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A STUDY OF THE PERCEPTIONS OF STUDENTS, TEACHERS, AND  
ADMINISTRATORS OF ACTUAL AND IDEAL EDUCATIONAL  
GOALS IN LEVEL FOUR ADULT-CONTINUING  
EDUCATION PROGRAMS IN BANGKOK,  
THAILAND

DISSERTATION

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By

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This investigation sought to examine the congruence or the lack of congruence of educational goals in Level Four Adult-Continuing Education Programs in Bangkok, Thailand. The purposes of the study were to identify the actual and ideal goals of Level Four Adult-Continuing Education Programs and to determine whether any significant differences existed in the perceptions of educational goals of the programs among students, teachers, and administrators.

The instrument used in this study was a questionnaire that was developed and translated into Thai by the researcher. The content validity and the correct Thai translation of the questionnaire were approved by Thai experts in the Level Four Adult-Continuing Education Programs. To establish the instrument's reliability, the form of test-retest reliability was used.

The questionnaire was administered to 322 students, 279 teachers, and 58 administrators in Level Four-Adult Continuing Education Programs in Bangkok, Thailand. The .05

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level of significance was used to test the null hypotheses in this study. The following statistical analyses were used to analyze the data in the study: 1) Wilcoxon matched-pairs signed-ranks test, 2) Binomial test, 3) Kruskal-Wallis one way analysis of variance, and 4) Mann-Whitney U test.

The results indicated that there was a lack of congruence between the actual and ideal ratings of the students, teachers, and administrators. Disagreement was found in the respondents' ratings both on actual and ideal goal statements. The greatest disagreement both on actual and ideal goal statements was found between students and teachers. The least disagreement both on actual and ideal goal statements was found between teachers and administrators. Teachers and administrators agreed more on their ratings than they did with students.

It was recommended that the priorities among goals by students, teachers, and administrators should be studied. It was also recommended that the perceptions of the students and teachers should be studied more carefully because these two groups produced the highest numbers of disagreements. Finally, the students' perceived goals should be studied further since students tended to rate actual and ideal goal statements very differently than did teachers and administrators.

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## CHAPTER I

### INTRODUCTION

Education has universally been recognized as a tool for developing a country. To develop the country, the quality of the population is regarded as the most important factor. Faure et al. (12, p. 55) state that education helps society to mobilize its productive energies by ensuring that required human resources are developed. The country will achieve its development goals if most of the population can have an equal educational opportunity to obtain knowledge and skills to keep up with social and technical change.

As in most developing countries, the most underdeveloped resources in Thailand are the human resources (39, p. 714). According to statistics in 1976, 80 per cent of the population or about 32.4 million were out of school (28, p. 25). These people need further education to improve their standard of living. Dejene writes:

Education is instrumental in obtaining knowledge, skills and a change in attitude, which are essential to produce the scientific know-how and skilled manpower for development and modernization of a nation. It is seen . . . as an instrument where it will have a functional value such as an increase in an individual's income, and a better level of living for himself and his family (6, p. 1).



Level Four Adult-Continuing Education Programs were organized in 1948 under the Adult Education Division of the Ministry of Education (38, p. 7). The purpose of the programs is to serve adults who have not attended the formal school system. The students who are awarded certificates by these programs have the same rights and qualifications as those who obtain certificates in the formal school system.

Because of the rapid population expansion, the programs have become important. The Thai population has grown at an average annual rate of 3 per cent since 1960 (21, p. 2). This rate of population growth has slowed; however, the population still increases about one million a year. At present, the formal school system cannot keep up with the demands of this population because of limited resources. The Thai government has recently stressed equal opportunities for education to those who have traditionally lacked opportunities. As it stated in the National Educational Scheme:

The State shall endeavor to step up and promote various kinds of out-of-school education in order to make available life-long education to all, especially to those who missed the initial formal school (22, p. 4).

Therefore, Thai adult educators think of Level Four Adult-Continuing Education Programs as an alternative or second-chance education.

To serve the demands of various clientele with a limited budget, the goals of a program need to be studied and analyzed to keep the program effective and efficient. The term "goal" helps to guide the direction and to form the criteria to evaluate the program. Tyler suggests:

Nevertheless, if an educational program is to be planned and if efforts for continuing improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared (46, p. 3).

Not only is it important to know what the goals of the program are, but it is also important to examine the congruence of goals both within and among constituencies. The program should be more effective if its constituencies perceive the goals of the program in the same manner. When goals differ, conflict often results and institutional effectiveness is diminished (33, p. 1). Each group of people such as students, teachers, and administrators may perceive and influence the goals of the program differently because they come from different backgrounds. Knowing the differences of their perceptions towards the program goals should result in better policy decisions which may lead to increased program effectiveness.

Little research has been done on studying the goal perceptions as perceived by the constituencies in adult

education programs. However, there are many research studies on goal perception in higher educational institutions such as those of Peterson (34), Smart (41), Taylor (44), Sikun (40), Charanyananda (4), and Kerr (18).

Because most research has been done in higher educational institutions, it should also be interesting to study the goal perceptions in different research settings in order to add knowledge and insight. Therefore, this study compared the perceptions of students, teachers, and administrators of actual and ideal educational goals in Level Four Adult-Continuing Education Programs in Bangkok, Thailand. The goals of the programs have been changed from time to time to meet economic and social development needs. As enrollments increase, the goals of the programs become unclear to the constituencies. These goals need to be studied and analyzed. The study of goal perceptions among students, teachers, and administrators in Level Four Adult-Continuing Education Programs should increase knowledge and provide possibilities for further research in adult education programs in Thailand.

#### Statement of the Problem

This study examined the congruence or the lack of congruence of educational goals in Level Four Adult-Continuing Education Programs in Bangkok, Thailand.

### Purposes of the Study

The purposes of the study were to identify the actual and ideal goals of Level Four Adult-Continuing Education Programs and to determine whether any significant differences existed in the perceptions of educational goals of the programs among students, teachers, and administrators.

### Hypotheses

1. There will be no significant differences between the actual and ideal goals of the students in the Level Four Adult-Continuing Education Programs.

2. There will be no significant differences between the actual and ideal goals of the teachers in the Level Four Adult-Continuing Education Programs.

3. There will be no significant differences between the actual and ideal goals of the administrators in the Level Four Adult-Continuing Education Programs.

4. There will be no significant differences among students, teachers, and administrators in their perceptions of the actual goals in the Level Four Adult-Continuing Education Programs.

5. There will be no significant differences among students, teachers, and administrators in their perceptions of the ideal goals in the Level Four Adult-Continuing Education programs.

### Background and Significance of the Study

Historically, education in Thailand was only offered for men. Most young men would enter the monkhood when they were 21 years old. Before they became monks, they had to learn how to read and write in order to understand the Tripitaka (Buddhist-Scriptures). Teaching young men to read and write at that time was organized in the temples by Buddhist monks. Education for young women was informal. They learned from their parents and relatives to prepare themselves to be housewives and to work in the fields.

Modern schools in Thailand began in 1871 when the first public school was established in Bangkok (1, p. 2). In 1887, the Department of Education was established to be responsible for the general development of education, and five years later it became the Ministry of Education (2, p. 183). Its responsibility was not only educational administration but also cultural and religious affairs. The first Compulsory Education Act was passed in 1921 (7, p. 98). As a result of this act, all children had to go to school from the age of seven to the age of fourteen or until they finished the fourth grade unless they lived more than three kilometers away from the nearest school. In 1932, the Thai government was changed from an absolute to a constitutional monarchy (23, p. 267). The new government made many changes to improve its educational system. For

example, vocational schools were established in 1936 because the government wanted to encourage students to train in vocational skills (1, p. 4).

In 1951, a new scheme of education was adopted. It organized the school system into:

1. Four years of elementary education (grades one to four);
2. Three years of lower secondary school (grades five to seven);
3. Three years of upper secondary school (grades eight to ten);
4. Two years of pre-university classes (grades eleven to twelve) (1, p. 5).

Moreover, the government tried to promote vocational education. The vocational schools were not popular at that time because most Thai people believed in government employment, not self-employment, and wanted their children to be government employees. Government employment was recognized and highly valued in Thai society, whereas it was also believed that only the academically poorer went to vocational schools.

In 1960, the government expanded the four-year compulsory education to seven-year compulsory education as a response to the proclamation of the Karachi Plan by Unesco (3, p. 21). According to this plan, many developing

countries were asked to extend their free compulsory education at least seven years (48, p. 10). Additionally, the curriculum of the secondary school was changed from general education to combine both general education and vocational education. Thus, some students who could not continue their education in a university could go to a higher vocational school.

Since 1963 the extension of compulsory education from four years to seven years has succeeded in less than 3,000 Tambons (communes), or about one-half of all Tambons in Thailand, because of a lack of funds (50, p. 6). To accelerate the extension of compulsory education, compulsory education has been reduced to six years in 1978 (49, p. 250).

Most children were left out of the formal school system, even though the present compulsory education law requires that children have to complete six years of school. They failed to comply with the law due to economic conditions, difficulties of communication, and poor educational opportunities (47, p. 3). Most of these children came from the low socio-economic families. They missed educational opportunities either for economic reasons, or through a lack of schools or difficulties in access to schools, or because their parents did not see any value in education. According to statistics, 68.8 per cent

of the Thai population over eleven years old have completed only four years of primary education (8, p. 3). The formal school system could serve only a small proportion of the population. Consequently, the rich were educated and the poor, who needed education the most to improve the productivity and quality of their lives, still were outside the educational system.

In recent years, the Thai government has realized that the development of the nation is directly related to the education of its citizens. Since World War II, the Thai government has adopted the development strategy which stressed economic growth through industrialization. This strategy can bring the country progress to some degree but not sufficiently to provide self-generating economic and social growth. Harbison emphasizes that the problem of the underdeveloped countries is not a lack of natural resources but the underdevelopment of their human resources. Each country needs to find a way to educate and to develop its human resources (16, p. 140). Psacharopoulos (36, p. v) claims that education is a vital element of the development process because education provides the skills, knowledge and attitudes necessary for economic and social development. As Fields (13, p. 285) also points out, there is a relationship between the level of education, the level of national income, and the incidence of poverty. Education plays a



major role in raising national income: when the level of education goes up, income goes up and poverty goes down (13, p. 285). Therefore, the Thai government tries to raise the educational level of its population by emphasizing that everyone has an equal opportunity to attend any level of education and also by emphasizing that education is a life-long process as proclaimed in the 1977 National Education Scheme:

The state shall increase the budget for education at all levels and underline the importance of compulsory education and out-of-school education; thus upholding the principal of equal opportunity in education (22, p. 17).

Under the National Scheme of Education, education is conceived as a continuing life-long process which promotes the quality of life of the citizen, enabling him to live a useful life in society (22, p. 1).

Furthermore, there has been a growing recognition that educating the adult is important because adults are already functioning in the society. Educating children is important; however, it is not enough if a nation is to survive. Jensen (17, p. v) writes, "a society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its chances for survival." Adults need to be educated to keep current in new knowledge and new technology. Thus, the Thai government established in 1979 the Department of Non-Formal Education to provide education for the out-of-school population at any level (31, p. 3).

The Department of Non-Formal Education organizes different types of non-formal education programs to provide educational opportunities to those who have not had access to formal schooling. One of these programs is the Level Four Adult-Continuing Education Program. It has been organized as a second chance or equivalency program parallel to the formal school system. Adults who complete the programs receive certificates equivalent to the M.3 or grade 9 diploma of the formal school system. They can use their certificates for purposes of employment as well as for further education. It is hoped that the programs can bring out-of-school youths and adults back into the educational stream. The programs are operated throughout the country at night in existing school facilities and also through radio-correspondence programs. One benefit to the students who enroll in these programs is that they can go to school and work at the same time. The government provides payment for teachers and teaching materials. The number of students who enrolled in the programs in 1980 was 92,498 (29, p. 26) and in 1981, 128,447 (30, p. 7).

The Level Four Adult-Continuing Education Program was originally organized in urban areas in 1948 (38, p. 7). The aim of the program was to develop basic knowledge and skills for people who missed an opportunity to study in the formal school system. Students who finished the program received

certificates which were equivalent to grade 10. In 1965, the program was expanded in response to increased demands of people in urban areas (42, p. 4). The program provided a "second chance" opportunity for adults who sought lower secondary certificates. The curriculum of the program was patterned after the formal school and had a heavy academic orientation. The content of the program was divided into the following six subjects: Thai, English, mathematics, hygiene, science, and social studies.

In 1972, the Ministry of Education received financial support from the Colombo Plan to change the curriculum of the program from an academically oriented program to a more functional one (43, p. 295). The purpose of changing the curriculum was to make the program more relevant to the conditions and problems of adults. Some vocational courses were added to the program as elective courses. The new curriculum officially replaced the old one in 1979 (43, p. 303). The goal of the program is not only to provide the learners with basic knowledge and skills but also to help the learners think critically and be able to solve problems, as indicated in its curriculum:

To enable the students to know how to think and to solve their problems by using thought processes composed of at least three components, which are information on self, information on society and the environment, and information on technology (26, p. 22).

There are three main features in the Level Four

Adult-Continuing Education Program:

1. Vocational-oriented courses have replaced academic-oriented courses in the elective category of the curriculum. This is done so as to equip learners with useful skills that they can use to earn their living upon completion. They can pursue these courses at adult schools, Mobile Trade Training Schools, Polytechnic Schools, or in Interest Group Programs.
2. General subjects such as Thai, English, and Science are further divided into smaller units so that students who wish to pursue only segments of the larger course and leave can do so.
3. The Social and Life Experiences curriculum includes such areas as Social Science, Health, Population Education, Environment Education, etc. (27, p. 40).

Moreover, the structure of the Thai school system was reformed in 1978 from 7-3-2 to 6-3-3 (50, p. 5). As a result of this educational reform, the Level Four Adult-Continuing Education Program is now equivalent to grade 9 instead of grade 10 of the formal school system (27, p. 21).

To complete the program, students are required to earn fifty credits which consist of twenty-three credits of required courses and twenty-seven credits of elective courses (26, p. 25). The required courses are Thai, life experience, and vocational skills. The elective courses which students can choose according to their interests and aptitudes are mathematics, science, English, Thai, and vocational skills. If a student takes a full load each

semester, he can complete the program within one year and a half.

Education is a social institution which must be responsive to the problems and needs of the people it serves. The goals of education cannot be defined independently; they tend to reflect the mood and the conditions of the society (9, p. 153). Traditionally, education has concerned itself with transmitting society's values, customs, and knowledge. At present, this role has been changed because of political, social, economic, and technological pressures. Past knowledge is no longer a sufficient guide for coping with future problems. Like other countries, Thai educators have perceived this problem.

Education in Thailand today, however, is not adequately fulfilling the gigantic responsibilities that have been thrust upon it. . . . More people demand more and better education, industry cries for better trained personnel, planning experts deplore the lack of correlation between the major field of preparation of graduates and job openings . . . (20, p. 22).

Moreover, it was stated in the Fourth National Economic and Social Development Plan that the current education in Thailand does not meet the needs of the Thai society.

The present educational system is not in accordance with the economic and social conditions of the country; it does not meet the demand of the localities and the demand of manpower requirements . . . (25, p. 271).

Educational accountability is a major concern in Thailand.

The Thai government emphasizes that both formal and

non-formal education will be increased both in terms of quality and quantity to enable the people to pursue their professional careers in accordance with the demand for manpower in national development (24, pp. 202-205).

Roueche, Baker, and Brownell (37, p. 4) say education can no longer be operated as an end in itself; it must respond to society's pressing needs. To determine educational accountability, the goals and mission of the program are important. To quote King and Cleland (19, p. 49), "It is both meaningful and necessary for an organization to consciously choose and continually review its mission concept if it is to survive and prosper." Thompson and McEwen (45, p. 29) also write that one of the requirements for survival of an organization is an ability to learn about the environment quickly enough to adjust in time to avoid extinction.

According to Etzioni (10, p. 103), an organizational goal is a state of affairs which the organization is attempting to realize. Goals give a direction to individual and organizational efforts. Fuller (14, p. 112) explains that the organizations that know where they are going have a better chance of getting there. Perrow notes that there are two types of goals in an organization, official and operational goals. Operational goals are means to official goals. He says:

Official goals are the general purposes of the organization as put forth in the charter, annual reports, public statements by key executives and other authoritative pronouncements. . . . Operative goals designate the ends sought through the actual operating policies of the organization; they tell us what the organization actually is trying to do, regardless of what the official goals say are the aims (32, p. 855).

Etzioni (11, p. 7) and Churchman (5, p. 31) also state that there are stated goals and real goals. The organization is seeking goals which differ from the ones by which it actually operates. In Provus's (35, p. 171) opinion, the discrepancy between what is and what should be represents the educational needs of the community and establishes the goals of the program. The effectiveness of the organization depends on the degree to which an organization realizes its goals under a given set of conditions (10, p. 135). One aspect of finding out whether the Level Four Adult-Continuing Education Program is educationally effective and accountable is to determine the discrepancy between the actual and ideal goals of the program. Grotelueschen, Gooler, and Knox (15, p. 18) indicate, "The adult educator, knowing about these discrepancies, may determine whether the gap that exists can be reduced by current practices and available resources or will require new practices and additional resources."

The study of the perception of students, teachers, and administrators of actual and ideal educational goals of the

Level Four Adult-Continuing Education Programs should provide some following benefits: program accountability, goal relevance, and error reduction. Furthermore, the information from the study can be used 1) to plan, implement, and revise the program; 2) to evaluate and reform the current goals; and 3) to be a guide in policy and decision making on operating the program at present and in the future.

#### Definition of Terms

For the purposes of this study, the following definitions were be used:

Adult is any person who is fifteen years old or older.

Goal perception is an awareness of the general goals or mission which are set forth by an organization or institution.

Actual goals are the current or existing educational goals for a program as perceived by students, teachers, and administrators.

Ideal goals are the desired educational goals for a program as perceived by students, teachers, and administrators.



### Delimitation of the Study

The study will be limited to students, teachers, and administrators who are involved in the Level Four Adult-Continuing Educational Programs in Bangkok, Thailand. It will include only the analysis of the actual and ideal educational goals of the programs.

### Basic Assumptions

The study was based on the assumption that as a result of random selection of schools, subjects were representative of the general population of students, teachers, and administrators involved in Level Four Adult-Continuing Education Programs in Bangkok.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature is divided into 4 parts: 1) adult education in Thailand, 2) goals of adult education, 3) goals and organization, and 4) studies of institutional goals.

