristics:

- 1) The ability to identify problems.
- 2) Know the cause of those problems.
- 3) Know the way to solve the problems.
- 4) Be able to select a solving method appropriately, by using information about oneself, society and academic knowledge.
- 5) Be able to work as one thinks successfully.
- 6) In case of obstruction one cannot do as one planned, so one accepts the reality and finds another way or improves the plan so as to succeed satisfactorily.

(4) Believing that man is a "Khit-pen man" by nature, according to society and environment, such a man can change quicker. Persons who do not study Khit-pen philosophy cannot attain it while a rich environment tends to prevent people from using this ability because they can live without using it.

Society provides education for people to make people happy and become "Khit-pen men". We can train people to be Khit-pen men by letting them study how others people solved problems in the past and advising learners to bring their everyday problems or society problems to be solved. By practising they will develop skills in problem solving methods.

Sunthorn states that the Non-Formal Education Department's Philosophy is postulated on the following basic assumptions:

- All people seek happiness as their ultimate goal;
- Each person must define happiness for himself on the basis of his or her own experiences, beliefs, abilities;
- While individuals may find it difficult to define happiness for themselves, they will tend to be happy when they are in harmony, both emotionally and physically, with their environment, or, more realistically, when they realize they are doing the best they can to move toward such a harmony;
- Since education and other development activities should be designed to serve man, they must assist him to search for the tools (attitudes, skills, and information) that will enable him to adapt himself and his environment in order to create his own level of harmony.

In the Department's programmes a process known as Khid-pen is promoted as a vehicle to assist learners develop the tools they need to work towards the level of harmony they desire. First incorporated into the functional literacy programme.

Suporn Shrisen states that the objectives of Non-Formal Education of Thailand² are:

- (1) To educate people to be Khit-pen men, they should know how to solve the problems that will help them live in society happily.
- (2) To be able to read and write, and to use them as a tool for acquiring knowledge.
- (3) To open educational opportunity to those who do not study in a formal school system.

¹ Sunthorn Sunanchai. 1981. Thailand's functional literacy programme: a case study of activities in Educational Region 8. UNESCO Regional office for Education in Asia and the Pacific. Bangkok: P. 30

² Suporn Shrisen. 1980. "Kan sukxa nok Lonj-learn" (Non-Formal Education) Luan Keow Karn Pim. Bangkok: P. 31

(4) To give an opportunity for people to study vocational subjects and related subjects to improve their present occupation or change to a new occupation.

(5) To help people to help themselves and move with the social changes.

(6) To encourage people to make use of their spare time.

(7) To promote national, moral and cultural feelings in people.

A theory that matches Thai Adult Education is the Basic Need Theory by A.H. Maslow¹ His "Basic Needs" are divided into steps as follows:

1. Physical Needs (e.g., food, drink, oxygen supply, sex)
2. Safety Needs (e.g., shelter, stability)
3. Love and Belonging Needs (e.g., affiliation, acceptance)
4. Esteem Needs (e.g., self-respect, prestige)
5. Self-Actualization Needs. "Maslow sees the goal of learning to be self-actualization,...the full use of talents, capacities, potentialities, etc. (Maslow, 1970, P.150)"²

From this theory, Educators accept that fulfilling the Basic Needs make people really happy.

From the line of thought of Adult Educators, Adult Education Philosophy may be concluded as follow:

1. It is continuing Education and Life-Long Education.
2. It's an open education opportunity to all to improve their standard of living.
3. Adult Education does not mean only literacy but includes all subjects like occupation that Adults want to learn to earn their living or improve the quality of life and of society.
4. Educate the adult to have self direction, Khit-pen, and to preserve local culture.

¹Puttachart Rachpreecha. 1981. "Karn suksa nok rabob longlearn" (Non-Formal Education) Odean Store. Bangkok. P.10

²Malcolm Knowles. 1979. The Adult Learner: A Neglected Species. Texas: Gult Publishing Company. P.9

5. Adult Education to increase appropriate skills for living.
6. All need happiness but their means of gaining happiness are different, it depends on each person's background. One who wants to be happy must know to adapt himself and his environment in order to create his own level of harmony. In thinking processes, for making a proper decision or "Khit-pen", three facts must be considered these are:- information about oneself, society and academic knowledge, moral values must also be considered.

2.2 STUDIES INVOLVED

The studies available on the topic are as follows :-

2.2.1 Curriculum Evaluation

Research available on Curriculum Evaluation of Adult Education is as follows:

Verachai Mechobtham studied "the Development of Functional Literacy in Thailand". His objectives were: to review and analyze historical efforts designed to solve the problem of illiteracy in Thailand, this covered the earliest attempts the initiation of the Functional Literacy programme by examining the development and evaluation of Functional Literacy during 1968-1975, focusing on its philosophy and objectives, curriculum, text book, hand book, and method of operation, follow up, evaluation, and the problems of operation.

Method of study; collecting data from reports, government documents, royal decrees, ministerial regulations and orders and interviews with adult educators.

The conclusions were that the successful efforts directed at the reduction of illiteracy in Thailand were first initiated in 1940. However, from the beginning of world war II, these results decreased, until 1968 when the Government introduced its Work Oriented Functional Literacy Program in Thailand in line with the thoughts of UNESCO. Unfortunately, there was not sufficient participation in the programme. Two years later the programme was improved and became the Functional Literacy programme. The intention of this new approach was to increase the students ability to "Khit-Pen" through curricula

based on actual community problems and employing discussion group methods. The outcome has been increased participation in the programme.¹

Verachai points out that solving problems of illiteracy in Thailand will succeed more or less depending on government policy, on whether the government works seriously on solving illiteracy or not.

Adisak Sripoomun² conducted research on "A study of students" problems in studying the Life-Experience course in the Levels 3-4 Functional Education Curriculum. The objective was to find out facts concerning the backgrounds and opinions of the students of Level 3-4 from the Thailand Unesco Fundamental Education Centre (TU FEC) in Ubon and from the Northern Adult Education Center in Chiangmai. It also attempted to study and, then compare the learning problems due to the instructional materials, the teaching methods and the students themselves between the two centres.

Method of study. Data was collected through questionnaires constructed by the researcher. The survey collected information from 382 students. 342 questionnaires were valid and used in the analysis. The data was analysed by percentage and t-statistics.

The results found that the subjects were about the same by sex. Their ages ranged from 15-26 years old. Most of them were single, unemployed, and financially supported by their parents. Over all, the learning problems in the life experience course of the subjects were found to be at the "medium" level. The major problems were the lack of information or texts for external study, that some learning units were too difficult, the lack of self-confidence and the lack of self-expression of the subjects, the unfamiliarity with the method of group discussion, and finally, the financial problem. Most of the students would like their teachers to introduce the new lesson

¹Verachai Mechobtham. 1976. The Development of Functional Education in Thailand, "Master's Thesis", Silpakorn University. PP. 90-100.

²Adisak Sripoomun. 1977. A study of students' problems in studying the "Life Experience Course" in the Level 3-4, "Master's Thesis", Silpakorn University. PP. 75-81.

beforehand in order that they can study it out of class and feel more confident for the next discussion.

Tanyawadee Tupkrissana¹ studies "Teacher of Adult and Their Comprehension and Receiving of Functional Literacy Programme Objectives". The objective of this research was to study the Functional Literacy Teachers' comprehension of the objectives of the Functional Literacy Programme, and to study the correlation between their comprehension and actual results.

Method of study. Questionnaires distributed to 393 functional literacy teachers all over Thailand. Those teachers were classified according to qualification, age, formal teaching experience, and functional literacy teaching experience.

The results of this analysis were: The majority of teachers had both comprehension and understanding of the objectives of the Functional Literacy Programme, that is, the group of teachers with high qualifications had a better comprehension than that of the group of teachers with lower qualifications, and the groups of younger and middle age teachers had a better comprehension than that of the group of older teachers. If classified according to experience, teachers with a long period of formal Teaching experience had the best level of comprehension, and those with different amounts of experience in the Functional Literacy teaching had nearly the same degree of comprehension.

2.2.2 Class Observation

Arunshri Anantarasirichai² and others conducted the research: "An Interaction Analysis of Teacher-Pupil Behavior in

¹Tanyawadee Tupkrissana. 1979. Teacher of Adult and their comprehension and Receiving of Functional Literacy Programme Objective Master's Thesis, Silpakorn University, Bangkok. PP. 61-68.

²Arunshri Anantarasirichai and others. 1975. An Interaction Analysis of Teacher-pupil Behaviour in Social Studies Classrooms at the Lower Elementary Education. Bangkok: The Department of Educational Techniques, Ministry of Education, PP. 61-70.

Social Studies Classroom at the Lower Elementary Education in 1974. The research aims at analysing and comparing behavioral interaction between teacher-pupils in social studies classes in lower elementary schools in Bangkok. Altogether the categories of behavior are compared in terms of type of school, grade level, teacher's qualification, teacher's teaching experience, and teacher's marital status.

The samples includes 120 teachers, and all students, in 120 classrooms in 30 schools. There are 30 classes each for grades I, II, III, and IV. Regarding teacher's qualifications, 35 are not qualified or have less than a primary education teacher certificate, 31 have a primary Education teacher certificate, 44 a secondary education teacher certificate and 10 hold a bachelor's degree. There are 23 teachers who have taught less than 3 years, 21 between 4-6 years, 28 between 7-10 years, and 48 have more than 10 years experience. In terms of marital status, 69 are married; 51 are single.

Flander's Interaction Analysis Technique was used to observe teacher-pupil behaviour. Kruskal-Wallis One-Way Analysis of Variance and Mann-Whitney U Test are used as the statistical methods of analysis.

Research findings are as follows:

- (1) In term of teacher's teaching experience, there is no statistical difference in any behaviors at the level of .05
- (2) Comparing the Purposeful Silence/Non-purposeful silence Ratio in terms of type of school or in terms of grade level or in terms of teacher's qualification or in terms of teacher's teaching experience or in terms of teacher's marital status is not statistically significant at the level of .05
- (3) Turning to specific behavior, the following was found; Teacher Talk accounted for 48% of total pupil-teacher interaction.
- (4) Content Cross Area accounts for 49% of the total.
- (5) Indirect Influence accounts for 0.18% of the total time.
- (6) Direct Influence accounts for 1.62% of the total time.
- (7) Comparing Indirect Influence and Direct Influence (I/D-Ratio), the Indirect Influence is exercised 31% and the Direct Influence is exercised 69% of the time.

(8) Comparing Teacher Question and Teacher Lecture (Teacher Question Ratio-TQR), the Teacher Question is 26% and the Teacher Lecture is 74%

(9) Comparing Motivation and Control Behavior, Motivation Behavior is 55% and the Control Behavior is 45%

(10) There are no problems in controlling pupil behaviour.

(11) Teachers respond to pupils' comments by Indirect Influence more than Direct Influence. The Indirect Influence Response is 6% and the Direct Influence Response is 3%

(12) Teachers respond to pupils' comments by the Question Response 47% and by the Lecture Response 53%

(13) The Pupil Talk is 19% of the total

(14) The Pupil Initiation is 4% of the pupil Talk.

(15) The Verbal Behavior is 67% of the total and the Non-verbal Behavior is 33% of the total.

(16) The Purposeful Silence is 29% of the total and the Non-purposeful Silence is 4% of the total.

(17) Teacher and Pupil Speaking is longer than silence. Teachers talk more than Students talk.

(18) Teachers use Lecture Method more than other Teaching Methods.

(19) Teachers let student express less than student answers to Teacher question.

(20) Teachers play more the leading role in the class, about half of the time.

2.2.3 Achievement of Adult Learners

Sumarl Kusonsalatoon¹ studied "Comparison of achievement on hygiene education between Functional Education Students level 4 and General Education Level 4 in 1975" The objectives are to compare the achievement of Hygiene Education between Functional Education Students level 4 and General Education students Level 4. The results compare

¹Sumarn Kusonsaratoon, 1975. "Compare achievement in studying hygiene between Functional Education Students level 4 and General Education Students level 4 in 1975." in compile of abstract on Non-Formal Education Research. Ministry of Education, Adult Education Division. Bangkok: PP.20-21.

pre-test and post-test, and the rates of learning and identify whether they are different or not.

Method of study is divided into 2 sections: The first section studied the population of Thailand - Unesco Fundamental Education Centre. Ubon, four classrooms divided to three categories. They are: 2 Functional Education Life-Experience classes level 4. One General Education Hygiene Education Class level 4 and one General Education class Level 4 without studying Hygiene. Total pupil number is 120. Second section studies the population of the Northern Adult Education centre, Chiengnai and other schools a total of 3 schools 62 pupils. The tool used is a achievement test on hygiene education consisting of 78 questions which are divided into three parts, part I knowledge by hygiene 38 questions, part II behavior on hygiene 25 questions and part III hygiene beliefs 15 questions.

The results are: While the behavior on hygiene of all subjects are similar, Functional Education Students have better attitudes towards hygiene than General Education Students. If, the environment in the classrooms are similar, then the knowledge of Functional Education Students is better than General Education Students.

CHAPTER III

METHOD

The method of investigation used in this study is described in 4 parts, namely the tools used, the population studied, methods of collecting data, and method of analyzing data, as follows:

3.1 TOOLS USED IN STUDY

Tools used for study were as follows:

3.1.1 Questionnaires - Questionnaires seeking the opinions of the Centre Staff, and questionnaires seeking attitudes and opinions of a students in the classes studied. The author constructed questionnaires from studying the classes involved and samples of questionnaires that former researchers had used in studying learning and teaching processes. The questionnaire for teachers was a free-response model consisting of 7 questions (see appendix B). The questionnaire for students was divided into two parts, part I asking about student's background, part II was a rating scale, asking about student's attitudes and opinions divided into 5 categories, these were: strongly agree with, agree with, not sure, disagree with, and strongly disagree with, by weighting (giving value) +2, +1, 0, -1, -2, respectively. The questionnaire consists of 15 questions (see appendix C)

3.1.2 Class observation - Four classes were observed, they were Level 3 = 1 class and Level 4 = 3 classes. Observation was done by fixing the outline for observing teacher and student behavior as follows:

3.1.2.1 Observation of Teachers - The author observed by sitting at the back of the class. Each observation lasted about 1 hour. Each class was observed 3 times. The author told the teachers before going to observe. During observation, the Teacher-student

behavior was recorded. After observation, the author discussed with the teacher the problems of teaching and learning. The important behavior modes to be observed are as follows:

- Authoritarian or Democratic Approach.
- Open to new idea from the students or expect fixed answers to questions.
- Movement of Teacher.
- Eye contact with students.
- Sense of Humour.
- Knowledge of teacher.
- Lively
- Using single or many methods of teaching.

3.1.2.2 Observation of Students -- In observing student behavior, the following topics should be observed:

- Participation, equality and degree of interest in subject.
- Attitude toward class and teacher.
- Punctuality in coming to class.
- Degree of absenteeism--Does it change as the class goes on ?

3.1.2.3 Observation of Environment -- The environment of the classroom was observed using the following criteria:

- Chalk board
- Lighting
- Temperature
- Atmosphere (warm, friendly, formal, informal)
- Arrangement of furniture, etc.

3.1.2.4 Observation of Instructional Materials -- Instructional Materials help students understand and learn quicker. Instructional Materials should be observed as follows: Exercises, checklists, assignments, films, slides, maps, over head projectors, etc.

Beyond this the author also used the method of collecting data without any tools for example: interviewing, measurement during semester and final exam, reports and information.

3.1.3 Interview Schedule

After the data has been collected, there were some important points that the author was interested in detailing so interviews were organized for the teachers and the students.

3.1.3.1 Teachers -- Interview schedules were used with 5 teachers of Life Experience who teach in Level/Room 3/1, 4/1, 4/2 and 4/4. The interview outline was as follows:

1. Attitude toward students
2. Attitude toward Adult school
3. Attitude toward Centre
4. Attitude toward teaching profession
5. Self Evaluation of class effectiveness
6. Self Evaluation of own Teaching ability
7. Attitude toward Curriculum

- Problem in using
- Problem caused by students

8. Philosophy in teaching Life Experience Class

(See Example of Interview Schedule form at Appendix D.)

3.1.3.2 Students -- Students in 4/1 and 4/4 classes were the pupils interviewed, and about half of them were subjects. The Interview Schedule outline is as follows:

1. Educational Life History of Students
2. Point of view of students
 - 2.1 Are students satisfied with the course ?
 - 2.2 Can they use what they have been taught ?
 - 2.3 Is the class enjoyable ?
 - 2.4 Is the class interesting ?
 - 2.5 Does the class affect their awareness ?
 - 2.6. Does the class affect their knowledge ?

(See example of Interview Schedule at Appendix E)

3.2 POPULATION

The population is divided into two categories teachers and students in Adult School of the Centre as follows:

3.2.1 Teachers -- Five teachers of Life Experience who teach in Level 3/1, 4/1, 4/2 and 4/4

3.2.2 Students -- Students to be observed and those who answered questionnaire.

TABLE 7 Students being observed and Students having answered questionnaires

Class	Population	Actual Respondents Subjects	Percent of Response
Level 3/1	19	17	89.47
Level 4/1	34	31	91.18
Level 4/2	24	18	75.00
Level 4/4	26	16	61.54
Total	103	82	79.61

The total number of students is 103. There were 82 actual students who replied to questionnaires out of those who were studying at the time. The questionnaires were administered, calculated as 79.61% of students surveyed. The number of students attending is considered to be satisfactory and representative of the population.

3.3 METHOD OF COLLECTING DATA

After preparing questionnaires and population figures the author administered questionnaires to collect data, and collected data from other sources as follows:

3.3.1 Questionnaires for teachers Form I

The author sent 35 questionnaires on April 15, 1981 and got 27 of them back calculated as 77.14%. At the time of sending questionnaires some of the teachers went to other provinces for government work, so only 35 questionnaires were sent. The author collected data from the personnel record file at the centre for the teachers who did not answer the questionnaire.

3.3.2 Questionnaires for students Form II

The author co-ordinated with teachers, spending about 30 minutes with the students to answer the questionnaires. The author selected a period of time near the end of the final exam because some teachers had finished the course and were reviewing the lesson, so that the students study time was not disturbed so much. In addition, the students evaluated the curriculum, deciding what was good or bad, easy or difficult, and what should be improved to make the course better. The author sent questionnaires to Level 4/1 and Level 4/2 students on October 1, 1981 and 3/1 and 4/4 students on October 2, 1981. Before asking them to answer the author explained the objectives and how to answer the questionnaires to students. They were told that they should answer accurately because the answers would be used for developing the curriculum and learning-teaching process. Then students answered the questionnaires and the author took the questionnaires back for processing (collecting) data. Eighty two questionnaires were answered; all students who came to study on that day filled in a questionnaire. (See the details of students answering questionnaires in each class in TABLE 7 Page 45)

3.3.3 Interviewing teachers and students

Teachers and students from 4/1 and 4/4 were interviewed. There were five teachers of Life Experience, 2 males and 3 females. There were 31 level 4 students, 15 males and 16 females. A simple random sampling method from the population in class 4/1 and 4/4 was used as detailed in following table:

TABLE 8 Number of students interviewed by sex and class.

Class	Full Amount		Students interviewed			
	Male	Female	Male	Female	Total	Percent of Class
4/1	20	14	11	8	19	55.88
4/4	11	15	4	8	12	46.15
Total	31	29	15	16	31	51.66

Interview Schedules were used and teachers and students talked freely. This was followed by Content Analysis.

3.3.4 Collect data from semester work and final examination marks

Results from semester-work and final examination are considered to be indications of the student development and the teaching method improvement. During the semester tests are prepared by the teachers who teach those courses. There are both multiple choice and essay type questions. Each test lasts about 60 minutes.

3.3.5 Information from government studies and private sources

Government studies and private information on Adult Education such as: curriculum, text book, hand book, hand book for administration, research reports, etc.

3.3.6 Report on Functional Education Level 3-4

Study from the teachers and administrators seminar reports on Functional Education Level 3-4 which the author organized. The seminar administered on 22-26 May 1981 at the North-Eastern Regional Non-Formal Education Centre for 5 days was attended by 54 participants. The Non-Formal Education Department gave a grant of 63,000 Baht, to cover materials, daily costs and the travelling expenses of seminar participants.

3.3.7 Report on Instructional material production work shop

The author attended the Instructional material production work shop for Life Experience 5 on 20-24 April, 1981 for 5 days at the Centre. There were 20 participants consisting of Life Experience teachers and artist teachers.

3.4 METHOD OF ANALYSING DATA

The collected data was analyzed as follows:

3.4.1 The questionnaires for teachers — Teachers answers to questionnaires were tallied and presented in tables. Teachers expectations were summarised and calculated in percentages.

3.4.2 The questionnaires for students --- Part I gives details of students' backgrounds. It was a multiple choice type questionnaire, analyzed by summing answers to each question then expressing them as percentages of the response in each class. Part II asked about the attitudes and needs of Adult students. It has a rating scale type answer. The data was analysed by summing the answers to each question, and each class, then tabulating them in mean (\bar{X}) to compare the differences between classes.

The values of the \bar{X} are repressed as follows:

1.6 - 2	Strongly agree
0.6 - 1.5	Agree
-0.5 - 0.5	Not sure
-0.6 - (-1.5)	Disagree
-1.6 - (-2)	Strongly disagree

The formula for the mean is

$$\bar{X} = \frac{2a + 1b + 0c + (-1)d + (-2)e}{a + b + c + d + e}$$

Where

\bar{X} = arithmetic mean of each question.

a = number of response in strongly agree category.

b = number of response in agree category.

c = number of response in not sure category.

d = number of response in disagree category.

e = number of response in strongly disagree category.

CHAPTER IV

FINDINGS

The results of analysis data of life Experience class Level 3 - 4, have been divided into 5 parts as follows:- Part I is an analysis of Student Personal data. Part II is an analysis of class Observation, Part III is an analysis of Teachers' attitude and expectation from questionnaire and interview. Part IV is an analysis of Students' attitude and Desires towards the course from questionnaire and interview. Part V. is an analysis of how students apply subject matter in real life, based on student interview. Part VI is a summary of problems experienced by teachers and students in the Life Experience class.

4.1 STUDENT PERSONAL DATA

Student Personal Data Level 3-4 are divided as follows:- sex, age, marital Status, occupation, income, financial backing, education Level before entering Adult Education, source encouraging students to attend Adult School, reason for wanting to study under Adult Education, Student objective and student plan after graduation.

4.1.1 Sex From a questionnaire answered by 82 students out of 103. Table 9 gives the following data

TABLE 9: Number and percentage of Adult students Level 3-4 classified by sex.

Level/ Room	Sex		Male		Female		Total	
	No	%	No	%	No	%	No	%
3/1	11	64.71	6	35.29	17	100		
4/1	19	61.29	12	38.71	31	100		
4/2	10	55.56	8	44.44	18	100		
4/4	6	37.50	10	62.50	16	100		
Total	46	56.10	36	43.90	82	100		

From Table 9, Adding up the total number of students we can see that the majority are male that is 56.10% male, and 43.90% female.

4.1.2 Age Highest and lowest age, average age of 4 classes students details shown in Table 10 as follows:

TABLE 10: Age of Adult students classified by class.

Age Level/Room	Highest Age (year)	Lowest Age (year)	Average Age (year)
3/1	39	15	20.86
4/1	32	17	20.52
4/2	25	15	18.62
4/4	20	15	17.36

From Table 10: The oldest student is 39 years of age, student at level 3 room No 1. The youngest student is 15 years, students from level 3 room No 1, and Level 4 room No 2 and 4. The room that students have the narrowest range of age is Level 4, room No 4 almost all the students in this room had already graduated from the formal school system.

4.1.3 Marital Status The students marital status is as described in Table 11.

TABLE 11: Number and percentage of Adult Student classified by marital status and class.

marital Level/Room	Single		Marriage		Widowed or separate		Total	
	No	%	No	%	No	%	No	%
3/1	15	88.24	2	11.76	-	-	17	100
4/1	27	87.09	2	6.45	2	6.45	31	100
4/2	16	88.89	2	11.11	-	-	18	100
4/4	16	100	-	-	-	-	16	100
Total	74	90.24	6	7.32	2	2.44	82	100

From Table 11: The majority of students are single, 90.24%. While 7.32% of students are married. Very few of the students are widowed or separated from their wife or husband.

4.1.4 Occupation: Student occupation is as detailed in Table 12

TABLE 12: Number and percentage of Adult student classified by occupation and class

Level/Room	3/1		4/1		4/2		4/4		Total	
	No	%	No	%	No	%	No	%	No	%
Government Official	-	-	1	3.23	1	5.56	-	-	2	2.24
Service	2	11.78	5	16.13	1	5.56	1	6.25	9	10.98
Trade	1	5.88	6	19.35	-	-	-	-	7	8.53
Agriculture	4	23.53	6	19.35	2	11.11	-	-	12	14.63
Unemployed	10	58.83	13	41.94	14	77.77	15	93.75	52	63.42
Total	17	100	31	100	18	100	16	100	82	100

From Table 12: The highest percentage of unemployed is in 4/4, calculated as 93.75%, because students have just finished Prathom 7 from formal school system recently. The least number of unemployed is in 4/1 calculated as 40.94% because most of student have graduated from formal school system for a long time and it is their last semester at the Adult School. When considering all the students (4 classes) percentage of unemployed students is 63.42%. Student occupations are agriculture =14.63%, service = 10.98%, trade = 8.53% and government official = 2.44% of the students. Students who are unemployed most of their parents are farmers, and they help their parents by working on the farm during vacation at the adult school.