#### Adult Education in Thailand

Adult education has a different meaning in each country according to its history, economic, and educational development. The literature indicates that many terms have been used to describe the education of adults. These terms are adult basic education, extension education, continuing education, functional education, functional literacy, lifelong learning, non-formal education, out-of-school education, and remedial education.

In Thailand, both terms "non-formal education" and "adult education" have been used interchangeably. However, the term "non-formal education" has a broader meaning than the term "adult education." Non-formal education means all educational activities provided for the out-of-school population. It includes all adult education as well as some child and youth education (see Appendix A). Coombs and Ahmed define non-formal education thus:

Nonformal education . . . is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adult as well as children (17, p. 8).

On the contrary, the term "adult education" refers to education for the adult population, for example, adult continuing education and vocational adult education.

In the past, adult education in Thailand was informally organized through Buddhism. There were approximately 30,459 Buddhist temples throughout the country (52, p. 12). These temples were the places of learning for both children and adults. Teaching was one of the daily activities of the Buddhist monks and the subjects of instruction were Buddhism, morality, literacy, vocational skills, and traditional medicine.

In 1937, the government became aware of the need to organize education for the out-of-school population when the first national census revealed that 68.8 per cent of the population were illiterate (63, p. 145). The Thai government established the Adult Education Division in the Ministry of Education in 1940 with two purposes: 1) to promote literacy programs among adults, and 2) to promote an understanding of ethics and morality (43, p. 7).

In 1940, the compulsory Adult Education Act was promulgated and all adults who were illiterate had to go to school. By doing this, about 1.4 million people became



literate between 1940 and 1944 (55, p. 7). The Act was later abolished due to the depression during the Second World War. By 1947, the adult education program was revised and expanded with its objectives as follows:

1. promote literacy and vocational skills,
2. foster responsible citizenship in a democratic society,
3. improve living standards, and
4. encourage the profitable use of spare time (60, p. 2).

To achieve these purposes, the Ministry of Education expanded the adult education program by adding a continuing education program, public libraries, and mobile education units (55, p. 7). The students who dropped out or graduated from elementary school could further their study in adult continuing education courses to level 2, 3, and 4 comparable to grades 4, 7, and 10 respectively in formal education. Public libraries were established in every district in the country to help adults maintain their literacy and further their knowledge. Mobile educational units equipped with audio-visual equipment were provided for every province to educate adults in remote areas.

In 1954, the government established the Thailand-Unesco Fundamental Education Centre (TUFEC) in Ubol in North East Thailand. The purposes of the center were:

1. To study social and economic conditions in order to determine the needs and problems of the area and the country that can be solved by fundamental education.

2. To train fundamental education specialists and field workers.
3. To produce educational materials such as books, posters, audio-visual and other instructional materials (31, p. 31).

By 1956, the Adult Education Division had expanded its programs. Its objectives were:

1. To improve the rural standards of living;
2. To provide vocational and general education opportunities for adults in cooperation with other government agencies;
3. To promote educational opportunities for rural residents through mobile vocational units and expanded public education (audio-visual presentations) programs;
4. To operate public libraries and develop reading materials for adults;
5. To produce and distribute audio-visual materials for use in education and information programs;
6. To develop responsible citizenship and occupational skills; and to conduct research and training programs;
7. To conduct research and training programs (43, p. 11).

In 1965, the Thai government joined a World Conference on the Eradication of Illiteracy in Teheran, Iran (60, p. 5). As a result of this conference, the government adopted the work-oriented functional literacy approach as a model for literacy programs. In this model, literacy was integrated with teaching of occupational skills. Literacy alone could not bring a high standard of living. Vocational training had to be a part of the program so that the learners could apply the knowledge in improving their living standards.

In 1969, adult educators combined literacy programs with family-life planning (22, p. 7). The curriculum of the program was designed to help adults cope with the problems of their environment. The objectives of the program were to assist the adults to identify the problems and find ways to solve those problems.

In 1979, the Division of Adult Education was elevated to be the Non-Formal Education Department (45, p. 12). Its purpose is to provide education for the out-of-school population in order to give people of all age opportunities to study and improve their occupations and living conditions. At present, the programs in adult education are developed to achieve the following objectives:

1. To train the learner to become a "Khit-Phen" person.
2. To equip the learner with learning tools to acquire further knowledge (literacy, improved technique, etc.).
3. To transmit knowledge, attitudes and skills necessary for functioning in the society.
4. To improve and preserve the desired cultural heritage of the nation (1, p. 11).

There are three majors programs which are operated by the Non-Formal Education Department.

1. Basic education programs.--These programs are organized to serve those who are not able to enroll in the formal school system or have dropped out. Their purpose is to provide students a basic education, in order to help them become productive members of society. The programs are

divided into five levels, equivalent to formal education.

These five levels are:

1. Level 1 (equivalent to grade 2)
2. Level 2 (equivalent to grade 4)
3. Level 3 (equivalent to grade 6)
4. Level 4 (equivalent to grade 9)
5. Level 5 (equivalent to grade 12) (see Appendix B)

2. Vocational training programs.--The programs are organized to help people improve their occupational skills by providing them short term training according to their needs. These programs are:

1. Interest group programs
2. Short-term vocational skills training programs in industrial art, home-economics, and business administration
3. Long-term skills training programs in agriculture
4. Specific training program

3. Information service.--Society is changing rapidly. Books, information, and news help adults to keep up with current events, so adults can constantly improve and adapt their ways of living. The centers for this category of learning are:

1. Village reading centres
2. Public and mobile libraries
3. Reading material production

4. Mobile audio-visual units
5. Radio-correspondence programs
6. Mobile exhibition units
7. Science museum
8. Natural history museum
9. Planetarium
10. Educational radio programs
11. Educational television programs (44, pp. 21-22)

#### Goals of Adult Education

Adult education has a very broad scope. It covers all the areas of learning and education which serve the diverse groups of the adult population. Programs in adult education include various subjects and activities which are needed by the adult population. In addition, the programs are offered by a wide range of instructors and agencies.

There has always been a problem in defining an adult. Each society gives a definition for "adult" in a different way. Knowles gives three different definitions for the term "adult." First is the physiological definition. According to this definition, "adult" means "mature" or "grown-up," which varies from individual to individual and culture to culture. The second is a social definition. According to this definition, a person is an adult when that person is performing social roles, such as those of worker, spouse, parent, and responsible citizen. The last one is a

psychological definition. According to this definition, a person is adult when that person perceives himself to be responsible for his own life (35, p. 24).

On the other hand, Paterson (49, p. 4) says one cannot describe a person as an adult according to his degree of physical, mental and social development because many adults are physically stunted, mentally retarded, or socially backward. He continues and says that an adult is not necessarily mature, but he is expected to behave in an adult manner. He claims:

To say that someone is an adult is to say that he is entitled, for example, to a wide-ranging freedom of life style and to a full participation in the taking of social decisions; and it is also to say that he is obliged, among other things, to be mindful of his own deepest interests and to carry a full share of the burdens involved in conducting society and transmitting its benefits (49, p. 13).

Adult educators have tried to identify what adult education is and how it differs from other educational fields. Verner (66, p. 1) suggests caution in defining adult education because adult education is found in many different forms under different agencies. In Bryson's (11, pp. 3-4) opinion, "adult education includes all the activities with an educational purpose that are carried on by people outside the ordinary business of life."

Lindeman defines adult education in his book The Meaning of Adult Education as follows:

1. Adult education is life long activity. Education is not to prepare for life, it is life, so it can have no ending.
2. Adult education is not vocational education. It will be accurately defined when vocational education leaves off.
3. Adult education is situation not subject in teaching. In formal education the student is required to adjust himself to an established curriculum; in contrast, in adult education the curriculum is built around the students' needs and interests.
4. Adult education emphasizes the learner's experience. Experience is the adult learner's living book (38, pp. 6-10).

Darkenwald and Merriam write:

Adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values or skills (20, p. 9).

The goal of adult education is to serve the needs and goals of individuals, institutions and society (35, p. 27). Kempfer (32, pp. 42-44) and Liveright (39, pp. 4-5) say that there are four major goals in adult education.

First is self-realization. It stems from the most basic drives for survival or self preservation. It includes

education for communication skills, leisure time, and fulfillment of a person's potential as an individual.

The second is human relationships. An adult needs to learn to live with his spouse, his children, and his neighbors. As families expand and later decline in size, adjustment must be made and learning is required.

The third is the goal of economic efficiency. With the rapid changes in the world of work many adults find it necessary to learn new occupations or retrain for a shift in occupations.

The fourth is responsible citizenship. An adult needs to develop and expand his knowledge about the structure and political affairs.

Axford summarizes the goals of adult education from his survey of a group of adult educators as follows:

- Remedial or literacy education
- Cultural education
- Retraining
- Vocational education
- Development of recreational or leisure time skills
- Cultivation of philosophy of maturity and tranquility in change
- Development of human relations skills
- Training in how to learn through techniques such as reading improvement
- Family life education
- Consumer education
- Preservation and perpetuation of the cultural heritage
- Health and safety education
- Techniques of information retrieval
- Knowledge of the history of mankind
- Discovery of new knowledge and integration of his knowledge with life's needs
- Creation of change, develop methods of adaptability, and learn how people change



Self-understanding  
 Citizenship education  
 A liberal education, mental stimulation, and  
 self-expression  
 Ideal exchange--an opportunity to examine ideas  
 of past and present  
 Degree completion  
 Women's education (8, pp. 4-5)

Apps suggests the goals of adult education as follows:

1. To help people make psychological adjustment to the social conditions and natural world by equipping them with the necessary knowledge, understanding, skills and attitudes.
2. To equip adults with the skills necessary for identifying and solving problems they may face, and not on the subject matter.
3. To help people change their social conditions.
4. To help people become free, autonomous individuals (7, pp. 37-38).

Apps also states later in his book Improving Practice in Continuing Education that over the years the goals for adult education have included: personal development, remedial education, religious education, cultural criticism and social action education, and education for career development (6, p. 121).

Knowles and Klevins conclude that the overall goal of adult education is first to bring the adult into a viable relationship with his fellow human beings, his environment, and his own potential and purpose. Secondly, the goals of the particular program should clearly indicate the end toward which the particular learning experience is directed. Finally, all goals in adult education should reveal an intention to meet a discovered need (36, p. 13).

According to Merriam (42, p. 198), Freire says adult education in Brazil is to liberate the oppressed and that in so doing it also frees the oppressor by using a process which Freire calls "conscientization." Freire sees adult education as the development of insight into the learner's world by using dialogue. He emphasizes, "Dialogue is the encounter between men, mediated by the world, in order to name the world (27, p. 76)."

In Nigeria, Nyerere views adult education as:

Adult education thus incorporates anything which enlarges men's understanding, activates them, helps them to make their own decisions, and to implement those decisions for themselves. It includes training, but it is much more than training. It includes what is generally called "agitation" but it is much more than that. It includes organization and mobilization, but it goes beyond them to make them purposeful (47, p. 30).

In Thailand, there are three main goals of adult education:

1. To encourage people to solve problems for themselves, taking into consideration such factors as environment and self-awareness;
2. To promote working skills in people for their better livelihood by providing short-term vocational training commensurate with local needs;
3. To provide information services for the public, through public libraries, village newspaper-reading centres, radio correspondence and television for non-formal education (64, p. 252).

In addition, at present the majority of young adults in Thailand have only completed compulsory education and probably never return to the formal school. The Thai

government has formulated many programs to educate these young adults. The goals of these programs are:

1. To instill in young people a sense of values and faith in the way of life under a democratic monarchy;
2. To especially urge them to uphold the nation, the religion and the monarchy as their spiritual inspirations, and to be ready to devote their lives and sacrifice their personal happiness to the cause of national security;
3. To promote the physical, mental and intellectual health of youth;
4. To improve the conduct of everyday life of youth within the boundaries of normal and ethical principles of the religion they profess and in accordance with Thai culture;
5. To inculcate in youth a sense of pride in being Thai;
6. To promote and develop good character;
7. To promote education and vocational training at all levels in accordance with the socio-economic needs of the locality and the nation; to enhance, through the non-formal process, skill development through practical work experience, field trips and self-learning;
8. To promote mutual assistance . . . in the protection of the mentally disturbed, the disabled, orphans and paupers, the abandoned, those addicted to drugs and those recently discharged from prisons;
9. To devise preventive measures against crime and to eradicate sources of vice;
10. To promote friendship and understanding among the youth within the country and with those in the foreign countries (64, pp. 254-255).

Ultimately, the goals of all adult education programs in Thailand are to assist the adults to identify their own problems and find alternative ways to solve those problems. This concept is known as "Khit-pen" which literally means "rational thinking" or "critical thinking."

"Khit-pen" philosophy is used as the guiding philosophy of adult or non-formal education programs in Thailand.

According to Khajapeer (34, p. 12), the "Khit-pen" philosophy was developed by Kowit Varapipatana based on Thai Buddhism. Varapipatana (65, p. 2) defined a "Khit-pen" man as one who would be able to adapt himself to the changing environment so that he could maintain a state of harmony between himself and his environment. Consequently, he will have a happy life, which is the ultimate goal of life. A "Khit-pen" man can see through problems, examine causes, and find solutions most appropriate for himself and his community. Varapipatana views that there are at least four ways in which educational programs can enhance the development of "Khit-pen" man:

1. They can provide learners with the opportunity to study history, to know how people in the past coped with their problems.
2. They can focus on immediate problems encountered by the learners themselves.
3. They can predict the kinds of problems that the learners may encounter in the future and assist them in finding solutions to these hypothetical problems.
4. They can use a combination of these approaches (65, p. 2).

Nopakun concludes four basic assumptions of "Khit-pen" philosophy as:

1. Ultimate desire of man is happiness.--Man achieves happiness when man himself, his society, and environment are in harmony, and also in balance materially, physically, and mentally. Obstacles to man's happiness occur when he is faced with problems. A problem exists when there is a

discrepancy between where a man is and where he would like to be.

2. Simultaneous use of three types of information.

--Three types of information are needed for a person to formulate a solution to a problem. These kinds of information are: information about self, information about society, and technical information. The Lord Buddha always taught people to look inward to examine their thoughts or motives to solve their own problems. Furthermore, a "Khit-pen" man should have information to understand other people, his own society and his environment because he does not live alone. He is a part of his society and environment. Technical information means information which is learned from schools and books. If a man uses all three types of information simultaneously to solve a problem, he will arrive at the best solution under the circumstances.

3. Thinking for problem solving.--There are various terms of thinking, but for "Khit-pen," it is a thinking technique for problem solving.

4. Freedom and autonomy.--This assumption is drawn directly from Buddhist teaching. Buddhism teaches that human suffering or Dukkha in one form or another is the common lot of all mankind. Dukkha, or human problem, is part nature and part man. Man can liberate himself from his

own bondage because man is the sum of his own actions. "Khit-pen" acknowledges the freedom and autonomy of man and believes that a person is free to choose his own destiny (46, pp. 20-25).

### Goals and Organization

Goals are important to an organization. The organization is a social unit, such as a corporation, army, school, hospital, or church, which is constructed to seek specific goals (26, p. 3). Dawson (21, p. 32) defines goals as the end state toward which all organizational action is directed. Goals serve as the guide lines for organization activity. Additionally, Warner writes:

By an organizational goal I mean a state of affairs or situation which does not exist at present but is intended to be brought into existence in the future by the activities of the organization. More briefly, a "goal" is an intended state, as distinguished from an actual or presently existing state (67, p. 5).

Goals are set to communicate with people both outside and inside an organization. Goals tell people outside an organization which outcomes the organization plan is to achieve. Goals also help people inside an organization to know what to do and who should do what in order to achieve those outcomes. The goals of an organization are sometimes set formally by a vote of the stockholders, by vote of the members, or by a small number of trustees. In higher educational organizations, Peterson suggests three

approaches in identifying goals. These approaches are by fiat, by committee, and by survey (51, p. 8). In adult education, Knowles (35, p. 93) suggests that there are three sources of needs from which goals of adult educational programs are derived: 1) those of the client, 2) those of the organization, and 3) those of the society. Tyler claims that there are three sources of information which need to be studied and examined in order to identify program objectives: 1) the learners themselves, 2) the contemporary life or society, and 3) the subjective specialist and discipline (62, pp. 4-21).

Goal setting is increasingly recognized today as an aspect of educational administration (53, p. 3). It is a first step in the planning process of an organization.

Cammack writes:

The first step of a planning effort requires that the statement of assumption about the future be developed. . . . The process of developing assumptions and specific goals related to these may be one of the more difficult points upon which to obtain accord (13, p. 259).

The goal setting in the planning process must address questions such as the following: 1) What is the distinctive goal of the organization, the reason it exists? 2) What are the things the organization wants to accomplish? 3) What will count as evidence for or against the claim that the goal or objective has been reached? 4) How will an individual outside the organization be able to determine

whether the organization is attaining its goals and objectives (15, p. 52)? By reexamining the goals, one will know whether the organization is headed in the right direction and whether the organization is making steady process. There are at least six reasons education systems need to set goals: 1) as fundamentals for policy, 2) as general decision guides, 3) for planning process, 4) for management information systems, 5) for organizational evaluation, and 6) for implementing accountability (29, p. 22).

The concept of goals and objectives became more important to the study of organization after Drucker published his book Practice of Management in 1954 (19, p. 57). In his book, he explained and defined the concept of using objectives in management. He also first used the term "Management by Objectives (MBO)" which today describes the use of objectives in management (25, p. 12). Odiorne gives a definition of management by objective as:

The system of management by objectives can be described as a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individuals' major area of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members (48, pp. 55-56).

Today, the concept of management by objective is practiced in business as well as in government and in education.



According to Brady, the MBO has become popular because of its two simple concepts. First, the clearer the idea of what one wants to accomplish, the greater the chances of accomplish it. Secondly, real progress can only be measured in relation to what one is trying to make progress toward (10, p. 66). The major accomplishments of MBO are seen as:

- 1) providing common purposes and goals for the entire institution, 2) forcing top administration to constantly define and review goals and priorities and relate resources and individual assignments to these goals, 3) indicating specific tasks for each person, providing for accountability and relating individual efforts to the total task, 4) assuring that institutional goals are known and understood and that they continually provide direction for each individual (24, p. 100).

The organization will operate successfully if all of its components are working toward common goals. Like other organizations, an educational system needs clearly defined statements of what it wants to accomplish. There are two kinds of goal statements. First, goals which are long term may be philosophical, idealistic, and even visionary. Secondly, objectives which are short term and attainable function as steps to the goals (30, p. 103). Armstrong et al. (5, p. 16) define a goal as "a statement which is:

- 1) broad in intent or purpose, 2) timeless in nature
- 3) open to many interpretation, and 4) not measurable."