4.1.5 Student income Student income from their occupations is as detailed in Table 13

TABLE 13: Student income per month classified by class.

Level/Room	Monthly income (Baht)							
	1 - 500		501 - 1,000		1,001 - 1,500		1,501-2,000	
	No	%	No	%	No	%	No	%
3/1	1	14.29	1	14.29	2	28.57	-	-
4/1	5	27.78	1	5.56	5	27.78	4	22.22
4/2	-	-	1	25.00	1	25.00	1	25.00
4/4	1	100	-	-	-	-	-	-
Total	7	23.33	3	10.00	8	26.67	5	16.67

(Continued)

Level/Room	Monthly income (Baht)							
	2,001-2,500		2,501 - 3,000		> 3,000		Total	
	No	%	No	%	No	%	No	%
3/1	1	14.29	-	-	2	28.57	7	100
4/1	-	-	2	11.11	1	5.56	18	100
4/2	1	25.00	-	-	-	-	4	100
4/4	-	-	-	-	-	-	1	100
Total	2	6.67	2	6.67	3	10.00	30	100

Considering Table 13: The highest percentage of students (26.67%) have incomes between 1,001-1,500 Baht, while 23.33% of students have incomes 1 - 500 Baht. Student from 4/1 have the highest employment rate. The lowest employment is in 4/4 class because most of the students in this class have just recently graduated from formal school system and have not been able to find a job yet.

4.1.6 Financial Support Students received financial support from parents, relation, and their occupation. Detailed as in Table 14.

TABLE 14: Number and percentage of Adult student classified by financial support.

Received from Level/Room	Self-Supporting		Parent		Relation		Total	
	No	%	No	%	No	%	No	%
3/1	7	41.18	8	47.06	2	11.76	17	100
4/1	11	35.48	18	58.06	2	6.45	31	100
4/2	5	27.78	8	44.44	5	27.78	18	100
4/4	1	6.25	12	75.00	3	18.75	16	100
Total	24	29.27	46	56.10	12	14.63	82	100

From Table 14. Most of the students received educational financial support from their parent 56.10%, followed by students who self supporting 29.27% and those who received support from the family relation 14.63%. When considering each class the majority of students received financial support from their parents.

4.1.7 Education Level before entering Adult Education Students have different Education Level before entering Adult Education and have different clasped time since they last attended school. Details shown in Table 15 as follows:-

TABLE 15: Education Level of student before entering Adult Education and elapsed time since they last attended school.

Level 3 Room No.1

Elapsed Time	1-2 years	3-4 years	5-6 years	7-8years	Over 8 yrs	Total
Ed. Background	(%)	(%)	(%)	(%)	(%)	
Finish From Prathom 4 (No.)	-	6	4	1	6	17
Percentage	-	(35.29)	(23.53)	(5.88)	(35.29)	(100)

Level 4, Room No.1, 2 and 4

Ed. Background	Elapsed Time 1-2 years (%)	3-4 years (%)	5-6 years (%)	7-8years (%)	Over 8 yrs (%)	Total
Finish from Prathom 7 (No.)	20	7	6	7	4	44
Percentage	(30.77)	(10.77)	(9.23)	(10.77)	(6.15)	(67.69)
Finish from Level 3 (No.)	19	1	-	-	1	21
Percentage	(29.23)	(1.54)	-	-	(1.54)	(32.31)
Total	39	8	6	7	5	65

From Table 15. All students from Level 3 Room No.1 finish from Prathom 4 and the majority (6 students) have been out of school for 3-4 years. While 6 students have 8 years elapsed time since they last attended school. There is one student who had finished Prathom 4 and did not continue his study for 18 years.

The majority of Level 4 Students finished Prathom 7, calculated as 67.69%. The minority (32.31%) finish from Level 3 in Adult Education system. The majority of students had elapsed time 1-2 years.

4.1.8 Sources Encouraging Students to Attend Adult School. Adult Students came to study by receiving advice from parent relation, friend, and to fulfill their own personnel desires. Detailed as in Table 16.

TABLE 16: Sources Encouraging Students to Attend Adult School, classified by sources.

Sources encourage	No	%
Oneself	31	37.81
Relation	17	20.73
Parrent	15	18.29
Friend	15	18.29
Teacher	1	1.22
Other	3	3.66
Total	82	100

From Table 16: The majority of students come to study by the desire of oneself calculated as 37.81%, follow by those who were encouraged to study by their family relation 20.73%. Parrent and friend encouraged 18.29% each. Two students mentioned that they came to learn by hearing from the radio. Teacher and employers encouraged 1.22% each.

4.1.9 Reason for wanting to study under Adult Education. Students came to learn under Adult Education system for different reasons as detailed in Table 17.

TABLE 17: Number and percentage of Adult students classified by Reason for wanting to study under Adult Education.

Reasons	No.	%
1. Having finished Prathom 4 or 7 but no financial suport to continue study	29	35.36
2. Must work at day time	21	25.61
3. Too old to learn in Formal School System	16	19.51
4. Cannot study in Formal School System	9	10.98
5. To follow friend's example	2	2.44
6. Other	5	6.10
Total	82	100.00

From Table 17. The majority of students (35.36%) mentioned that after graduating from Prathom 4 or 7 they had no financial support to continue their studies. They had to stop their Education temporarily. After they received a income, they continued their studies under Adult Education. The reason next below:- They must work at day time with 25.61%, Too old to learn in Formal school system with 19.51%, other reasons see from table.

4.1.10 Student Objectives. Students have different objectives for studying under Adult Education. Detailed as in Table 18 below:

TABLE 18: Number and percentage of Adult Students classified by objectives for wanting to learn at Adult school.

objective Level/class	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No	%
3/1	6	35.29	4	23.53	2	11.76	5	29.41	17	100
4/1	11	35.48	7	22.58	3	9.68	10	32.26	31	100
4/2	8	44.44	5	27.78	1	5.56	4	22.22	18	100
4/4	11	68.75	2	12.50	-	-	3	18.75	16	100
Total	36	43.90	18	21.95	6	7.35	22	26.83	82	100

- A. Will continue further academic studies.
- B. Will use certificate for Job application.
- C. Will use knowledge gained in the course to contribute more at his/her work.
- D. Will use knowledge gained in the course to improve his quality of life.

Table 18: The objective of the majority of the students was to continue their academic studies will use knowledge gained in the course to improve his/her quality of life, will use certificate for job application, and will use knowledge gained in the course to contribute more at his/her work, calculated as 43.90%, 26.83% 21.95% and 7.35% respectively.

4.1.11 Student plan after graduation. After students finish the class that they are studying, their future plans are as detailed in Table 19.

TABLE 19: Number and percentage of students classified by student plan after graduation.

Student Plan Class/Room	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No	%
3/1	12	70.59	1	5.88	4	23.53	-	-	17	100
4/1	17	54.84	1	3.23	12	36.71	1	3.23	31	100
4/2	6	33.33	2	11.11	7	38.89	3	16.67	18	100
4/4	11	68.75	-	-	4	25.00	1	6.25	16	100
Total	46	56.10	4	4.88	27	32.92	5	6.10	82	100

- A. Continue study.
- B. Work with no plans for further studies.
- C. Work for a while then continue studies.
- D. Other

From Table 19. Considering total students from 4 classes, the majority think that they will continue studies after finishing the class that they are studying calculated as 56.10%, the followed by those who will: work for a while then continue studies, work with no plans for further studies, calculated as 32.92% and 4.88% respectively.

4.2 CLASS OBSERVATION

Four classes were observed, they were, Level 3 has 1 class, it is room No.1 Level 4 has 3 classes, they are rooms No.1,2 and 4. In semester 1/1981 the author observed Level 3 room No.1 and Level 4 room No.2. In semester 2/1981, the author observed Level 4 room No.1 and 4. Details concerning the teachers are shown in Table 20 as follows:-

TABLE 20: Detailed description of the teachers by room, age, qualification, years of teaching pupils, years of teaching Adult.

Level Room No.	Teacher	Age	Qualification	Years of teaching pupils	Years of teaching Adult
3/1	Miss A	29	Vocational Cert. Dip. of Ed.	-	3
4/1	Mr. B	44	B.Sc., M.Ed. (Ad.min)	9	6
	Mr. C	40	B.A.(Education)	10	6
4/2	Mrs. D	32	Vocational Cert. Dip. of Ed.	-	5
4/4	Miss E	45	Dip. of Ed.	19	5

From Table 20: Observed two male teachers and 3 female teachers a total of 5 teachers. Teacher qualification: 3 had received under graduate Diploma, 1 Bachelor of Art (Education) and 1 Master of Education (Ad.min)

For Miss A working at this centre is her first job. She had never taught before in a Formal school System. She has been teaching Adults for 3 years.

Mr. B is the only one who has a Master of Education Degree. has experience teaching pupils (formal school) 9 years, he used to be a supervisor and has had experience teaching Adults for 6 years.

Mr. C has had experience teaching pupils in the formal school system for 10 years and has had experience teaching Adults for 6 years

For Mrs. D working at this centre is her first job. She has no experience in teaching pupils in a formal school system. She has had experience teaching Adults for 5 years.

Miss E had experience in teaching pupils at a Catholic school and a Government primary school for 19 years. She has had experience in teaching Adults for 5 years.

Information on these teachers comes from teacher meetings and seminars, and from author's experience in training teachers of Functional Literacy. The author found that teachers who had previous experience in teaching primary school pupils prefer to use the same method of teaching in teaching the Adult students. For example: the teacher speaks most of the time, gives little chance to Adult learners to express their ideas, does not accept Adult experience, and emphasises reading and writing more than "Khit-pen". From class observation, the author found that the 5 teachers who passed the Functional Education Level 3-4 Teacher Training Course are aware of the principles required in teaching Adults. They try to encourage adults to think on their own by using group discussion and discussion in the whole class.

4.2.1 A detailed description of the teachers in the course and of the students.

Level 3 Room No.1 (grade 6) This class studies Life Experience II, 3 Credits Total time 57 hours. Miss A is the teacher. She is 29 years of age. Her Education Qualifications are: grade 10, Vocational Certificate (Commerce). Diploma of Education. She has experience in teaching for 3 years.

Amount of students at the beginning of semester 23 students.
At the end of semester 19 students, Drop out-4 students (17.39%)

Objectives of the course

- (1) To sustain and respect the nation, religion and monarch.
- (2) To know and understand the relation between persons and governing systems at present.
- (3) To know the right and duty of people under democratic constitutional monarchy.
- (4) To be sensitive to occupational, economic, social, political, governing, moral and cultural problems.

- (5) To know and understand moral and Thai culture principles.
(See detail of L.N.II curriculum in Appendix A.)

Teaching Method: Teacher A Miss A uses several kinds of teaching method such as: Lecture, discussion, big and small group discussion, self study, assign work to read present in front of the class or writing report.

Measurement: Ratio of marks, during semester: final test, 70:30 Marks during semester (Agreement between teacher and students) Quiz 40 marks, assign work 10 mark, Group discussion and brainstorming, report in front of the class 20 marks. Final test (Students must have attendance not less than 80%) Multiple choice type 20 marks and Essay type 10 marks.

Problems and Solutions

(1) Students were inert. They were not as active as other classes. They sometimes made the teacher tired. The teacher solved the problem by using personal contact, asked them why they did not like to speak, and spoke in a friendly way to students both outside the class and in the class. We found that students dared not speak or ask the questions because they were afraid of the teacher, they used to learn with a strict and stern teacher before; and sometimes when they were not sure of the answer. By making a friendly atmosphere, students were able to speak and ask the questions more easily.

(2) In small group discussion (about 5-6 persons) chairman or one of the members spoke most of the time, other just listened. The teacher solved this problem by telling the chairman to do his duty, make every member involved in the discussion, and ask those who did not speak to speak more.

(3) When students presented in front of the class they were too nervous. The teacher solved this problem by giving the students a chance to practice more; at the end of the course they felt at ease.

(4) Students absent from school because they were busy with their work. The teacher warned them that if they absent from school more than 20% of the course they would have no chance to sit for exam, and the teacher told them at intervals how many times more they could be absent from school. (There is exception for students who are soldiers or police if they are absent for official business)

-Level 4 Room No.2 (grade 9) This class studies Life Experience VI, 4 credits total time 76 hours. Mrs. D is the teacher. She is 32 years of age. Her Education Qualifications are: grade 10, vocational certificate (Commerce) Diploma of Education. She has experience in teaching for 5 years.

Amount of students at the beginning of semester : 28 students.
At the end of semester : 24 students. Drop out 4 students* (14.29%)

Objectives of the course

- (1) To have knowledge about principle of moral and Thai culture.
 - (2) To have knowledge about the relation between person and governing systems at present.
 - (3) To know the rights and duties of citizens.
 - (4) To be sensitive to occupational, economic, social, political, governing, moral and cultural problems.
- (See subject matter on page 12)

Teaching Method: She uses several kinds of teaching method the same as 3/1 class.

Measurement. She uses different kinds of measurement as follows:

- (1) Ratio of the marks during semester: Final test 70 : 30
- (2) Mark during semester (Agreement between teacher and students)
Activities and exercise 20 marks; interest, participation, attendance in the course 10 marks; Quiz 2 times 20 marks; mid term 20 marks.
- (3) Final Test: When teacher complete 76 teaching hours and student must have attendance not less than 80%. The test is divided into 2 categories : Multiple choice type 20 marks and Essay type 10 marks.

Problems and Solutions

- (1) In small group discussion some students did not participate, some spoke of other topics than that being discussed, some read another

* From attendance record file of the course mistress.

book during the discussion.

The teacher solved the problems by explaining to them that since "Ideas only grow when exchanged" everyone must participate in discussion. The teacher would observe them closely and give them their marks.

(2) Team report : not everyone participates equally in writing, some of the members work harder than the others.

The teacher solved the problems by assigning to them both team report and individual report.

(3) Lack of Educational Materials e.g. a large scale map, posters, charts, etc., because of the shortage of money. The teachers plan to have a work shop to build educational materials. (Details will be discussed later.)

Level 4 Room No. 1 (grade 9) This class study Life Experience VII 5 credits, total time 95 hours. Mr. B and Mr. C are the teachers.

Mr. B is 44 years of age. His Qualifications are B.A., M.Ed. and he has experience in teaching for 15 years. He teaches geography in this course.

Mr. C is 44 years of age, his Education qualification is B.A. (Education) he has experience in teaching for 16 years. He teaches history in this course.

Amount of students at the beginning of semester 36 students,
At the end of semester 34 students, drop out 2 student (5.56)

Objectives of the course ¹

(1) To know and understand the relation between man and natural environment.

¹ Ministry of Education, Non-Formal Education Department. 1979. Lak-soot Karn Suksa Poojai Eab Bedset Radab Thi 3-4 (Functional Education Curriculum Level 3-4 Life Experience) Bangkok : P.129

(2) To know and understand history, geography and economics of Thailand and some other countries.

(3) To know and understand history of Thailand, politics, government, economics, culture, cause of civilization and decay in each period.

(4) To understand how to solve conflicts in the country and between Thailand and other countries in each period.

(5) To understand and appreciate national heritages in art, literature, and culture of the country.

(See subject matter page 13)

Teaching Method

Geography The Teachers used different kinds of teaching methods but mostly lecture and discussion in the whole class as one group. Maps are used, but in some subject areas, the teacher did not have large scale maps to show details such as land forms of the countries in Asia and Australia. The curriculum emphasis was on relation between countries with Thailand, and working with maps. This semester the school arranged a field trip for students to visit important places and natural scenery in Ubon.

History Mostly the teacher handed out work sheets, self studies, lead group discussion to discuss why that event happened, assigned group work where students presented a report to the class, and the teacher concluded and corrected any mistakes or omissions.

Measurement. Ratio of the grade during semester : final test
70 : 30 grade during semester (Agreement between teacher and students)
was divided into 3 part:-

1) Students participation and individual report	20 points
2) Mid term test 2 tests (Multiple choice and essay type	40 points
3) Group work	10 points
Total	<u>70</u> points

Problems and Solutions

(1) Not enough instructional material such as maps, globe etc. The teacher solved the problem by asking the administrator to provide more instructional material.

(2) Sometimes it is difficult to borrow audio visual aids for example : If a teacher would like to use a slide projector or overhead projector, he must receive permission from the audio visual aids section. The audio visual aids are kept locked up to prevent being stolen, therefore the teacher must obtain the key. However the Adult school is open in the evening, and the person responsible for the key works during the day time. In case the teacher cannot find the person responsible he has no chance to use them.

Solutions, the administrator should give responsibility to the janitor of the adult school to keep the key. If the administrator does not trust the janitor, the teacher must plan before hand what and when he will use the materials. The administrator should also arrange a short course "how to use Audio Visual Aids correctly to the teachers.

(3) Some students come to schools late almost everyday because they have to work until 5 p.m.

(4) Students use private text book with subject matter which does not match one of the government. The government text books are not available in Ubon because merchants receive less profit from the government and they have to purchase in cash.

Solutions, The school should order text books and supplementary books for them, but the school still faces the problem, it is difficult to collect money from students since they are always short of money.

Level 4 Room No.4 (grade 9) This class studies Life Experience VI (The same course as class 4/2 page 58) Miss . D is the teacher. She is 44 years of age. Her Education Qualification is Diploma of Education. She has had experience in teaching for 24 years.

Amount of students at the beginning of semester 31 students, at the end of semester 26 students, drop out 5 student (16.13%) *

Teaching Method. The teacher used different kinds of teaching method such as: lecture, discussion in the whole class as one group, group discussion, self study, group report, personal report, present in front of the class etc.

Measurement. Marks during semester have 70 marks, divided as following criteria:

(1) Activities and exercises	30 marks
(2) Interest and participation	10 marks
(3) Test I (Formative Evaluation)	10 marks
(4) Test II (Formative Evaluation)	10 marks
(5) Test III (Formative Evaluation)	10 marks

Final test 30 marks (Summative Evaluation) consisted of Multiple choice and essay type.

Problems and Solutions.

1) Students' house are far from school. Students were not interested in the lesson at the last period of the class, because they were afraid that they could not catch the bus in time. Ones who return by bicycles were afraid that they would not follow their friends. They would like to return in group for their safety. Some asked permission to return homes before the class finished in order to catch the bus in time, because it is the last bus (8 p.m.)

The Adult school arranged the class 3-4 period a day (a period = 50 minutes) with the start at 4.40 p.m. For those who studied for 4 periods, the class finished at 8 p.m. when it was the time for the last bus. If the school arranged 3 periods a day (except Saturday and Sunday), students could not finish the school within 3 semesters. If students selected to learn only the subjects that provided in period I, II and III, then students will take a longer time too, which is not the desire of the students.

* Source : Attendance record file of the teacher.

Sometimes the teacher arranged a flexible time but the administrator did not like the teacher to do like that.

Solution ; the teacher should be flexible for students who have the problems, and the students should solve their problems themselves by using other vehicles if they could.

(2) Some students came to the class late and returned before the class finished because they were not interested in the lesson. They came to school because they wanted to meet their friends. The teacher solved the problem by warning and point out the usefulness of Life Experience class. Some improved and some did not.

(3) Some students were a nuisance, they chatted with friends while the teacher was speaking. The teacher did not like to blame them strongly but wanted students to have self control. Sometimes the teacher solved it by letting them have group discussion to discuss the topic assigned.

(4) Students used Text book that belongs to private company and did not cover the curriculum or encourage students to think how to solve the problem and group discussion. The teacher solve this problem by using open ended lessons which the teacher prepare herself sometimes.

4.2.2 The important behaviour modes of the teachers from observation. From class observation the author concludes the important behaviour modes of the teachers, detail as table 21 below:

TABLE 21: The important behaviour modes of the teachers from observation.

Teacher	A		B		C			D		E		F			G		H		
	A ₁	A ₂	B ₁	B ₂	C ₁	C ₂	C ₃	yes	no	yes	no	Good	Fair	Poor	yes	no	Single	many	
Teacher A		✓	✓			✓		✓			✓	✓						✓	
Teacher B	✓		✓			✓		✓		✓		✓						✓	
Teacher C		✓	✓			✓		✓		✓		✓						✓	
Teacher D	✓		✓			✓		✓			✓	✓						✓	
Teacher E		✓	✓			✓		✓			✓	✓						✓	
Total	2	3	5			5		5		2	3	5					5		5

A₁ = Authoritarian Approach

A₂ = Democratic Approach

B₁ = Open to new idea from the students

B₂ = Expect fixed answers to questions

C = Movement of teacher

C₁ quickly, C₂ slowly, C₃ Stand still

D = Eye contact with students

E = Sense of humour

F = Knowledge of teacher

G = Lively

H = Using single or many method of teaching

From Table 21: Teacher B and Teacher D use an Authoritarian Approach. They speak loudly, emphasize discipline and control of students but the three other teachers use a democratic Approach.

All the teachers are open to new ideas from the students because the purpose of Life Experience class is to encourage students to express their idea, exchange ideas with each other, and let students decide themselves what they should do and what they should not do.

Movement of teacher. All teachers moved slowly while teaching. They did not pace to and fro which might make students dizzy or stand

still too long while might have made students sleepy.

Eye contact with students. All teachers speak to the students and look at them, no one spoke to the chalk board or looked out side the window.

Sense of Humour. Teacher B & C have a sense of humour, the others did not.

Knowledge of teacher. All teachers had a good knowledge of how to make teaching methods lively. Most of the classes were lively.

All teachers used many methods of teaching such as: lecture, brain storming, group discussion, assigned work, etc.

4.2.3 Flexibility of teacher. According to the class observation, the teachers may be categorized into two groups, flexible and rigid. To give definition of flexibility the author compares Flexibility and rigidity into 15 topics as in Table 22 below:

TABLE 22: Definition of Flexibility.

Flexibility	Rigidity
<p>1. The class, desk and chair may be changed in different shapes to suit the method of teaching and the need of students.</p>	<p>1. The class must be tidy, desks and chairs in rows and in straight lines. The teacher does not like to change the class into different shapes.</p>
<p>2. The teacher is not strict about the dress of student because they are adult and they can dress as they like but it must be polite and in Thai custom.</p>	<p>2. The teacher is strict about the dressing. Student must dress politely, not use flashy colours, shirt and blouse should be white or pale colour. Trousers and skirt should be blue, black or Khaki, Girls cannot wear trousers to school, it is impolite.</p>

Flexibility	Rigidity
3. Students may leave the class without teacher's permission because they are adult, they must control themselves and have their own discipline.	3. Students must get permission before leaving the class to go to toilet or to drink water.
4. Students may send their reports late if they are necessary	4. Reports must be sent in time otherwise marks will be deducted.
5. The teacher may wait for student who comes late 5-6 minute.	5. Teacher comes to the class on time and start teaching immediately.
6. The teacher is flexible to the needs and interests of the students.	6. Teacher teaches as he has prepared.
7. Uses two ways process all the time.	7. Lectures and uses two ways process sometimes.
8. Teacher and student plan their lesson together.	8. Teacher plans the lesson alone, students must follow.
9. Teacher speaks less than students and let students create their own ideas.	9. Teacher speaks more than students and orders all the time.
10. Students discuss and question freely.	10. The teacher maintains discipline more strictly and uses influence.
11. Students have more activities.	11. Students have less activities.
12. The teacher listen to students ideas.	12. The teacher does not listen to students ideas so much.
13. Teacher always uses instructional materials.	13. Teacher uses instructional materials sometimes.
14. During break students chat and play.	14. During break students keep silence and discipline.

Flexibility	Rigidity
15. Students make themselves at home or are informal in class.	15. Learning situation is formal.

To evaluate the flexibility and Rigidity of teachers the author used above 15 topics to check teacher behaviours. The results are as table 23, the following page.

TABLE 23: Evaluate the flexibility and Rigidity of teachers of Life Experience class by observation.

Item from definition	Flexibility						Rigidity					
	Teacher						Teacher					
	A	B	C	D	E	total	A	B	C	D	E	total
1	✓	-	✓	-	✓	3	-	✓	-	✓	-	2
2	-	-	-	-	-	-	✓	✓	✓	✓	✓	5
3	-	-	-	-	-	-	✓	✓	✓	✓	✓	5
4	✓	✓	✓	✓	✓	5	-	-	-	-	-	-
5	✓	-	✓	-	✓	3	-	✓	-	✓	-	2
6	✓	-	✓	-	-	2	-	✓	-	✓	✓	3
7	✓	✓	✓	✓	✓	5	-	-	-	-	-	-
8	-	-	-	-	-	-	✓	✓	✓	✓	✓	5
9	-	-	✓	-	-	1	✓	✓	-	✓	✓	4
10	✓	-	✓	-	✓	3	-	✓	-	✓	-	2
11	-	-	✓	-	-	1	✓	✓	-	✓	✓	4
12	✓	✓	✓	✓	✓	5	-	-	-	-	-	-
13	-	-	-	-	-	-	✓	✓	✓	✓	✓	5
14	✓	✓	✓	✓	✓	5	-	-	-	-	-	-
15	-	-	-	-	-	-	✓	✓	✓	✓	✓	5
Total	8	4	10	4	7	33	7	11	5	11	8	42

Classification : if the marks reach 60 % (9 out of 15 marks) the teacher is classified as that type, if lower than 60% the teacher could not be classified.

Conclusion which could be drawn from the table 24, are :-

1. The teacher B and D are classified as rigid teachers.
2. The teacher C is classified as a flexible teacher.
3. The teacher A and E could not be classified distinctively of any types of teacher mentioned above.

4.2.4 Observation of Students. In observing student behaviour, the following topics are observed:

(1) Participation. The student majority are interested in the class and give good co-operation to the teachers in the 4 classes. Students feel equality, except for room 4/4 in which one student acted and dressed as a rich person which made other students felt that he did not like to associate with poor students.* Degree of interest in subject for the majority is heigh. There were three students in Room 4/4 who were a nuisance sometimes and the teacher admonished them, at the end of the course. One of them became a diligent student but the others did not.**

(2) Attitude toward class and teacher. The majority showed respect to their teachers, as in Thai custom the teacher is a second parent. If in primary school, pupils will respect and believe their teachers more than their parents. But for an adult student, if he thinks that what the teacher taught is wrong or he does not agree to the teacher, he will quarrel by arguing with the teacher. This agrees with the principle of teaching adults that the adult should be a "Khit-pen" man.

(3) Punctuality in coming to class. The majority of students were punctual. The minority came to class late because they work late at their office or shop. Some were late because they were not interested in class itself, but their objective was to meet people.

* Source: from student interviewed.

** From class observation and teacher interviewed.

(4) Degree of absenteeism. Student Attendance is good, Room 4/1 has average attendance 94.37% and room 4/4, 94.13%. If any one is absent from school frequently the teacher will warn him, if he has attendance less than 80% he has no chance to sit for final examination.

4.2.5 Observation of Environment in the classrooms. The classroom is 7 x 9 metres. There are things to be observed as follows:

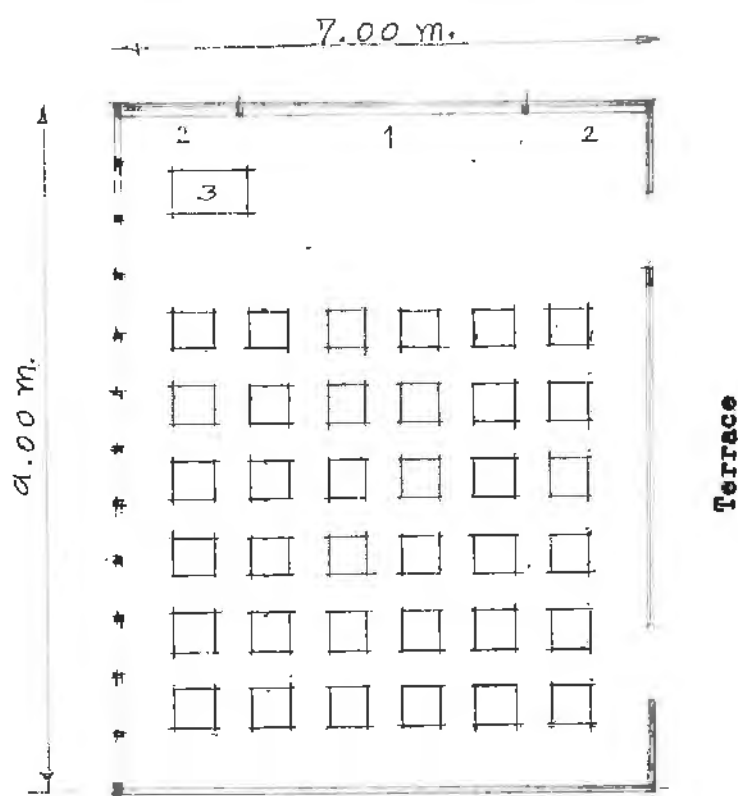
(1) Chalk board. There is one long chalk board fix to the wall (1.20 x 3.80 M.) and there are two display board fix at both side of the chalk board in front of the class (size 1.20 x 1.50 M.)

(2) Lighting. There are four 40 W. Fluorescent lamps in the class room. There is enough light both at the day time and at night.

(3) Temperature. In rainy season there are no extremes of temperature. In cold season it is little cold at night. Students wear more clothes. In hot season the weather is rather hot at the day time and at night. There are two ceiling electric fans in the classroom.

(4) Atmosphere. Atmosphere in the classroom is friendly but rather formal.

(5) Arrangement of furniture. Desks and chairs are in row most of the time. Chairs will be arranged into circle when they do group discussion. (See figure 6. The following page)



SCALE 1:100

FIGURE 6. Plan of classroom of the Centre.

No.1 Chalk board 1.20 x 3.80, No.2 Display board 1.20 x 1.50 m.
 No. 3. Teacher table. Student tables are changed to U shape or circle sometimes. There are two ceiling electric fans.

4.2.6 Observation of Instructional Materials. Instructional materials are observed as follows:

(1) Exercises. The teacher assigns students to do exercises at the end of the chapter. They are both Essay and Multiple choice Type. Sometimes the teacher collected news from newspaper or listen from a radio to make issue for discussion. They are social news and events. In some courses such as Life Experience 2, and 6 the teachers built open ended lesson for group discussion then present to the class. An open ended lesson help students to solve the problem, rational or critical thinking.

(2) Checklists. The teachers prepared checklists for students to check what they knew and what they did not know.

(3) Assignments. The teachers assigned the students to write reports and present to the class, for example: everyday law, birth, death and move, tax etc. In moral:- history of important Buddha images, biography of important persons. In teaching history the teacher assigned students to write reports on a part of history and presented to the class.

(4) Slides. The teacher showed slides on some occasions. The titles showed are:- Thai art and culture, ancient material, biography of Lord Buddha, population education, Buddhist lent candle festival, (Ubon is the most famous on this festival) ceremony of becoming a Buddhist monk, boat racing custom, natural resources, environment pollution.

(5) Maps. The teachers who taught Geography and history used maps, but did not have large scale maps to show students some details on the map.

(6) Films. The teachers did not show themselves but the school arranged movie show for general knowledge and entertainment.

(7) Overhead projector. The school provide a overhead projector kept in special room and lock up. It is inconvenient to use it, so very few teachers use it.

4.2.7 Student Memory of Subject Matter. Students try to memorize the facts of subject matter so that they can answer questions

in examination and as well for their own self improvement. The Life Experience subject is not emphasized so much on memory but it is emphasized on application, skills and attitude.

The author studied from the results of Life Experience VII final examination of Level 4 Room No.1. It is multiple choice type consisted of 72 questions. The results are as table 24 below:-

TABLE 24: Student Memory Subject Matter analysed from final examination.

Concept	No. of right answers %	Average	Remarks
<u>Geography of Thailand</u>			
1. 17 province			
Question No. 1	50		Shown that student majority knew this subject matter.
2	89		
3	57		
6	50	61.50	
2. Regions of Thailand			
Question No. 5	85	85.00	Shown that most students know this subject matter.
3. Natural Resource and environment preservation			
Question No. 8	86		Question No.11 and 13 have right answers only 29% each. Students could not answer question No.11 because they did not know or the choice was too difficult. For question No.13 the choice is too difficult for Students and it has meaning nearly the same. Considering average marks the majority knew this subject matter.
9	79		
10	64		
11	29		
12	71		
13	29	59.67	

Concept	No. of right answers %	Average %	Remarks
4. Economic and industrial development			
Question No. 4	68		
7	10		
14	90		
15	89	64.25	Question No.7 has the right answer only 10% because the choice is too difficult, although the clever students gave wrong answers. The choice must be developed. Considering the Average students knew this subject matter.
<u>Foreign Geography</u>			
1. Asia			
Question No.16	58		
17	13		
18	46		
23	80		
24	75		
25	58	55.00	Student majority could not answer question No.17 and 18 because they did not know this subject matter. Question no.17 asked about the progress of Japanese fishery. Considering the average, the majority knew this matter.
2. Australia			
Question No.30	65		
31	50		
32	62	59.00	Considering the average, the majority knew this subject matter.
3. Europe			
Question No.20	68		
33	83		
34	50	67.00	The majority knew this subject matter.

Concept	No. of %	Average	Remarks
4. North America			
Question No.21	36		Question No.21,27 and 28 had the right answers 36%, 24% and 39% respectively. The question 21 is about Savanna, question 27 and 28 are about Corn Belt of U.S.A. Student majority gave wrong answers because they might not remember the fact or were not interested because U.S.A. is very far from Thailand, they cannot use in their everyday life. Considering the Average, the majority knew this subject matter.
22	35		
26	63		
27	24		
28	39		
29	66		
35	54	55.00	
5. South America, and Africa			
Question No.36	17	17.00	Only 17% of students gave right answers because the question is not clear.
<u>Thai History</u>			
1. Pre-history civilization in Thailand			Most students answered correctly because it is in the North-East. They are interested in it.
Question No.37	94		
38	94	94.00	
2. Sukhothai Kingdom			
Question No.39	74		Question 41 and 44 have the right answers 23% and 39%.
40	70		

Concept	No. of right answers %	Average	Remarks
Question No. 41	23	50.33	The questions ask memory of students and they could not memorize the subject matter, but when considering the average, the majority knew this subject matter.
42	60		
43	90		
44	39		
3. Ayuthaya Kingdom			
Question No. 45	63	61.82	Question No. 48 and 50 asked memory of students. The majority chose wrong answers because they could not remember this subject matter, when considering the average the majority knew this subject matter.
46	80		
47	57		
48	29		
49	50		
50	34		
51	57		
52	83		
53	77		
54	54		
55	96		
4. Thonburi period			
Question No. 56	10	58.86	Only 10% of students answered the question No. 56 correctly, this question asked student memory. The majority chose wrong answers because they might not remember this matter or the teacher might not teach them. Considering the average, the majority knew this concept.
57	61		
58	50		
59	94		
60	63		
62	62		
65	72		

Concept	No. of right answers %	Average %	Remarks
5. Ratakosin period			
Question No. 61	83		
63	34		Question No. 63 is a negative question that make the problem more difficult.
64	58		Question No. 66 and 71
66	17		have very low percentage of right answer because the majority might not remember the subject matter or the teacher might not teach them.
67	91		Question No. 72 the choice is not good because weak students chose correct choice. But clever students chose wrong choice. The choice must be developed.
68	35		Considering the average this concept has lower percentage than others. (except Africa)
69	54		
70	91		
71	10		
72	17	49.00	

The reasons why student could not answer correctly depend on the following factors:-

1. The teacher did not teach.
2. The teacher taught but the students could not memorize.
3. The teacher assigned the students to study themselves but the students did not study because they had no time or they were not interested.
4. The choice is too hard to answer, and some cases the choice is not good, the weak students answered correctly but the clever students answered wrong.
5. The subject matter is not interesting. It cannot be used in real life.

There were other two type final examination, filled in the blank and essay types but the author did not analyse them.

4.5 TEACHERS' ATTITUDE AND EXPECTATION

Teachers' Attitude and Expectation are analysed as follows:-

4.5.1 Teachers' Expectation 35 sets of opens ended questionnaires were sent to staff and 27 of them were returned. The question asking about the staff expectation. Results were as follows:-

TABLE 25: Expectation of the Staff

Rank	Expectation	Frequency	% of 27 staff
1	In working; hope to see unity democracy and spirit	5	18.52
1	Intend to do the best in working	5	18.52
1	Progress as government official	5	18.52
4	Hope to work at their own pace, according to their abilities	3	11.11
4	Hope to see Adult Education in the North-East operated effectively and aim at rural area	3	11.11
6	North-Eastern Regional Adult education Centre must be a technical centre and be able to supervise the provincial life long education Centre.	2	7.41
6	Adult school of the centre : if the teachers teach regularly, do not go to other provinces so often, the quality of education will be better.	2	7.41
6	Would like to see the centre do a few outstanding projects instead of doing many projects, but none of them outstanding	2	7.41

Rank-1, Five staff members state that in working; hope to see unity democracy and spirit, five other staff intend to do the best in working and other five expect progress as government official.

Some staff respond more than 1 expectation in the questionnaire.

4.3.2 Teachers' Attitude towards, teaching life

Experience. The results of interviewing 5 teachers of the Life Experience Classes are as follows :

(1) Attitude toward students - when the author ask; "How are your students? " The teachers replied as follows-

(1.1) Students were not interested in the lesson, the majority came to school to follow friends' example, or to meet friends. The minority came to study for use in real life.

(1.2) Some students studied to have basic knowledge for further study.

(1.3) Students liked moral , or ethical subjects , some chapters of public responsibility such as : - Having a identity cards, soldier enlistment which students had to know and practice.

(1.4) Students were clever and interested in studying, competitive showed initiative and creativity.

(1.5) Students were different. Some were very clever and some were very weak.

(1.6) "Adult students have to work harder than tudents in formal school. "

(1.7) Students who are clever or dull are not obstacles in teaching the Life Experience classes. Dull students require more time and effort in teaching but will learn with time. Sometimes the dull student has a family or home problems which cause him to be tired or preoccupied during class. The clever students did not have this problem.

(1.8) Working as a group, group discussion will share knowledge between clever and dull students.

(Mentioned by 20 % of respondents each)

(2.) Attitude toward the Adult school. when the author

asked " What do you think about the Adult school? " The teacher replied as follows : -

(2.1) Lack of follow up of student behaviour. No standard treatment for untidy students, they came and went out of rooms. The school should gave more training to students. She is the only one who is strict towards tudents but the others do not, it is not effective.

(2.2) The school is not strict enough about rules as it should be.

(2.3) The school promote culture to students. Providing prizes for students who pay attention in class, or have good behaviour, and dress tidy. That is a good policy.

(No.2.1- 2.3 Mentioned by 20 % of respondents)

(2.4) Some teachers often go to other provinces, so they cannot teach steady as the result students cannot study as in the time table. For example : Life Experience teacher teach from 7-8 on Wednesday but cannot come to teach that day. The teacher asks the Match teacher to come teach Math in this time period, and when he returns he teaches Life Experience during the Math teachers period. Sometimes the students are not informed before, this leads to much confusion.

(Mentioned by 40 % of respondents)

(2.5) Supervision, guidance and academic direction for teachers are unsatisfactory.

(2.6) The school role in arranging activities and developing school sport is unsatisfactory.

(No.2.5 and 2.6 mentioned by 20 % of respondents)

(2.7) Some teachers did not properly prepare their lessons for class or were not fully attentive during class, because they had other work to do, or were tired from their work during the day.

(2.8) The students did not like to learn on Saturdays and Sundays. Usually less than 50 % of the class came but the teachers who are always absent from teaching like to do this, because they want to complete the subject matter in the curriculum before examination time, the results were not effective.

(2.9) The Adult school of the Center is not really a demonstration school as the Center wish.

(No. 2.7 to 2.9 are mentioned by 40% of respondents)

(3) Attitude toward North-Eastern Regional Non-Formal Education Centre . when the author asked " What do you think about the Centre? " . The teachers replied as follows : -

(3.1) The centre **objective** is good but there is not a complete follow up programme or assessment of results, and the day to day system does not follow the stated objective. -
(mentioned by 40 % of respondents.)

(3.2) The center projects are progressive, this help staff in their further studies.

(3.3) The centre has not worked on the academic side of Adult Education.

(No.3.2, and 3.3 mentioned by 20 % of respondents)

(4) Attitude toward teaching profession. When the author asked " What do you think about your teaching profession ? " The teacher replied as follows :-

(4.1) When he was a teacher in a formal school, he only taught students, he liked to teach, but when he came to work at the centre, he found he must work for both academic and administrative aspects concerning non-formal education, now he does not like to teach.

(Mentioned by 20 % of respondents)

(4.2) They liked the teaching profession. They enjoy giving knowledge to students.

(4.3) They are proud to be teachers and have had experience teaching for a long time.

(No.4.2 and 4.3 are mentioned by 40 % of respondents.)

(4.4) Try to acquire knowledge.

(4.5) The teaching profession is a honourable occupation if one is a real teacher one will be a respected person.

(4.6) The teaching profession is a very good occupation but the teacher must have merit, be generous and try to help students and learning institutions.

(4.7) A person who devote oneself to the teaching profession, do not hope for any money or position.

(No.4.4 - 4.7 Mentioned by 20% of respondents)

(5) Self Evaluation of class effectiveness. When the author ask "Do you think Life Experience class is useful?". The teachers replied as follows:

(5.1) Life Experience class is very useful, because it match with everyday problems of the students, help students to know how to solve their problems on their own.

(Mentioned by 40% of respondents)

(5.2) Life Experience class is very useful, but he did not agree with the point that Life Experience class should be compulsory subject. The curriculum should not have any compulsory subjects, but allow the students to select any subject they wish to take.

(5.3) Student attitude, they want the teachers to lecture, but the objective of Life Experience is to teach students how to think, and how to solve their problems. The students dare not express their idea at the beginning, but later on they learn how to express themselves. The subject matters that are most useful to students are:- everyday law, (Law use in everyday Life) rights and duties of people, culture.

(5.4) Evaluations are divided into 3 parts : activities participation, formative evaluation and work assignment in group and individual. The students were pleased by this method of evaluation.

(No 5.2,5.3,5.4 mentioned by 20 % of respondents)

(6) Self Evaluation of own teaching ability. When the author ask " How do you feel about your teaching ability ? "
The teachers replied as follows.

(6.1) He felt that he had not taught as well as he had hoped to .

(6.2) The students did not receive as much knowledge as the teacher's expected.

(6.3) The teacher felt less active as he grew older.

(6.4) The teacher teaches with confidence, wrote more instructional material and taught more open ended lessons.

(6.5) The teacher was able to teach but sometimes she felt tired and would like to rest.

(No .6.1-6.5 mentioned by 20 % of respondents)

(7) Attitude toward Curriculum. When the author asked " What is your problem in using the curriculum ? " The teacher replied as follows :-

(7.1) The government text book was not available. Students had to use private text books which did not match with the curriculum in some parts.

(mentioned by 20 % of respondents)

(7.2) The degree of difficulty of curriculum is suitable with the students ability. The subject matter is suitable with the length of time.

(7.3) Library did not provide full service. There are not enough reference books, text books for students.

(No. 7.2, 7.3 are mentioned by 40 % of respondents)

(7.4) The average student mark was 60 % out of 100 %

(7.5) The school did not have open ended lessons -

that were prepared by the Government . When the teacher would like to use them, she had to prepare them herself.

(7.6) The curriculum did not serve student needs.

(7.7) There should be two kinds of curriculum, core curriculum that every one should learn and local curriculum that suits local needs.

(7.8) The majority of teacher and students did not study the Life Experience curriculum. Teaching and Learning were based on the private text book. Most students used one of the several Life Experience text books printed by private authors. Some material in the private text books is not appropriate for use in the Life Experience classes, as a result there was no standard.

(No. 7.4- 7.8 are mentioned by 20 % of respondents)

When the author asked " What are the problems caused by the students ? " The teachers replied as follows :-

(7.9) Students had been out of school for varying amount of time some students had left school for 1 year, some had left school for 5 years. Those who had left school for a long time had forgotten what they had learned at school, this created problems in teaching.

(7.10) Student financial support caused some problems. The teacher wants students to buy text books, exercise books, some of them could afford to buy materials, the majority could not. When the teacher assigned students to do their home work or self studies they had difficulties.

(7.11) Some students came to class late because they left work late. Some were late because they was not interested in class, they came to school to meet friends.

(7.12) Students asked permission to leave the class before time was up. They was afraid they could not catch the last bus as a result they did not follow the lesson. The teacher had to repeat the lesson again this wasted class time. (No.7.11, 7.12 are mentioned by 40% of respondents)

(7.13) Students dressed untidily. The teacher wants students to dress politely and follow regulations.

(7.14) The students rarely speak, they hardly express their ideas because they are afraid of making mistakes, Some are shy or bashful.

(8) Philosophy in teaching life experience Class. When the author asked "What is your philosophy in teaching life Experience Class?" The teacher replied as follows:-

(8.1) The teacher emphasized the importance of understanding the subject matter, and applying it in real life. (Mentioned by 40% of respondents)

(8.2) The teachers should motivate students to enthusiasm instead of ordering the students to study this or that, this matter will be tested.

(8.3) How can the teacher arouse students to enthusiasm, They experiment on their own and discover a method to arouse enthusiasm in the students.

(8.4) The teacher used "Khit-pen" philosophy (Rationale thinking, can do it properly and applied it to problem solving)

(8.5) Teach the students to know how to do, to be aware of local and national custom and culture, to know how to make a living. (No.8.2-8.5 Mentioned by 20% of respondents)

4.4 Students' Objectives for and Attitudes towards the course.

Students' Objectives for and Attitudes are divided into 3 parts: 1. Student responses (results from rating scale test) 2. Student Attitude (results from free response questionnaire) and 3. Student Attitude (results from personal interview). The results are as follows:-

4.4.1 Student responses (results from rating scale test) The study of Student Attitude towards the course by using rating scale in this part is divided into 3 parts: part I concerns the Curriculum, part II deals with the Classroom Atmosphere and Part III is about the teachers. The results are shown in Table 26 as follows:-

TABLE 26: Arithmetic mean of students Attitude classified by class

Attitude and desire	3/1 \bar{X} N = 17	4/1 \bar{X} N = 31	4/2 \bar{X} N = 18	4/4 \bar{X} N = 16	Total \bar{X} N = 82
<u>A. Curriculum</u>					
1. The content is appropriate to your ability.	+ 1.35	+ .74	+ 1.33	+ 1.12	+ 1.07
2. The content is useful for your dally living.	+ 1.41	+ 1.00	+ 1.33	+ 1.50	+ 1.25
3. The time schedule is appropriate with the content.	+ 0.88	+ 0.87	+ 0.44	+ 0.93	+ 0.78
4. Student conducted on tour for direct experience on life expe-rience courses.	+ 1.29	+ 1.03	+ 1.44	+ 1.37	+ 1.24
5. Life experience classes are interesting.	+ 1.00	+ 0.77	+ 1.05	+ 1.00	+ 0.92
<u>B. Classroom Atmosphere</u>					
6. Student request teachers to use group discussions as a method of teaching.	+ 1.00	+ 0.66	+ 1.05	+ 0.68	+ 0.82
7. Resource persons should be invited to talk on the topics under study.	+ 1.41	+ 0.96	+ 1.23	+ 1.25	+ 1.16
8. Library research increase learners' knowledge.	+ 1.41	+ 0.96	+ 1.18	+ 1.56	+ 1.21
9. Group discussion is boring.	- 0.82	- 0.93	- 0.41	- 0.93	- 0.79

(Continued)

	3/1 \bar{X} N = 17	4/1 \bar{X} N = 31	4/2 \bar{X} N = 18	4/4 \bar{X} N = 16	Total \bar{X} N = 82
Attitude and desire					
10. Group discussion increases the exchange of ideas.	+ 1.41	+ 1.45	+ 1.64	+ 1.12	+ 1.41
<u>C. Teachers</u>					
11. Life experience course teachers are strict and not flexible.	- 0.05	- 0.12	0.00	+ 0.50	+ 0.04
12. Life experience course teachers are friendly.	+ 0.70	+ 0.54	+ 1.18	+ 1.00	+ 0.80
13. Teachers read every assignments.	+ 1.41	+ 1.03	+ 0.86	+ 1.50	+ 1.16
14. Teachers encourage free expression.	+ 1.41	+ 1.22	+ 0.87	+ 1.43	+ 1.22
15. Teachers should try to answer all questions asked not enquiring students to search by themselves because they do not have time.	+ 0.41	+ 0.16	0.00	- 0.18	+ 0.11

From Table 21, Asking about students' Attitude toward Life Experience Class. the results are as follows:-

Curriculum

(1) The content is appropriate for your ability. All 4 classes agree, ($\bar{x} = +1.07$)

(2) The content is useful in your daily living. All 4 classes agree ($\bar{x} = 1.25$)

(3) The time schedule is appropriate with the course content. Room 4/2 answered "not sure" ($\bar{x} = +0.44$) but the other three answered "agree"

(4) Teachers conducted field trips for direct experience in the life experience courses. All 4 classes agree.

(5) Life experience classes are interesting. All 4 classes agree ($\bar{x} = +0.92$)

Classroom Atmosphere

(6) Students ask the teachers to use group discussions as a method of teaching. All 4 classes agree ($\bar{x} = 0.82$)

(7) Resource persons should be invited to talk on the topics under study. All 4 classes agree ($\bar{x} = 1.16$)

(8) Library research increases learners' knowledge. room 4/4 answered strongly agree ($\bar{x} = 1.56$) . The other three answered "agree" ($\bar{x} = 1.41, 0.96$ and 1.18)

(9) Group discussion is boring. Room 4/2 answered "not sure" ($\bar{x} = -0.41$) The other three answered "disagree"

(10) Group discussion increases the exchange of ideas. Room 4/2 answered "strongly agree" ($\bar{x} = 1.64$) The other three answered "agree"

Teachers

(11) Life experience course teachers are strict and not flexible. All 4 classes answered "not sure". ($\bar{x} = 0.04$)

(12) Life experience course teachers are friendly. All 4 classes answered "agree" ($\bar{x} = 0.80$), this means all teachers were friendly with the students.