After goals have been determined, they will be translated into objectives. According to Dewey (23, p. 119), an

objective is a foreseen end that gives direction to the activity. Objectives are used to represent more specific and measurable statements that describe the ends of actions. Generally goals are stated in qualitative terms, but objectives are stated in quantitative terms. Boone (9, p. 15) defines objectives as: "conditions sought, attainment of which is observable, measurable, and qualifiable; what a learner should be able to do when his or her behavior changes in the intended way." Verner notes that not all program objectives can be put in measurable terms because no one has discovered ways of measuring all things that may result from an educational experience. He continues and says that in every program there are objectives which can be measured (66, p. 97). The clear and concise statement of goals and objectives is needed because it defines the criteria on which the evaluation of the program will be based (59, p. 125). Stake claims that goal attainment is a method to evaluate adult education programs as he says:

If one had to assign adult educators to some school of evaluation thought, it would have to be one identified with goal attainment. The major emphasis throughout the literature is on the use of behaviorally stated objectives and evaluating the achievement of those objectives . . . (58, p. 23).

Goal assessment is a way to demonstrate educational accountability to the public. The public has called for accountability in education because they want to know how

their money was spent. According to Romney and Bogen (54, p. 18), Peterson says that "The public at large deserves to be informed about performance . . . . If done openly and imaginatively, such rendering of account could lead beyond understanding and confidence on the part of the public to their active support . . . in the years ahead." The goal assessment in American education institutions started in the early 1970s when people began to question educational accountability (28, p. 2). Accountability is a responsibility to account for the commitment of resources. Alkin gives a definition of accountability as:

(1) a negotiated relationship, (2) designed to produce increased productivity, (3) in which the participants agree in advance to accept specified rewards and costs, (4) on the basis of evaluation findings on the attainment of specified ends (3, p. 23).

Accountability is concerned with both educational effectiveness and efficiency. Effectiveness is the degree to which the organization succeeds in whatever it is trying to do; efficiency is an organization's capacity to achieve results with a given expenditure of resources (29, p. 45). The call for accountability in education required that goals and objectives be established, implemented, and assessed. Romney and Bogen explain that goal assessment is the process of determining the extent to which the institution's goals have been achieved. The following are some advantages of goal assessment:

1. An ongoing goal assessment demonstrates to the public an institutional accountability. Monetary resources are provided to the institution by the public; therefore, the trust between the institution and the public should be established.
2. Goal assessment can lead to internal growth of individuals and groups in the institution. It shows where one is going, where one has been, and how effective and efficient one has been in getting there.
3. The process of goal assessment can lead to a reduction in the risks of institutional and individual stagnation. Even though goals are present, if no one pays attention to their achievement both goals and efforts to achieve them will eventually wane and perish. Moreover, an effective goal assessment activity could provide interested users with information about possible disparity between institutional purpose and accomplishment. This disparity could yield information useful in program development.
4. The goal assessment may serve to reduce decision-making errors across the entire institution. It helps reduce guesswork relative to the question of "where one is" in relation to

"where one wants to be."

5. The goal assessment processes will partially respond to the ethical responsibility to evaluate one's activities, accomplishments, contributions, and stewardship, to disseminate the results, and to make use of the findings.
6. Goal assessment helps to reform the goals if they do not meet the needs of the society because those needs may change.
7. Goal assessment studies can provide administrative personnel with aids to improve resource allocation.
8. Goal assessment can provide needed information about the institution to both internal and external constituencies (54, pp. 20-22).

The goals of an organization need to be studied because goals help one to understand a complete organization's behavior. Identifying goals will allow one to pay more attention to the function that goals serve in an organization. Moreover, goals may serve a variety of purposes for the organization. They may 1) serve as standards by which to judge its success, 2) constitute a source of legitimacy, 3) define organizational need and priorities, 4) define production units or "outputs" for the organization, 5) define its clientele, or 6) define the nature of the relationship between the organization and society (16, p. 505).

### Studies of Institutional Goals

Since the late 1960s, many studies of institutional goals have been made. The following are some selected studies of institutional goals.

Londoner (40) conducted a study on "Teacher-Student Correlates of Goal Expectation" by assessing an instrument of eleven educational goal statements to twenty-two teachers of adult high school students. These eleven educational goals were:

1. To obtain a high school diploma
2. To increase one's earning capacity
3. To pass the GED test
4. To improve one's job opportunities
5. To keep ahead of one's children
6. To build self-confidence
7. To help one's children with their studies
8. For one's self-improvement
9. To gain prestige with friends
10. To stand on one's own two feet
11. To help others later on

Twenty-two teachers of adults were asked to rate the goal of 134 adult high school students. Some of these students had completed their education, and some were dropouts. The information gained from the study showed that teachers understood both the educational goals of completers and dropouts well even though some differences were observed on some goal ratings. The goal "For one's self-improvement" was rated as the most important reason for participation for both completers and dropouts. Londoner suggested that teachers needed to provide opportunities for adult students

to express their reasons and goals for participating in adult high school education. Teachers may be conducting instructional activities without having insights about the expectations of students. Misunderstood goals or expectation by teachers and students may lead to withdrawal from the program.

Peterson (50) conducted a study with 116 institutions which he separated in four categories: University of California (UC), eight campuses; California State University and College (CSUC), sixteen campuses; community colleges, sixty-nine campuses; and private colleges and universities, twenty-three campuses. Seven constituent groups were surveyed: faculty, undergraduate students, graduate students, administrators, trustees of private and community colleges, and members of the communities surrounding each institution. The instrument consisted of twenty goal areas divided into two categories, outcome goals and process goals. The respondents were asked to make judgments, by using a five-point scale of importance, related to the present and future perception of institutional goals. Peterson concluded that there was a very high correlation among college presidents and administrators for ideal goals. He also found a conflict in institutional goals among undergraduate students, trustees, and administrators. The following were some goals which were viewed as significant

by the groups for both present and preference goals: 1) students on individual personal and academic development 2) the faculty on accountability and efficiency, 3) community respondents on vocational preparation, and 4) administrators on freedom.

Smart (57) surveyed 804 participants who were students, faculty, and administrators at a large eastern state college. The purposes of the study were to discover whether there were any conflict in preferred goal priorities among students, faculty, and administrators. The result of the study showed the congruence of the goals between faculty and administrators. There was no congruence in the preferred institutional goal orientations among students, faculty, and administrators. Students were more supportive of goals which enhanced both the college's and the students' role and position in society. Faculty and administrators were more supportive than students of institutional goals which protected the general well-being of the faculty and their dominant role in the college's governance process. Smart also concluded that the conflict in the goals may result in disharmony and disruption with an organization.

Taylor (61) studied a sample of 213 persons randomly selected from faculty, students, and administrators at Oregon State University. Using a five-point scale the respondents were asked to evaluate each of the goal



statements in two different ways: 1. How important is the goal at this university at the present time? 2. How important should the goal be at this university? Taylor concluded that students and faculty showed more congruence in the perceived goal area than occurred between the faculty and administrators. On the preferred goals, students and faculty showed less congruence than faculty and administrators. The two high ranking perceived goals were academic development and research. The two high ranking preferred goals were intellectual orientation and community and individual personal development.

Lee (37) surveyed the institutional goal perceptions and preferences of students, teaching assistants, faculty, and administrators at Seoul Woman's College in Korea. The researcher concluded that in general "Should be" mean scores were higher than "Is" mean scores. Lee concluded that the results of the study indicated that some changes should be made to reduce the perceptual gap between their current and ideal status conditions. Lee also recommended that the study of institutional goals should be a continuous process. Finally, the researcher recommended that the results of the study should be used in changing goals, policies and philosophies of Seoul Woman's College to maintain and improve the quality of its program.

Caldwell (12) administered questionnaires to 200 adult basic education students and twenty-eight staff members at three learning sites in Boston. Factor analysis was used to analyze the clusters of participation goals and program goals. Caldwell found a lack of congruence between student goals and program goals. The seven student goal clusters were: societal, personal, managerial, occupational, enrichment, analytic, and learning goals. The researcher concluded that the learning site with the greatest congruence had the lowest student withdrawal rate and the greatest numbers of student completing the program. Additionally, male students were more inclined than female students to attend for personal goals. White respondents rated personal and occupational goals lower than non-white respondents. Unemployed respondents rated societal and enrichment goals lower than employed respondents.

Sikun (56) administered questionnaires to 500 subjects including undergraduates, graduates, faculty, and administrators from two teacher colleges and a school of education. The findings showed that the differences between the perceptions of constituencies regarding present goal priorities varied from institution to institution. The perceptions of constituencies in the teacher colleges were generally more like one another than was the case in the school of education. Additionally, the undergraduate

students in the two teacher colleges, and graduate students in a school of education, assigned a higher future priority to research than did any of the other constituencies. All constituencies perceived academic development as having the highest priority. Advanced training which had long been considered a major responsibility of the university was among the lowest future priorities of all constituencies at a school of education. Sikun recommended that it would be useful to discuss goal priorities periodically and across as well as within the various constituencies, both as a means of communication and as a basis for reassessment.

Charanyananda (14) surveyed 333 faculty members and sixty-one administrators at Ramkhamhaeng University in Thailand. The purpose of the study was to compare the perceptions of faculty and administrators regarding the institution's existing and preferred goal priorities. The study showed that there was less congruence between faculty and administrators on the existing goals than on preferred goals. Both faculty and administrators agreed that the academic goals--intellectual orientation and academic development--were the highest priorities. Research was among the lower priorities, while advanced training was perceived to be the lowest. The goal freedom was rated low by both faculty and administrators. The researcher recommended that the academic and intellectual goals of the

university and the students' individual and personal development should be maintained among the University's top priorities.

Kerr (33) studied the perceptions of the constituent groups of Hostos Community College with regard to present (Is) and preferred (Should be) goals of the institution. The investigator also examined relationships between the perceptions of faculty and students and the variables of age, sex, and ethnicity. The study drew 324 subjects from five constituencies: administrators, faculty, students, board members, and local elected officials. Kerr found that there was a high degree of congruence between the current goal and the preferred goal priorities among the constituencies. Furthermore, a strong desire to strengthen the goals of the college was indicated by all constituencies. Among the constituent groups, administrators appeared to be most satisfied with the present goal emphasis of the college. Basic skills, educational and career training opportunities, and academic and career counseling in English and Spanish were rated high in both present and preferred goal priorities. There were differences in perceptions between male and female faculty, between male and female students, and between Hispanic and non-Hispanic students. Kerr recommended that the perceptions of students required further examination since the highest number of

discrepancies between present and ideal goals was produced by the students.

Al-Gurashi (2) conducted a study with 111 administrators and 164 teachers employed in Jeddah, Mecca, and Taif in the western province of Saudi Arabia. He surveyed and compared their perceptions concerning the goals for adult basic education programs. The purpose of this study was to determine the selected objectives to use in expanding adult basic education programs in the western province of Saudi Arabia. The questionnaire in the study was designed to ask respondents to rate the importance of thirty-seven educational objectives. These objectives derived from seven broad categories of educational needs: religion, literacy, health and safety, solving daily problems, social and economic affairs, communication, and vocational and work related areas. The results of this study revealed support among teachers and administrators for a key curriculum focusing on literacy and religion. In addition, the educators favored the introduction of a broad range of objectives not presently covered in the existing curriculum. Teachers and administrators differed significantly in eight of the thirty-seven objectives in the questionnaire. No significant differences were found among teachers with different levels of education.

Al-Zahrani (4) studied the present and preferred goals of Saudi universities as perceived by Saudi faculty members, academic administrators, and university supreme councilors at King Saud University, King Abdulaziz University, and the University of Petroleum and Minerals. The instrument of the study was the Institutional Goal Inventory which was developed by the Educational Testing Service in 1972. This goal inventory was modified and translated into ninety-nine Arabic educational goals. The researcher administered the instrument to 237 faculty members, 156 administrators, and thirty-five councilors. Respondents were asked to rate the current importance that ninety-nine goals have or should have on their campuses. Based on the information from the study, the investigator concluded:

1. The respondents tended to perceive Advanced Training, Traditional Religiousness, Academic Development, and Meeting Local Needs as the most emphasized goal areas in Saudi universities. However, all perceived goals were rated as of medium or low importance.
2. The respondents preferred Community, Intellectual Orientation, Democratic Governance, Advanced Training, and Research to be highly emphasized on their campuses. The majority of goal areas were preferred, of high importance.
3. The large discrepancies were found between present

and preferred emphasis on goals areas at each university and by each group.

4. The positive correlations were found between groups and between universities in the rank ordering of goal areas according to their perceived and preferred importance.
5. The faculty members tended to differ significantly from administrators and councilors in their rating of the majority of perceived goal area and in the degree of goal area discrepancies.

Coughlin (18) investigated the perceived and preferred institutional goals at the University of Connecticut (Storrs and regional campuses) and at the state's twelve community colleges. The questionnaire used in the study was Gross and Grambsch's "Academic Administrators and University Goals Questionnaire." The findings indicated that within-group congruence between perceived and preferred goals existed in all eight goal areas for the three faculty groups. The results of the analyses of relationships between the groups with respect to perceived goals revealed that the necessary complement between the two units exists. In contrast, the results of the analyses of relationships with respect to preferred goals showed a trend toward a homogeneity of goals between the two units.

Mack (41) conducted a survey to assess adult student participation goals and staff program goals to 300 hundred students and all the staff members from three Adult Basic Education centers in Alameda County, California. The purpose of the study was to determine the goal priorities of adult basic students for participating in three adult basic programs; to determine the program goal priorities expressed by the staff of the three programs; to examine the congruence or noncongruence between the priorities of students' participation goals and the program goals at the three programs; and to research identified variables of the adult students' age, sex, race, program participation level and previous educational experience with the clusters of participation goals. The respondents were asked to estimate the magnitude of importance of the Educational Goals and Objectives questionnaire. The researcher found that there was no distinction among goals by the students at each site. The students were interested in goals relating to family living, managing money, using leisure time, and appreciating beauty and culture. The staff members rated the learning of basic skills and vocational skills as the important program goals of adult basic education. The researcher also recommended that all adult basic education personnel should be involved with the assessment of student goals.



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## CHAPTER III

### PROCEDURE FOR THE STUDY

#### Population

The population of this study was students, teachers, and administrators in Level Four Adult-Continuing Education Programs in Bangkok, Thailand. This population was chosen because these programs were operated in Bangkok more than in other cities in Thailand. The sample was drawn from the 114 schools, 472 teachers, and 15,710 students involved in the Level Four Adult-Continuing Education Programs in Bangkok in 1985.

#### Sample

To select a sample from the population, a cluster sampling method was used in this study. Borg and Gall suggest:

In cluster sampling the unit of sampling is not the individual but rather a naturally occurring group of individuals. Cluster sampling is used when it is more feasible or convenient to select groups of individuals than it is to select individuals from a defined population. The situation occurs when it is either impractical or impossible to obtain a list of all members of the accessible population (3, p. 249).

A total sample population of the study was 659 subjects which were chosen from students, teachers, and

administrators in Level Four Adult-Continuing Educational Programs. Forty-six schools were randomly selected from the list of names of schools in Bangkok. Seven students from each school who would graduate from the programs at the end of the semester were randomly chosen to participate in this study. Only these students were chosen because they passed all the required courses, and they might understand the educational goals better than other students. Three hundred and thirty-two students were included in this study.

Seven teachers from each school were selected to answer the questionnaires. If there were seven or fewer teachers in the school, all were surveyed. This study included 279 teachers. An administrator from each school was asked to participate in the study also. In addition, the administrators from the Non-Formal Education Department who were concerned with the development and supervision of curriculum in Level Four Adult-Continuing Education Programs were surveyed. A total of fifty-eight administrators participated in the study.

#### Instrument

Data for this study were collected using a questionnaire. According to Bailey (1, p. 156), the questionnaire has several advantages such as: 1) it is relatively inexpensive because it can be sent through the mail and reach many people; and 2) it is flexible because it



may be completed at the respondent's convenience.

The questionnaire in the study contained forty goal statements (see Appendix C and D). Two alternative five point scales were used to assess the importance of each goal statement to the Level Four Adult Continuing Education Program. The scale labeled "IS" assessed the perceptions of the current educational goal, whereas the scale labeled "SHOULD BE" was used to determine what the educational goal ought to be. The alternative responses to an item were: no importance or not applicable, low importance, medium importance, high importance, and extremely high importance. The respondents were asked to give two judgments on each goal: 1) how important is the goal to the Level Four Adult-Continuing Education Program; 2) how important should the goal be.

The questionnaire was developed by collecting the educational goal statements of adult education programs as they appeared in Thai government publications, documents, and related studies. Its content was based on the five broad educational goals stated in the curriculum book Administration Manual: Curriculum in Adult Continuing Education Program Level 3, 4 (B.E. 2522), and 5 (B.E. 2524). These five educational goals are: Cultural Goals, Citizenship Goals, Basic Skills Goals, Social Goals, and Resource Goals (5, pp. 22-23).

The educational goal statements were modified and classified into the five broad goals. The seven Thai experts from Level Four Adult-Continuing Education Programs were asked to critique the items on the instrument for appropriateness and relevance to goals of the Level Four Adult-Continuing Education program (see Appendix E). If four of the seven agreed on an item, it was accepted. After their comments and recommendations to revise and make changes had been incorporated into the questionnaire, the questionnaire consisted of forty goal statements.

1. Culture Goals consisted of six goal statements that dealt with pride and prestige in nation, religion, King, and Thai culture and traditions.

2. Citizenship Goals consisted of eight goal statements that dealt with democratic system, rights and responsibility, self-discipline, self improvement, and community improvement.

3. Basic Skills Goals consisted of fourteen goal statements that dealt with general education, basic occupation training, scientific development, learning how to learn, life-long learning, problem solving, coping with change, and mental and physical improvement.

4. Social Goals consisted of five goal statements that dealt with participation and making critical judgment about social, political, and economic problems.

5. Resource Goals consisted of seven goal statements that dealt with human resource development, money management, and community and natural resource utilization.

The translation of the questionnaire into the Thai language was approved by a jury panel of five experts from Level Four Adult-Continuing Education Programs (see Appendix F). These experts were asked to critique the questionnaire for clarity and conciseness.

To establish the instrument's reliability, the form of "test-retest reliability" was used in this study. Borg (2, p. 87) notes that "This form of reliability is useful when alternate forms of the test are not available or not possible to construct." The investigator administered the instrument to the subjects of the study and then after two weeks the instrument was administered again to 102 subjects selected from the total sample of 659 subjects. The scores obtained from the 102 subjects were then compared with their initial scores to determine the coefficient of consistency. The mean of each goal was computed for the actual-test, actual-retest, ideal-test, and ideal-retest. Using these item means as scores, the Pearson product-moment correlation coefficient was calculated between the actual-test and actual-retest, and between the ideal-test and ideal-retest for the forty items. The correlation coefficient between the actual-test and actual-retest was .85 and the

correlation between the ideal-test and ideal-retest was .86. Borg (2, p. 283) says that the correlation at this level makes possible group predictions that are accurate for most purposes.

#### Data Collection

In order to secure cooperation for collecting the data, permission to conduct the study was personally requested from the Director of Non-Formal Education Department on January 10, 1986 (see Appendix G). After the permission was received, the researcher traveled to Bangkok to collect the data.

The permission letter from the Director of Non-Formal Education Department to conduct the study, the letter from the researcher to the program director to ask the permission and cooperation to administer the survey, and the cover letters to explain the purpose of the study accompanied the questionnaire (see Appendix H, I, and J). In addition, to insure the effectiveness of the study, the researcher visited each school, and the questionnaire was explained orally to the participants. The researcher also visited and administered the questionnaire to the appropriate administrators at the Non-Formal Education Department in Bangkok. The collection of data began on January 21 and ended on March 7, 1986.

### Plan for Analysis of Data

The returned questionnaires were checked manually. Only data from the completed questionnaires were coded for statistical analysis at the North Texas State University Computer Center. SPSS-X was used to analyze the data.

The data from the study were treated as ordinal data. The goal scores were converted from the Likert-type responses to numerical value as: no importance or not applicable = 1, low importance = 2, medium importance = 3, high importance = 4, and extremely high importance = 5. To test hypotheses 1, 2, and 3, Wilcoxon matched-pairs signed-ranks test was used to test the significance of the difference between the actual and ideal rating for each item. Roscoe (6, p. 238) notes: "The Wilcoxon matched-pairs signed-ranks test is a nonparametric alternative to the t-test for two related samples. It may be used in either repeated measurements or matched-pairs types of designs." Then the Binomial test was used, when necessary, to determine if more items than would be expected by chance were rated differently on the actual and ideal scales. Each Wilcoxon test was tested with the .05 level of significance. The Binomial test was used to determine if more than the expected number of items was significant; that is, if the difference in the actual and ideal rating of five or more goals ( $p < .05$ ) within a group was determined to be significant, then the hypotheses were rejected.

To test hypotheses 4 and 5, the Kruskal-Wallis one way analysis of variance by ranks was used to test the significance among groups on rating the actual and the ideal goal for each item. The Kruskal-Wallis test is a nonparametric alternative to the one-way analysis of variance (6, p. 304). Then the Binomial test was used, when necessary, to determine if more items than would be expected by chance were rated differently by the three groups. Each Kruskal-Wallis test was tested with the level of significance of .05. The Binomial test was used to determine if more than the expected number of items was significant; that is, if the difference among three groups on five or more goals ( $p < .05$ ) was determined to be significant, then the hypotheses were rejected. If the significant differences were found among students, teachers, and administrators in the actual and ideal ratings, the Mann-Whitney U test would be employed between the pairs of groups (students-teachers, students-administrators, and teachers-administrators) to locate where the significant differences existed among the three groups. The Mann-Whitney U test was tested with the level of significance .05. Huck explains:

The Mann-Whitney U test is also analogous to the parametric independent samples t test. It tests whether there is a significant difference between two independent samples. Since the Mann-Whitney U test is a more powerful test than the median test, it is better as a nonparametric alternative to the t test (4, p. 209).

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## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of the data gathered in the study. The data were obtained by administering questionnaires to 322 students, 279 teachers, and 58 administrators in Level Four Adult-Continuing Education Programs in Bangkok, Thailand. The questionnaires consisted of 40 goal statements. Respondents were asked to rate, in their opinion, the degree of importance of each goal on a five-point scale both as they existed in the Level Four Adult-Continuing Education Programs and as the respondents would like them to exist.

The total percentage of usable returned questionnaires was 82.9 per cent which included: 79.5 per cent of the students, 84.2 per cent of the teachers, and 94.8 per cent of the administrators. Table I includes information about the sample, the number of usable responses, and the percentage of usable responses.



TABLE I  
SAMPLE AND USABLE RESPONSES

Participant Group	Sample	Usable Response	Per Cent of Usable Response
Students	322	256	79.5
Teachers	279	235	84.2
Administrators	58	55	94.8
Total	659	546	82.9

For the analysis of the data, 40 goal statements are discussed as rated for both actual and ideal goals by each participant group (students, teachers, and administrators). Appendix K summarizes the percentage of responses for the actual and ideal ratings of goal statements by students, teachers, and administrators.

#### Hypothesis One

The first null hypothesis stated that there would be no significant differences between the actual and ideal goals as rated by the students in the Level Four Adult-Continuing Education Programs. To test this hypothesis at the .05 level of significance, the Wilcoxon matched-pairs signed-ranks test was calculated on the actual and ideal ratings of the students. The results of the analysis for

each of the 40 goal statements are shown in Appendix K. There were significant differences in all 40 goal statements between the actual and ideal ratings of the students in the Level Four Adult-Continuing Education Programs; therefore, the first null hypothesis was rejected

It is observable, from the students' responses (see Appendix K), that the actual goal statements were rated lower than the ideal goal statements.

#### Hypothesis Two

The second null hypothesis stated that there would be no significant difference between the actual and ideal goals as rated by the teachers in the Level Four Adult-Continuing Education Programs. To test this hypothesis at the .05 level of significance, the Wilcoxon matched-pairs signed-ranks test was calculated on the actual and ideal ratings of the teachers. The results of the analysis for each of the 40 goal statements were  $p < .001$  and are shown in Appendix K. There were significant differences in all 40 goal statements between the actual and ideal ratings of the teachers in the Level Four Adult-Continuing Education Programs; therefore, the second null hypothesis was rejected.

One can observe from the teachers' percentage of responses (see Appendix K) that the actual goal statements were rated lower than the ideal goal statements.

### Hypothesis Three

The third null hypothesis stated that there would be no significant differences between the actual and ideal goals of administrators in the Level Four Adult-Continuing Education Programs. To test this hypothesis at the .05 level of significance, the Wilcoxon matched-pairs signed-ranks test was calculated on the actual and ideal ratings of the administrators. The results of the analysis for each of the 40 goal statements were  $p < .001$  and are shown in Appendix K. There were significant differences in all 40 goal statements between the actual and ideal ratings of the administrators in the Level Four Adult-Continuing Education Programs; therefore, the third null hypothesis was rejected.

It is observable, from the administrators' percentage of responses (see Appendix K), that the actual goal statements were rated lower than the ideal goal statements.

### Hypothesis Four

The fourth null hypothesis stated that there would be no significant differences among students, teachers, and administrators in their perceptions of the actual goals in the Level Four Adult-Continuing Education Programs. To test this hypothesis at the .05 level of significance, the Kruskal-Wallis one way analysis of variance by ranks was calculated on the actual ratings of students, teachers, and

administrators. The results of the analysis for each of the 40 goal statements were  $p < .05$  and are shown in Appendix K. There are significant differences among students, teachers, and administrators on all 40 items in their perceptions of the actual goals in the Level Four Adult-Continuing Education Programs; therefore, the fourth null hypothesis is rejected.

The researcher did the further analyses, beyond the stated null hypotheses, to locate where the significant differences existed among the three groups by applying the Mann-Whitney U test to the actual ratings between the pairs of groups: students-teachers, students-administrators, and teachers-administrators.

First, the Mann-Whitney U test was computed on the actual ratings of the students and teachers for the 40 goal statements. The results of this Mann-Whitney U test are shown in Appendix L. The data reveal that the students' actual ratings express significant differences from the teachers' actual ratings at the .05 level for all 40 items. Students and teachers do not agree on any item in their actual ratings. All 40 actual goal statements were rated higher by the students.

Secondly, the Mann-Whitney U test was computed on the actual ratings of the students and administrators for the 40 goal statements. The results of this Mann-whitney U test

are shown in Appendix L. The data reveal that 32 goal statements were found to be significant at the .05 level. Students and administrators agreed on eight and disagreed on 32 goal statements. All 32 goal statements were rated higher by the students. The following are the 32 goal statements which were rated differently:

- Item 1. To create pride in being Thai.
- Item 2. To learn how to be a good and self-disciplined citizen.
- Item 3. To prepare for further occupational training.
- Item 4. To participate effectively in social activities.
- Item 5. To learn how to use free time better.
- Item 6. To increase competence in written and oral communication in the Thai language.
- Item 8. To promote an understanding of the democratic system with the King as the Head of State.
- Item 9. To understand and enjoy literature, art, and music.
- Item 10. To improve and maintain mental and physical health.
- Item 11. To promote life-long learning as a way of life.
- Item 12. To develop a sense of responsibility for oneself, one's family, and one's

- community.
- Item 13. To develop the basic skills necessary for seeking continuing education.
  - Item 14. To increase understanding of scientific development and its application to life and society.
  - Item 15. To prepare for an occupation.
  - Item 16. To know how to learn.
  - Item 17. To develop self understanding and self improvement.
  - Item 18. To understand social, political, and economic problems both inside and outside the country.
  - Item 20. To develop a desire for learning at present and in the future.
  - Item 21. To learn how to use and save money.
  - Item 22. To cultivate respect and affection for the institutions of the nation, religion, and the King.
  - Item 23. To choose a vocation that will make an appropriate contribution to the needs of society.
  - Item 29. To maintain Thai culture and tradition.
  - Item 30. To understand the rights and responsibilities of Thai citizens in a democratic system.
  - Item 31. To be able to identify personal needs and

goals.

- Item 32. To develop a critical sense of judgment in social, political, and economic issues.
- Item 33. To develop pride and love in work and a feeling of self-worth.
- Item 34. To participate actively in solving community health problems.
- Item 35. To understand the meaning and value of life.
- Item 36. To understand the physical and social environment in order to better adjust to and to improve the environment.
- Item 37. To increase awareness of political responsibility.
- Item 38. To be able to use the knowledge of the past and the present in making relevant judgments in the future.
- Item 39. To make effective use of community and natural resources.

Thirdly, the Mann-Whitney U test was computed on the actual ratings of teachers and administrators for 40 goal statements. The results of this Mann-Whitney U test are shown in Appendix L. The data reveal that four goal statements were found to be significant at the .05 level. Teachers and administrators agreed on 36 and disagreed on four goal statements. On closer examination, it was found

that all four goals were rated higher by the administrators. The following are the four goal statements which were rated differently:

- Item 17. To develop self understanding and self improvement.
- Item 28. To gain knowledge, ability, and skills needed for solving problems in daily life.
- Item 33. To develop pride and love in work and a feeling of self-worth.
- Item 36. To understand the physical and social environment in order to better adjust to and to improve the environment.

#### Hypothesis Five

The fifth null hypothesis stated that there would be no significant differences among students, teachers, and administrators in their perceptions of the ideal goals in the Level Four Adult-Continuing Education Programs. To test this Hypothesis at .05 level of significance, the Kruskal-Wallis one way analysis of variance by ranks was calculated on the ideal ratings of students, teachers, and administrators. The results of statistical analysis for each of the 40 goal statements are shown in Appendix K. The data indicate that 16 ideal goal statements were rated differently among the three groups.



The Binomial test was used to determine if the 16 significant items are more items than would be expected by chance. The result of the Binomial test was  $p < .001$ . This indicates a statistical significant difference among the three groups. Therefore, the null hypothesis was rejected. There was a lack of agreement among students, teachers, and administrators in their perceptions of the ideal goals in the Level Four Adult-Continuing Education Programs. The following are the 16 goals which were rated differently:

- Item 4. To participate effectively in social activities.
- Item 7. To be able to cope with an increasingly complex society.
- Item 8. To promote an understanding of the democratic system with the King as the Head of State.
- Item 9. To understand and enjoy literature, art, and music.
- Item 11. To promote life-long learning as a way of life.
- Item 13. To develop the basic skills necessary for seeking continuing education.
- Item 16. To know how to learn.
- Item 20. To develop a desire for learning at present and in the future.
- Item 22. To cultivate respect and affection for the

institutions of the nation, religion,  
and the King.

- Item 24. To understand the changes that take place  
in society.
- Item 25. To increase awareness of social  
responsibility.
- Item 29. To maintain Thai culture and tradition.
- Item 32. To develop a critical sense of judgment in  
social, political, and economic issues.
- Item 33. To develop pride and love in work and a  
feeling of self-worth.
- Item 38. To be able to use the knowledge of the  
past and the present in making relevant  
judgments in the future.
- Item 39. To make effective use of community and  
natural resources.

The researcher did further analyses, beyond the stated hypotheses, to determine where the significant differences existed among the three groups by applying the Mann-Whitney U test to the ideal ratings between the pairs of groups: students-teachers, students-administrators, and teachers-administrators.

First, the Mann-Whitney U test was computed on the ideal ratings of students and teachers for the 16 goal statements which were found to be significant overall. The

results of the analysis are shown in Appendix L. The data indicate that 15 goal statements were found to be significant at the .05 level. Students and teachers agreed on 1 and disagreed on 15 goal statements in their ideal ratings. By examining the 15 goals on which they disagreed, it was found that ten goals were rated higher by the students, and five goals were rated higher by the teachers. The following are the 10 goal statements which were rated higher by the students:

- Item 8. To promote an understanding of the democratic system with the King as the Head of State.
- Item 13. To develop the basic skills necessary for seeking continuing education.
- Item 16. To know how to learn.
- Item 20. To develop a desire for learning at present and in the future.
- Item 22. To cultivate respect and affection for the institutions of the nation, religion, and the King.
- Item 29. To maintain Thai culture and tradition.
- Item 32. To develop a critical sense of judgment in social, political, and economic issues.
- Item 33. To develop pride and love in work and a feeling of self-worth.
- Item 38. To be able to use the knowledge of the past and the present in making relevant judgments

in the future.

- Item 39. To make effective use of community and natural resources.

The following are the five goal statements which were rated higher by the teachers:

- Item 4. To participate effectively in social activities.
- Item 7. To be able to cope with an increasingly complex society.
- Item 9. To understand and enjoy literature, art, and music.
- Item 24. To understand the changes that take place in society.
- Item 25. To increase awareness of social responsibility.

Secondly, the Mann-Whitney U test was applied to the ideal ratings of students and administrators for the 16 goal statements which were found to be significant among the ideal rating of the students, teachers, and administrators. The results of the analysis are shown in Appendix L. The data reveal that eight goal statements were found to be significant at the .05 level. Students and administrators agreed on eight and disagreed on eight goal statements in their ideal ratings. On closer examination, it was found that three goals were rated higher by the students, and five goals were rated higher by the administrators.

The following are the three ideal goals which were rated higher by the students:

Item 13. To develop the basic skills necessary for seeking continuing education.

Item 22. To cultivate respect and affection for the institutions of the nation, religion, and the King.

Item 39. To make effective use of community and natural resources.

The following are the five ideal goals which were rated higher by the administrators:

Item 4. To participate effectively in social activities.

Item 7. To be able to cope with an increasingly complex society.

Item 11. To promote life-long learning as a way of life.

Item 24. To understand the changes that take place in society.

Item 25. To increase awareness of social responsibility.

Thirdly, the Mann-Whitney U test was computed on the ideal ratings of teachers and administrators for the 16 goal statements which were found to be significant overall. The results of the Mann-Whitney U test are shown in Appendix L.

The data reveal that only one goal statement was found to be significant at the .05 level. Teachers and administrators agreed on 15 and disagreed on 1 goal statement in their ideal ratings. Item 11, "To promote life-long learning as a way of life," was rated differently by the two groups. This item was rated higher by the administrators.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into 5 parts: 1) summary, 2) findings, 3) conclusions, 4) implications, and 5) recommendations.

#### Summary

Level Four Adult-Continuing Education Programs are organized as an alternative or second-chance education to serve adults who have not attended the formal school system. Students who finish the program receive certificates which are equivalent to grade 9. The goals of the program have been changed from time to time to meet economic and social needs. As the enrollments increased, the programs tended to lose their direction, and the goals of the programs became unclear to their constituencies. To maximize program effectiveness, all constituencies would do well to understand which goals are congruent and which ones are incongruent.

The problem of this study was to examine the congruence or the lack of congruence of educational goals in Level Four Adult-Continuing Educational Programs, in Bangkok, Thailand.

The purposes of the study were to identify the actual and the ideal goals of Level Four Adult-Continuing Education Programs and to determine whether any significant differences existed in the perceptions of educational goals of the programs among students, teachers, and administrators.

The subjects of the study included 322 students, 279 teachers, and 58 administrators in Level Four Adult-Continuing Education Programs in Bangkok, Thailand. The questionnaire used in this study consisted of 40 items. It was developed in English and then translated into Thai by the researcher. The content validity of the questionnaire was verified by a group of experts in the Level Four Adult-Continuing Education Programs. To establish the instrument's reliability, the form of test-retest reliability was used. The correlation between the actual-test and actual-retest was .85 and the correlation between the ideal-test and ideal-retest was .86. The subjects were asked to rate their views of each goal on a five-point scale both as they existed in the Level Four Adult-Continuing Education Programs and as the subjects would like them to exist. The higher the actual rating, the greater the importance the goals of the program seemed to have in comparison with the other goals. The higher the ideal rating, the greater importance the goal should have



compared with the other goals. Data collection began on January 21 and ended on March 7, 1986.

The returned questionnaires were checked manually, and only completed ones were coded for statistical analysis at the North Texas State University Computer Center. The percentage of usable responses was 82.9. The following nonparametric statistics were used to analyze the data in the study: 1) Wilcoxon matched-pairs signed-ranks test, 2) Binomial test, 3) Kruskal-Wallis one way analysis of variance, and 4) Mann-Whitney U test. All null hypotheses were tested at the .05 level of significance.

#### Findings

The first null hypothesis stated that there would be no significant differences between the actual and ideal goals of the students in the Level Four Adult-Continuing Education Programs. The Wilcoxon matched-pairs signed-ranks test was applied to test the null hypothesis. The results of the analysis indicate that there was an overall significant difference between the actual and ideal ratings of the students. Therefore, the first null hypothesis was rejected. There was a lack of congruence between the actual and ideal ratings of the students.

The second null hypothesis stated that there would be no significant differences between the actual and ideal goals of the teachers in the Level Four Adult-Continuing

Education Programs. The Wilcoxon matched-pairs signed-ranks test was applied to test the null hypothesis. The results of the analysis indicate that there was an overall significant difference between the actual and ideal ratings of the teachers. Therefore, the second null hypothesis was rejected. There was a lack of congruence between the actual and ideal ratings of the teachers.