(13) Teachers read every assignment. All 4 classes answered "agree" ($\bar{x} = 1.16$)

(14) Teachers encourage free expression. All 4 classes answered "agree" ($\bar{x}=1.22$)

(15) Teachers should try to answer all questions asked and not require students to search by themselves, because the students do not have time. All 4 classes answered "not sure" ($\bar{x}=0.11$)

4.4.2 Student attitude (results from free response questionnaire) In an open-ended question "What are some of the contents that you can suggest to add to the Life experience course you presently are undertaking?". Students opinions are summarized and classified by room as follows:-

Level 3 room no.1 This class studied Life Experience II. The subject matter is about Good citizenship (See details in Appendix A) Students' suggestions are shown in Table 27.

Table 27: Room 3/1 Students' ideas or suggestions on adding to the Life Experience course

No	ideas or suggestion	No.of Respondents	Percent of Respondents
1.	Field trips conducted for direct experience and to help teachers and students become better acquainted.	9	52.94
2.	Instructional material should be used in teaching	5	29.41
3.	Politics	1	5.88
4.	Thailand Geography	1	5.88
5.	Knowledge that can be used in future	1	5.88
6.	Self study should be often assigned because the time in the class is limited	1	5.88
7.	More group discussion to exchange ideas	1	5.88
8.	Tools should be provided to allow experiments on subject matter being studied.	1	5.88
9.	The teacher should give more details, and not teach too quickly some students cannot follow because they have been out of school for a long time.	1	5.88

(Continued)

10.	What the teacher teaches should match with facts	1	5.88
11.	The teacher should fix text books for students to use in the class	1	5.88
Total		23	—

17 Students answered the questionnaire some students gave more than one suggestion. The items most frequently noted should be interesting they are : No.1 Field trip conducted for direct experience and to allow teachers Students to become better acquainted.(Mentioned by 52.94% of respondents) and No.2 Instructional Material should be used in teaching(Mentioned by 29.41% of respondents.

Level 4 Room No.1 This class studied Life Experience VII . The subject matter is about Geography and History (See details on page 13) Students' suggestions are shown in Table 28.

TABLE 28: Room 4/1 Students' suggestions or ideas on adding to the Life Experience course undertaking.

No	Ideas or suggestions	No.of Respondents	Percent of Respondents
1.	The teacher should give more details in teaching. Some lessons were not clear.	6	19.35
2.	Teachers should try to answer all questions asked and not require students to search by themselves because the students do not have time.	4	12.90
3.	Group discussion should be increased to exchange idea and encourage students' expression.	3	9.68
4.	The teacher should increase more details on countries in Asia	2	6.45
5.	General knowledge should be added	2	6.45
6.	The teachers should add what is needed for further studies	2	6.45

No	Ideas or suggestions	No. of Respindents	Percent of Respondents
7.	Foreign Geography should be added such as: Saudi arabia, Iraq etc. because many Thai People go to work in these countries.	2	6.45
8.	Biography of important person and teaching of different religions should be added	1	3.23
9.	The teachers should explain the causes of problems or changing economic and political situation at present so that students will have a good attitude towards these.	1	3.23
10.	The teachers should emphasize teaching present events should not teach only in the text book.	1	3.23
11.	The teachers should test all the students at the end of the lesson.	1	3.23
12.	Remedial teaching should be provided for those who came to school late or one who could not follow the lesson.	1	3.23
13.	Field trips should be added.	1	3.23
14.	Subject matter should not be added but should be reviewed and involve more discussion	1	3.23
15.	The teachers should emphasize on important concepts and what will be tested.	1	3.23
16/	The teachers should acquire knowledge from different text books so that when students sit for entrance examinations (for further studies) they will be able to compete with others.	1	3.23
Total		30	-

31 Students in this class answered the questionnaire. The items most frequently noted and that are of interest are: No 1 The teacher should give more details in teaching. Some lessons were not clear. (Mentioned by 19.35% of respondents). No 2 Teachers should try to answer all questions asked and not require the students to search by themselves because they did not have time (Mentioned by 12.90% of respondents) and No.3 Group discussion should be increased to exchange ideas and encourage students' expression. (Mentioned by 9.68% of respondents)

Level 4 Room No.2 This class studied Life Experience VI. The subject matter is about good citizenship (Details in page 12). Students' suggestions are shown in table 29.

TABLE 29: Room 4/2 Students' suggestions on adding to the Life Experience course:

No.	Ideas on Suggestions	No. of Respondents	Percent of respondents
1	The teacher should give more details and in a better manner This might be caused by a Shortage of time the subject taught was not clear or understandable.	3	16.67
2	The teacher should emphasize more on teaching how to lead a good life	1	5.55
3	The teacher should use more instructional material.	1	5.55
	Total	5	-

18 Students in this class answered the questionnaire, but only 5 Students gave suggestions, The majority had no suggestions. The items that are of interest are;

Item no.1 the teacher should give more details and teach in a clear understandable manner, in the past, this problem was caused by a shortage of time (mentioned by 16.67% of respondents)

Level 4 Room No.4 This class studied Life Experience VI, the same as Room 4/2 but different semesters and different teachers. The student suggestions are as table 30.

Table 30: Room 4/4 students, suggestions or ideas on adding to the Life Experience course;

No	Ideas or Suggestions;	No. of Respondents	Percent of Respondents
1	The Subject matter is perfect, no need to add.	8	50
2	Add more details on everyday law.	2	12.5
3	The teacher should arrange a field trip to see interesting Scenery and important places in history.	2	12.5
4	Individual Reports and group Discussions should be increased.	2	12.5
5	How to make a living should be added.	1	6.25
6	Resource persons should be invited to talk on the topics studied such as: law, the strength and safety of the country.	1	6.25
	Total	16	-

16 Students in this class answered the questionnaire. The items worth consideration are no.1 Students replied that The subject matter was perfect, no need to add more (Mentioned by 50% of respondents) The others mentioned law, a field trip, individual reports and group discussion as items that should be increased (Mentioned by 12.50% of respondents each)

4.4.3 Student Attitude (results from Personal interview)

4.4.3 Student Attitude. The results of interviewing students from classrooms 4/1 and 4/4 with 19 and 12 students respectively is divided into 2 parts; Part 1, Educational Life History of Students Part 2, Point of view of students, classified by room as follows:-

(1) Educational Life History of Students.

Level 4 Room No.4

The majority of students came from other districts (Ampur) and graduated from primary schools in different districts of Ubon Province as follows:- From Ampur Kuangnai 2 students, Ampur Warinchamrab 1 student, Ampur Kudkaopun 1 student, Ampur Namyuen 1 student, Ampur Pana 1 student, Ampur Senangkanikom 1 student (Total 58.33%) from Ampur Muang (the city of Ubon) 2 students (16.67%) and from other provinces, (Yasothon and Korat) 3 students (25%)

The educational history of students is as shown in Table 31:

TABLE 31: Educational Life History of 4/4 Students

No	Item	No.of Respondents	Percent of respondents
1	Graduated from Pratom 6 (Grade 6) 2 years time clasped between the time they graduated from Pratom 6 and the time they continued their studies in Level 4	3	25
2	Studied in Mathayom Suksa 1 (Grade 8) then they were sick and had no enough attendance to sit for examination, so they quit school, 5 years clasped time since they quit school and continued their studies in the Adult Education System.	2	16.67

No	Item	No. of Respondents	Percent of respondents
3	Graduated from Prathom 7, worked on their parents' farm for 6 years. Decided to further their education and came to study in Level 4.	2	16.67
4	Graduated from Prathom 6 then decided to continued her studies in the Adult School because her brother advised he. Elapsed time since graduating from Pratom 6 and coming to the Adult School was 3 years	1	8.33
5	Studied M.S.2 (Mathayom Suksa 2) was injured in a bus accident and could not finish her school work in time. The teacher made her repeat the class, so she quit school. After being out of school for 3 years she went back to study under the Adult Education system as a result of her uncles' advise	1	8.33
6	Her parents had many children and some relations came to stay with her family, so she moved to Ubon to live with aunt and studied in Mathayom I but at last she had to quit school. She had 6 months elapsed between the time she quit school and the time she went to the Adult Education System	1	8.33
7	Graduated M.S.2, had a quarrel with friend and quit school then he came to study in the Adult school.	1	8.33
8	Studied in Adult School because he had to work during the day time to help his family.	1	8.33
Total		12	100

Most of Adult Students have had problems in their Educational Life History. Some had no financial support, some were not satisfied with teachers or friends, some were sick, etc., when they studied in the formal school system, they had to stop their education for a period of time. When they had managed their problems or someone encouraged them, they continued their studies in the Adult School of the Centre.

Level 4 Room No.1

The majority of students came from other districts and graduated from primary schools in different districts of Ubon-Province as follows:- From Ampur Warinchamrab 3 students, Tansum Sub-district 2 students, Ampur Muang-samsib 1 students, Ampur Kuangnai 1 student, Ampur Chanuman 1 student, Ampur Pha 1 student, Ampur Namyuan 1 Student (Total 52.63%), From Ampur Muang 6 Students (31.58%) and from other provinces (Karasin, Yasothorn, and Sakonakorn) 3 Student (15.79%). After Graduating from Pratom 7 most of the students were free for a period of time then they continued their studies at Level 4 of the Adult school at the centre.

The educational life history of students is as shown in Table 32:

TABLE 32: Educational Life History of 4/1 Students

No.	Item	No. of Respondents	Percent of Respondents
1	Finished Prathom 4, were out of school for 6-7 years then continued studies in Level 3 and 4 at the Adult school of the Centre. When they were young they did not like to study but when they grew up they developed a desire to study.	4	21.05
2.	Finished Prathom 4, were out of school for 3-4 years, then came to learn in Level 3 and 4 at the Adult School.	2	10.53

No.	Item	No. of Respondents	Percent of Respondents
3	Finished Prathom 7, were out of school for 3-4 years, then came to learn in Level 4. Their brothers who used to learn at the Adult school advised them to study.	2	10.53
4	Finished Prathom 7, were out of school for 6-7 years, then came to study in Level 4 at the Adult School.	2	10.53
5	Finished Prathom 7, were out of school for 2 years then continued their studies in Level 4 at the Adult School.	2	10.53
6	Finish Prathom 4, were out of school for 10 years, then continued their studies in Level 3 and 4 at the Adult School. Her husband who used to study at the Adult School advised her to come.	1	5.26
7	Finished M.S.1 (Grade 8), quit school because he had no financial support, so he had to work to earn money and studied at the Adult School in the evening.	1	5.26
8	Finished Mathayom 1, was out of school for 1 year then continued her studies in Level 4 at the Adult School.	1	5.26
9	Finished Prathom 6 then went to work with his father as a barber for 2 years, continued his studies in Level 4 at the Adult School and work as a barber during the day.	1	5.26

No.	Item	No. of Respondents	Percent of Respondents
10	Finished Mathayom 1 quit school and went to Bangkok to work as a servant for 5 years, return to Ubon and Studied dress making for a years, at last she decided to further her education in Level 4 at the Adult School.	1	5.26
11	Finished Prathom 7 was out of school for 5 years then continued his studies in Level 4 at the Adult School.	1	5.26
12	Finished Prathom 4 went to Bangkok to work as baby sitter and servant for 12 years, at last returned home and continued her studies in Level 3 and 4 at the Adult School.	1	5.26
	Total	19	100

The majority of 4/1 students (57.89%) finished Prathom 6, 7 or higher, they were out of school for a period of time, then continued their studies in Level 4 at the Adult school of the Centre. The minority (42.11%) finished Prathom 4 and worked to earn money or help their parents for 3 - 12 years, then they came to study in Level 3 and then Level 4 at the Adult School of the Centre.

(2) Point of view of students. The results of the interview are classified by classes: Level 4 Room No. 4 and 1.

Level 4 Room No.4

(2.1) When the Author asked "What do you think about Life Experience Subject ?" Students answered : It is useful = 8 (66.66%),

It is easy = 1 (8.3%), No answer = 3 (25%)

(2.2) When the Author asked "Are you satisfied with the course ? Students answered Satisfied = 10 (83.3%) unsatisfied = 1 (8.3%) friends chattered, he could not hear the teacher clearly = 1 (8.3%)

(2.3) When the Author asked "What topics can you use in your everyday life ?"

The Students replied as in Table 33:

TABLE 33: 4/4 Students use what they have been taught.

No.	Concept	No. of Respondents	Percent of 12 Respondents
1	Food : how to preserve nutrients how to preserve food, food colouring.	8	66.67
2	Birth, death, movement, immigrant.	5	41.67
3	Law for everyday life,	3	25
4	How to choose goods.	2	16.67
5	How to prevent illness.	2	16.67
6	How to request identity card.	1	8.3
7	Conscription	1	8.3
8	Taxation	1	8.3
9	Land reform	1	8.3
10	How to make a living.	1	8.3
11	Know how to request services from government Agencies (it ill go to the hospital, if they need help on agricultural matters go to see the agriculture extension officer)	1	8.3
12	Family planning	1	8.3
13	Refuse disposal	1	8.3

No.	Concept	No. of Respondents	Percent of 12 Respondents
4	Bring knowledge to advise their parents, such as "We should not eat raw fermented fish" (Ple-ra-dib) but the parents did not believe that, they said, They have been eating raw fermented fish for 80 years but they are not dead.	1	8.3

From Table 33: Students use what they have been taught : 1. Food, how to preserve untrients, how to preserve food, food colouring. (Mentioned by 66.67% of respondents) 2. Birth, death and migration (Mentioned by 41.67% of respondents.) Others see Table 33.

(2.4) When the author asked "Is the class enjoyable?"

The students answered as follows:

(2.4.1) Enjoyable, the teacher taught well and in a pleasant manner. (Mentioned by 41.67% of respondents)

(2.4.2) Some days were enjoyable some days not. (Mentioned by 16.67% of respondents.)

(2.4.3) Some times the class was not enjoyable because class mates chattered and were a nuisance. (Mentioned by 33.33% of respondents.)

(2.4.4) There was a rich man who did not like to associate with his class mates. (Mentioned by 8.33% of respondents.)

(2.5) When the author asked "Is the class interesting?"

The students replied as follows:

(2.5.1) The class was interesting, group discussion helped him understand.

(2.5.2) The class was interesting because the teacher used open ended lessons some times.

(2.5.3) The class was interesting, especially in public administration.

(2.5.4) Interesting, and when the students chattered too much, the teacher used group discussion as a means of overcoming this.

(2.5.5) The teacher was incorrect sometimes and the students had to correct her, this led to arguments between the teacher and the students. For example : marriage ceremony, the teacher said "Ask for the blessing of the spirits before asking for the brides permission to marry." (The custom in the North-East)

(2.5.1 - 2.5.5 Mentioned by 8.33% of respondents each)

(2.6) Does the class affect their awareness ? When the author asked "Do you eat 'Larb-luad' (raw meat) or 'Pla-la' (raw fermented fish)?" Students answered as follows:

(2.6.1) They ate raw fermented fish but not raw meat. (Mentioned by 50% of respondents)

(2.6.2) They ate both raw fermented fish and raw meat because they were more delicious than the cooked ones and followed their parents' example. (Mentioned by 25% of respondents)

(2.6.3) They did not eat raw fermented fish or raw meat. (Mentioned by 16.7% of respondents)

(2.6.4) If she did not eat raw fermented fish others would think that she had forgotten her culture (Mentioned by 8.3% of respondents)

When the author asked "Do you know that fermented fish or raw meat may have parasites or diseases in it ? The students replied:

(2.6.5) They knew that it might have parasites in it and they were afraid of them, but when they bought "Sorn-tam" (raw pounded papaya) The tradeswoman put only raw fermented fish in it so they ate it as she had proposed it. (Mentioned by 75% of respondents)

(2.6.6) They did not believe that it might have parasites in it, because they could not see the parasites. (Mentioned by 16.7% of respondents)

(2.7) Does the class affect their knowledge? When the author asked "Do you attain knowledge from the class? All 12 students interviewed answered "yes"

Some students had interesting comments as follows:

(2.7.1) In some cases he learned but he could not use it, for example: Identifying thief for the police, the police let the witness point the thief out in front of him and in public. In this manner he might be hurt by the thief or his gang. He learned from the newspaper that the witness was sometimes killed to save a suspect. (See figure 7 the following page)

(2.7.2) Thailand is an anti communist country. If he knows who is a communist, he dare not tell the police, because if the communist find out he will be killed. The police cannot take care of him all the time.

(2.7.3) If any body told her different from what she learned in class she would not believe it.

(Mentioned by 8.3% of respondents each.)



Mrs. Prani Werasilapa points to Mr. Sompoat Mahapon, bus boy who is a pick pocket at a Bangkok bus station, by this act she may be hurt by the gang. One way mirror should be used

Figure 7. Identifying the thief for police.

Level 4 Room No.1

(2.1) When the author asked "What do you think about Life Experience Subject ? Students answered : It was useful = 17 (89.47%) The other two (10.53%) did not answer.

(2.2) When the Author asked "Are you satisfied with the course ? The students answered : Satisfied = 17 students (89.47%) They gave different reasons such as : changed their behaviour knowing what is good and what is bad, knowing Thai history gaining knowledge prefer history to geography, received history sheets. The other two (10.53%) answered "unsatisfied" they gave the following reasons : The geography teacher taught too quickly for him to follow, he had to copy notes from his friend. The teacher did not conclude, wrote only the difficult terms on the chalk board, the teacher did not answer the students questions but told the students to find out by themselves. The problem is that the students have no time to search. Some material that had been studied did not appear on the examination, instead the examination was on general knowledge.

(2.3) When the author asked "What topics can you use in your everyday life ?

The Students replied as in Table 34:

TABLE 34: 4/1 Students use what they have been taught.

No.	Concept	No. of Respondents	Percent of 19 Respondents
1	Moral, knowledge about Buddhism, manners in society, paying respect to elders.	6	31.58
2	How to cook and to preserve nutrients.	5	26.32
3	First aid, first aid medicine.	4	21.05
4	Family planning, birth control.	4	21.05
5	How to keep healthy.	3	15.79
6	Traffic rules.	3	15.79
7	House decoration and cleaning.	2	10.53
8	Soil development, live stock raising.	2	10.53

No.	Concept	No. of Respondents	Percent of 19 Respondents
9	Environment.	2	10.53
10	Civic responsibility.	2	10.53
11	Biography of important persons, History : know good and bad men and imitate the good ones.	2	10.53
12.	Land Law	2	10.53
13	Foreign geography.	2	10.53
14	Thailand natural resources	1	5.26
15	Climate	1	5.26
16	History of Ubon province.	1	5.26
17.	Thailand provinces.	1	5.26
18	International trading.	1	5.26
19	Democracy	1	5.26
20	Custom	1	5.26
21	Refuse disposal.	1	5.26
22	Know how to request government services not being afraid of contacting government officials.	1	5.26
23	Learned that pregnant women can eat protein (The old belief cannot eat)	1	5.26
24	He disagreed with the villager belief that a woman after giving birth must eat rice with salt only, but he agreed with the local custom and belief that a woman after giving birth should be prohibited from eating meat from a white water buffalo or an abnormal horned buffalo because she will tremble and her fingers will not straight.	1	5.26

From Table 34: Students use what they have been taught:
 1) Moral, knowledge about Buddhism manners in society, paying respect to their elders (Mentioned by 31.58% of respondents) 2) How to cook and to preserve nutrients. (Mentioned by 26.32% of respondents.)
 Others see Table 34.

(2.4) When the author asked "Is the class enjoyable?"
 The students answered as follows:

(2.4.1) The class was enjoyable. (Mentioned by 15 students or 78.95% of respondents)

(2.4.2) The class was not enjoyable. (Mentioned by 4 students or 21.05% of respondents.) by giving reasons as follows:

- Group work, some students do and some students do not.
- Some student who did not study in that period made a loud noise. He could not concentrate on the lesson.
- Students asked but the teacher did not answer. He wanted student to acquire knowledge by themselves.
- The subject matter of Level 3 and 4 are almost the same.
- She was worry about her study. She would like the teacher to teach more details on this subject in order to win other candidates.
- The teacher spokeed impolite sometimes.
- Class mates made a nuisance so he went to read in the library, time passed he feel sorry that he did not attend the lecture.

(2.5) When the author asked "Is the class interesting?"
 Students answered as follows:

(2.5.1) Interesting (mentioned by 15 students or 78.95% of respondents)

(2.5.2) Fair interesting (Mentioned by 2 students or 10.53% of respondents)

(2.5.3) Sometimes interesting and sometimes not (Mentioned by 2 students or 10.53% of respondents)

(2.6) Does the class affect their awareness ? When the author asked "Do you eat" "Larb-luad" (Raw meat) or "Pla-la" (Raw fermented fish) ? The students answered:

(2.6.1) They ate both because they were delicious.
(Mentioned by 36.84% of respondents)

(2.6.2) They ate raw fermented fish but not raw meat.
(Mentioned by 31.58% of respondents)

(2.6.3) They did not eat both, because they were afraid of parasites (Mentioned by 26.32% of respondents)

(2.6.4) He did not eat both because he lived in a hospital and his relations there did not eat both, but when he returned home in the country he would eat raw fermented fish and raw meat as other people there did. (Mentioned by 5.26% of respondents)

When the author asked "Do you know that it may have parasites or diseases in it ? The majority of students answered "yes". When asked " From what you have learned in the class, is the parasite dangerous ? Everyone answered "yes", and when the author asked "Would you now decide to take raw meat or raw fermented fish ? The majority of students answered they would, some gave a reason that they were not afraid of the parasites because they could take cathartics to drive away the parasites.

(2.7) Does the class affect their knowledge ? When the author asked "Do you attain knowledge from the class ? All students answered "yes", and some students commented that if their old knowledge conflicted with new knowledge they would belief the new knowledge that they studied.

4.5 STUDENT APPLYING SUBJECT MATTER IN REAL LIFE.

From interviewing 31 students and visiting some students at their home, student applying subject matter in real life can be broken down as follows:

4.5.1 Food. Food is deeply involved with the students everyday life. 66.67 % of 4/4 students and 26.32 % of 4/1 students mentioned that they used the following subject matter in everyday

life: how to preserve nutrients, how to preserve food, food colouring and cooking.

4.5.2 Birth, Death, Migration. 41.67% of 4/4 students mentioned that they used the following subject matter : birth, death, and migration how to be law abiding none of 4/1 students mentioned these topics because at the time the 4/1 students were being interviewed they were studying life Experience V11 which does not have this subject matter.

4.5.3 Law abiding. 25% of 4/4 students mentioned that they had used this subject matter in real life. Example . loan promise, Guaranty promise, sale and purchase, pawn and mortgage, land pre-emption etc., but 4/1 students did not mention, for the same reason as 4.5.2

4.5.4 How to select goods. 16.67% of 4/4 students mentioned that they used how to select goods such as : study the quality of the goods, good quality but reasonable price, not believe the advertising, enquire on prices from several different shops, buy goods when they are plentiful or in season. The students from 4/1 did not mention this topic.

4.5.5 How to prevent illness, how to keep healthy. 16.67% of 4/4 students and 15.79% of 4/1 students mentioned that they use this topic in real life.

4.5.6 Morals. 31.58% of 4/1 students mentioned that they applied morals in real life such as: knowledge about Buddhism, praying before go to bed, manners in society, paying respect to elders. No one from 4/4 class mentioned this topic.

4.5.7 Family planning. 21.05% of 4/1 students and 8.3% of 4/4 students mentioned that they applied: family planning, birth control, Some students advised members of the family on this subject.

4.5.8 Traffic rules and regulations. 15.79% of 4/1

students mentioned that they applied "traffic rules" in real life because they had motor bicycles. They need to know the traffic rules and regulations. Some students who walk along the road which has no foot path knew that they had to keep to the right for their safety, then they could see cars in front and avoid an accident in time. Before crossing the road they had to look right and left and cross at the pedestrian crossing.

4.5.9 House decoration and cleaning. 10.53% of 4/1 students and 8.3% of 4/4 students mentioned that they applied house decoration and cleaning, refuse disposal in real life. The author went to visit some students at their houses and found that the houses were clean.

4.5.10 First aid, first aid medicine. 21.05% of 4/1 students mentioned that they practiced first aid and applied first aid medicine in real life.

4.5.11 Environment. 10.53% of 4/1 students mentioned that they applied knowledge about their environment, by adapting themselves to the environment.

Beyond these, there are other topics that students applied in their real life but frequency is less so they are not mentioned here.

4.6 A SUMMARY OF PROBLEMS EXPERIENCED BY TEACHERS AND STUDENTS IN THE LIFE EXPERIENCE CLASS.

A summary of problems experienced by teachers and students in the Life Experience class is divided into 3 parts. 1. Problems caused by curriculum, text book and instructional material. 2. Problems caused by student, and 3. Problems caused by teachers. Details as follows:

4.6.1 Problems caused by curriculum, text book and instructional material.

(1) The government text book is not available in the market of Ubon, because merchants do not order the text book. The profit is low and they have to pay in cash, therefore students have to use the private company text book.

(2) Not enough reference books in the library.

(3) Not enough instructional material such as large maps, large scales map or detailed maps etc.