The third hypothesis stated that there would be no significant differences between the actual and ideal goals of the administrators in the Level Four Adult-Continuing Education Programs. The Wilcoxon matched-pairs signed-ranks test was applied to test the null hypothesis. The results of the analysis indicate that there was an overall significant difference between the actual and ideal ratings of the administrators. Therefore, the third null hypothesis was rejected. There was a lack of congruence between the actual and ideal ratings of the administrators.

The fourth hypothesis stated that there would be no significant differences among students, teachers, and administrators in their perceptions of the actual goals in the Level Four Adult-Continuing Education Programs. The Kruskal-Wallis one way analysis of variance by ranks was applied to test the null hypothesis. The results of the analysis indicate that there was an overall significant difference among the three groups in their actual ratings.

Therefore, the fourth null hypothesis was rejected. There was a lack of congruence among the groups on their actual ratings. To locate where the disagreement existed among the three groups, the Mann-Whitney U test was employed to test the pairs: students-teachers, students-administrators, and teachers-administrators. The results show that teachers and administrators are more congruent in their actual ratings than the other pairs. That is, significant differences were found for overall goal statements between students and teachers in their actual ratings. It was also found that all goals were rated higher by the students. Thirty-two goal statements were found to be significant between students and administrators in their actual ratings. These 32 goal statements were also rated higher by the students. Finally, four goal statements were found to be significant between teachers and administrators in their actual ratings. All four goal statements were rated higher by the administrators.

The fifth hypothesis stated that there would be no significant difference among students, teachers, and administrators in their perceptions of the ideal goals in the Level Four Adult-Continuing Education Programs. The Kruskal-Wallis one way analysis of variance by ranks was first applied to test the null hypothesis. Then, the Binomial test was used to determine if more items than would

be expected by chance were rated differently by the three groups. The results of the analysis indicate that there were 16 goal statements that had significant differences in the ideal rating among the three groups. Therefore, the fifth null hypothesis was rejected. There was some congruence among the groups on their ideal ratings. Having identified disagreement in the ratings of 16 ideal goal statements, the Mann-Whitney U test was employed to test the possible pairs: students-teachers, students-administrators, and teachers-administrators to locate where the disagreement existed among the three groups. Examination of the results shows that teachers and administrators were more congruent in their ideal ratings than the other pairs. That is, 15 goal statements were found to be significant between students and teachers in their ideal ratings. From these 15 goals, ten goals were rated higher by the students; five goals were rated higher by the teachers. Eight goal statements were found to be significant between students and administrators in their ideal ratings. Three out of these eight goal statements were rated higher by the students, and the other five were rated higher by the administrators. Finally, only one goal statement was found to be significant between teachers and administrators. This goal statement was rated higher by the administrators.

### Conclusions

Based on the data from the study, the following conclusions can be drawn:

1. There was a discrepancy between the actual and ideal ratings of students, teachers, and administrators. All respondent groups tended to rate ideal goal statements higher than the actual goal statements.

2. Disagreement was found in the respondents' ratings of both actual and ideal goal statements. There was a lack of congruence among students, teachers, and administrators in their actual ratings, whereas there was some congruence among students, teachers, and administrators in their ideal ratings. Gross and Grambsch (2, p. 103) and Peterson (5, p. 1) state that disagreement over goals can reflect conflicts. These conflicts may result in disharmony and disruption within an organization. Grotelueschen, Gooler, and Knox (3, p. 85) also note that any disagreement among constituencies as to why the program exists and what it is to accomplish could negatively affect program functioning.

3. The greatest disagreement both on actual and ideal goals were produced by students and teachers. They did not agree at all in their actual ratings, but there was some degree of agreement in their ideal ratings. Moreover, students showed the greatest satisfaction with the present condition of the program, while teachers showed the least

satisfaction. Londoner (4, p. 280) comments that goals misunderstood by students and teachers may lead students to drop out of a program. The least disagreement both on actual and ideal ratings was found between teachers and administrators. They agreed more on their ideal ratings than they did on actual ratings. It appears that teachers and administrators show more congruence on their ratings than they do with students. This finding is consistent with the findings of earlier studies. Gross and Grambsch (1) and Smart (6) found in their studies that there was strong agreement between faculty and administrators on their ratings of actual and ideal institutional goals. Smart (6, p. 296) says that faculty and administrators must begin to take student goals seriously as they develop their educational programs.

#### Implications

Based on the findings and conclusions of this study, the following implications can be made:

1. Program goals need to be reviewed and redefined to meet the needs of their constituencies and their societies. The redefined goals need to be communicated to people both inside and outside the programs. Students, teachers, and administrators need to be involved. Conferences, seminars, and workshops may be used because they can help to improve communication within the programs.

2. Students tended to differ significantly from teachers and administrators in their ratings of both the actual and the ideal goal statements. Since Level Four Adult-Continuing Education Programs are operated on a voluntary basis, administrators and teachers need to pay more attention to students' goals when they develop the programs. Otherwise, students may drop out of the programs.

3. Discrepancies between the actual and ideal rating may indicate that students, teachers, and administrators are not satisfied with the present condition of the programs since they rated the actual goal statements lower than the ideal goal statements. This may imply that they felt the goals were given less emphasis than they should have had and that they would like some changes that put more emphasis on the program goals.

#### Recommendations

The information from the actual and ideal goals assessment as perceived by students, teachers, and administrators in the Level Four Adult-Continuing Education Programs can benefit program operations both in the present and in the future. The following recommendations are made to improve the quality of the programs and for further studies.

### Recommendations for Implementations

1. Goals should be written in concise and clear statements to be used as a guide in planning, implementing and evaluating the programs.
2. Some strategies and policies should be developed to narrow the discrepancy both within and among the constituencies. One cannot find absolute congruence; however, some degree of congruence is needed if organizations are to be effective in achieving their goals.
3. To achieve program outcomes, goal setting or resetting should take place along with program planning and program evaluation.
4. Students, teachers, and administrators need to cooperate with each other in order to achieve program outcomes.

### Recommendations for Research

1. The Non-Formal Education Department should sponsor research on the goals of Level Four Adult-Continuing Education Programs and how these goals are achieved.
2. The programs should conduct periodic self-studies to determine goal changes and to keep pace with the social and economic changes.
3. This study should be replicated in other parts of Thailand to compare the findings. Respondents did comment to the researcher while answering the questionnaires that



they were glad to be asked about the goals of the program. They also said that the survey had given them a first opportunity to express how they felt the programs have been achieving their goals.

4. It is recommended that future research explore the priorities among goals by different groups. With limited resources, all goals cannot be emphasized on the same level all the time. Priorities help an organization to respond to the right goals at the right time.

5. The students' perceived goals should be studied further since students tend to rate actual and ideal goal statements very differently than do teachers and administrators.

6. It is recommended that future studies examine the perceptions of students and teachers more carefully because these two groups produced the highest number of discrepancies in the rating of actual and ideal goal statements.

7. It is recommended that future research examine the ideal goals of the programs by groups of students, teachers, and administrators to determine the future direction of the programs which can be used as a guide in policy and decision making in operating the program in the future.

8. It is also recommended that future studies compare actual and ideal perception of the program goals between the

programs in Bangkok and the programs in the other regions of Thailand.

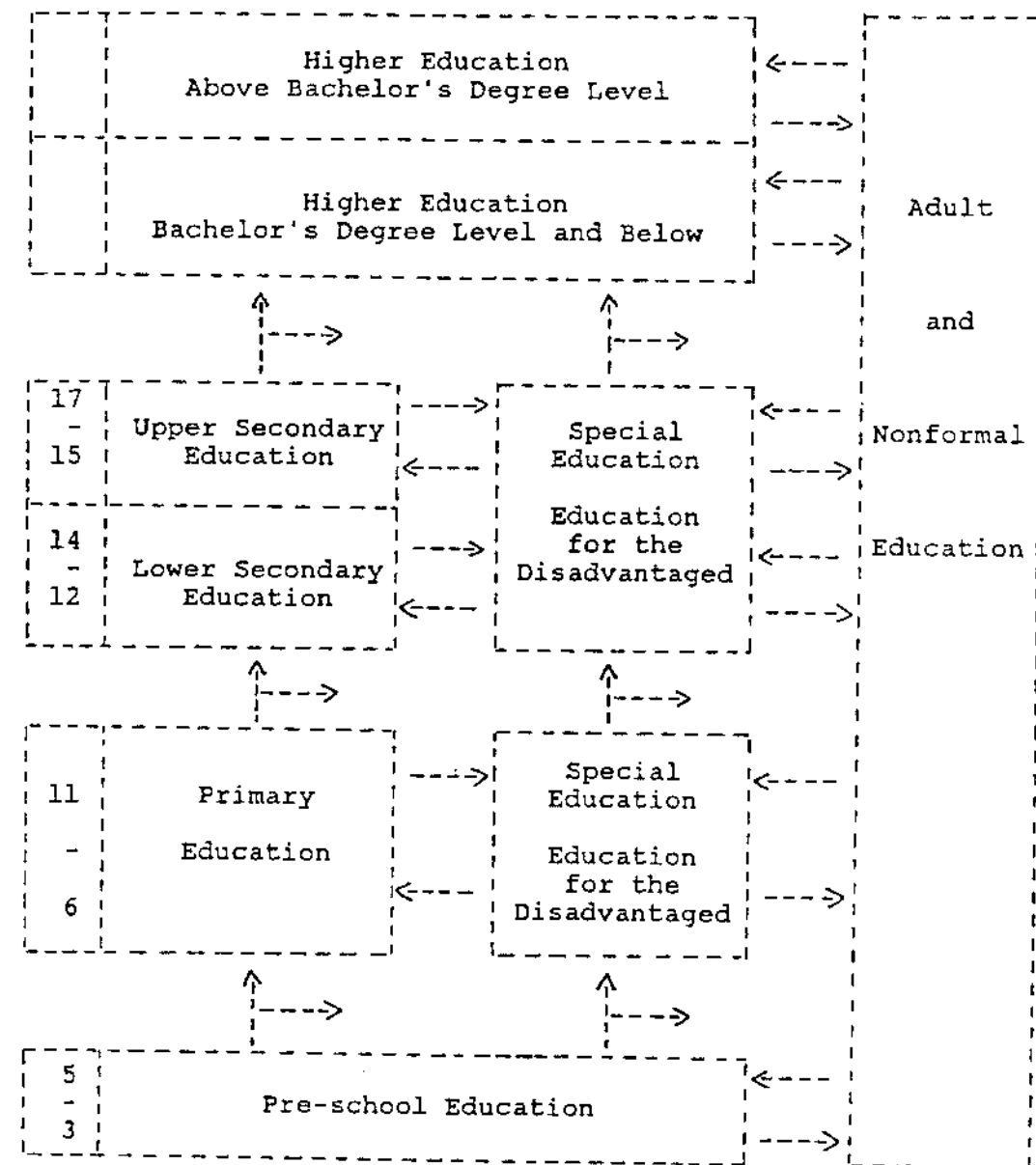
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APPENDICES

APPENDIX A

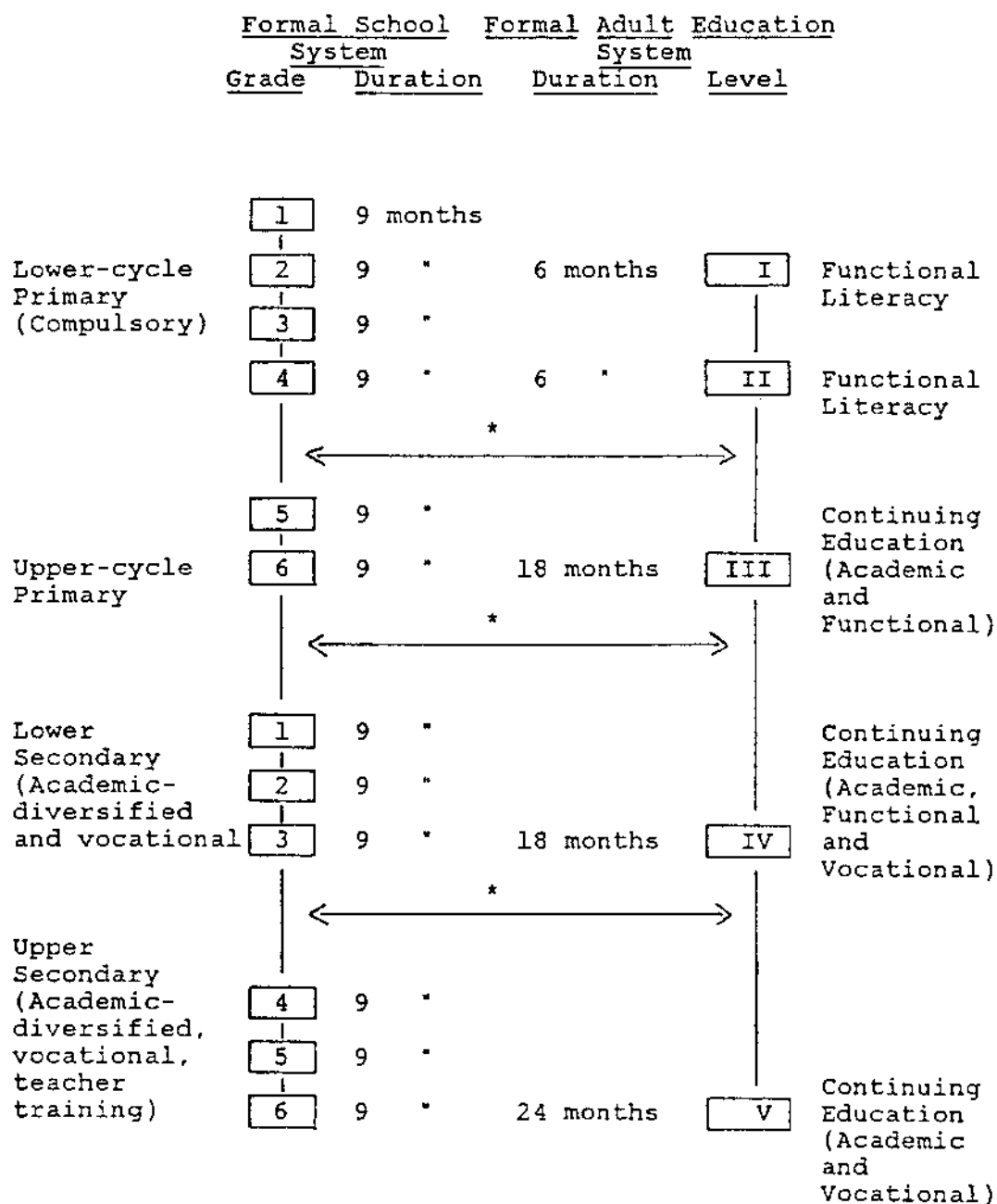
THE ARTICULATION CHART OF THE EDUCATIONAL SYSTEM  
OF THAILAND



Approx.  
Age

## APPENDIX B

## RELATIONSHIP BETWEEN SCHOOL AND ADULT SYSTEMS



\* Certificates awarded are equivalent.

APPENDIX C

EDUCATIONAL GOALS FOR LEVEL FOUR ADULT-CONTINUING PROGRAM

The form contains 40 goal statements. Please indicate your opinion of how important each goal is to the Level Four Adult-Continuing Education Program, and also how important each goal should be.

Notice While each goal statement is presented once, you are asked to respond to each statement in two different ways:

First, in your opinion, how important is the goal to the Level Four Adult-Continuing Education Program? (Consider the program as a whole in making your judgment.)

Second, in your opinion, how important should the goal be to the Level Four Adult-Continuing Education Program?

All results will be summarized by groups (students/teachers/administrators). Individuals will not be identified.

INSTRUCTIONS	DEGREE OF IMPORTANCE
<u>Circle</u> the number that indicates your opinion of how important the goal <u>IS</u> and how important it <u>SHOULD BE</u> .	1 = OF NO IMPORTANCE, OR NOT APPLICABLE 2 = OF LOW IMPORTANCE 3 = OF MEDIUM IMPORTANCE 4 = OF HIGH IMPORTANCE 5 = OF EXTREMELY HIGH IMPORTANCE

EXAMPLE: To indicate that, in your opinion, the goal "to prepare students to live better lives" IS presently of medium importance, circle "3"; that it SHOULD BE of high importance, circle "4."

XX. To prepare students to live better lives. IS 1 2 (3) 4 5  
SHOULD BE 1 2 3 (4) 5

Please check (✓) the response that best describes you.  
1( ) Student  
2( ) Instructor/teacher  
3( ) Administrator

What is your sex?  
1( ) Male  
2( ) Female

INSTRUCTIONS	DEGREE OF IMPORTANCE					
<p>Circle the number that indicates your opinion of how important the goal <u>IS</u> and how important it <u>SHOULD BE</u>.</p>	1 = OF NO IMPORTANCE, OR NOT APPLICABLE					
	2 = OF LOW IMPORTANCE					
	3 = OF MEDIUM IMPORTANCE					
	4 = OF HIGH IMPORTANCE					
	5 = OF EXTREMELY HIGH IMPORTANCE					
1. To create pride in being Thai.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
2. To learn how to be a good and self-disciplined citizen.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
3. To prepare for further occupational training.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
4. To participate effectively in social activities.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
5. To learn how to use free time better.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
6. To increase competence in written and oral communication in the Thai language.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
7. To be able to cope with an increasingly complex society.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5
8. To promote an understanding of the democratic system with the King as the Head of State.	IS	1	2	3	4	5
	SHOULD BE	1	2	3	4	5



INSTRUCTIONS	DEGREE OF IMPORTANCE
<p>Circle the number that indicates your opinion of how important the goal <u>IS</u> and how important it <u>SHOULD BE</u>.</p>	<p>1 = OF NO IMPORTANCE, OR NOT APPLICABLE            2 = OF LOW IMPORTANCE            3 = OF MEDIUM IMPORTANCE            4 = OF HIGH IMPORTANCE            5 = OF EXTREMELY HIGH IMPORTANCE</p>

- |  |                     |
|--|---------------------|
| 9. To understand and enjoy literature, art, and music.   | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 10. To improve and maintain mental and physical health.  | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 11. To promote life-long learning as a way of life.  | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 12. To develop a sense of responsibility for oneself, one's family, and one's community.         | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 13. To develop the basic skills necessary for seeking continuing education.                      | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 14. To increase understanding of scientific development and its application to life and society. | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 15. To prepare for an occupation.  | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |

INSTRUCTIONS	DEGREE OF IMPORTANCE
<p>Circle the number that indicates your opinion of how important the goal <u>IS</u> and how important it <u>SHOULD BE</u>.</p>	<p>1 = OF NO IMPORTANCE, OR NOT APPLICABLE            2 = OF LOW IMPORTANCE            3 = OF MEDIUM IMPORTANCE            4 = OF HIGH IMPORTANCE            5 = OF EXTREMELY HIGH IMPORTANCE</p>

- |  |                     |
|--|---------------------|
| 16. To know how to learn.  | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 17. To develop self understanding and self improvement.  | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 18. To understand social, political, and economic problems both inside and outside the country.    | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 19. To achieve a degree of happiness and have a better life.                                       | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 20. To develop a desire for learning at present and in the future.                                 | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 21. To learn how to use and save money.  | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 22. To cultivate respect and affection for the institutions of the nation, religion, and the King. | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |
| 23. To choose a vocation that will make an appropriate contribution to the needs of society.       | IS 1 2 3 4 5        |
|  | SHOULD BE 1 2 3 4 5 |

INSTRUCTIONS	DEGREE OF IMPORTANCE
<p>Circle the number that indicates your opinion of how important the goal <u>IS</u> and how important it <u>SHOULD BE</u>.</p>	<p>1 = OF NO IMPORTANCE, OR NOT APPLICABLE            2 = OF LOW IMPORTANCE            3 = OF MEDIUM IMPORTANCE            4 = OF HIGH IMPORTANCE            5 = OF EXTREMELY HIGH IMPORTANCE</p>

- |  |                                     |
|--|-------------------------------------|
| 24. To understand the changes that take place in society.                                      | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 25. To increase awareness of social responsibility.  | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 26. To discover personal strengths and weaknesses, abilities and limitations.                  | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 27. To participate effectively in political activities.  | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 28. To gain knowledge, ability, and skills needed for solving problems in daily life.          | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 29. To maintain Thai culture and tradition.  | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 30. To understand the rights and the responsibilities of Thai citizens in a democratic system. | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 31. To be able to identify personal needs and goals.   | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |

INSTRUCTIONS	DEGREE OF IMPORTANCE
<p><u>Circle</u> the number that indicates your opinion of how important the goal <u>IS</u> and how important it <u>SHOULD</u> BE.</p>	<p>1 = OF NO IMPORTANCE, OR NOT APPLICABLE            2 = OF LOW IMPORTANCE            3 = OF MEDIUM IMPORTANCE            4 = OF HIGH IMPORTANCE            5 = OF EXTREMELY HIGH IMPORTANCE</p>

- |  |                                     |
|--|-------------------------------------|
| 32. To develop a critical sense of judgment in social, political, and economic issues.                             | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 33. To develop pride and love in work and a feeling of self-worth.   | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 34. To participate actively in solving community health problems.  | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 35. To understand the meaning and value of life.   | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 36. To understand the physical and social environment in order to better adjust to and to improve the environment. | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 37. To increase awareness of political responsibility.   | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |
| 38. To be able to use the knowledge of the past and the present in making relevant judgments in the future.        | IS 1 2 3 4 5<br>SHOULD BE 1 2 3 4 5 |



APPENDIX D

THAI QUESTIONNAIRE

แบบสอบถามการวัดความสำคัญของจุดมุ่งหมายทางการศึกษา  
ในการจัดการศึกษาใหญ่แบบเบ็ดเสร็จระดับที่ 4

แบบสอบถามชุดนี้ประกอบด้วยจุดมุ่งหมายทางการศึกษาของการจัดการศึกษาใหญ่แบบเบ็ดเสร็จระดับที่ 4 จำนวน 40 ข้อ ขอความกรุณาท่านตอบคำถามในกระดาษ 2 ครั้ง คือ

1 ในความคิดเห็นของท่าน การศึกษาใหญ่แบบเบ็ดเสร็จระดับที่ 4 ในสภาพที่เป็นจริงให้ความสำคัญต่อจุดมุ่งหมายนี้ในระดับใด

2 ในความคิดเห็นของท่าน การศึกษาใหญ่แบบเบ็ดเสร็จระดับที่ 4 ในอุดมคติควรจะให้ความสำคัญต่อจุดมุ่งหมายในข้อนี้ในระดับใด

การสรุปผลของการสำรวจจะแยกเป็นกลุ่มผู้เรียน ครูผู้สอน และผู้บริหาร ถ้าคุณแบบสอบถามของท่านจะถือเป็นความลับ

คำชี้แจง กรุณาวงกลมตัวเลขที่แสดงระดับความสำคัญของจุดมุ่งหมายตามสภาพที่เป็น และควรจะเป็นตามความคิดเห็นของท่านโดยมีระดับความสำคัญดังต่อไปนี้

- 1 หมายถึง สำคัญน้อยที่สุด
- 2 หมายถึง สำคัญน้อย
- 3 หมายถึง สำคัญปานกลาง
- 4 หมายถึง สำคัญมาก
- 5 หมายถึง สำคัญมากที่สุด

ตัวอย่าง

เตรียมฝึกเรียนใหม่วัดความเป็นอยู่ขั้น	สภาพที่เป็น	1	2	③	4	5
	ควรจะเป็น	1	2	3	④	5

คำอธิบาย จากคำถามในข้อนี้ ถ้าท่านเห็นว่าการศึกษาใหญ่แบบเบ็ดเสร็จระดับที่ 4 ในสภาพที่เป็นจริงให้ความสำคัญต่อการเตรียมฝึกเรียนใหม่วัดความเป็นอยู่ขั้นในระดับปานกลาง ในวงกลมหมายเลข 3 และถ้าท่านเห็นว่าการศึกษาใหญ่แบบเบ็ดเสร็จระดับที่ 4 ในอุดมคติควรจะให้ความสำคัญต่อการเตรียมฝึกเรียนใหม่วัดความเป็นอยู่ขั้นในระดับสำคัญมาก ในวงกลมหมายเลข 4

โปรดกาเครื่องหมาย  ในวงเล็บหน้าคำคุณศัพท์กับสถานภาพของท่าน

- 1 ( ) นักเขียน
- 2 ( ) ครู/ผสอน
- 3 ( ) ผู้บริหาร

เพศ

- 1 ( ) ชาย
- 2 ( ) หญิง

ข้อที่	กิจกรรม		ความถี่เห็น				
			สำคัญน้อยที่สุด	สำคัญน้อย	สำคัญปานกลาง	สำคัญมาก	สำคัญมากที่สุด
1	สร้างความภูมิใจในความเป็นคนไทย	สภาพที่เป็น	1	2	3	4	5
		ควรจะเป็น	1	2	3	4	5
2	เรียนรู้การเป็นพลเมืองดี และเป็นผู้ระเบียนวินัย	สภาพที่เป็น	1	2	3	4	5
		ควรจะเป็น	1	2	3	4	5
3	เตรียมเพื่อศึกษาก่อนทำงานอาชีพ	สภาพที่เป็น	1	2	3	4	5
		ควรจะเป็น	1	2	3	4	5
4	ร่วมมือในกิจกรรมทางสังคมทางอายุบางประเภท	สภาพที่เป็น	1	2	3	4	5
		ควรจะเป็น	1	2	3	4	5



ข้อที่	จุดมุ่งหมาย	สถานะที่เป็น ควรจะเป็น	การวัดค่า				
			สำคัญมากที่สุด	สำคัญน้อย	สำคัญปานกลาง	สำคัญ-าก	สำคัญมากที่สุด
5	เรียนรู้การใช้เวทว้างใจเป็นประโยชน์	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
6	เพิ่มพูนความสามารถในการใช้ภาษาไทยทั้งการเขียนและการพูด ในการติดต่อสื่อสารอย่างมีประสิทธิภาพและสัมฤทธิ์ผล	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
7	สามารถปรับตัวเข้ากับสังคมที่เปลี่ยนแปลงอยู่เสมอได้	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
8	สร้างเสริมความเข้าใจระบอบการปกครองแบบประชาธิปไตยอันมีพระมหากษัตริย์เป็นประมุข	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
9	สร้างเสริมความเข้าใจและความซาบซึ้งในศิลปะและดนตรี	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
10	บำรุงและรักษาสุขภาพทั้งร่างกายและจิตใจ	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
11	ส่งเสริมการเรียนรู้ตลอดชีวิต	สถานะที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5

ข้อที่	จุดมุ่งหมาย		ความถี่เห็น				
			สำคัญมากที่สุด	สำคัญ	สำคัญปานกลาง	สำคัญมาก	สำคัญมากที่สุด
12	สร้างเสริมความรับผิดชอบตนเอง ครอบคลุม และสังคม	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
13	พัฒนาทักษะพื้นฐานที่จำเป็นในการศึกษาต่อ	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
14	เพิ่มพูนความเข้าใจในพัฒนาการทางวิทยาศาสตร์ และการนำไปใช้ในชีวิตและสังคม	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
15	เตรียมตัวเพื่อการประกอบอาชีพ	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
16	วิธีการเรียน	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
17	พัฒนาความเข้าใจตนเอง และวิธีการปรับปรุง ตนเองให้ดีขึ้น	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
18	เข้าใจปัญหาสังคม การเมือง และเศรษฐกิจทั้ง ภายในและภายนอกประเทศ	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5

รหัสนี้	จุดมุ่งหมาย		ความถี่เห็น				
			สำคัญมากที่สุด	สำคัญ	สำคัญปานกลาง	สำคัญ	สำคัญมากที่สุด
19	เพื่อบรรลุถึงความสุขและมีความสุขกับสภาพของ แต่ละบุคคล	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
20	เสริมสร้างความรู้สึกที่จำเป็นในการศึกษาหาความรู้ ทั้งในปัจจุบันและอนาคต	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
21	เรียนรู้วิธีการใช้เงินและการออมทรัพย์	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
22	ปลูกฝังความเคารพ จงรักภักดีต่อชาติ ศาสนา และ พระมหากษัตริย์	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
23	เกิดอาชีพที่เป็นประโยชน์ของตนเองและสังคม มีความภาคภูมิใจของสังคม	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
24	เข้าใจการเปลี่ยนแปลงในสังคม	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
25	ตระหนักในความรับผิดชอบของสังคม	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5

ข้อที่	จุดมุ่งหมาย		ความถี่เห็น				
			สำคัญน้อยที่สุด	สำคัญน้อย	สำคัญปานกลาง	สำคัญมาก	สำคัญมากที่สุด
26	รู้ความสามารถ และข้อจำกัดของตนเอง	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
27	ร่วมกิจกรรมทางการเมืองอย่างมีประสิทธิภาพ	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
28	เพิ่มความรู้ ความสามารถ และทักษะที่จำเป็นสำหรับการแก้ปัญหาในชีวิตประจำวัน	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
29	ทำางและรักษาไว้ซึ่งวัฒนธรรม และขนบธรรมเนียมประเพณีไทย	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
30	รู้และเข้าใจสิทธิและความรับผิดชอบของประชาชนไทยในระบบการปกครองแบบประชาธิปไตย	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
31	รู้ความต้องการและจุดมุ่งหมายของตนเอง	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
32	คิด ตัดสินใจ และแก้ปัญหาที่ค้างคัม การเมือง และเศรษฐกิจอย่างมีประสิทธิภาพ	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5

ข้อที่	จุดมุ่งหมาย		ความถี่เห็น				
			สำคัญน้อยที่สุด	สำคัญน้อย	สำคัญปานกลาง	สำคัญมาก	สำคัญมากที่สุด
33	สร้างความรัก ความเข้าใจ และความตระหนักในคุณค่าของงานที่ทำ	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
34	ร่วมในการแก้ปัญหาความหมายของชุมชนอย่างกระตือรือร้น	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
35	เข้าใจความหมายและคุณค่าของชีวิต	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
36	เข้าใจสภาพแวดล้อมทั้งทางร่างกาย และสังคม เพื่อปรับตัวเองและสภาพแวดล้อมให้ดีขึ้น	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
37	ตระหนักในความรับผิดชอบทางการเมือง	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
38	ใช้ความรู้ในอดีตและปัจจุบันประกอบการตัดสินใจในอนาคต	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5
39	ใช้สาธารณสมบัติและทรัพยากรธรรมชาติให้เป็นประโยชน์ชุมชนอย่างแท้จริง	สภาพที่เป็น ควรจะเป็น	1 1	2 2	3 3	4 4	5 5

ข้อที่	จุดมุ่งหมาย		ความถี่				
			ความถี่ที่ 1	ความถี่ที่ 2	ความถี่ที่ 3	ความถี่ที่ 4	ความถี่ที่ 5
40	สามารถปรับตัวเข้ากับชุมชนได้	สภาพที่เป็น	1	2	3	4	5
		ควรจะเป็น	1	2	3	4	5

ขอขอบพระคุณสำหรับความร่วมมือ

APPENDIX E  
ADVISORY PANEL

## ADVISORY PANEL

The experts who have approved the content validity and appropriateness of the instrument for the study are:

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APPENDIX F

TRANSLATION APPROVAL

## TRANSLATION APPROVAL

The experts who have approved the translation of the English version of the instrument to the Thai version for the study are:

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.....  
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.....  
 Ms. Snong Lohitwisas  
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 Non-Formal Education Department  
 Ministry of Education

APPENDIX G

LETTERS TO REQUEST PERMISSION TO COLLECT DATA



North Texas  
State  
University

Denton, Texas  
76203

Higher and Adult  
Education

December 16, 1985

To Whom It May Concern:

This letter introduces Ms. Jintana Sujjanun, a doctoral student in Adult/Continuing Education at North Texas State University in Denton, Texas.

Ms. Sujjanun seeks to study the stated and perceived goals and objectives of level four non-formal adult education in Thailand. Such a study should make a contribution to international comparative adult education.

Your assistance and cooperation in this study would be greatly appreciated and would benefit the comparative study of adult education.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ron Newsom', followed by a horizontal line.

Ron Newsom, Ph.D.  
Program Area Head  
Adult/Continuing Education

pg

กรมการศึกษานอกโรงเรียน	
เลขที่.....	274
วันที่.....	พ.ศ. 2529
เวลา.....	

Jintana Sujjanun  
627 Bernard # 30  
Denton, Tx 76201  
U.S.A.

10 มกราคม 2529

เรื่อง ขออนุญาตเก็บข้อมูลเพื่อการวิจัย

เรียน อธิบดีกรมการศึกษานอกโรงเรียน

ข้าพเจ้า นางสาวจินตนา สัจจานันท์ นักศึกษาปริญญาเอกสาขา Adult/Continuing Education จาก North Texas State University กำลังทำวิจัยเรื่อง "A Study of the Perceptions of Students, Teachers and Administrators of Actual and Ideal Educational Goals in Level Four Adult-Continuing Education Programs in Bangkok, Thailand" ในการนี้ข้าพเจ้าต้องอาศัยความร่วมมือจาก นักเรียน ครูผู้สอน และผู้บริหารของการศึกษาผู้ใหญ่เปิดเสรีระดับ 4 ในเขตกรุงเทพมหานคร

จึงเรียนมาเพื่อโปรดอนุญาตให้ข้าพเจ้าได้ดำเนินการเก็บรวบรวมข้อมูลของการจัดการศึกษาผู้ใหญ่เปิดเสรีระดับ 4 ในเขตกรุงเทพมหานคร และโปรดลงนามในหนังสือที่แนบมาด้วย  
จักเป็นพระคุณยิ่ง.

ขอแสดงความนับถือ

*(ลายเซ็น)*

(นางสาวจินตนา สัจจานันท์)

นักศึกษาดุษฎีบัณฑิต North Texas State University

*(ลายเซ็น)*

*(ลายเซ็น)*

๑๐ ม.ค. ๒๕๒๙

APPENDIX H

LETTER GRANTING PERMISSION TO COLLECT DATA

ที่ ศธ 1103/443



กรมการศึกษานอกโรงเรียน  
กระทรวงศึกษาธิการ  
ถ.ราชดำเนินนอก 10300

10 มกราคม 2529

เรื่อง ขอความร่วมมือในการตอบแบบสอบถาม

เรียน ผู้บริหารโรงเรียนผู้ใหญ่.....

ข้าพเจ้านางสาวจินตนา สุขจามันท์ นักศึกษาปริญญาเอกสาขาวิชา Adult/Continuing Education จาก North Texas State University ได้รับอนุมัติให้ทำการวิจัยเรื่อง "A Study of the Perceptions of Students, Teachers and Administrators of Actual and Ideal Educational Goals in Level Four Adult-Continuing Education Programs in Bangkok, Thailand" ซึ่งผลการวิจัยจะสามารถนำมาใช้ให้เป็นประโยชน์ต่อการพัฒนาหลักสูตรการศึกษาผู้ใหญ่แบบเบ็ดเสร็จระดับ 4 และเพื่อประโยชน์ในการวางแผนการจัดกิจกรรมการศึกษานอกโรงเรียน ด้วยเหตุนี้ทางกรมการศึกษานอกโรงเรียนจึงใคร่ขอความร่วมมือจากผู้บริหารโรงเรียนผู้ใหญ่ โปรดตอบแบบสอบถามตามความเป็นจริง ทั้งนี้เพื่อให้งานวิจัยสำเร็จตามความมุ่งหมาย

กรมการศึกษานอกโรงเรียนหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอขอบพระคุณเป็นอย่างสูงมา ณ ที่นี้ด้วย

ขอแสดงความนับถือ

(นายโกวิท วรพิพัฒน์)

อธิบดีกรมการศึกษานอกโรงเรียน

กรมการศึกษานอกโรงเรียน

โทร. 2022853

APPENDIX I

LETTER TO PROGRAM DIRECTORS



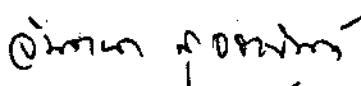
Jintana Sujjanun  
 627 Bernard # 30  
 Denton, Tx 76201  
 U.S.A.

10 มกราคม 2529

เรื่อง ขออนุญาตเก็บข้อมูลเพื่อการวิจัย  
 เรียน ผู้บริหารโรงเรียนผู้ใหญ่.....

ข้าพเจ้า นางสาวจินตนา สุจจานนท์ นักศึกษาปริญญาเอก สาขาวิชา Adult/  
 Continuing Education จาก North Texas State University กำลังทำวิจัยเรื่อง  
 "A Study of the Perceptions of Students, Teachers and Administrators  
 of Actual and Ideal Educational Goals in Level Four Adult-Continuing  
 Education Programs in Bangkok, Thailand" ในการนี้ข้าพเจ้าต้องอาศัยความร่วมมือจาก  
 นักเรียน ครูผู้สอน และผู้บริหารการศึกษาผู้ใหญ่แบบเบ็ดเสร็จระดับ 4 จากโรงเรียนของท่าน  
 จึงเรียนมาเพื่อโปรดอนุญาตให้ข้าพเจ้าได้ดำเนินการเก็บรวบรวมข้อมูลในครั้งนี้ด้วย  
 จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

  
 (นางสาวจินตนา สุจจานนท์)

นักศึกษาระดับปริญญาเอก North Texas State University

APPENDIX J

COVER LETTER

Jintana Sujjanun  
627 Bernard #30  
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10 มกราคม 2529

เรื่อง ขอความร่วมมือในการออกแบบสไลด์ภาพ

เรียน .....