(4) The private company text book is written hastily to publish before the government text book. Therefore the private textbook does not match and cover the curriculum subject matter.

(5) Maps in the text book are not clear.

(6) The Non-Formal Education Department wants students to use open-ended lessons to practice rational thinking, discussion, and supplementary books are provided but teachers do not use them because they are expensive and the school does not provide the supplementary book for the teacher, the students do not use them because they are not available in the market.

4.6.2 Problems caused by students

(1) Some students were inert they were not active.

(2) In small group discussion, the chairman or one of the members spoke most of the time, other just listened.

(3) Some students were excited when presented in front of the class.

(4) Students were absent from school because they were busy with their daily work.

(5) In small group discussion some students did not participate, some spoke of other topics, some read another book during the discussion.

(6) Team report: not everyone participates equally in writing, some of the members work harder than the others.

(7) Some students came to school late almost everyday.

(8) Some students did not appreciate Life Experience class and were not very interested in it. Some came to the class late and returned before the class finished.

(9) Students' houses are far from school. Students were not interested in the lesson at the last period of the class, because they were afraid that they could not catch the last bus home.

(10) Some students were a nuisance, they chattered with friend while the teacher was speaking.

(11) Some students dared not speak in discussion because they were not sure that their opinions were right.

(12) Some students have no money to buy text books.

4.6.3 Problems caused by teachers

(1) Poor service from person in charge of audio visual aids also, sometimes it is not possible to use the audio visual room because the person in charge of the room is not available and there is no spare key. (the same as Nopporn Panichsook found in 1979 in studying Achievement in Social studies courses)¹

(2) Some teachers did not prepare open-ended lessons. They used only issues. Generally an open-ended lesson has three components:
1) factual data, 2) Case and 3) issue (s)

¹ Nopporn Panichsook, 1979. Relationship among Achievement in Social Studies Course, Method of Teaching Social Studies and Practice teaching Social studies of Ramkhamhaeng University Student Teachers. "Master's Thesis", Chulalongkorn University P.50.

CHAPTER V

CONCLUSIONS AND DISCUSSION

The Thailand ministry of Education changed the Adult Education Curriculum level 3 1968 and Adult Education Curriculum level 4 1970 to Functional Education level 3-4 Curriculum 1979. The Functional Education Level 3-4 1979 has two categories of subjects. They are Required Subject and Elective Subject to serve individual differences. The most interesting subject is "Life Experience" in which adult learners learn from the situations and problems of their communities and from topics which adult learners will apply in their real life. Life Experience is the integration of Health, Social Studies, Science, Nutrition, Safety Education, Population Education, Geography and History. The methods of teaching are different from others, with emphasis on small group discussion, rational thinking, problem-solving, etc. Open-ended lessons are used.

The Objectives of the study are to study Life Experience Curriculum Level 3-4, in terms of application, problems and how to solve them in the Adult School of the North-Eastern Regional Non-Formal Education Centre. To report the results to educational administrators in different levels.

The method of study. 1) Tools used in study are : 1.1) Questionnaires seeking the expectations of the Centre Staff 27 questionnaires were answered, and questionnaires seeking attitudes and desires of students in the class studied 82 questionnaires were answered. The author constructed the questionnaires. 1.2) Class observation. Four classes were observed, they were Level 3 = 1 class and Level 4 = 3 classes. 1.3) Interview Schedule. The teacher interviewed were 5 teachers of Life Experience who teach in Level 3 Room No.1 and Level 4 Room No.1, 2 and 4. Students interviewed were in Level 4 Room No. 1 and 4 and 31 students calculated as 51.66% were subjects.

5.1 CONCLUSIONS FROM THE FINDINGS OF THE FIELD STUDY

In summary the major findings from the study were:-

5.1.1 Student Personal Data

(1) 56.1% of students studied were male.

(2) The average age of students was quite young. Room 4/4 had the lowest average age 17.36 years, Room 3/1 had the highest average age 20.86 years.

(3) The majority of students were single 90.24%. While 7.32% of students were married, 2.44% were widowed and separate.

(4) Student occupation, 14.63% of students were agriculture, 10.98% were service, 8.53% were trade, 2.24% were government official, 63.42% were unemployed.

(5) Student income, 26.67% of students had income between 1,001-1,500 Baht per month, while 23.33% had income 1-500 Baht per month, 16.67% had income 1,501-2,000 Baht per month.

(6) 56.10% received financial support from their parent, 29.27% were self supporting and 14.63% were supported by their family relations.

(7) 35.29% of Level 3 students who graduated Prathom 4 had 3-4 years elapsed time since they last attended school, and 35.29% had over 8 years elapsed time. The majority of Level 4 Students finished Prathom 7, (67.7%) The minority (32.31%) finished from Level 3 in Adult Education system. The majority of student had elapsed time 1-2 years.

(8) 37.81% of students mentioned self-motivation of the reason for continuing their education, 20.73% were encouraged to study by their family relation. Parent and friend encouraged 18.29% each.

(9) Reason for wanting to study under Adult Education, 35.36% of students mentioned that after graduating from Prathom 4 or 7 they had no financial support to continue their studies. They had to stop their Education temporarily. After they received an income, they continued their studies under Adult Education, 25.61% mentioned they had to work at day time, 19.51% mentioned being too old to learn in the Formal school system.

(10) Student Objectives, 43.9% of students will continue further academic studies, 26.83% will use knowledge gained in the course to improve his quality of life, 21.95% will use certificate for Job application.

(11) Student plan after graduation. The majority of students (56.10%) think that they will continue studies after finishing the subject that they are studying, 32.92% will work for a while then continue studies.

5.1.2 Class observation. The author observed 4 classes and 5 teachers, three female, and two male. Three of them had received under graduate Diploma, one Bachelor of Art (Education) and another one Master of Education. Students drop out average 13.34%. The teachers used several kinds of teaching method such as: Lecture, discussion, in the whole class as one group, group discussion self study, assign work to read and present to the class or writing report. Grading system used: Final Test-Semester grade ratio : 30:70. Marks during semester (Agreement between teacher and students) were divided into: quiz (Formative Evaluation), work assignment, discussion, interest and participation. Final test was 30 percent of total grade (Summative Evaluation) consisted of multiple choice and essay type.

Important behaviour modes of the teachers. Two teachers used an Authoritarian Approach, the three others use a Democratic Approach. All the teachers are open to new ideas from the students because the purpose of Life Experience class is to encourage students to express their ideas. All teachers moved slowly while teaching, and used eye contact with students. Two teachers have a sense of humour, the three others did not. The teachers had a good knowledge of how to use lively teaching methods and employed many different methods of teaching.

Teacher Flexibility. Two teachers are classified as rigid teachers, one teacher is classified as a flexible teacher, the two others could not be classified distinctively of any types.

Observation of Students. The majority of students were interested in the class and Co-operated with the teachers, they showed respect to their teachers. The majority of students were punctual. A minority came to class late because they work late at their office or shop. Some were late because they were not interested in class, their objective was to meet people. Student Attendance was high (average 94%)

Student Memory of Subject Matter. Students try to memorize the facts of subject matter so that they can answer questions on an examination and as well as use for themselves improvement. The Life Experience subject does not emphasize so much on memory but it emphasize application, skills and attitude. The author studied the final exam of Life Experience VII, Level 4, Room 1. It is a multiple choice exam consisting of 72 questions. The results are as follows: Geography of Thailand answered correctly 61.5%. Regions of Thailand answered correctly 85%. Natural Resource and environment preservation 59.67%. Economic and industrial development, 64.25%. Foreign Geography, 55%. Australia, 59%. Europe 67%. North America 55%. South America and Africa 17%. Pre-history civilization in Thailand 94%. Sukhothai Kingdom 59.33%. Ayuthaya Kingdom 61.82%. Thonburi period 58.96%. Ratnakosin or Bangkok period 49%. Pre-history civilization in Thailand has the highest percentage of correct answers (94%), follow by Regions of Thailand (85%). The lowest percentage of correctly answered questions is Africa (17%).

5.1.3 Teachers' Attitudes and Expectations

(1) Expectation of the Staff: In working hope to develop unity democracy and spirit, intend to do the best in working, progress as government official (Mentioned by 18.52% of respondents each). Hope to work at their own pace according to their abilities, hope to see Adult Education in the North-East operated effectively and aim at rural area. (Mentioned by 11.11% of respondents)

(2) Teachers' Attitudes towards teaching Life Experience. (Results from five teachers interviewed)

(2.1) Attitude toward students.

(2.1.1) Students were not interested in the lesson, the majority came to school to follow friends' example, or to meet friends. The minority came to study for use in real life.

(2.1.2) Some students studied to increase their knowledge for further study.

(2.1.3) Students liked moral, or ethical subjects, some chapters of public responsibility such as:- Having a identity cards, soldier enlistment.

(2.1.4) Students were clever and interested in studying, competitive showed initiative and creativity.

(2.1.5) Students were different. Some were very clever and some were very weak.

(2.1.6) Adult students have to work harder than students in formal school.

(2.1.7) Students who are clever or dull are not obstacles in teaching the Life Experience classes. Dull students require more time and effort in teaching. Sometimes the dull student has a family problems which cause him to be tired or pre-occupied during class.

(2.1.8) Working as a group, group discussion will share knowledge between clever and dull students.

(Mentioned by 20% of respondents each)

(2.2) Attitude toward the Adult school.

(2.2.1) The Adult school of the Centre is not really a demonstration school as the Centre wish.

(2.2.2) Some teachers often go to other provinces, so they cannot teach steadily, as a result students cannot study as in the time table. Sometimes the students are not informed before, this leads to much confusion.

(2.2.3) Some teachers did not properly prepare their lesson for class or were not fully attentive during class, because they had other work to do, or were tired from their work during the day.

(2.2.4) The students did not like to study on Saturdays or Sundays. Usually less than 50% of the class came but the teachers who are regularly absent from teaching like to do this, because they want to complete the subject matter in the curriculum before examination time.

(No. 2.2.1 - 2.2.4 Mentioned by 40% of respondents)

(2.2.5) Lack of follow up of student behaviour. No standard treatment for untidy students, they came and went out of rooms as they pleased. The school should provide more behaviour training for students. She is the only one who is strict towards students but the others are not, it is not effective.

(2.2.6) The school is not strict enough about rules as it should be.

(2.2.7) The school promotes culture, Providing prizes for students who pay attention in class, or have good behaviour, and dress tidy. That is a good policy.

(2.2.8) Supervision, guidance and academic direction for teachers are unsatisfactory.

(2.2.9) The school role in arranging activities and developing school sport is unsatisfactory.

(No.2.2.5-2.2.9 Mentioned by 20% of respondents)

(2.3) Attitude toward North-Eastern Regional Non-Formal Education Centre.

(2.3.1) The centre objective is good but there is not a complete follow up programme assessment of results, and the day to day system does not follow the stated objective. (Mentioned by 40% of respondents).

(2.3.2) The centre projects are progressive, this helps the staff in their further studies. (Mentioned by 20% of respondents).

(2.4) Attitude toward teaching profession.

(2.4.1) They liked the teaching profession. They enjoy providing knowledge to students.

(2.4.2) They are proud to be teachers and have had experience teaching for a long time.

(No. 2.4.1 - 2.4.2 Mentioned by 40% of respondents)

(2.4.3) When he was a teacher in a formal school he only taught students, he liked to teach, but when he came to work at the centre, he found that he had to work both academic and administrative aspects concerning non-formal education, now he does not like to teach.

(2.4.4) The teaching profession is a honourable occupation if one is a real teacher one will be a respected person.

(2.4.5) The teaching profession is a very good occupation but the teacher must have merit, be generous and try to help students and learning institutions.

(2.4.6) A person who devote oneself to the teaching profession, should not hope for any money or position.

(No. 2.4.3 - 2.4.6 Mentioned by 20% of respondents)

(2.5) Self Evaluation of class effectiveness.

(2.5.1) Life Experience class is very useful, because it matches with everyday problems of the students, help students to learn how to solve their problems on their own.

(Mentioned by 40% of respondents)

(2.5.2) Life Experience class is very useful, but he did not agree with the point that Life Experience class should be a compulsory subject. The curriculum should not have any compulsory subjects, but allow the students to select any subject they wish to take.

(2.5.3) Students want the teachers to lecture, but the objective of Life Experience is to teach students how to think, and how to solve their problems. The students are too shy to express their ideas at the beginning, but later on they learn how to express themselves. The subject matters that are most useful to students are:- everyday law, rights and duties of people, culture.

(2.5.4) Evaluations are divided into 3 parts: activities participation, formative evaluation and work assignment in groups and individual. The students were pleased by this method of evaluation.

(No. 2.5.2 - 2.5.4 Mentioned by 20% of respondents)

(2.6) Self Evaluation of own teaching ability.

(2.6.1) He felt that he had not taught as well as he had hoped to.

(2.6.2) The students did not receive as much knowledge as the teacher's expected.

(2.6.3) The teacher felt less active as he grew older.

(2.6.4) The teacher taught with confidence, wrote more instructional material and taught more open-ended lessons.

(2.6.5) The teacher was able to teach but sometimes she felt tired and would like to rest.

(No. 2.6.1 - 2.6.5 Mentioned by 20% of respondents)

(2.7) Attitude toward Curriculum.

(2.7.1) The degree of difficulty of the curriculum is suitable with the students ability. The subject matter is suitable with the length of time.

(2.7.2) Library did not provide full service. There are not enough reference books, text books for students.

(No. 2.7.1 - 2.7.2 are mentioned by 40% of respondents).

(2.7.3) The text book was not available. Students had to use private text books which did not match with the curriculum in some parts.

(2.7.4) The average student mark was 60% out of 100%

(2.7.5) The school did not have open ended lessons that were prepared by the government. When the teacher would like to use them, she had to prepare them herself.

(2.7.6) The curriculum did not serve student needs.

(2.7.7) There should be two kinds of curriculum, core curriculum that every one should learn and local curriculum that suits local needs.

(2.7.8) The majority of teacher and students did not actually study the Life Experience curriculum. Teaching and Learning was based on the private text book. Most students used one of the several Life Experience text books printed by private authors. Some material in the private text books is not appropriate for use in the Life Experience classes, as a result there was no standard.

(No. 2.7.3 - 2.7.8 are mentioned by 20% of respondents).

The problems caused by the students.

(2.7.9) Some students came to class late because they left work late. Some were late because they was not interested in class, they came to school to meet friends.

(2.7.10) Students asked permission to leave the class before time was up. They was afraid they could not catch the last bus as a result they did not follow the lesson. The teacher had to repeat the lesson again this wasted class time.

(No. 2.7.9 - 2.7.10 are mentioned by 40% of respondents).

(2.7.11) Students had been out of school for varing amount of time some students had left school for one year, some had left school for five years. Those who had left school for a long time had forgotten what they had learned at school, this created problems in teaching.

(2.7.12) Student financial support caused some problems. The teacher wanted students to buy text books, exercise books, some of them could afford to buy material, the majority could not. When the teacher assigned students to do their home work or self studies they had difficulties.

(2.7.13) Students dressed untidily. The teacher wants students to dress politely and follow regulations.

(No. 2.7.11 - 2.7.14 Mentioned by 20% of respondents).

(2.7.14) The students rarely speak, they hardly express their ideas because they are afraid of making mistakes, some are shy.

(2.8) Philosophy in teaching Life Experience class.

(2.8.1) The teacher emphasized the importance of understanding the subject matter, and applying it in real life.

(Mentioned by 40% of respondents).

(2.8.2) The teachers should motivate students to enthusiasm instead of ordering the students to study this or that, this matter will be tested.

(2.8.3) How can the teacher arouse students to enthusiasm. They experiment on their own and discover a method to arouse enthusiasm in the students.

(2.8.4) The teacher used "Khit-pen" philosophy.

(2.8.5) Teach the students to know how to do, to be aware of local and national custom and culture, to know how to make a living.

(No. 2.8.2 - 2.8.4 Mentioned by 20% of respondents).

5.1.4 Students' Objectives for and Attitudes towards the course.

(1) Students Attitudes towards Life Experience class.

(Results from rating scale test)

Curriculum

(1.1) The content is appropriate for your ability. All 4 classes agree ($\bar{x} = +1.07$)

(1.2) The content is useful in your daily living. All 4 classes agree ($\bar{x} = +1.25$)

(1.3) The time schedule is appropriate with the course content. Room 4/2 answered "not sure" ($\bar{X} = +0.44$) but the other three answered "agree"

(1.4) Teachers conducted field trips for direct experience in the life experience courses. All 4 classes agree.

(1.5) Life experience classes are interesting. All 4 classes agree ($\bar{X} = +0.92$)

Classroom Atmosphere

(1.6) Students ask the teachers to use group discussions as a method of teaching. All 4 classes agree ($\bar{X} = 0.82$)

(1.7) Resource persons should be invited to talk on the topics under study. All 4 classes agree ($\bar{X} = 1.16$)

(1.8) Library research increases learners' knowledge. Room 4/4 answered strongly agree ($\bar{X} = 1.56$). The other three answered "agree" ($\bar{X} = 1.41, 0.96$ and 1.18)

(1.9) Group discussion is boring. Room 4/2 answered "not sure" ($\bar{X} = -0.41$). The other three answered "disagree"

(1.10) Group discussion increases the exchange of ideas. Room 4/2 answered "strongly agree" ($\bar{X} = 1.64$). The other three answered "agree"

Teacher

(1.11) Life experience course teachers are strict and not flexible. All 4 classes answered "not sure". ($\bar{X} = 0.04$).

(1.12) Life experience course teachers are friendly. All 4 classes answered "agree" ($\bar{X} = 0.80$).

(1.13) Teachers read every assignment. All 4 classes answered "agree" ($\bar{X} = 1.16$)

(1.14) Teachers encourage free expression. All four classes answered "agree" ($\bar{X} = 1.22$)

(1.15) Teachers should try to answer all questions asked and not require students to search by themselves, because the students do not have time. All four classes answered "not sure" ($\bar{X} = 0.11$)

(2) Students' suggestions on adding to the Life Experience course. (Results from free response questionnaire).

Level 1 Room No.1 (Studied Life Experience II)

(2.1) Field trips conducted for direct experience and to help teachers and students become better acquainted. (Mentioned by 52.94% of respondents).

(2.2) Instructional material should be used in teaching. (Mentioned by 29.41% of respondents).

(2.3) Politics

(2.4) Thailand Geography.

(2.5) Knowledge that can be used in future.

(2.6) Self study should be often assigned because the time in the class is limited.

(2.7) More group discussion to exchange ideas.

(2.8) Tools should be provided to allow experiments on subject matter being studied.

(2.9) The teacher should give more details, and not teach too quickly some students cannot follow because they have been out of school for a long time.

(2.10) What the teacher teaches should match with facts.

(2.11) The teacher should fix text books for students to use in the class.

(2.3 - 2.11 Mentioned by 5.88% of respondents).

Level 1 Room No.1 (Studied Life Experience VII)

(2.1) The teacher should give more details in teaching. Some lessons were not clear. (Mentioned by 19.35% of respondents).

(2.2) Teachers should try to answer all questions asked and not require students to search by themselves. (Mentioned by 12.9% of respondents).

(2.3) Group discussion should be increased to exchange idea and encourage students' expression. (Mentioned by 9.68% of respondents).

(2.4) The teacher should increase more details on countries in Asia.

(2.5) General knowledge should be added.

(2.6) The teachers should add what is needed for further studies.

(2.7) Foreign Geography should be added such as: Saudi Arabia, Iraq etc, because many Thai People go to work in these countries. (2.3 - 2.7 Mentioned by 6.45% of respondents).

(2.8) Biography of important person and teaching of different religions should be added.

(2.9) The teachers should explain the reason for the changing economic and political situation at present so that students will have a good attitude towards the present economic and political situation.

(2.10) The teachers should emphasize teaching present events, should not teach only in the text book.

(2.11) Remedial teaching should be provided for those who came to school late or one who could not follow the lesson.

(2.12) Field trips should be added.

(2.13) Subject matter should not be added but should be reviewed and involve more discussion.

(2.14) The teachers should emphasize important concepts and what will be tested.

(2.15) The teachers should teach from different text books so that when students sit for entrance examinations they will be able to compete with others.

Level 1 Room No. (Studied Life Experience VI)

(2.1) The teacher should give more details and in a better manner, this might be not allowing enough time to over the required curriculum as a result the subject matter was not clear or understandable. (Mentioned by 16.67% of respondents).

(2.2) The teacher should emphasize more on teaching how to lead a good life.

(2.3) The teacher should use more instructional material. (No. 2.2 and 2.3 Mentioned by 5.55% of respondents)

Level 1 Room No. (Studied Life Experience VI)

(2.1) The subject matter is perfect, no need to add. (Mentioned by 50% of respondents).

(2.2) Add more details on everyday law.

(2.3) The teacher should arrange a field trip to see interesting scenery and important places in history.

(2.4) Individual Reports and group discussions should be increased.

(No 2.2 - 2.4 Mentioned by 12.5% of respondents)

(2.5) How to make a living should be added.

(2.6) Resource persons should be invited to talk on the topics studied such as : law, the strength and safety of the country.

(No.2.5 and 2.6 Mentioned by 6.25% of respondents).

(3) Student Attitude (Result from personal interview) is divided into 2 parts: Educational Life History of Students, and Students' Opinion.

(3.1) Educational Life History of students. Most of the Adult Students have had problems in their Educational Life History. Some had no financial support, some were dis-satisfied with teachers or friends, some were sick, etc. When they studied in the formal school system, they had to stop their education for a period of time. When they had solved their problems or someone encouraged them, they continued their studies in the Adult School of the Centre.

All 4/4 students graduated from Prathom 6, 7 or higher, before coming to Adult School of the Centre. The majority of 4/1 students (57.89%) graduated Prathom 6, 7 or higher, they were out of school for a period of time, then continued their studies in Level 4 at the Adult school of the Centre. A large minority (42.11%) graduated Prathom 4 and worked to earn money or help their parents for 3 - 12 years, then they came to study in Level 3 and Level 4 at the Adult School of the Centre.

(3.2) Students' Opinion. (The results of the interview)

(3.2.1) 83.3% of 4/4 students and 89.47% of 4/1 students were satisfied with the course.

(3.2.2) 41.67% of 4/4 students and 78.95% of 4/1 students mentioned that the classes were enjoyable.

(3.2.3) 33.33% of 4/4 students and 89.48% of 4/1 students mentioned that the classes were interesting.

(3.2.4) The author asked "Do you eat Larb-luad (raw meat) or Pla-la?(Raw fermented fish)" The majority of female students answered : They ate raw fermented fish but not raw meat.

The majority of male students answered : The ate both raw fermented fish and raw meat because they were more delicious than cooked meat or fish, they followed their parents' example. Only 16.7% of 4/4 students and 26.32% of 4/1 students answered that they did not eat either. That means the course did not change the students eating habits, even though they knew the danger from eating raw fish and meat

(3.2.5) When the author asked "Did you attain knowledge from the class ?" All students answered "yes" and some students commented that if their old knowledge conflicted with the new knowledge they would believe the new knowledge that they learned.

5.1.5 Student Application of Subject matter in real life (Results from interviewing 31 students and visiting some students at their home)

(1) Food : How to preserve nutrients, how to preserve food, food colouring, and cooking (Mentioned by 66.67% of 4/4 students and 26.32% of 4/1 students)

(2) Birth, Death, Migration. (Mentioned by 41.67% of 4/4 students.)

(3) Law abiding : Loan promise, guaranty promise sale and purchase, pawn and mortgage, land pre-emption. (Mentioned by 25% of 4/4 students.)

(4) How to select goods: Observe the quality of the goods, good quality but reasonable price, be critical of advertising, enquire on prices from several different shops, buy goods when they are plentiful or in season. (Mentioned by 16.67% of 4/4 students.)

(5) How to prevent illness, how to keep healthy. (Mentioned by 16.67% of 4/4 students and 15.79% of 4/1 students.)

(6) Morals : Knowledge about Buddhism, praying before to to bed, manners in society, paying respect to elders. (Mentioned by 31.58% of 4/1 students.

(7) Family planning, birth control, some students advised members of the family. (Mentioned by 21.05% of 4/1 student and 8.3% of 4/4 students.)

(8) Traffic rules and regulations. (Mentioned by 15.79% of 4/1 students.)

(9) House decoration and cleaning, refuse disposal. (Mentioned by 10.53% of 4/1 students and 8.3% of 4/4 students.)

(10) First aid, first aid medicine. (Mentioned by 21.05% of 4/1 students.)

(11) Environment, adapting themselves to the environment. (Mentioned by 10.53% of 4/1 students.)

5.1.6 Problems experienced by teachers and students in the Life Experience class.

(1) Problems caused curriculum, text book and instructional material.

(1.1) The government text book is not available in the market of Ubon, because merchants do not order the text book. Their profit is low and they have to pay in cash, therefore students have to use the private company text book.

(1.2) Not enough reference books in the library.

(1.3) Not enough instructional material.

(1.4) The private company text book does not match and cover the curriculum subject matter.

(1.5) Maps in the text book are not clear.

(1.6) The Non-Formal education Department wants students to use open-ended lessons to practice rational thinking, discussion, but teachers do not use them because they are expensive, and the school do not provide for the teacher.

(2) Problems caused by students.

(2.1) Some students were inert they were not active.