ด้วยข้าพเจ้านางสาวจินตนา สัจจามันต์ นักศึกษารัฐบาลเอกสาขาวิชาการศึกษา-  
ผู้ใหญ่ ณ North Texas State University กำลังทำวิทยานิพนธ์เรื่อง "การศึกษา  
การรับรู้ของนักเรียน ครู และผู้บริหาร เกี่ยวกับจุดมุ่งหมายตามสภาวะเป็นจริง และ  
จุดมุ่งหมายในอุดมคติของการจัดการศึกษาผู้ใหญ่แบบเบ็ดเสร็จระดับ 4 ในกรุงเทพมหานคร"  
ใครขอความร่วมมือจากท่านโปรดกรุณาออกแบบสไลด์ตามความคิดเห็นของท่าน ซึ่งคำตอบ  
ที่ได้รับครั้งนี้จะเป็นประโยชน์อย่างมากต่อการนำมากิจกรรมการศึกษานอกโรงเรียน และอาจ  
ผู้สนใจทำการศึกษาค้นคว้าในเรื่องนี้ และขอรับรองว่าคำตอบของท่านจะถือเป็นความลับ

ข้าพเจ้าหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอขอบพระคุณ  
ล่วงหน้ามา ณ โอกาสนี้ด้วย-

ขอแสดงความนับถือ

*(ลายเซ็น)*

(นางสาวจินตนา สัจจามันต์)

นักศึกษารัฐบาลเอก North Texas State University

APPENDIX K

RESPONSES OF STUDENTS, TEACHERS, AND ADMINISTRATORS  
TO EDUCATIONAL GOALS

APPENDIX K  
RESPONSES OF STUDENTS, TEACHERS, AND ADMINISTRATORS TO EDUCATIONAL GOALS

Goal Statement	Percentage of Responses										Wilcoxon Matched-Pairs Signed-Ranks Test	
	Actual					Ideal					Z	P
	1	2	3	4	5	1	2	3	4	5		
1. To create pride in being Thai. Administrators Kruskal-Wallis Chi-Square and P	1.2	5.9	34.8	36.7	21.5	0.0	2.3	9.8	35.5	52.3	-8.101	<.001*
	3.8	14.9	50.2	26.0	5.1	0.9	0.4	8.5	51.1	39.1	-11.249	<.001*
	0.0	14.5	43.6	34.5	7.3	0.0	0.0	12.7	32.7	54.5	-5.585	<.001*
			48.379	<.001*				5.701	.058			
2. To learn how to be a good and self-disciplined citizen. Administrators Kruskal-Wallis Chi-Square and P	2.3	9.0	35.2	38.7	14.8	0.4	0.0	7.4	43.0	49.2	-9.923	<.001*
	5.1	23.0	37.4	28.1	6.4	0.4	0.4	7.7	36.6	54.9	-11.855	<.001*
	0.0	21.8	45.5	21.8	10.9	0.0	0.0	3.6	36.4	60.0	-5.769	<.001*
			29.396	<.001*				2.829	.243			
3. To prepare for further occupational training. Administrators Kruskal-Wallis Chi-Square and P	2.7	8.2	37.5	36.7	14.8	0.8	1.2	15.2	43.4	39.5	-8.358	<.001*
	6.0	21.3	47.2	21.3	4.3	0.9	0.4	17.9	51.9	28.9	-11.053	<.001*
	3.6	20.0	50.9	25.5	0.0	0.0	5.5	5.5	65.5	23.6	-5.619	<.001*
			48.668	<.001*				4.651	.098			
4. To participate effectively in social activities. Administrators Kruskal-Wallis Chi-Square and P	4.7	21.5	51.6	17.2	5.1	3.9	5.5	30.5	45.3	14.8	-8.317	<.001*
	5.5	33.2	41.3	18.7	1.3	1.3	1.7	18.7	54.9	23.4	-11.105	<.001*
	3.6	40.0	49.1	5.5	1.8	0.0	0.0	18.2	56.4	25.5	-6.215	<.001*
			11.077	.004*				24.465	<.001*			
5. To learn how to use free time better. Administrators Kruskal-Wallis Chi-Square and P	5.5	16.4	32.8	35.5	9.8	1.2	3.5	21.1	41.4	32.8	-8.836	<.001*
	9.8	25.1	35.7	26.8	2.6	0.4	1.7	14.9	50.2	32.8	-10.931	<.001*
	5.5	27.3	49.1	16.4	1.8	0.0	1.8	12.7	47.3	38.2	-5.717	<.001*
			23.154	<.001*				2.981	.225			
6. To increase competence in written and oral communication in the Thai language. Administrators Kruskal-Wallis Chi-Square and P	1.6	9.0	33.2	37.1	19.1	0.8	3.1	8.2	36.7	51.2	-8.883	<.001*
	4.3	22.6	44.7	24.7	3.8	0.0	1.3	6.8	48.1	43.8	-11.878	<.001*
	5.5	16.4	47.3	25.5	5.5	0.0	0.0	12.7	40.0	47.3	-5.747	<.001*
			53.612	<.001*				.855	.652			

Goal Statement	Percentage of Responses										Wilcoxon Matched-Pairs Signed-Ranks Test	
	Actual					Ideal					Z	P
	1	2	3	4	5	1	2	3	4	5		
7. To be able to cope with an increasingly complex society.	3.1	14.1	45.3	28.9	8.6	1.6	2.3	21.1	47.3	27.7	-9.169	<.001*
Administrators	4.7	16.6	51.9	25.1	1.7	0.0	1.7	8.5	55.3	34.5	-11.753	<.001*
Kruskal-Wallis	0.0	14.5	58.2	21.8	5.5	0.0	1.8	5.5	50.9	41.8	-5.730	<.001*
Chi-Square and P			7.528		.023*			15.458		<.001*		
8. To promote an understanding of the democratic system with the King as the Head of State.	1.2	8.6	25.0	43.4	21.9	1.2	0.4	10.2	27.3	60.9	-9.248	<.001*
Administrators	3.0	14.5	42.1	31.5	8.9	0.4	2.1	10.2	39.1	48.1	-10.392	<.001*
Kruskal-Wallis	1.8	10.9	38.2	41.8	7.3	0.0	0.0	9.1	36.4	54.5	-5.102	<.001*
Chi-Square and P			33.575		<.001*			6.521		.038*		
9. To understand and enjoy literature, art, and music.	12.9	30.9	38.7	14.5	3.1	0.8	10.5	44.1	33.6	10.9	-9.961	<.001*
Administrators	16.2	40.4	37.0	6.4	0.0	0.4	6.4	33.6	51.1	8.5	-11.849	<.001*
Kruskal-Wallis	18.2	41.8	32.7	7.3	0.0	0.0	12.7	29.1	47.3	10.9	-5.835	<.001*
Chi-Square and P			13.877		.001*			7.469		.024*		
10. To improve and maintain mental and physical health.	4.3	16.0	34.8	32.4	12.5	0.8	3.9	16.0	37.5	41.8	-9.855	<.001*
Administrators	6.0	27.2	47.7	15.7	3.4	0.0	3.0	13.2	47.7	36.2	-11.774	<.001*
Kruskal-Wallis	0.0	30.9	52.7	12.7	3.6	0.0	3.6	5.5	52.7	38.2	-5.635	<.001*
Chi-Square and P			35.877		<.001*			.508		.776		
11. To promote life-long learning as a way of life.	6.6	11.7	39.1	29.7	12.9	0.4	4.3	16.8	37.9	40.6	-9.713	<.001*
Administrators	4.3	27.7	41.7	22.1	4.3	0.4	0.4	11.1	46.8	41.3	-11.542	<.001*
Kruskal-Wallis	5.5	30.9	30.9	29.1	3.6	0.0	0.0	7.3	34.5	58.2	-5.923	<.001*
Chi-Square and P			19.625		<.001*			8.898		.012*		
12. To develop a sense of responsibility for oneself, one's family, and one's community.	1.2	13.3	36.7	37.9	10.9	0.0	0.8	11.3	44.9	43.0	-10.507	<.001*
Administrators	5.1	25.1	48.5	17.4	3.8	0.4	0.0	8.9	43.8	46.8	-12.119	<.001*
Kruskal-Wallis	5.5	20.0	47.3	23.6	3.6	0.0	0.0	5.5	41.8	52.7	-5.968	<.001*
Chi-Square and P			45.140		<.001*			2.930		.231		
13. To develop the basic skills necessary for seeking continuing education.	2.7	9.8	36.7	38.3	12.5	0.8	1.6	9.8	44.5	43.4	-9.863	<.001*
Administrators	4.7	23.4	45.5	24.3	2.1	0.0	1.7	18.3	54.9	25.1	-11.188	<.001*
Kruskal-Wallis	0.0	23.6	56.4	14.5	5.5	0.0	0.0	16.4	63.6	20.0	-5.291	<.001*
Chi-Square and P			44.293		<.001*			21.047		<.001*		

Goal Statement	Percentage of Responses										Wilcoxon Matched-Pairs Signed-Ranks Test	
	Ideal					Ideal					Z	P
	1	2	3	4	5	1	2	3	4	5		
14. To increase understanding of scientific development and its application to life and society. Chi-Square and P	8.2	19.9	36.3	28.9	6.6	0.4	3.5	23.4	41.0	31.6	-10.133	<.001*
	6.0	31.5	48.5	12.3	1.7	0.0	2.1	11.5	67.2	19.1	-12.093	<.001*
	1.8	38.2	43.6	16.4	0.0	0.0	0.0	20.0	56.4	23.6	-6.093	<.001*
			18.683	.001*				.008	.996			
15. To prepare for an occupation. Chi-Square and P	3.1	11.7	33.6	37.9	13.7	0.8	1.6	14.1	36.7	46.9	-9.915	<.001*
	6.4	25.5	43.0	20.9	4.3	0.0	1.3	14.5	47.7	30.6	-11.612	<.001*
	10.9	27.3	45.5	16.4	0.0	0.0	0.0	12.7	49.1	38.2	-6.154	<.001*
			54.630	<.001*				2.862	.239			
16. To know how to learn. Chi-Square and P	5.1	10.9	40.6	31.6	11.7	0.0	3.1	14.8	43.0	39.1	-10.194	<.001*
	8.1	32.8	42.6	14.9	1.7	0.0	2.6	17.4	57.0	23.0	-11.731	<.001*
	5.5	30.9	54.5	9.1	0.0	0.0	0.0	14.5	56.4	29.1	-6.215	<.001*
			64.163	<.001*				9.060	.011*			
17. To develop self understanding and self improvement. Chi-Square and P	3.9	11.7	36.3	37.5	10.5	0.4	2.3	14.1	39.5	43.8	-10.273	<.001*
	5.5	26.4	48.1	17.4	2.6	0.0	1.3	9.8	55.7	33.2	-12.143	<.001*
	0.0	14.5	61.8	20.0	3.6	0.0	0.0	3.6	52.7	43.6	-5.958	<.001*
			45.374	<.001*				3.440	.179			
18. To understand social, political, and economic problems both inside and outside the country. Chi-Square and P	6.6	21.1	39.5	23.8	9.0	2.0	2.7	23.4	44.5	27.3	-9.879	<.001*
	14.0	32.3	37.0	14.0	2.6	0.0	1.7	20.4	51.9	26.0	-11.895	<.001*
	3.6	45.5	27.3	21.8	1.8	1.8	3.6	16.4	58.2	20.0	-5.458	<.001*
			27.554	<.001*				.847	.655			
19. To achieve a degree of happiness and have a better life. Chi-Square and P	5.9	19.1	46.1	26.2	2.7	1.2	2.7	25.8	43.8	26.6	-10.713	<.001*
	6.4	22.6	56.2	13.2	1.7	0.4	1.7	13.2	60.9	23.8	-11.970	<.001*
	1.8	14.5	65.5	12.7	5.5	0.0	0.0	16.4	54.5	29.1	-5.376	<.001*
			8.419	.015*				4.446	.108			
20. To develop a desire for learning at present and in the future. Chi-Square and P	4.7	7.8	35.5	36.3	15.6	0.0	1.6	13.3	35.9	49.2	-10.115	<.001*
	3.0	26.8	44.3	23.4	2.6	0.4	1.3	11.5	54.5	32.3	-11.452	<.001*
	0.0	16.4	61.8	20.0	1.8	0.0	0.0	7.3	58.2	34.5	-6.154	<.001*
			47.586	<.001*				8.288	.016*			

Goal Statement	Percentage of Responses										Wilcoxon Matched-Pairs Signed-Ranks Test	
	Actual					Ideal					Z	P
	1	2	3	4	5	1	2	3	4	5		
21. To learn how to use and save money. Administrators Kruskal-Wallis Chi-Square and P	7.8	13.7	39.8	28.1	10.5	0.4	3.9	20.7	34.8	40.2	-10.331	<.001*
	8.1	32.3	42.6	14.0	3.0	0.0	1.3	17.4	47.7	33.6	-11.980	<.001*
	3.6	25.5	58.2	12.7	0.0	0.0	1.8	10.9	58.2	29.1	-5.905	<.001*
			34.077	<.001*				.027	.987			
22. To cultivate respect and affection for the institutions of the nation, religion, and the King. Administrators Kruskal-Wallis Chi-Square and P	0.4	5.5	23.4	46.5	24.2	0.4	1.2	5.5	23.8	69.1	-9.806	<.001*
	1.7	18.3	39.1	32.8	8.1	0.9	1.7	10.2	36.6	50.6	-10.906	<.001*
	0.0	12.7	43.6	29.1	14.5	0.0	0.0	9.1	38.2	52.7	-4.866	<.001*
			55.823	<.001*				18.269	<.001*			
23. To choose a vocation that will make an appropriate contribution to the needs of society. Administrators Kruskal-Wallis Chi-Square and P	5.5	12.5	40.6	33.2	8.2	0.4	3.1	19.1	44.1	33.2	-9.752	<.001*
	8.5	28.1	43.4	16.6	3.4	0.4	1.7	13.6	51.9	32.3	-11.707	<.001*
	7.3	23.6	49.1	18.2	1.8	0.0	1.8	21.8	32.7	43.6	-5.814	<.001*
			35.050	<.001*				1.334	.513			
24. To understand the changes that take place in society. Administrators Kruskal-Wallis Chi-Square and P	7.0	21.5	45.3	21.1	5.1	0.8	3.9	30.5	47.3	17.6	-10.008	<.001*
	9.8	21.7	54.9	12.3	1.3	0.4	1.3	20.9	54.5	23.0	-11.684	<.001*
	3.6	27.3	54.5	12.7	1.8	0.0	1.8	12.7	63.6	21.8	-5.810	<.001*
			6.488	.039*				11.957	.003*			
25. To increase awareness of social responsibility. Administrators Kruskal-Wallis Chi-Square and P	6.6	21.9	43.0	23.0	5.5	1.2	2.0	25.8	46.5	24.6	-10.952	<.001*
	10.2	29.4	42.6	15.7	2.1	0.0	3.0	11.1	44.7	41.3	-12.067	<.001*
	1.8	32.7	40.0	20.0	5.5	0.0	3.6	7.3	43.6	45.5	-5.616	<.001*
			10.920	.004*				26.779	<.001*			
26. To discover personal strengths and weaknesses, abilities and limitations. Administrators Kruskal-Wallis Chi-Square and P	4.7	19.1	45.3	27.3	3.5	0.8	2.3	20.7	54.3	21.9	-10.697	<.001*
	7.7	31.9	46.0	11.5	3.0	0.4	1.7	19.1	57.0	21.7	-11.909	<.001*
	0.0	27.3	58.2	10.9	3.6	0.0	0.0	18.2	60.0	21.8	-5.905	<.001*
			22.630	<.001*				.475	.789			
27. To participate effectively in political activities. Administrators Kruskal-Wallis Chi-Square and P	15.6	25.8	41.4	12.1	5.1	0.8	9.0	36.7	39.5	14.1	-10.281	<.001*
	20.4	38.3	31.5	7.7	2.1	0.9	8.1	28.1	47.2	15.7	-11.817	<.001*
	16.4	41.8	29.1	7.3	5.5	1.8	3.6	30.9	43.6	20.0	-5.841	<.001*
			13.616	.001*				4.272	.118			



Goal Statement	Percentage of Responses										Wilcoxon Matched-Pairs Signed-Ranks Test	
	Actual					Ideal					Z	P
	1	2	3	4	5	1	2	3	4	5		
28. To gain knowledge, ability, and skills needed for solving problems in daily life. Administrators Kruskal-Wallis Chi-Square and P	3.1	14.8	37.9	37.5	6.6	1.2	2.0	16.8	41.0	39.1	-10.061	<.001*
29. To maintain Thai culture and tradition. Students Teachers Administrators Kruskal-Wallis Chi-Square and P	4.7	31.1	43.0	16.2	5.1	0.4	1.2	9.4	38.7	50.4	-9.893	<.001*
30. To understand the rights and responsibilities of Thai citizens in a democratic system. Administrators Kruskal-Wallis Chi-Square and P	5.5	20.0	47.3	23.6	3.6	0.0	1.8	7.3	52.7	38.2	-11.682	<.001*
31. To be able to identify personal needs and goals. Students Teachers Administrators Kruskal-Wallis Chi-Square and P	2.3	14.8	37.1	33.2	12.5	1.2	3.1	13.7	41.8	40.2	-9.270	<.001*
32. To develop a critical sense of judgment in social, political, and economic issues. Administrators Kruskal-Wallis Chi-Square and P	6.0	32.3	40.0	18.3	3.4	0.4	1.3	10.6	48.9	38.7	-11.985	<.001*
33. To develop pride and love in work and a feeling of self-worth. Students Teachers Administrators Kruskal-Wallis Chi-Square and P	5.5	20.0	56.4	12.7	5.5	0.0	1.8	10.9	45.5	41.8	-5.582	<.001*
34. To participate actively in solving community health problems. Administrators Kruskal-Wallis Chi-Square and P	4.7	14.5	37.1	32.8	10.9	0.0	2.0	21.1	38.7	38.3	-9.837	<.001*
	10.2	28.1	41.3	16.6	3.8	0.0	2.6	15.7	53.2	28.5	-11.451	<.001*
	9.8	18.8	33.2	26.6	11.7	2.0	3.9	16.0	39.8	38.3	-10.584	<.001*
	12.3	39.6	34.0	12.3	1.7	0.4	3.0	24.3	46.4	26.0	-12.089	<.001*
	12.7	27.3	50.9	7.3	1.8	0.0	3.6	16.4	50.9	29.1	-5.905	<.001*
	4.3	13.7	32.0	43.4	6.6	0.8	1.2	10.9	46.5	40.6	-10.962	<.001*
	8.1	28.5	45.5	16.6	1.3	0.0	0.9	14.9	55.3	28.9	-12.293	<.001*
	5.5	12.7	60.0	21.8	0.0	0.0	1.8	7.3	58.2	32.7	-6.031	<.001*
	55.285	<.001*					6.425	.040*				
	7.8	21.1	37.9	26.2	7.0	0.8	2.0	18.0	52.3	27.0	-10.754	<.001*
	17.4	38.3	29.8	13.6	0.9	0.4	3.0	26.0	45.1	25.5	-12.043	<.001*
	12.7	38.2	34.5	14.5	0.0	0.0	3.6	16.4	50.9	29.1	-5.923	<.001*
	45.269	<.001*					2.809	.246				

Goal Statement	Percentage of Responses										Wilcoxon Matched-Pairs Signed-Ranks Test	
	Actual					Ideal					Z	P
	1	2	3	4	5	1	2	3	4	5		
35. To understand the meaning and value of life. Administrators Kruskal-Wallis Chi-Square and P	2.0	17.2	34.0	39.5	7.4	0.0	2.3	15.6	41.4	40.6	-10.178	<.001*
	8.1	31.1	42.1	16.2	2.6	0.0	1.7	16.2	52.8	29.4	-11.848	<.001*
	7.3	21.8	54.5	14.5	1.8	0.0	1.8	5.5	70.9	21.8	-6.065	<.001*
			51.598	<.001*				4.027		.134		
36. To understand the physical and social environment in order to better adjust to and to improve the environment. Administrators Kruskal-Wallis Chi-Square and P	4.3	14.1	40.2	32.0	9.4	0.8	2.7	11.7	48.8	35.9	-10.219	<.001*
	5.5	32.8	44.3	15.7	1.7	0.0	0.9	18.7	48.1	32.3	-11.921	<.001*
	5.5	18.2	50.9	23.6	1.8	0.0	0.0	7.3	60.0	32.7	-6.055	<.001*
			41.467	<.001*				1.798		.407		
37. To increase awareness of political responsibility. Administrators Kruskal-Wallis Chi-Square and P	16.4	26.6	34.4	19.5	3.1	2.0	6.6	30.1	38.7	22.7	-11.035	<.001*
	17.4	41.7	29.4	9.8	1.7	1.3	3.4	30.6	42.1	22.6	-11.884	<.001*
	18.2	47.3	27.3	7.3	0.0	0.0	5.5	18.2	63.6	12.7	-6.116	<.001*
			14.956	<.001*				.819		.684		
38. To be able to use the knowledge of the past and the present in making relevant judgments in the future. Administrators Kruskal-Wallis Chi-Square and P	4.7	16.4	35.9	34.0	9.0	0.4	0.8	12.1	47.3	39.5	-11.111	<.001*
	10.6	27.7	45.5	13.6	2.6	0.4	2.6	17.4	53.6	26.0	-11.732	<.001*
	5.5	30.9	47.3	12.7	3.6	0.0	1.8	9.1	65.5	23.6	-6.093	<.001*
			44.065	<.001*				12.125		.002*		
39. To make effective use of community and natural resources. Administrators Kruskal-Wallis Chi-Square and P	5.9	16.4	30.1	34.0	13.7	1.6	1.6	9.4	37.5	50.0	-10.093	<.001*
	14.5	29.8	38.3	14.5	3.0	0.4	1.3	17.0	43.0	38.3	-12.196	<.001*
	12.7	23.6	49.1	7.3	7.3	0.0	1.8	10.9	58.2	29.1	-5.777	<.001*
			56.425	<.001*				9.710		.008*		
40. To be able to get along with other people. Administrators Kruskal-Wallis Chi-Square and P	2.3	7.4	36.7	39.5	14.1	0.0	0.4	8.0	37.1	53.5	-10.734	<.001*
	3.4	17.4	50.6	20.9	7.7	0.0	0.4	8.5	44.7	46.4	-11.929	<.001*
	0.0	14.5	45.5	30.9	9.1	0.0	0.0	3.6	47.3	49.1	-5.380	<.001*
			31.524	<.001*				1.878		.391		

\*Significant at or beyond the .05 level

APPENDIX L

A COMPARISON OF STUDENTS' TEACHERS' AND  
ADMINISTRATORS' PERCEPTIONS OF ACTUAL  
AND IDEAL EDUCATIONAL GOALS

APPENDIX L

A COMPARISON OF STUDENTS' TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF ACTUAL AND IDEAL EDUCATIONAL GOALS

Goal Statement	Mann-Whitney U Test					
	Actual			Ideal		
	Z	P	Z	P	Z	P
1. To create pride in being Thai.	**Stu/Tea Stu/Adm Tea/Adm	<.001* .005* .125	-2.204 -.251 -1.566	<.001* .005* .125	-2.204 -.251 -1.566	.028* .802 .117
2. To learn how to be a good and self-disciplined citizen.	Stu/Tea Stu/Adm Tea/Adm	<.001* .007* .495	-1.040 -1.578 .904	<.001* .007* .495	-1.040 -1.578 .904	.298 .115 .366
3. To prepare for further occupational training.	Stu/Tea Stu/Adm Tea/Adm	<.001* .001* .809	-2.028 -1.265 -0.091	<.001* .001* .809	-2.028 -1.265 -0.091	.043* .206 .927
4. To participate effectively in social activities.	Stu/Tea Stu/Adm Tea/Adm	.016* .003* .198	-4.445 -3.316 -.620	.016* .003* .198	-4.445 -3.316 -.620	<.001* <.001* .535
5. To learn how to use free time better.	Stu/Tea Stu/Adm Tea/Adm	<.001* .001* .596	-1.258 -1.462 -.779	<.001* .001* .596	-1.258 -1.462 -.779	.208 .144 .436
6. To increase competence in written and oral communication in the Thai language.	Stu/Tea Stu/Adm Tea/Adm	<.001* .001* .526	-7.094 -3.751 -.634	<.001* .001* .526	-7.094 -3.751 -.634	.360 .678 .927
7. To be able to cope with an increasingly complex society.	Stu/Tea Stu/Adm Tea/Adm	.006* .405 .378	-3.302 -2.921 -1.098	.006* .405 .378	-3.302 -2.921 -1.098	.001* .004* .272
8. To promote an understanding of the democratic system with the King as the Head of State.	Stu/Tea Stu/Adm Tea/Adm	<.001* .008* .293	-2.536 -.597 -.990	<.001* .008* .293	-2.536 -.597 -.990	.011* .551 .322
9. To understand and enjoy literature, art, and music.	Stu/Tea Stu/Adm Tea/Adm	<.001* .016* .677	-2.703 -1.231 -.264	<.001* .016* .677	-2.703 -1.231 -.264	.007* .218 .792

Goal Statement	Mann-Whitney U Test					
	Actual			Ideal		
	Z	P	Z	P	Z	P
10. To improve and maintain mental and physical health.	-5.689 -3.370 -.245	<.001* <.001* .807	-.342 -.450 .744	.732 .653 .457	Stu/Tea Stu/Adm Tea/Adm	
11. To promote life-long learning as a way of life.	-4.271 -2.388 -.051	<.001* .017* .960	-1.358 -2.829 -2.250	.174 .005* .025*	Stu/Tea Stu/Adm Tea/Adm	
12. To develop a sense of responsibility for oneself, one's family, and one's community.	-6.576 -3.170 -.907	<.001* .002* .365	-1.048 -1.593 -.959	.295 .111 .338	Stu/Tea Stu/Adm Tea/Adm	
13. To develop the basic skills necessary for seeking continuing education.	-6.286 -3.880 -.100	<.001* <.001* .921	-4.242 -2.884 -.140	<.001* .004* .889	Stu/Tea Stu/Adm Tea/Adm	
14. To increase understanding of scientific development and its application to life and society.	-4.120 -2.404 -.085	<.001* .016* .932	-.056 -.002 -.117	.955 .999 .907	Stu/Tea Stu/Adm Tea/Adm	
15. To prepare for an occupation.	-6.417 -5.359 -1.514	<.001* <.001* .130	-1.677 -.635 -.431	.094 .526 .667	Stu/Tea Stu/Adm Tea/Adm	
16. To know how to learn.	-7.445 -4.969 -.017	<.001* <.001* .986	-2.977 -.711 -1.224	.003* .477 .221	Stu/Tea Stu/Adm Tea/Adm	
17. To develop self understanding and self improvement.	-6.597 -2.495 -.778	<.001* .013* .030*	-1.146 -.940 -1.859	.252 .347 .063	Stu/Tea Stu/Adm Tea/Adm	
18. To understand social, political, and economic problems both inside and outside the country.	-5.143 -2.460 -.778	<.001* .014* .437	-.817 -.148 -.670	.414 .882 .503	Stu/Tea Stu/Adm Tea/Adm	
19. To achieve a degree of happiness and have a better life.	-2.725 -.040 -1.821	.006* .968 .069	-1.803 -1.521 -.527	.072 .128 .598	Stu/Tea Stu/Adm Tea/Adm	
20. To develop a desire for learning at present and in the future.	-6.598 -3.681 -.923	<.001* <.001* .356	-2.842 -1.088 -.782	.005* .277 .434	Stu/Tea Stu/Adm Tea/Adm	

Goal Statement		Mann-Whitney U Test					
		Actual			Ideal		
		Z	P	Z	P	Z	P
21.	To learn how to use and save money.	Stu/Tea Stu/Adm Tea/Adm	-5.595 -3.055 -.908	<.001* .002* .364	-.148 -.115 -.016	.883 .909 .988	
22.	To cultivate respect and affection for the institutions of the nation, religion, and the King.	Stu/Tea Stu/Adm Tea/Adm	-7.355 -3.426 -1.116	<.001* <.001* .264	-4.182 -2.205 -.494	<.001* .027* .621	
23.	To choose a vocation that will make an appropriate contribution to the needs of society.	Stu/Tea Stu/Adm Tea/Adm	-5.695 -3.158 -.515	<.001* .002* .607	-.834 -.976 -.554	.405 .329 .580	
24.	To understand the changes that take place in society.	Stu/Tea Stu/Adm Tea/Adm	-2.500 -1.144 -.392	.012* .253 .695	-2.990 -2.502 -.659	.003* .012* .510	
25.	To increase awareness of social responsibility.	Stu/Tea Stu/Adm Tea/Adm	-3.269 -.560 -1.460	.001* .576 .144	-4.671 -3.461 -.662	<.001* <.001* .508	
26.	To discover personal strengths and weaknesses, abilities and limitations.	Stu/Tea Stu/Adm Tea/Adm	-4.680 -1.613 -1.591	<.001* .107 .112	-.431 -.637 -.376	.667 .524 .707	
27.	To participate effectively in political activities.	Stu/Tea Stu/Adm Tea/Adm	-3.628 -1.695 -.515	<.001* .090 .607	-1.731 -1.577 -.538	.084 .115 .591	
28.	To gain knowledge, ability, and skills needed for solving problems in daily life.	Stu/Tea Stu/Adm Tea/Adm	-6.155 -1.848 -2.149	<.001* .065 .032*	-.848 -1.049 -.580	.397 .294 .562	
29.	To maintain Thai culture and tradition.	Stu/Tea Stu/Adm Tea/Adm	-7.408 -3.506 -1.297	<.001* <.001* .195	-3.687 -1.288 -1.068	<.001* .198 .286	
30.	To understand the rights and responsibilities of Thai citizens in a democratic system.	Stu/Tea Stu/Adm Tea/Adm	-6.542 -3.356 -.965	<.001* <.001* .335	-.490 -.588 -.315	.624 .556 .753	
31.	To be able to identify personal needs and goals.	Stu/Tea Stu/Adm Tea/Adm	-6.080 -3.733 -.493	<.001* <.001* .622	-.995 -.717 -.119	.320 .474 .905	

Goal Statement	Mann-Whitney U Test					
	Actual			Ideal		
	Z	P		Z	P	
32. To develop a critical sense of judgment in social, political, and economic issues.	Stu/Tea	<.001*	-6.202	-2.509	<.001*	.012*
	Stu/Adm	<.001*	-3.385	-.694	.488	.488
	Tea/Adm	.442	-.768	-.947	.344	.344
33. To develop pride and love in work and a feeling of self-worth.	Stu/Tea	<.001*	-7.267	-2.462	.014*	.014*
	Stu/Adm	.002*	-3.077	-.598	.550	.550
	Tea/Adm	.037*	-2.088	-.997	.319	.319
34. To participate actively in solving community health problems.	Stu/Tea	<.001*	-6.505	-1.520	.128	.128
	Stu/Adm	<.001*	-3.481	-.259	.796	.796
	Tea/Adm	.480	-.707	-1.128	.259	.259
35. To understand the meaning and value of life.	Stu/Tea	<.001*	-6.904	-1.885	.060	.060
	Stu/Adm	<.001*	-3.825	-1.169	.242	.242
	Tea/Adm	.449	-.758	-.141	.888	.888
36. To understand the physical and social environment in order to better adjust to and to improve the environment.	Stu/Tea	<.001*	-6.374	-1.098	.272	.272
	Stu/Adm	.029*	-2.184	-.338	.735	.735
	Tea/Adm	.046*	-1.994	-1.099	.272	.272
37. To increase awareness of political responsibility.	Stu/Tea	<.001*	-3.324	-.757	.449	.449
	Stu/Adm	.005*	-2.837	-.687	.492	.492
	Tea/Adm	.408	-.827	-.240	.810	.810
38. To be able to use the knowledge of the past and the present in making relevant judgments in the future.	Stu/Tea	<.001*	-6.383	-3.394	<.001*	<.001*
	Stu/Adm	<.001*	-3.543	-1.591	.112	.112
	Tea/Adm	.649	-.455	-.664	.507	.507
39. To make effective use of community and natural resources.	Stu/Tea	<.001*	-7.258	-2.700	.007*	.007*
	Stu/Adm	<.001*	-3.903	-2.326	.020*	.020*
	Tea/Adm	.516	-.650	-.488	.626	.626
40. To be able to get along with other people.	Stu/Tea	<.001*	-5.587	-1.337	.181	.181
	Stu/Adm	.067	-1.834	-.173	.862	.862
	Tea/Adm	.090	-1.696	-.685	.493	.493

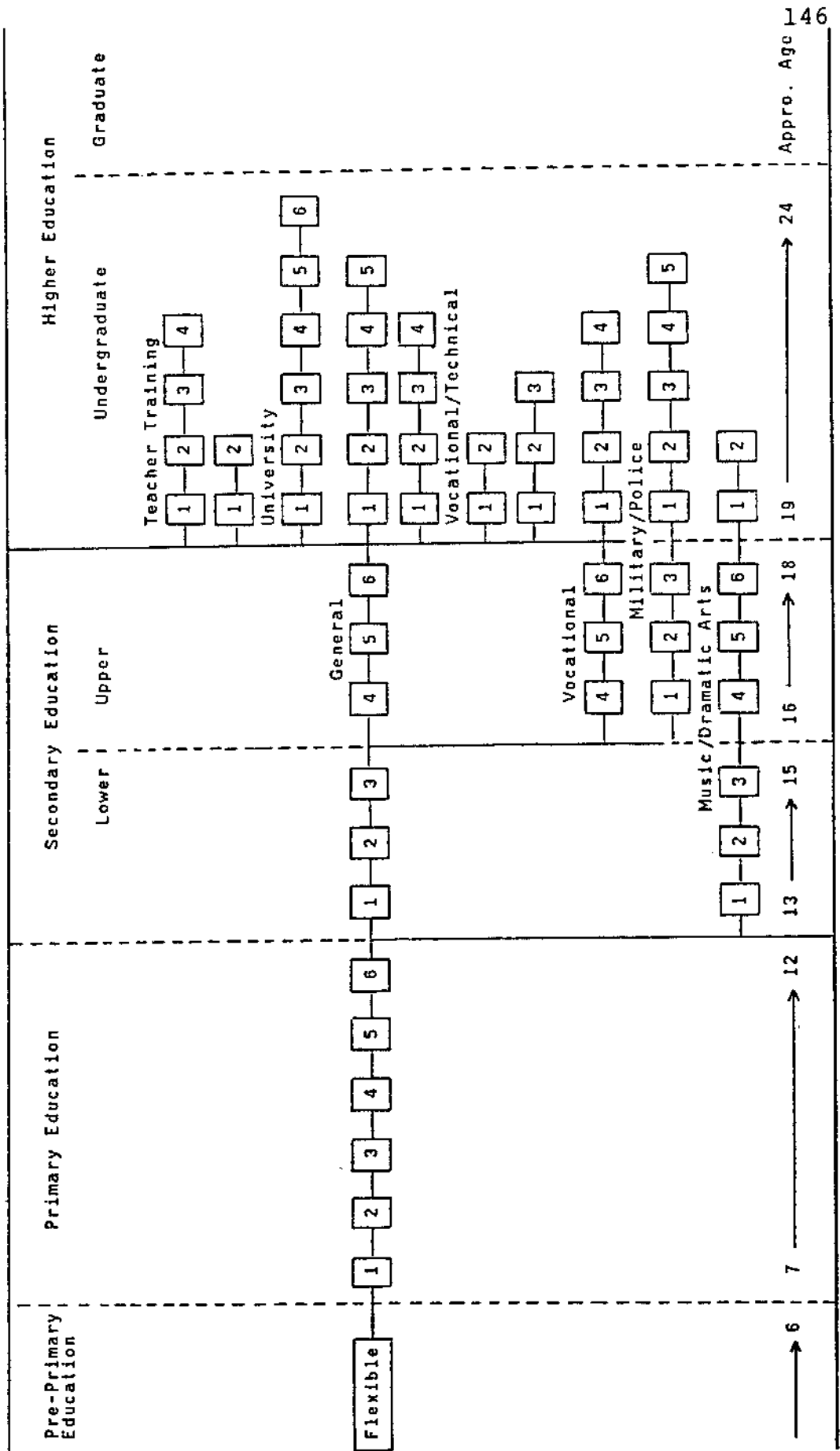
\*Significant at or beyond the .05 level  
 \*\*Stu- Students, Tea- teachers, and Adm- Administrators

APPENDIX M

THE PRESENT THAI EDUCATIONAL SYSTEM



APPENDIX M  
THE PRESENT THAI EDUCATIONAL SYSTEM



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