(2.2) In small group discussion, the chairman or one of the members spoke most of the time, others just listened.

(2.3) Some students were excited when presented in front of the class.

(2.4) Students were absent from school because they were busy with their daily work.

(2.5) In small group discussion some students did not participate, some spoke of other topics, some read another book during the discussion.

(2.6) Team report : not everyone participates equally in writing.

(2.7) Some students come to school late almost everyday.

(2.8) Some students did not appreciate Life Experience class. Some come to the class late and returned before the class finished.

(2.9) Students were not interested in the lesson during the last period of the class, because they were afraid that they could not catch the last bus home.

(2.10) Some students were a nuisance, they chattered with friend while the teacher was speaking.

(2.11) Some students dared not speak in discussion because they were not sure that their opinions were right.

(2.12) Some students had no money to buy text books.

(3) Problems caused by teachers.

(3.1) It is not convenient to use the audio visual room.

(3.2) Some teachers did not prepare open-ended lesson.

5.2 DISCUSSION OF THE RESULTS OF FIELD STUDY.

From the results of this field study, I have summarised the findings which have the most far-reaching effects for the society. These findings, and suggestions for how they would be put into effect, are listed below :-

5.2.1 Food. From the results of student interviewed, the majority of students did not change their eating habits, they still eat raw fermented fish and raw meat even though the students learned that they may have parasites in them. The students were not worried of the parasites or did not believe in the parasites, they continue to eat this food because it is the most popular food of the people in the North-East of Thailand. Although they are the educated people of the North-East they still will not change their eating habits. Some students think that if they have parasites they can take medicine to get rid of them. There are some kinds of parasites that cannot be cured by taking medicine, such as gnathostomiasis, fluke-worm. Or there is medicine but it is very expensive, students should be aware of this. Some students do not believe that there are parasites in the raw fermented fish and raw meat. In this case the teacher should prove it by taking students who do not believe to the doctor, the doctor will check their excrement to see if they have parasites and give medicine. If they see the parasite from their body they will believe the teacher and change their attitudes. It is difficult to change the eating habit of the people but the teacher must try, because the percentage of people who are infected with parasites in the North-East of Thailand is very high and higher than other parts of Thailand.

5.2.2 From the interviews some students protested that some of the topics they studied during class were not included in the examination and that the examination included general knowledge. In this case the teacher should make students understand that in studying Life Experience, students are not only studying from the text book but also present events, world news, country news, economic and social news, to make them follow the world and they are part of the curriculum.

5.2. Health and Hygiene should be emphasized to the students and put into practice. If the students do not know or practice how to prevent diseases, they will often be sick. The government has to build more hospital and produce more doctors. For example : When they eat together, a middle spoon, should be used to prevent the disease spreading from one's mouth to the others. From the author observation, students did not use a middle spoon. When sneezing or coughing a handkerchief should be used to cover one's mouth, or to spit up phlegm in proper place.

5.2.4 There are two kinds of Evaluation of Learning at present : Norm - Referenced Evaluation and Criterion - Referenced Evaluation. The latter believes in individual differences in learners and to promote the fullest development of the individual does not compare students. This kind of evaluation is related to the Bloom's theory of "Learning for Mastery"¹ Adult Education Level 3 - 4 in Thailand uses Criterion - Referenced Evaluation, but the criterion is low, if they get 50% of the total marks they pass the examination. The author thinks that the passing mark should be changed to 60 - 70%, and use formative Evaluation to improve teaching and learning strategies. If the student fails he must study to increase his knowledge then sit for examination again and again until he meet the criterion. The "Khit - pen" also should be considered in Life Experience class.

5.2.5 From the personal interview on the topic of Educational Life History of Students the majority of adult students had problems while they were studying in formal school system. Some were sick, some had no financial support, some had a quarrel with friends, some disliked schools, as a result they dropped out of schools. The adult school should pay attention and serve them well when they come back for further education in the Adult School. The school should not be strict on regulations and discipline but be flexible, give freedom to learn and create a friendly atmosphere in the class.

¹ Benjamin S. Bloom and others. 1971. Handbook on Formative and Summative Evaluation of Student Learning. McGraw-Hill Book Company. New York : pp. 43-56.

5.2.6 From the study the author found that teachers did not have enough instructional materials for Life Experience classes, so they come together to have instructional material production work shop at the Centre for 5 days. Participants are Life Experience teachers and artist teachers. The work shop was found to be useful and a large number of instructional materials will be produced to use in schools. The products are divided into three categories: 1) Analytical Poster, 2) Planning Posters, and 3) Serial Posters. (See examples in Figure 8, 9 and 10.)

A school that has the same problem may solve it in the same manner.

A summary of the significant findings follows:-

1. Class observation

1.1 Student Attendance was high (Average 94%)

1.2 Students Memory of Subject matter. Life Experience subject emphasizes application, skills, and attitudes. The author studied the final exam of Life Experience VII. It is a multiple choice type. The pre-history civilization in Thailand has the highest percentage of correct answers (94%), followed by Regional Geography.

of Thailand (85 %). The lowest percentage of correct answer was Geography of Africa (17 %).

2. Teachers' Attitudes towards teaching Life Experience.

2.1 Student ability varied, some were very clever and some were slow learners.

2.2 Slow learners were not obstacles in teaching the Life Experience classes. However they required more time and effort in teaching.

2.3 Working as a group, group discussion allowed the smarter students to share their knowledge with the slow learners.

2.4 Some teachers did not properly prepare their lessons for class because they were tired from work.

2.5 Lack of follow up of student behaviour. No standard treatment for untidy students, they came and went out of rooms as they pleased.

2.6 Life Experience class is very useful, because it match with everyday problems of the students, helps students to learn how to solve their problems on their own.

2.7 The degree of difficulty of the curriculum is suitable with the students ability. The subject matter is suitable with the course length.

2.8 There should be two kinds of curriculum, a core curriculum that every one should learn and a local curriculum that suits local needs.

3. Students' Objectives for and Attitudes towards the course.

3.1 Curriculum. The content is appropriate for students' abilities. It is useful in students' daily living. Teachers should conduct field trips for direct experience. Life Experience classes are interesting.

3.2 Classroom Atmosphere. Students asked the teachers to use group discussions as a method of teaching. Library research increases learners' knowledge. Group discussion increases the exchange of ideas.

3.3 Teacher. Life Experience course teachers are friendly. Teachers encourage free expression.

3.4 Students' suggestions on adding to the Life Experience course. Field trips should be conducted for direct experience and to help teachers and students become better acquainted, instructional material should be used in teaching, Self study should be often assigned because the time in the class is limited, the teacher should give more details. Teachers should try to answer all questions asked and not require students to search by themselves. The teacher should add more details on countries in Asia, Foreign Geography should be added such as: Saudi Arabia, Iraq etc. Because many Thais go to work in these countries. Biography of important person and teaching of different religions should be added. The teachers should explain the reason for the changing economic and political situation at the present time. The teachers should emphasize teaching present events, should not teach only from the text book.

Remedial teaching should be provided for those who came to school late or those who could not follow the lesson. The teachers should emphasize important concepts. The teachers should teach from different text books so that when students sit for entrance examinations they will be able to compete with others. Add more details on everyday law. Individual Reports and group discussions should be increased. How to make a living should be added.

3.5 Student's opinion. (The results of the interview)

3.5.1 83.3 % of 4/4 student and 89.47% of 4/I students were satisfied with the course.

3.5.2 The majority of female students ate raw fermented fish but not raw meat. The majority of male students ate both raw fermented fish and raw meat. Only 16.7 % of 4/4 student and 26.32 % of 4/I student answered that they did not eat either.

4. Student application of subject matter in real life.

4.1 Food: How to preserve nutrients, how to preserve food, food colouring, and cooking

4.2 Birth, Death, Migration.

4.3 Law abiding . Loan promise, guaranty promise, sale and purchase, pawn and mortgage, land pre-emption.

4.4 How to select goods:

4.5 How to prevent illness, how to keep healthy.

4.6 Morals: knowledge about Buddhism, manner in society, paying respect to elders.

4.7 Family planning , birth control.

4.8 Traffic rules

4.9 House decoration and cleaning, refuse disposal.

4.10 First Aid

5. Problems experienced by teacher and students in the Life Experience class.

5.1 The government text book is not available in Ubon, because merchants do not order the text book. Therefore students have to use the private company text book.

5.2 Not enough reference books in the library.

5.3 Not enough instructional material.

5.4 The private company text book does not match and cover the curriculum subject matter.

5.5 The Non-Formal education Department wants students to use open-ended lessons to practice rational thinking, discussion, but teachers do not use them because they are expensive, and the school does not provide them.

5.6 In small group discussion some students did not participate, some spoke of other topics.

5.7 Some students dared not speak in discussion because they were not sure that their opinions were right.

5.8 Some students had no money to buy text books.

5.9 It is not convenient to use the audio visual room.

5.10 The majority of students did not change their eating habits, they still eat raw fermented fish and raw meat even though the students learned that they may have parasites in them.



FIGURE 8 : Analytical Poster : Used for Population Education (What problems will occur if they have many children ?)

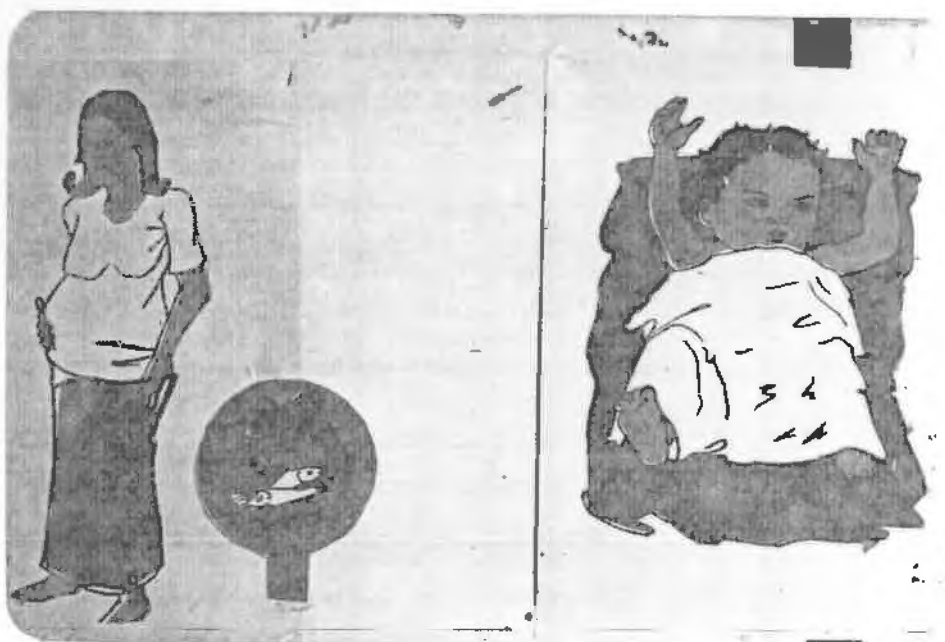


FIGURE 9 : Planning Posters. Used for Health Education (If she would like to have a healthy child what would she eat and how would she look after herself ?)

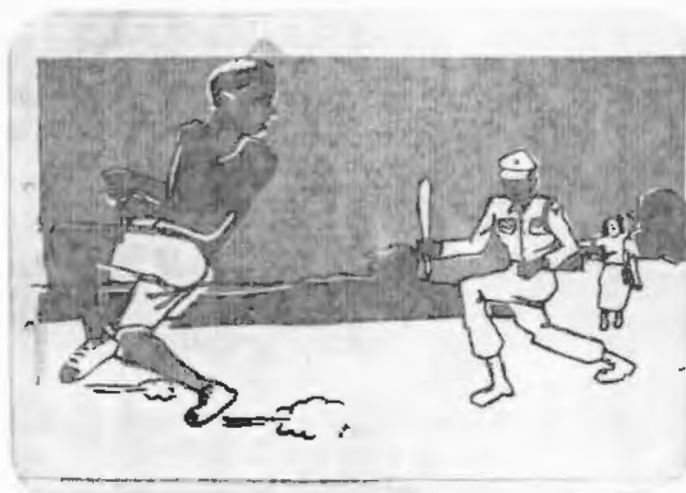


FIGURE 10* : Serial Posters: Used for Harmful habit-forming drugs lesson.
 (A student will use his own experience to tell a story
 according to the pictures placed in front of the class.)

* These pictures are also tried out in Functional Literacy classes.

5.3 SUGGESTION FOR FURTHER STUDY.

For a person or institution that would like to do further study, the author would like to advise as follows :

5.3.1 Two classes that study the same course should be studied at the same time to compare differences. For this time the author cannot do this because the school did not provide the same courses during the semester.

5.3.2 Follow up programme should be organized for students who had graduated from school, to find out whether the qualities of students are accepted in Thai society or not, and what should be improved.

BIBLIOGRAPHY

- Adisak Sripooman. A study of students' problems in studying the Life Experience Courses in the Level 3-4. "Master's Thesis", Silpakorn University. Bangkok: 1977.
- Adult Education, Division, General Education Department. "Ruam bot kwarm kan suksa pooyai" (Compile of Adult Education article book 2) Bangkok: 1980.
- American Association of school Administrators. American School Curriculum. Washington: A Department of the Nation Education Association of the United States, 1953.
- Arunshri Anantarasirichai and others. An Interaction Analysis of Teacher- pupil Behaviour in Social Studies Classrooms at the lower Elementary Education. Bangkok: The Department of Education Techniques, Ministry of Education, 1975.
- Bergervin, Paul. A Philosophy for Adult Education. New York: The Seabury Press, 1967.
- Bloom, Benjamin S. Human Characteristics and school Learning. New York: McGraw-Hill Book Company, 1976.
- CCAE. A Handbook for Field Study in Education Students and their supervisors. Canberra: School of Education, Canberra College of Advanced Education, 1981.
- Duke, C. and Sommerlad, E. Adult education and development: regional trends. Background paper for ASPBAE. Canberra: Centre for Continuing Education, ANU, 1980.
- Education, Ministry, Non-Formal Education Department. "Lak-soot karn suksa pooyai bab bedset radab ti 3-4" (Functional Education Curriculum Level 3-4 Life Experience) Bangkok: 1979.
- Education, Ministry, Adult Education Division. A project for the Development of Non-Formal Education in Thailand. Bangkok: 1976.
- Gagne, Robert M. The Conditions of Learning. New York: Holt, Rinehart and Winson, 1977.
- Haines, Nicolas and others. Theories and Projects working papers in Continuin Education. Canberra: The Australian National University, Centre for Continuing Education, 1979.

- Health, Ministry. Food Sanitation Handbook. Bangkok: Ministry of Health, 1976.
- Illich, Ivan. Deschooling Society. Manchester: Penguin Books, 1971.
- Johnson, Clemens E. A review of research methods in Education. Chicago: Rand McNally College Publishing Company, 1977.
- Knowles, Malcolm. The Adult Learners: A Neglected Species. second Edition. Texas: Gult Publishing Company. 1979.
- _____ Handbook of Adult Education in the United States. Chicago: Adult Education Association, 1964
- Woppon Panichsook. Relationship among Achievement in Social Studies Courses, Method of Teaching Social Studies and Practice teaching Social Studies of Ramkhamhaeng University Student Teachers. "Master's Thesis", Chulalongkorn University. Bangkok: 1979.
- Puttachart Rachpreechar. "Karn suksa nok rabob long-learn" (Non-Formal Education) Bangkok: Odean Store, 1981.
- Sumarn Kusonsaratoon. Compare achievement in studying hygiene between Functional Education Students Level 4 and General Education Level 4 in 1975. "Master's Thesis" Silpakorn University. Bangkok: 1975.
- Sunthorn Sunanchai. Thailand's functional literacy programme: a case study of activities in Educational Region 8. Bangkok: Unesco Regional Office for Education in Asia and Pacific, 1981.
- _____ "Karn suksa nok longlearn" (Non-Formal Education) Bangkok: Bannakit, 1980.
- Suporn Shrisen. "Karn suksa nok longlearn" (Non-Formal Education) Bangkok: Luan Keow Karn pim, 1980.
- Tanyawadee Tupkrissana. Teacher of Adult and their comprehension and Receiving of Functional Literacy Programme Objectives. "Master's Thesis", Silpakorn University, Bangkok: 1979.
- Thai Rat, Newspaper. July 16, 1982, Bankok.
- Unesco, Bulletin of Unesco Regional Office for Education in Asia 1977.
- Verachai Mechobtham. The Development of Functional Education in Thailand. "Master's Thesis, Silapakorn University, Bangkok: 1976.

APPENDIX.A

Adult Education Curriculum

Functional Education Level 3-4 (grade 6 to 9) 1979

Life Experience

Objectives

1. To appreciate and to sustain nation, religion and the monarchy and to arouse enthusiasm in having a part in the governing of the country under a democratic constitutional monarchy.
2. To be a good citizen, having morality, discipline, knowing one's rights and other's rights under democratic constitutional monarchy. Practice to be in accordance with Thai custom and culture. To be responsible for themselves, their families and social communities.
3. To have knowledge, abilities and skill enough to work, to continue their studies, or to earn a living. Having the basic knowledge necessary to solve everyday problems.
4. To have good health; both in body and in mind, and to keep and promote community sanitation.
5. To understand problems concerning governing, economics, population and society. Know how to make decisions by reasoning.
6. To have a good attitude towards every kind of occupation. To be diligent, patient, to economize and know how to

save natural resources and public property, to make use of it at present and in the future.

7. To know how to consider events in history and use them as examples for solving present problems.

The structure of Life Experience

1. Life Experience is a compulsory subject divided into 7 courses.

Life Experience 1	3	Credits
" " 2	3	"
" " 3	3	"
" " 4	3	"
" " 5	4	"
" " 6	4	"
" " 7	5	"

2. In level 3 (Equal to grade 6) students must study life experience 1 to 4
3. In level 4 (Equal to grade 9) student must study life experience 5 to 7

Life Experience I (3 Credits)

Time 3 periods a week total 57 periods (one period = 55-60 minutes)

Objectives

1. To have knowledge and understanding concerning environmental problems, such as air and water pollution, which effect health.

2. To have knowledge and understanding concerning nutrition, and a proper diet.
3. To have knowledge and understanding concerning safety, first aid and know how to prevent themselves and others from danger.
4. To have knowledge and understanding concerning population education.
5. To have knowledge and understanding concerning contagious disease and parasites.
6. To have knowledge and understanding concerning anatomy.
7. To have knowledge and understanding concerning first aid medicine.

Problems	Objectives	Concepts	Subject matter
<p>1. The majority of the people eat incorrect food portions.</p> <p>1.1 The pregnant women, new mother, child and baby do not eat enough protien.</p> <p>1.2 The belief in not eating some kinds of food make villagers unhealthy; for example pregnant women do not eat enough protein.</p>	<p>1. To be able to tell (point out) which nutritional group the food is in</p> <p>2. To be able to tell that each group of food has benefit and use in what ways.</p> <p>3. To be able to tell what kind of vegetables can be used instead of meat,</p>	<p>1. Eating according to body's need.</p> <p>2. There are many kinds of food, each kind has different benefits to the body</p> <p>3. People of different ages need different kinds of food.</p>	<p><u>Nutrition</u></p> <p>1. 5 groups of food.</p>

Problems	Objectives	Concepts	Subject matter
<p>2. People eat foods lacking in some vitamin such as Vitamin A, Vitamin B, Vitamin C etc.</p> <p>3. Villagers do not eat enough food to serve their bodies need, because they are poor and lack knowledge of nutrition.</p> <p>4. Some new mothers believe that canned milk has better quality than breast milk.</p>			

Problems	Objectives	Concepts	Subject matter
<p>villagers would rather sell their high nutrition food products and they eat food of low nutritional value themselves</p>	<ol style="list-style-type: none"> 1. To be able to buy food of good nutritional value with their income. 2. To be able to buy fresh food in each season and to pay a lower price 3. To be able to buy different kinds of food that has the same quality and promotes health and well-being. 4. To be able to buy nutrients for people in different age groups such as the adolescent, the old, the pregnant and the sick. 	<ol style="list-style-type: none"> 1. Choose to buy food of good nutritional value which is inexpensive. 2. Choose to buy food available in each season. 3. Choose to buy less expensive food but food which nutritional has the same quality. 4. Choose to buy food to fit with the consumer's health. 	<ol style="list-style-type: none"> 2. How to buy and what to buy

Problem	Objectives	Concept	Subject matter
<p>1. The majority of people do not wash their vegetable before eating.</p> <p>2. People lack of basic knowledge in cooking to keep high quality of food, example:</p> <p style="padding-left: 40px;">Villagers prepare rice in two steps as follows:</p> <p style="padding-left: 80px;">1) Cook rice with excess water then throw out the water.</p> <p style="padding-left: 80px;">2) Cook again with no water thus the Vitamin B is thrown out with the excess water in step 1</p> <p>3. Many people like to eat raw meat and raw fish.</p> <p>4. People cook food in a way that lowers the nutritional quality of the food.</p>	<p>1. To be able to cook food correctly.</p> <p>2. To be able to cook and form good food habits and follow the rules of good nutrition.</p>	<p>1. Every kind of raw food must be washed before cutting.</p> <p>2. Do not cut too small or too big and do not leave it too long.</p> <p>3. Cooking effects to consumer's health.</p> <p>4. Eating half cooked or raw food is dangerous to the body.</p> <p>5. Wrong methods of cooking destroy nutrients.</p>	<p>3. How to preserve nutrients (food substances)</p> <p>3.1 How to prepare food.</p> <p>3.2 How to cook food</p>

Problems	Objectives	Concepts	Subject matter
<p>1. There are too many agriculture products to consume in some seasons but in another season it is difficult to find them.</p> <p>2. Some products are lacking in some places. Transportation must be used for a long distance and long time</p>	<p>1. To be able to tell different methods of food preservation and to select the best method for each food.</p> <p>2. To be able to explain how to preserve food.</p> <p>3. To be able to explain the usefulness of food preservation.</p> <p>4. To be able to preserve food.</p>	<p>1. To have food available in every season.</p> <p>2. Reduce cost of living and increase income.</p> <p>3. Have enough food for every community</p>	<p>4. How to preserve food and how to keep it.</p>

Problems	Objectives	Concepts	Subject matter
<p>The majority of people take medicine without consulting a doctor, but consult a pharmacist or villager when they are ill.</p>	<ol style="list-style-type: none"> 6. To be able to detect the symptoms of disease. 1. To be able to tell the meaning of medicine for the house (First Aid Medicine) 2. To be able to keep and know how to use first aid medicine correctly. 	<ol style="list-style-type: none"> 1. If only a little sick, first aid medicine can be used. 2. A set of government first aid medicine is safe and reliable. 	<ol style="list-style-type: none"> 2. Medicine for the house (First Aid Medicine)
<p>The majority of people rarely have first-aid before being sent to a hospital when they have an accident. Many patients die or become crippled.</p>	<ol style="list-style-type: none"> 1. To be able to tell the meaning of first-aid. 2. To be able to tell the usefulness of first aid. 	<ol style="list-style-type: none"> 1. First-aid may help patients reach a doctor safely. 2. First-aid is important; everyone should know about it. 	<ol style="list-style-type: none"> 3. How to practise first aid

Problems	Objectives	Concepts	Subject matter
<ol style="list-style-type: none"> 1. People are often sick with common cold, influence, eyes disease etc. 2. Most people do not know how to prevent and cure disease correctly. 3. Villagers rarely go to have vaccinations. 	<ol style="list-style-type: none"> 1. To be able to explain the meaning of contagious disease and highly contagious disease. 2. To be able to explain the way that disease pass through the body. 3. To be able to explain the names of the disease and the carriers. 4. To be able to explain how to destroy the carriers of disease. 5. To be able to prevent oneself and members of family from some contagion disease 	<ol style="list-style-type: none"> 1. Sickness happens to everyone and every age. 2. Most people sick with contagious disease get it from others. 3. Contagious disease can be prevented. 4. Many contagious diseases are carried by animals. 5. Killing animals that carry disease can prevent people from contagious disease. 6. Disease comes into our bodies in many ways. 	<p><u>Health</u></p> <ol style="list-style-type: none"> 1. Diseases should be known. <ol style="list-style-type: none"> 1.1 Common cold 1.2 Influenza 1.3 Hemorrhagic fever 1.4 Eye disease 1.5 Diphtheria 1.6 Whooping cough 1.7 Tuberculosis 1.8 Diarrhoea 1.9 Gonorrhoea 1.10 Gnothostomiasis 1.11 Hook worm 1.12 Round worm

Problem	Objective	Concepts	Subject matter
<p>Many people are drug addicts.</p>	<ol style="list-style-type: none"> 3. To be able to practise first aid correctly. 1. To be able to tell the disadvantage of harmful habit-forming drugs. 2. To be able to prevent oneself and advise other not to take drugs. 3. To be able to find a place where drug-addicts are cured. 	<ol style="list-style-type: none"> 1. Taking drugs is harmful and a disadvantage for oneself and society. 2. Drug taking in the beginning stage can be cured. 3. Many people lose their future because of drugs. 	<ol style="list-style-type: none"> 4. Harmful habit-forming drugs. <ol style="list-style-type: none"> 4.1 Kinds of drugs 4.2 The disadvantage of drugs. 4.3 How to prevent and place to cure.

Problems	Objectives	Concepts	Subject matter
<p>Farmers are interested in using insecticide but they do not know how to prevent dangers from insecticide</p>	<ol style="list-style-type: none"> 1. To be able to use insecticide correctly and safely. 2. To be able to tell how to prevent dangers from insecticide. 3. To be able to tell how long before they can harvest crops after using insecticides. 	<p>Insecticides are dangerous to man both in direct or indirect ways.</p> <p>These dangers can be avoided by careful use of insecticide.</p>	<ol style="list-style-type: none"> 5. Insecticide <ol style="list-style-type: none"> 5.1 The disadvantages of insecticide. 5.2 How to use insecticide safely.
<p>The majority of people like to dispose of refuse at wrong places such as:-</p> <ol style="list-style-type: none"> 1. Put it under the house. 2. Put it in the yard near the house 	<p>To be able to dispose of garbage and rubbish in a correct method.</p>	<p>Keeping homes and communities clean is everyone's duty.</p>	<p><u>Sanitation</u></p> <ol style="list-style-type: none"> 1. Refuse disposal <ol style="list-style-type: none"> 1.1 Sanitary landfill. 1.2 Incineration 1.3 Open dump.

Problems	Objectives	Concepts	Subject matter
<p>3. Throw it away in a river or canal.</p> <p>Most villagers keep animals under their houses, this make the houses dirty and unsanitary.</p> <p>Most people in the country do not have a latrine.</p>	<p>To be able to keep animal stockyards in a sanitary condition.</p> <p>1. To be able to tell the disadvantage of discharging urine and excrement outside the latrine.</p> <p>2. To be able to build a sanitary latrine.</p>	<p>Keeping animal under the house is unsanitary.</p> <p>1. Urine and excrement must be discharged in a sanitary latrine.</p> <p>2. Discharging excrement outside the latrine can cause an epidemic.</p>	<p>(Sanitary enclosed trucks are used)</p> <p>2. Keeping animal under the house.</p> <p>- Advantage and disadvantage of keeping animals under the house.</p> <p>3. Sanitary Latrine</p>

Problems	Objectives	Concepts	Subject matter
Villagers drink raw water.	<ol style="list-style-type: none"> 1. To know how to make water clean. 2. The disadvantage of drinking impure water causes many diseases. 	<ol style="list-style-type: none"> 1. Water is necessary for men, animal and crop. 2. Impure water causes many diseases. 	<ol style="list-style-type: none"> 4. Water Purification <ol style="list-style-type: none"> 4.1 Boil 4.2 Filter 4.3 Put in chlorine.
<ol style="list-style-type: none"> 1. Population increasing quickly causes many problems. 2. Villagers do not know how to practise family planning. 3. Villagers do not know how to practise birth control. 	<ol style="list-style-type: none"> 1. To be able to tell why population increases quickly. 2. To be able to explain about problems caused by population increasing quickly. 3. To be able to practise family planning. 	<ol style="list-style-type: none"> 1. Population increasing quickly causes economic and social problems. 2. In former times people liked to have more children because they needed more laboures. Now economic and social conditions are changed, having many children causes many problems 	<p><u>Population Education</u></p> <ol style="list-style-type: none"> 1. Problems occuring from population increase <ol style="list-style-type: none"> 1.1 Economic 1.2 Social 1.3 Education 2. Family planning. <ol style="list-style-type: none"> 2.1 How to practise family 2.2 How to practise birth control.

Problems	Objectives	Concepts	Subject matter
<p>4. Villagers have many children.</p>	<p>4. To be able to practise suitable birth-control.</p> <p>5. To be able to discuss advantages and disadvantages of having more and less children in the sense of economy and society.</p>	<p>3. Having more children makes the family poor.</p> <p>4. Mothers who have many children have poor health and get old quickly.</p> <p>5. People who have many children cannot educate every child well.</p>	<p>2.3 Advantages and disadvantages of having more and less children.</p>

Problems	Objectives	Concepts	Subject matter
<p>1. Safety from industrial plants</p> <p>1.1 Plant catch fire because of carelessness</p> <p>1.2 Deafness because of loud noise for a long time.</p> <p>1.3 Spark from welding equipment may cause blindness</p> <p>1.4 Carelessness while machine is working.</p> <p>1.5 Sick But do not know whom to consult in the shop</p> <p>1.6 Working too hard</p> <p>1.7 Worker's health in spinning shop.</p>	<p>1. To be able to tell how to prevent accidents in the shop.</p> <p>2. To be able to explain the disadvantages of chemicals toward the body.</p>	<p>1. Dangers occurred from 2 big problems</p> <ul style="list-style-type: none"> - carelessness of worker, - ignorance of workers <p>2. Safety First</p> <p>3. Dangers from chemicals which take time to be active. It will be dangerous when the body collect more chemicals.</p> <p>4. Danger in the industrial plants can be prevented,</p>	<p style="text-align: center;"><u>Safety</u></p> <p>1. Safety in the workshop</p> <p>1.1 Dangers that happen to the body</p> <ul style="list-style-type: none"> - ear, eye, nose <p>1.2 Dangers in-side the body,</p> <p>1.3 Dangers from chemicals</p> <p>1.4 Dangers from fire.</p> <p>1.5 How to prevent fire.</p>

Problems	Objectives	Concepts	Subject matter
<p>2. Safety on the road</p> <p>2.1 People who walk along the road are hit by a car and die.</p> <p>2.2 Cars hit each others causing people to die or be injured waste money for repairs and waste of time.</p> <p>2.3 The accident occurred because people who walk along the road do not know about traffic rules.</p> <p>2.4 Driver is careless and does not know about</p>	<p>1. To be able to tell about the traffic rules correctly.</p> <p>2. To be able to keep traffic rules.</p>	<p>1. Do not be careless in using roads, if an accident occurred people may die</p> <p>2. Following the traffic rules can prevent accidents and help the traffic to go faster.</p> <p>3. It is dangerous to hang oneself outside the bus, one may collide with another bus or electric post.</p> <p>4. People must be careful in crossing the road and cross at a pedestrian crossing or on the pedestrian bridge over the road.</p> <p>5. Bike and vehicle should have lamps or reflecting</p>	<p>2. Safety on the road</p> <p>2.1 Traffic rules and traffic signs.</p> <p>2.2 Walking along the road</p> <p>2.3 Road crossing</p> <p>2.4 Manner and safety on the bus.</p> <p>2.5 Correct Driving</p> <p>2.6 Safety in driving e.g. bike, motor bike, car, etc.</p>

Problems	Objectives	Concepts	Subject matter
<p>traffic rules.</p> <hr/> <p>3. Safety in the rivers and canals.</p> <p>3.1 People drown because they cannot swim.</p> <p>3.2 Learning how to swim without a teacher may cause an accident.</p> <p>3.3 Jumping into water the swimmer may be hurt by a snag or branch under water.</p> <p>3.4 If the boat is overloaded, it may sink.</p> <p>3.5 People who do not take off their shoes may drown</p>	<p>1. To be able to tell why the dangers occur while swimming and playing in</p> <p>2. To be able to protect oneself from water accidents.</p>	<p>light tape.</p> <p>1. In learning how to swim one should have someone to look after them</p> <p>2. Travelling by boat if the boat is full, one should wait for another boat.</p> <p>3. Ferry boats should have life jackets for passenger.</p> <p>4. If the ferry boat is small or travelling by motor boat one should take their shoes off, if the boat sinks one can swim.</p>	<p>3. Safety in the rivers and canals</p> <p>3.1 Safety in learning how to swim and swimming.</p> <p>3.2 Safety on travelling by boat.</p>

Problems	Objectives	Concepts	Subject matter
<p>3.6 Helping a drowning person, if done in the wrong way, both may die.</p>			
<p>4. Safety near railway or road</p> <p>4.1 Villagers who stay near major roads or railway like to sit along side of the road or rail way at night. An accident may occur because driver cannot see them at a long distance.</p> <p>4.2 Villagers likes to fish on rail way bridges at night sometimes they forget themselves and go to sleep and are run over by the train.</p>	<ol style="list-style-type: none"> 1. To be able to tell why people are run over by trains at night 2. To be able to tell about the dangers from sitting near railway and road at night. 	<ol style="list-style-type: none"> 1. People should not sit along side of the road or rail way because an accident may happen. 2. Sleeping on the rail way is dangerous 	<p>4. Safety near railway and road</p>

Problems	Objectives	Concepts	Subject matter
<ol style="list-style-type: none"> 1. Using electricity connected with iron net for fishing may cause danger to people who stay nearby or to oneself. 2. Fishing with bombs may cause oneself or others who are nearby injury. 3. Fishing with electricity and bombs destroys young and old fish which are a natural resource. 	<p>To be able to tell the disadvantage of fishing with electricity or bombs</p>	<ol style="list-style-type: none"> 1. Fishing with electricity and bombs risk one's life. 2. Fishing with electricity and bombs destroys fish indiscriminately. 3. Fishing with electricity and bombs is against the law. One may be put in jail. 	<ol style="list-style-type: none"> 5. The disadvantage of fishing with electricity and bombs.
<ol style="list-style-type: none"> 1. Most canned food had chemicals added to prevent spoilage. However too much chemicals are dangerous for consumers. 2. Cook adds colouring that can not be eaten in food. 	<ol style="list-style-type: none"> 1. To be able to tell the difference between the artificial and the real, e.g. artificial vinegar, real vinegar, artificial fish soy real fish soy etc. 	<ol style="list-style-type: none"> 1. Food which is mixed with too much antispillage chemical is dangerous to eat. 2. There are two kinds of colouring, eatable and 	<p>Environment Pollution</p> <ol style="list-style-type: none"> 1. Things mixed in food. <ul style="list-style-type: none"> - Antispillage chemicals, - Colouring mixed in food. - Sacharine

Problems	Objectives	Concepts	Subject matter
<p>3. Eating artificial^{vinegar} or fish soy is dangerous to health.</p> <p>4. Artificial sweetness may be a danger to health.</p> <p>5. MSG is dangerous to a pregnancy and children.</p> <p>6. Gardeners spray insecticide on vegetable and fruit. This insecticide is dangerous to eat.</p> <p>7. Some people are sensitive to chemicals such as in beauty aids, shampoo, detergent and soap.</p>	<p>2. To be able to tell the disadvantage of having artificial fish soy, artificial vinegar and food with chemicals.</p> <p>3. To be able to tell the symptoms of person who is sensitive to detergent, shampoo, hair dye, beautiful aids and things mixed in food.</p>	<p>and uneatable.</p> <p>Food mixed with uneatable colour is dangerous for the eater.</p> <p>Sacharine and other artificial sweetness are bad for the body and may cause sickness.</p> <p>4. Vinegar made from nitric acid is dangerous for the digestive system.</p> <p>5. Artificial fish soy is not clean and a disadvantage to body.</p> <p>6. MSG is produced from chemicals and a disadvantage to the body, pregnancy and child.</p>	<ul style="list-style-type: none"> - Vinegar - Fish soy - MSG - Insecticide <p>2. Utensils</p> <ul style="list-style-type: none"> - Beauty aids - Hair dye - Detergent - Shampoo - Soap - Chemicals on vegetables and fruits.

Problems	Objectives	Concepts	Subject matter
<p>8. Lack of knowledge in using chemicals.</p>		<p>7. Salt fish, salt meat soaked in water and D.D.T. to prevent worms are dangerous to health.</p> <p>8. Some people are sensitive to beauty aids, detergent, shampoo, soap or hair dye should test before use.</p> <p>9. Food which is poisoned by chemicals does not take effect in a short time but will stay in the body, when it accumulates enough it will take effect.</p> <p>10. Do not believe advertising without trying it.</p>	

Life Experience II (3 credits)

Time 5 periods a week total 57 periods

Objectives

1. To sustain and respect the nation, religion and monarchy.
2. To know and understand the relation between persons and governing systems at present.
3. To know the right and duty of people under a democratic constitutional monarchy.
4. To be sensitive to occupational, economic, social, political, governing, moral and cultural problems.
5. To know and understand moral and Thai culture principles.

Objectives	Concepts & Principle	Subject matter
<ol style="list-style-type: none"> 1. To be able to explain the word "Nation". 2. To show loyalty to nation, religion and the king. 3. To respect the National flag and National song. 4. To be able to tell the duty of people to the nation. 5. To be able to tell the reason that Thailand belongs to Thai people. 	<ol style="list-style-type: none"> 1. Thailand is Thai land and Thai citizens. 2. Loving Thailand is loving Thai earth and Thai people. 3. The sign for Thailand is the Thai national flag and Thai national song. 4. Identify specific or special characteristics 5. Identify things of Thailand that are specifically Thai, eg. Thai language and Thai arts. 6. The property of Thailand is the property of all Thai people. 7. Unity is co-operation of hand and mind to be one unit. 8. Thai people have duties to protect Thailand and obey the law. 	<p style="text-align: center;"><u>Good citizenship</u></p> <ol style="list-style-type: none"> 1. The nation institution <ol style="list-style-type: none"> 1.1 Conditions, problems, need to sustain the nation. 1.2 Identify to the nation is Thai language, Thai arts. 1.3 National property and love of the nation. 1.4 Unity of people in the nation. 1.5 Thai citizen's duties to the nation.

Objectives	Concepts & Principle	Subject matter
	<p>9. Thailand governs the country under democratic constitutional monarchy.</p> <p>10. Thai citizens have the right to practise any religion.</p> <p>11. All Thai people unite to be Thai citizens.</p> <p>12. Thai nation has all the population under the same constitution, language and culture.</p>	
<p>1. To be able to tell the meaning of religion.</p> <p>2. To be able to tell the advantage of religion to society.</p> <p>3. To be able to practise the religion that one believes.</p>	<p>1. Religion is the teaching of a founder of a religion.</p> <p>2. Buddhism is the Thai national religion, because the majority of Thai people believe.</p>	<p>2. Religions Institutions</p> <p>2.1 Condition, problems and needs to sustain religions institutions.</p> <p>2.2 The advantage of religion.</p> <p>2.3 The birth of Buddhism.</p>

Objectives	Concepts & Principle	Subject matter
<p>4. To maintain the religion that one believes.</p>	<p>3. Religion is an advantage and needed for oneself and society, because religion teaches people to behave well, not to behave in bad manner, and makes people live together happily.</p> <p>4. Buddhism was founded by Lord Buddha in India.</p> <p>5. The teaching of Lord Buddha is needed by life and society, because his doctrines teach people not to molest and bully each other but to be generous, to help each other, respect the rights of each other.</p> <p>6. The religions believer has duties to study the doctrines and practise, to sacrifice energy, property, to provide for religion to make it proper.</p>	<p>2.4 Life and society need the teachings of Lord Buddha.</p> <p>2.5 Duty of religions believers</p>

Objectives	Concepts & Principles	Subject matter
<ol style="list-style-type: none"> 1. To be able to tell the name of the King, Queen, prince and princess at present. 2. To be able to tell the importance of having a king. 3. To be able to tell the work of the king and queen. 4. To be able to sing the National Anthem. 5. To be able to salute the king, queen and heir to the throne. 	<ol style="list-style-type: none"> 1. Thailand has a Democratic Constitutional Monarchy. 2. The king is the centre of all Thais minds, example of doing good for the majority. 3. The king shares his joys and sorrows with the citizens. 4. The king has a role in protecting the country and taking care of the country both in direct or indirect ways. 5. Royal affairs should be thought of by Thai people. 6. The National Anthem is a song to be sung or played to music to show respect to the king, queen, heir to the throne and king's representative. 	<ol style="list-style-type: none"> 3. King's institution. <ol style="list-style-type: none"> 3.1 Conditions, problems and the need to sustain the king's institution. 3.2 The work of the Thai king at present. 3.3 The kings institution with the strenght of the nation. 3.4 Binding between Thai people and the king. 3.5 Duty of citizens to the king and king's institution.

Objectives	Concepts & Principle	Subject matter
	<p>7. Citizens must loyal to the king and protect the kingship.</p>	
<p>1. To be able to tell the meaning of the word "the strenght of the country"</p> <p>2. To be able to tell why the strenght of the country will be shaken.</p>	<p>1. The strenght of the country means staying safely and protecting the country so it will be independent forever.</p> <p>2. The danger to the strenght of the country which may cause the country to meet peril.</p> <p>2.1 Danger from communism.</p> <p>2.2 Danger from corruption.</p> <p>2.3 Danger from government official cheating poor people.</p> <p>2.4 Danger from majority of people loying in poverty.</p>	<p>4. The strenght and safety of the country.</p> <p>4.1 Danger from communism.</p> <p>4.2 Danger from corruption.</p> <p>4.3 Danger from government officials cheat poor people.</p> <p>4.4 Danger from majority of people living in poverty.</p>

Objectives	Concepts & Principle	Subject matter
<ol style="list-style-type: none"> 1. To be able to give examples of people's right. 2. To be able to use one's rights correctly 	<ol style="list-style-type: none"> 1. The right is a power or benefit that the law accepts. 2. The rights are written in the laws. 	<ol style="list-style-type: none"> 5. The rights of Thai people. <ol style="list-style-type: none"> 5.1 People's rights. 5.2 How to use rights under the law correctly.
<ol style="list-style-type: none"> 1. To be able to tell citizen's duties and to be able to behave. 2. To be able to tell how to practise the law when one is born, dies, moves, etc. 3. To be able to tell the advantage of having an identify card. 4. To be able to tell the steps of soldier enrolment and soldier selection. 	<ol style="list-style-type: none"> 1. Duty means the work must be done in the name of being born a Thai. 2. Duty goes with rights. 3. Thais have duties to obey the law and protect the country. 4. Laws allot work for citizens. <ol style="list-style-type: none"> 4.1 Citizens must pay taxes. 4.2 Citizens must be soldiers. 4.3 Citizens must have identify cards etc. 	<ol style="list-style-type: none"> 6. Duties of Thai people. <p>How people should act in the following cases:</p> <ol style="list-style-type: none"> 6.1 Birth, death, movement, immigrant 6.2 To have identify card. 6.3 To be recruited as a soldier. 6.4 Marriage, 6.5 Paying tax.

Objectives	Concepts & Principle	Subject matter
<p>5. To be able to tell the lowest age of man and woman to have a marriage registered.</p> <p>6. To be able to tell the conditions of correct marriage registration.</p> <p>7. To be able to tell why the government collects taxes.</p> <p>8. To pay tax correctly according to the law.</p>		
<p>1. To be able to use government services</p> <p>2. To be able to tell what division of government service they should go to contact when problems happen.</p>	<p>1. State has a responsibility to abolish trouble and bring happiness to citizen.</p> <p>2. State has many departments to give services to citizens.</p>	<p>7. Contact to officials concerned in helping people.</p> <p>7.1 Illness ,</p> <p>7.2 Being robbed.</p> <p>7.3 Being hurt ,</p> <p>7.4 Being cheated.</p>

Objectives	Concepts & Principle	Subject matter
		<p>7.5 Fail in irrigation.</p> <p>7.6 Plant diseases are widespread.</p> <p>7.7 Sending children to school.</p> <p>7.8 Animal diseases are widespread.</p> <p>7.9 Marketing advice and government price regulation.</p> <p>7.10 How to use fertilizer ,</p> <p>7.11 What plants should be grown.</p> <p>7.12 Money deposit.</p> <p>7.13 Transfer ownership of home and land.</p>
<p>1. To be able to know the meaning of provincial government and local government.</p>	<p>1. The Central Government is all government of the country eg. Ministry of Education, Ministry of Interior etc.</p>	<p>8. Democratic Constitutional Monarchy.</p> <p>8.1 Central government, Provincial government, Local government.</p>

Objectives	Concepts & Principle	Subject matter
<p>2. To be able to tell the important duties of the head man, head villages and district officer.</p>	<p>2. The provincial government is the governing in Changwad (provinces), Ampur (districts).</p> <p>3. Local Government is the governing of mulnicipality, sanitation district, Tambon administration organization, Changwad administration organization.</p> <p>4. The headman (Pooyaiban) had duty to look after a village, Kamman look after Tambon (villages) and district officer looks after districts.</p> <p>5. Persons mentioned have duties as the laws require.</p>	<p>8.2 The duties of the head man, head of villages (Kamman) and district officer.</p>

Objectives	Concept & Principle	Subject matter
<p>1. To know the meaning of gratefulness and repaying favours done, politeness, friendliness, honesty, the five precepts; rule of morality and the five ennobling virtues.</p> <p>2. To know the advantage of gratefulness and repay the done favour, politeness, friendliness, honesty, the five precepts; rule of morality and the five ennobling virtues.</p> <p>3. To be able to practise along the doctrines.</p>	<p>1. Gratefulness and repaying favours done are the sign of a good man.</p> <p>2. One who is not grateful is hated by society.</p> <p>3. Politeness is good for society and make one associate with others happily.</p> <p>4. Friendliness is friendship, having good wishes to others.</p> <p>5. Truth is not dead.</p> <p>6. One who does as one speaks is praised by others.</p> <p>7. A honesty person is an honorable person.</p> <p>8. Cheating person is not associated with.</p>	<p>9. Doctrines should be practiced</p> <p>9.1 To be grateful and repay the favours done.</p> <p>9.2 Politeness.</p> <p>9.3 Friendliness.</p> <p>9.4 Honesty.</p> <p>9.5 The five precepts; rule of morality and the five ennobling virtues.</p>

Objectives	Concepts & Principle	Subject matter
	<p>9. "Punjasil" is the five precepts.</p> <p>10. "Panja Dhamma" is the five ennobling virtues.</p> <p>11. A good man has humanity.</p>	

Objectives	Concepts & Principle	Subject matter
<ol style="list-style-type: none"> 1. Young persons respect and believe adults. 2. Elder persons behave towards younger persons with kindness. 3. Everyone in the family has unity. 4. Everyone in the family loves each other, 	<ol style="list-style-type: none"> 1. As member of the family one must respect the head of the family and the member of the family. 2. As the head of the family one must have "Promvihai" (Four Devine State of Mind), sacrifice, and justice. 	<ol style="list-style-type: none"> 10. How to act to family. <ol style="list-style-type: none"> 10.1 Respect to the head of family. 10.2 Have Unity.

Life Experience 3 (3 credits)

Time: 3 periods a week Total 57 periods

Objective:

1. To have knowledge and understanding about the relation between man and the natural environment.
2. To have knowledge and understanding about the geography of Thailand and Neighbouring countries, occupations and population in the big cities. The similarities and the differences between Thailand and those countries.
3. To have knowledge and understanding about the history of Thai people, to understand the causes of prosperity and calamity of the country in different ages.
4. To understand the method of solving the Political Problems in the country and internationally in different periods.
5. To understand and appreciate the history of national inheritance in arts, literature, culture.
6. To appreciate and be proud of the brave deeds of our ancestors.

Objectives	Concepts & Principle	Subject matter
<ol style="list-style-type: none"> 1. To be able to explain the orbit of the Earth and the moon. 2. To be able to give reasons the moon changes appearance every day because the moon moves. 3. To be able to explain the flood tide and ebb tide caused by the gravity of the earth and the moon. 4. To be able to tell the full moon is on the fifteenth day from the birth of one new moon. 	<ol style="list-style-type: none"> 1. It takes one year for the earth to revolve once around the sun. 2. It takes one month (moon calender) for the moon to make one complete trip around the earth. 3. While the earth revoles around the sun, the moon also revolve around the earth. 4. The earth spins on its axis from west to east making day and night. 5. As the moon revolves around the earth and the earth revolves around the sun makes the man see the moon in different shapes every day (the moon changes its shape every day) 	<p><u>The earth and the moon.</u></p> <ol style="list-style-type: none"> 1.1 Revolving of the earth and the moon. 1.2 The result of the revolving of the earth and the moon is days and nights, full moon and new moon, flood tide and ebb tide.

Objectives	Concepts & Principle	Subject matter
	<p>6. The moon that the man sees is the reflected light from the sun, similar to seeing the sun light on a mirror.</p> <p>7. Matter has gravitational pull.</p> <p>8. The moon and the earth have a natural attraction to each other. This natural attraction is called gravity.</p> <p>9. The gravitational pull from the moon make sea water at the moon side higher.</p> <p>10. There is gravity equal to resistance, the rule of science; Active = Anti active.</p> <p>11. Gravitational Pull of the moon causes high tides on the side of the earth opposite the moon.</p>	

Objectives	Concepts & Principle	Subject matter
<p>1. To be able to tell that clouds, fog, dew, hail and snow are caused by moisture that changes form.</p> <p>2. To be able to tell that forests cause moisture and moisture causes rain.</p>	<p>1. The heat from the sun makes water on the earth become moisture vapour.</p> <p>2. The heat from cooking and other heats also makes water vapourize.</p> <p>3. There is vapour in the air everywhere.</p> <p>4. The earth has atmosphere around it.</p> <p>5. Clouds are water vapour floating in the atmosphere above the earth.</p> <p>6. Fog is a cloud but instead of being high in the sky, it is near the ground.</p> <p>7. Dew is tiny drops of moisture condensed on cool surfaces, grass and leaves, from water vapour in the air.</p>	<p>2. <u>Natural phenomenon</u></p> <p>2.1 Water vapour</p> <p>2.2 Cloud</p> <p>2.3 Fog</p> <p>2.4 Dew</p> <p>2.5 Rain</p> <p>2.6 Hail</p> <p>2.7 Snow</p>

Objectives	Concepts & Principles	Subject matter
	<p>8. Rain is the cloud floating in the atmosphere when it is cooled, condensed and falls in separate drops.</p> <p>9. Hail is frozen rain-drops falling from the sky caused by rain-drops freezing when in contact with cold air.</p> <p>10. Snow is frozen vapour falling from the sky in soft, white flakes.</p>	
<p>1. To be able to tell that when the north of the equator is summer, the south of the equator is winter.</p>	<p>1. The earth orbits the sun in an oval shape.</p> <p>2. The earth's axis is tilted so the earth receives different amounts of heat from the sun.</p>	<p>3. <u>Seasons and climate</u></p> <p>3.1 Why seasons occur, important seasons</p> <p>3.2 Climates of the World.</p> <p>3.3 Dividing climatic zones of the world.</p>

Objectives	Concepts & Principle	Subject matter
<p>2. To be able to explain that seasons is caused by the earth orbiting the sun and the earth's axis is tilted with regard to the earth's orbit.</p> <p>3. To be able to point out the zone of climates of the world on the map or globe.</p> <p>To be able to tell, Thailand, United States and New Zealand are in what kind of climatic zones.</p> <p>5. To be able to tell the relation between climates and occupations of man.</p> <p>6. To be able to divide the occupations of man in different geography. Climate and geography influence man's occupations.</p>	<p>3. As the earth orbits the sun, the north pole is tilted to the sun for six months and the south pole is tilted to the sun for six months.</p> <p>4. When the north pole is tilted to the sun, it is summer but at the south pole it is winter.</p> <p>5. The seasons of the north of equator are opposite to the seasons of the south of the equator, that is: when the north of equator is summer, the south of equator is winter and when the north of equator is fall, the south of equator is spring.</p> <p>6. There are four important seasons of the world;</p>	<p>3,4 Geography caused different climate.</p>

Objectives	Concept and Principles	Subject matter
	<p>6.1 Spring</p> <p>6.2 Summer</p> <p>6.3 Fall</p> <p>6.4 Winter</p> <p>7. Climate is the combination of temperature, moisture, wind and sunshine at a place over a period of many years.</p> <p>8. Climates of the world are divided into three zones:</p> <p>8.1 Zone of Tropical Climates</p> <p>8.2 Zone of Mid-latitude Climates</p> <p>8.3 Zone of High-latitude Climates</p> <p>9. Zone of High-latitude Climate occur from 60 degree to the poles, North and South. Tropical climates are found in regions between 35 N and 35 S latitude. Mid-latitude climates are between Tropical and High-latitude climates.</p>	

Objectives

Concepts & Principle

Subject matter

10. The earth has different land-forms such as mountain, plains and plateaus.
11. Landforms make different climates.
12. Desert has hot and dry climate, littel or no rain.
13. Low plains provide many rivers and stream, wet climates heavy rain.
14. Plateaus have dry climates and little rain.
15. Mountain, mountain ranges affect climate by lowering temperature as the height aboye the sea level increases.

Objectives	Concept and Principles	Subject matter
<ol style="list-style-type: none"> 1. To be able to explain why air moves. 2. To be able to compare why a Sea Breeze and a Land Breeze blows with, why a Monsoon blows. 3. To be able to explain why South West Monsoons make it rains in Thailand and North East monsoons bring cold climate from the North of Asia making the climate in 	<ol style="list-style-type: none"> 1. Warm air rises, cool air flows in. 2. Wind is the motion of air. 3. Land and sea get heat from the sun at the same time but land warms more quickly than water. It also cools off more quickly. 4. During the day land warms more quickly than the sea. 5. At night the land is cooler than the sea. 	<ol style="list-style-type: none"> 4. <u>Wind</u> <ol style="list-style-type: none"> 4.1 Why air moves 4.2 A Sea Breeze and a Land Breeze 4.3 A Monsoon

Objectives	Concept and Principles	Subject matter
Thailand cool.	<p>6. Two places have different temperature. The air above the land becomes warmer than the air over the sea. This warm air expands: that is it takes up more space. And it pushes up ward. The cooler air near by flows to the land, that makes wind.</p> <p>7. During the day land warms more quickly than the sea. The air above the land expands and pushes up ward. The cooler air from the sea flows to land. This is called "a sea breeze".</p> <p>8. At night land cool off more quickly than the sea. The warm air push up ward. The cool air from the land flows to the sea. This is called "a land breeze".</p>	

Objectives	Concept and Principles	Subject matter
	<p>9. We call "a sea breeze" and "a land breeze" from the places they flow from. If it flows from sea to land, we call "a sea breeze", if it flows from land to sea, "a land breeze"</p> <p>10. Monsoon is a wind pattern that changes with the seasons. It occurs in Asia.</p> <p>11. Monsoon is caused by the many differences in temperature between the central Asia continent and India, Pacific Oceans.</p> <p>12. There are two kinds of Monsoon, south-west monsoon and North-East monsoon.</p> <p>13. South-West Monsoon is caused when the north pole is tilted to the sun for</p>	

Objectives	Concept and Principles	Subject matter
	<p>six months. The Asian Continent and Indian, Pacific Oceans get heat from the sun at the same time, but the continent is warmer than the Oceans so surface pressure is lower over the continent than over the oceans, the air then flows from the oceans toward the land. This flow of air is a monsoon.</p> <p>14. The air over the oceans contain much water vapour, the south west monsoon of Asia brings water vapour from the ocean to the land. The monsoon creates heavy rains in this region.</p> <p>15. The North-East monsoon is caused when the north pole is tilted from the sun for six months. The Asian continent</p>	

Objectives	Concept and Principles	Subject matter
	<p>cools off more quickly than the ocean. The air over the Indian and Pacific Ocean warmer than the air over the continent, then rises. Near the ground the air flows out of this continental high-pressure area. The flows creates the winter monsoon.</p> <p>16. The wind flowing from the North-East of Asia brings cool, dry weather to the country that the monsoon affects.</p> <p>17. The South-West monsoon causes natural water reservoirs such as rivers stream etc.</p>	
<p>1. To be able to tell the location, and land forms of Thailand.</p>	<p>1. Thailand is situated in the South-East of Asia.</p>	<p>5. Thailand geography 5.1 Location</p>

Objectives	Concept and Principles	Subject matter
<p>2. To be able to tell the relation between geography and ways of life of population.</p> <p>3. To be able to tell the resources of Thailand.</p> <p>4. To be able to tell the advantages of resources in industry and commerce.</p> <p>5. To be able to explain that the communications system helps people to contact and trade quickly.</p>	<p>2. The majority of land forms are plains and low lands some parts are mountain.</p> <p>3. Climates are monsoon winds. There are three seasons: -hot season, rainy season and cool season.</p> <p>4. Population in 1977 about 44 million population increases about 1 - million every year 95% of population are Budhist the rest are muslim and Christian 80% of the population are farmers living in the plain near the rivers</p> <p>5. Communication in Thailand is convenient, the majority of transportation is automotive. There is rail transport connected to every region. There are air lines to important cities in every region. Transportation by sea and</p>	<p>5.2 Landform</p> <p>5.3 Climates</p> <p>5.4 Population</p> <p>5.5 Communication and transportation</p> <p>5.6 Occupation, import and export</p>

Objectives	Concept and Principles	Subject matter
<p>6. To be able to tell the products of their community</p> <p>7. To be able to tell the economic produce that the community earns.</p> <p>8. To be able to read geography and fill items on the outline map.</p>	<p>river can be used only by the provinces near the sea and rivers.</p> <p>6. The majority of occupations are agriculture.</p> <p>7. Imports are machine, electric, appliances, petroleum, medicine cars etc.</p> <p>8. Exports are products of agriculture tapioca flour, rice, corn, sugar, jute, rubber.</p>	
<p>1. To be able to compare the land-forms of countries.</p>	<p>1. The countries in south-east Asia that come together as ASEAN are Thailand, Malasia, Singapore, Indonesia and Philippines.</p>	<p>6. <u>Foreign Geography</u></p> <p>6.1 ASEAN countries are Thailand, Malasia, Indonesia, Singapore and Philippines. The country in South-East Asia are Lao, compuchea, Burma, and Vietnam. The topics to be studied.</p>

Objectives	Concept and Principles	Subject matter
<p>2. To be able to explain the influence of geography to those countries.</p> <p>3. To be able to explain the resources that effect the economy of each country.</p> <p>4. To be able to compare politics a and governments of the countries.</p> <p>5. To be able to draw a map of Thailand showing landforms, resources and cities.</p> <p>6. To be able to point out the international boundaries.</p>	<p>2. ASEAN stands for Association of South-East Asian Nations. The objectives are co-operating in economic and social affairs of the country members.</p> <p>3. The countries in South-East Asia outside of ASEAN are : Lao, Cambodia, Burma and Vietnam.</p> <p>4. The country location effects to communication and economics.</p> <p>5. Area and population of each country are different.</p> <p>6. The landforms influence on occupation, scatter and ways of life of population.</p>	<p>1. Landform</p> <p>2. Resources and economics</p> <p>3. Politics and Government</p> <p>6.2 Maps and how to read them.</p>

Objectives	Concept and Principles	Subject matter
<p>7. To be able to point out the important resources of the countries.</p> <p>8. To be able to point out where the capitals and cities of the countries are.</p>	<p>7. The map is the topography of earth in scale.</p> <p>8. The map shows Landforms of the earth such as: rivers plains, mountains places, direction and distance.</p> <p>9. The map gives politic information such as: international boundary.</p>	
<p>1. To be able to tell the relation of king Sri Intratit, King Ban Muang and King Ramkanhaeng.</p>	<p>1. King Sri Intratit established Sukhotai kingdom.</p>	<p><u>History</u></p> <p>1. History of Sukhothai period.</p> <p>1.1 Building Sukhothai kingdom. (1238-1377)</p> <p>1.2 The important events during the rule of king Ramkanhaeng.</p>

Objectives	Concept and Principles	Subject matter
<p>2. To be able to tell how long it is from Sukhothai period to at present (Ratnakosin period 1782.)</p> <p>3. To be able to give examples about the brilliant city in Sukhothai period. (1238-1377)</p>	<p>2. King Ramkhamhaeng got the name "the great" because during his rule Thai people were happy and recieved justice.</p> <p>3. The important work of King Ramkhamhaeng was inventing thai alphabet.</p> <p>4. King Ram Khamhaeng made progress in:-</p> <ul style="list-style-type: none"> - Government - Industry - Communication - Irrigation - Contact with foreign countries - Thai tradition and culture, Budhism from Sri Langa. 	

Objectives	Concept and Principles	Subject matter
<ol style="list-style-type: none"> 1. To be able to tell why Ayuthaya was established as a Kingdom. 2. To be able to explain the relation between Thailand and foreign countries in war, trade, exchange of culture. 3. To be able to tell the history of King U-tong, Queen Sri Suriyothai King Naresuan the great, and King Naray the great 	<ol style="list-style-type: none"> 1. King U-Tong established Ayuthaya as a Kingdom at the end of Sukhothai period. 2. Because Sukhothai deteriorated then was combined with the Sri Ayuthaya Kingdom. 3. Establishing Kingdom needs reasons in politics, economics, government, one or more reasons. 4. In Sri Ayuthaya period Thailand contacted foreign countries in Asia and Europe. 	<ol style="list-style-type: none"> 2. History in Ayuthaya period (1350-1767) <ol style="list-style-type: none"> 2.1 Establishing Ayuthaya Kingdom. 2.2 Centralizes government between Sukhothai and Sri Ayuthaya Kingdom. 2.3 Relations with Cambodia, Lao, Burma, China, Japan, Portugal, Britain, France, Holland.
<ol style="list-style-type: none"> 1. To be able to tell why Ayuthaya was occupied and how King Taksin restored the country. 	<ol style="list-style-type: none"> 1. King Taksin the great established Tonburi as a capital after Ayuthaya was destroyed by Burmese soldier. 	<ol style="list-style-type: none"> 3. History in Tonburi period. (1768-1782) <ol style="list-style-type: none"> 3.1 Establishing Tonburi Kingdom

Objectives	Concept and Principles	Subject matter
<p>2. To be able to tell the reason why King Taksin moved the capital from Ayuthaya to Tonburi.</p> <p>3. To be able to give examples how economic and social problems were solved in the Tonburi period.</p>	<p>2. King Taksin the great united the Thai people and reviewed their morale and fighting power.</p> <p>3. In the Tonburi period 15 years, King Taksin solved economic and social problems developed education, promoted religion and culture.</p>	<p>3.2 The progress in</p> <ul style="list-style-type: none"> - Economics-Social - Education - Culture
<p>1. To be able to tell the names of important persons in the history of the Bangkok period.</p> <p>2. To be able to tell the good deeds of important persons in the history.</p> <p>3. To be able to tell the country development in the reign of King Rama I, 2 and 3</p>	<p>1. King Yod Fah Chula Loak (Rama I) established Bangkok as a capital and the Chakri Dynasty</p> <p>2. King Yod Fah Chula Loak was the best soldier of the ThonBuri Period.</p> <p>3. Phra Buddha Yod Fah Chula Loak Protected and took care of the country, improved religion, law and literature.</p>	<p>4. History in Bangkok</p> <p>4.1 Established Bangkok as a capital. (1782)</p> <p>4.2 Relation with Lao, Burma, Cumbodia, Vietnam in the reign of King Yod Fah Chula Loak (Rama I) King Lert JarNapa Lai (Rama 2)</p>

Objectives	Concept and Principles	Subject matter
<p>4. To be able to tell from which countries and/or cultures Thailand received western civilization.</p>	<p>4. Thai heroines in this period are Tao Tep Stree and Tao Shri Suntom.</p> <p>5. During King Lert Lar Napalai period, Lao was a Protectorate of Thailand, she used to send soldiers to help Thailand fight against Burma. Campuchea also used to be a Protectorate of Thailand but resolve to ally with Vietnam.</p> <p>6. In the reign of King Nang Klao Thailand fought with Burma for the last time, then Burma was occupied by Britain. Chao Anu Wong of Vientiane, Laos rebelled against Thailand took the army to occupy Korat</p>	<p>and King Nang Wlao Chao Yu Hua (Rama 3)</p> <p>1.3 Relations with Britain, France and United States in the reign of King Mongkut (Rama 4). Important events in this reign, the important event in the reign of king Chulalongkorn (Rama V) An important event and relation with foreign countries in the reign of King Vajiravut (Rama VI)</p>

Objectives	Concept and Principles	Subject matter
	<p>(a city in the north-east of Thailand) but Khun Ying Mo (Thai heroine) used strategy and defeated them.</p> <p>7. After king Yod Pah Chula Loak died, the protectorate of Thailand, Vietnam, Campuchea, and Laos resolved to fight against Thailand the Thailand sent an army to suppress and defeated them completely in King Rama 3 Period.</p> <p>8. American missionaries brought academics such subjects as photography vaccination, medical science printing, machines to Thailand for the first time in the reign of King Rama 3.</p> <p>9. King Mong Kut period was the time in which the foundations of modern western civilization were accepted. The King</p>	

Objectives

Concept and Principles

Subject matter

- made a policy to contact with foreign countries both in Europe and America.
10. King Chulalongkorn abolished slavery.
 11. King Chulalongkorn was the first king who visited foreign countries many times and brought modern civilization to develop the country.
 12. King Vajiravut (King Rama 6) developed the country in many ways such as:
promulgated Primary education Bill, Boy scout, Tong Tri Rong (three colour flag) as National flag.
 13. King Vajiravut (Rama VI) took Thailand into the first world war.
 14. In the reign of king Rama V and VI, Western countries try to colonize or occupy Asian countries the kings were wise enough to correct their policy

Objectives	Concept and Principles	Subject matter
<p>To be able to tell and write biographies of important persons they learned.</p>	<p>so that it adapted to Western standards, this kept Thailand free from occupation by Western countries.</p> <ol style="list-style-type: none"> 1. Biographies of important persons recall to the young's mind to see value of good deeds. 2. There were important persons in the province and region who should be studied to be sample of way of life. 	<ol style="list-style-type: none"> 5. Biographies of important persons in students' region and National important persons' biographies <ol style="list-style-type: none"> 5.1 King Sri Intratit. 5.2 King RamManhaeng the great. 5.3 King U-tong. 5.4 Queen Sri Suriyothai. 5.5 King Maresuan the great. 5.6 King Narai the great. 5.7 Barngrachan Villagers. 5.8 King Taksin the great. 5.9 King Yod Fah Chula Loak.

Objectives	Concept and Principles	Subject matter
		<p>5.10 Tao Tep Stree, Tao Sri Sunthorn.</p> <p>5.11 King Lert Bar Napalai</p> <p>5.12 Tao Sura Maree</p> <p>5.13 King Hongkut (King Rama 4)</p> <p>5.14 King Chulalongkorn (King Rama 5)</p> <p>5.15 King Vajiravut (King Rama 6)</p>
<p>1. To be able to tell the names location and importance of ancient places and materials.</p>	<p>1. Ancient places and Ancient materials tell the progress of the nation in each period.</p> <p>2. Ancient places and Ancient materials tell the progress of the nation in each period.</p>	<p>6. National places and National treasure. Provincial or Regional places and important materials. Places and National treasures such as:-</p> <p>- Phra Pratom Jedi (Pagoda at Nakorn Pratom)</p>

Objectives	Concept and Principles	Subject matter
<p>2. To be able to discuss problems then make conclusion on the need of ancient places and treasures. Preservation of those belonging to the nation or locality.</p>	<p>2. Ancient places and Ancient materials are important evidences to tell National history to the young.</p>	<ul style="list-style-type: none"> - King RanKamhoeng's Inscription stone. - Phra Prang Prang Prasat (Lanang- Kasila Seat) - Sining Buddha - Wat Arun Pagoda - Emerald Buddha - Emerald Temple - Wat Benjama Forpit (Marble Temple) <p>Local places and national treasure such as:-</p> <ul style="list-style-type: none"> - Doy satey Relics of Buddha - Phnom Relics of Buddha - Chaiya Relics of Buddha etc.

Objectives	Concept and Principles	Subject matter
<ol style="list-style-type: none"> 1. To be interested in news and events 2. To be able to seek news from local news sources. 3. To be able to tell parts of newspaper such as: Head line, editorial. 4. To be able to choose radio or television program as they want. 5. To be able to collect news and classify news to present to the class or other persons. 6. To be able to discuss news and distinguish between fact, opinion, or advertizing. 7. To be able to compare and understand when the news from different sources is different. 	<ol style="list-style-type: none"> 1. News and events help us to know what happen around us. 2. News can received from different sources. 3. News may be fact, opinion or advertizing. 4. In reading or hearing news, critical intelligence must be used. 5. To know parts of the newspaper help us to find news and classify fact, opinion and advertizement. 	<ol style="list-style-type: none"> 7. Important news and events that were relevant to or compare with events in history.

APPENDIX B

Questionnaire to be answered by Teachers

.....
Dear.....

I am conducting a Field Study in education which is a part of my study at Canberra College of Advanced Education Australia. I would like to ask you fill out the attached questionnaires which will provide me with some data for the study entitled "North-Eastern Regional Non-Formal Education Centre Life Experience Classes".

Your co-operation is grately appreciated.

Thank you

Bunmee Piaseu

(Bunmee Piaseu)

FORM I

Questionnaire to be answered by teachers

.....

1. Unit.....

2. Age.....

3. Secondary education..... Teacher education.....
other.....

4. Experience and Training.....
.....
.....
.....

5. What is your expectations in working at the Northeastern Regional
NFE Centre?
.....
.....
.....

6. What do you teach at the Centre's adult school? (TUPEC Adult School)
.....
.....
.....

7. Any other comments?
.....
.....
.....

APPENDIX C

Questionnaire to be answered by students

.....

Introduction

This questionnaire is a part of my field study on the topic "North-Eastern Regional Non-Formal Education Centre Life Experience Class". It is a part of my study at Canberra College of Advanced Education, Australia. The questionnaire is divided into two parts. Part I is about personal data or your background and Part II is about your attitude and desire towards Life Experience Class. Your co-operation in answering the following questions is greatly appreciated and will help me to develop learning and teaching process in Life Experience Class.

Please answer freely, I promise it will not harm you in any way. It will take about half an hour to answer.

Thank you

Bunmee Piaseu

Bunmee Piaseu

FORM II

Questionnaire to be answered by students

PART

Student Personal Data

Please fill in the blanks and place x in the in front of the item most appropriate to you.

1. I am studying Level 3 Level 4

2. Sex Male Female

3. Age..... years

4. Marital Status Single Married

Other Widowed Separated

5. My occupation

Government official

Service

Trade

Agriculture

Unemployed

6. My monthly income, Baht (If employed)

1 - 500

2,001 - 2,500

501 - 1,000

2,501 - 3,000

1,001 - 1,500

>3,000

1,501 - 2,000

7. Receive my financial support from parents

Self supporting

Parents

Relatives

Other (Please specify).....

8. I have finished Prathom 4 for.....year
9. I have finished Prathom 7, Level 3
for.....year
10. Sources encouraging me to attend Adult school
- Parents Teacher Oneself
- Friend Relation
- Other (Please specify) -----
11. Reason for wanting to study Adult Education.
- Too old to learn in Formal School system.
- Cannot study in Formal School system.
- To follow friend's example.
- Must work during day time.
- Having finished Prathom 4 or 7 but no financial support to continue study.
- Other (Please state) -----
12. My objective for wanting to learn at Adult school
- Will continue further academic studies.
- Will use certificate for job application
- Will use knowledge gained in the course to improve my work.
- Will use knowledge gained, the course to improve my quality of life. ⁱⁿ
- Other (Please state) -----
13. My plan after graduation
- Continue study.
- Work with no plans for further studies.
- Work for a while then continue studies
- Other (Please specify) -----

PART II

Student's Attitude and Desires towards Life Experience Class

3 - 4

Please mark(✓)in the appropriate column for each item.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. The content is appropriate to your ability.					
2. The content is useful for your daily living.					
3. The time schedule is appropriate with the content.					
4. Students conducted on tour for direct experience on life experience courses.					
5. Students request teachers to use group discussions as a method of teaching.					
6. Resource persons should be invited to talk on the topics under study.					
7. Library research increase learners' knowledge.					
8. Group discussion is boring.					

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
9. Group discussion increases the exchange of ideas.					
10. Life experience classes are interesting.					
11. Life experience course teachers are strict and not flexible.					
12. Life experience course teachers are friendly.					
13. Teachers read every assignments.					
14. Teachers encourage free expression.					
15. Teachers should try to answer all questions asked not enquiring students to search by themselves because they do not have time.					

16. What are some of the contents that you can suggest to add to the Life experience course you presently are undertaking?

.....
.....
.....
.....

APPENDIX D.

Interview schedule for Teacher of Life Experience

Instruction

I would like to interview you to get some information for my field study on the topic "North-Eastern Regional Non-Formal Education Life Experience Class". This is a part of my study at Canberra College of Advanced Education, Australia. Your Cooperation will help me in this study and enable me to develop learning and teaching processes in Life-Experience Classes. There are about 9 questions to be answered and it will take only about half an hour.

Interview Schedule

Question	Note
1. Question: How are your students clever, diligent? Any other things about your students?	
2. Question: What do you think about the Adult School? Any other things about the Centre Adult School?	
3. Question: What do you think about the centre? objective, work, Any other things about the centre?	
4. Question: What do you think about your teaching professions? Any other things about your teaching profession?	
5. Question: Do you think Life Experience class is useful? Any other things about Life Experience Class ?	
6. Question: 6.1 How do you feel about your teaching ability? 6.2 Any other things about your teaching ability?	
7. Question: 7.1 What are the problem caused by the students?	

Question	Note
7.2 What is your problem in using the curriculum?	_____
7.3 other things about curriculum?	_____
8. Question: What is your philosophy in teaching in Life-Experience class? Any other things about your philosophy in teaching in Life-Experience?	_____ _____ _____ _____ _____ _____ _____

(See also interview outline on page 41)

APPENDIX E.

Interview Schedule for Students

.....

Instruction

I would like to interview you about your study in Life Experience to get some information for my field study on the topic "North-Eastern Regional Non-Formal Education Centre. Life Experience Class". This is a part of my study at Canberra College of Advanced Education, Australia. Your co-operation will help me in this study and enable me to develop learning and teaching process in Life Experience class. Please answer freely, I promise it will not harm you in any way. There are about 12 questions to be answered and it will take about half an hour.

Interview Schedule

Question	Note
1.1 Where did you study when you were in primary school?	
1.2 Describe your Education background, where, when, and how you have studied?	
2. What do you think about Life Experience Subject, easy, hard, useful?	
3. Are you satisfied with course?	
4. What topics can you use in your everyday life?	
5. Is the class enjoyable?	
6. Is the class interesting?	
7.1 Do you eat "Larb-luad" (raw meat) or "Pla-la" (fermented fish)	
7.2 Do you know that it may have parasites or diseases in it?	
7.3 From what you have learned in the class, Is the parasite dangerous? Would you now decide to take raw meat or raw fermented fish?	
8.1 Do you attain knowledge from the class?	
8.2 What have you learned?	
(See also interview out-line page 41)	