

THE EVALUATION OF NATIONAL SECURITY DEVELOPMENT CURRICULUM OF NATIONAL DEFENCE STUDIES INSTITUTE OF ROYAL THAI ARMED FORCES HEADQUARTERS¹

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Abstract

The objective of this study was to study the evaluation of national security development curriculum of The National Defence Studies Institute of Royal Thai Armed Forces Headquarters by applying CIPP Model which consists of Context, Input, Process and Product. The research data was collected from instructors, coordinated instructors, course operations officer and students, The instruments in this study were questionnaires, structured interviews. The data were analyzed through frequency, means, percentage, standard deviation and content analysis. The results show that: : 1) term of context, the purpose of the program is consistent with the aims of the course. It is also appropriate for the situation of today society and supportive of the needs of learners. The course structure and contents are flexible and up-to-date, and appropriate to the purpose of the course. 2) In terms of input, the instructors are appropriate in aspect of qualifications, seniority and readiness for conduction a class. Materials, media facilities and funds are available and sufficient for learning. However, the instructors should encourage more participation of the students. 3) In terms of process, the implementation of the program learning activities, measurement and evaluation is highly appropriate. However, an end-of-course meeting should be held to assess the course and prepare for the next semester. 4) In term of product, the achievement of the students is in a high level. The knowledge gained in this course is adequate to the needs of the students. Moreover, they can make use of the gained knowledge and experience to analyze and rationally make decisions in real-life situation.

Keywords : Curriculum Evaluation, National Defence Studies Institute

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Introduction

World evolution is developing continuously. Social conflict is more complex and complicated. When comparing with the past, social conflicts were wars to occupy territory and habitation, food and water resources, properties and labor as well as believe and cultures. These depend on strength of power and military power to maintain the national security from enemy invasion. Nevertheless, nowadays war tends to be decreased and invasion is not going to happen again. However, at the same time non-traditional threats occurred, which affects national benefits including economics, drugs, labors, foreign criminals, disasters and technologies. Therefore, the study of only war and military are rather narrow. Military power is only a part of national power. The study of non-traditional threats and insecurity are the matter that all nations have to pay attention as the Thai Constitution B.E. 2550 has stated the roles of people in Section 70 that “People are responsible to protect the nation, religion, king, and democratic form of government with the King as Head of State” and Section 71, which stated that “People are responsible to prevent their nation, protect their national interest and abide by law”.

Thai Army foresees the critical of the study of national security and wants to generate knowledge to civilian to follow the roles of soldier and civilian in protecting all kinds of threats. As a result, there is a commitment to have National Security Development Course on 12th July 1988 (referred to the training material of National Security Development Course, Nakhon Nayok) to generate knowledge for bachelor degree students, which is regarded as critical force and civilian of the nation. The purposes of the course is for the students,

which are the future of the nation, to understand the security matter including security structure, roles, responsibilities and action of soldier, roles of national protection that is a role of Thai civilian according to the constitution, national evolution, proud in glorious biography of Thai nation and ancestor as well as generate more collaboration between soldier and civilian.

The course is compared as the heart of educational management. Course cannot be absented in educational management of any level or any type. This is because course is the determinant of all guidelines relevant to the development of student, which is a critical tool in determining the education future of that society. Countries with appropriate, modern and effective course will lead to quality of people in those countries. (Chowwalit Chookhampaeng, 2008 : 28) Therefore, to know whether a course is qualified, assessment is a critical tool for the inspection of value and quality of the course. The course assessment is a compiling process of relevant information with course or inspection of the course quality for consideration to improve or develop the course to be effective (Sompong Chatavitee et.al., 2009 : 1). Determination of assessment pattern will make researcher to be able to specify assessment direction or pattern. This will make assessment follows target. Correct, clear, and appropriate assessment pattern selection will make the assessment inclusive, complete, response to the purpose of the course and able to develop, improve, and amend the course to be more effective (Orathai Saksung, 2011 : article).

From the aforementioned reasons, course assessment is a critical process for the course development to be effective and suitable for

current social status. The National Security Development Course has been opened since B.E.2536 until today. Nevertheless, there is no serious course assessment. In addition, the academic year 2015 was the first year that it expanded collaboration with 4 more universities. As a result, the number of registered students increased. Therefore, researcher interests to assess this course to inspect whether the National Security Development Course is suitable and worth the budget, have adequate quality to arrange teaching class, and expand collaboration with other universities onwards. For this assessment, researcher conducted literature review, interviewed experts and relevant persons with the course, and selected assessment guideline according to CIPP Model of Danie L. Stufflebeam. There are 4 aspects for course assessment that are Context Evaluation (C), Input Evaluation (I), Process Evaluation (P) and Output Evaluation (O). This is because it is the assessment that covers all aspects of the course. The assessment outcome will be applied for the course assessment to have quality afterwards.

Purposes

To assess the National Security Development Course in the aspects of context, input, process and output of the course as follows.

1. Context Evaluation such as course objectives, course structure and course syllabus description
2. Input Evaluation such as lecturer and lecture support accessories and follow up of course administration
3. Process Evaluation such as lecture arrangement, measurement and evaluation,
4. Output Evaluation such as response of

requirement and interest of student

Research Process

Population and Sample

This research applied population and sampling as follows.

Group 1 Population are 10 lecturers, 6 coordinators, and 2 of course administration officers.

Group 2 Sampling are 291 registered students of the National Security Development Course in the 1st Semester of Academic Year 2015, which classified as 42 students from Chulalongkorn University, 79 students from Burapha University, 19 students from Kasetsart University,

43 students from Bangkok University,

54 students from Dhurakij Pundit University and 54 students from Rangsit University.

Instruments

In this research, researcher applied 2 types of data collection tool, which are 2 versions of interview and 2 versions of questionnaire.

1.2 versions of interview are interview for coordinator and course administration officer, which are structured interview created by researcher as follows. Version 1 Coordinator interview relevant to course objectives, course strong points/weak points, course structure and description of lecturer, learning and teaching support accessories, lecturer, and follow up of course administration. Version 2 Course administration officer interview relevant to course objectives, course strong points/weak points, course structure and description of lecturer, lecture support accessories, lecturer, and follow up of course administration.

2.2 versions of questionnaire, which is 5 rating scale with 5, 4, 3, 2 and 1, respectively, that are



lecturer questionnaire and student questionnaire as follows. Version 1 Questionnaire for lecturer that questions relate to course structure and description, and lecturer administration. The questionnaire is as check-list and fill in the blanks. Version 2 Questionnaire for student that questions relate to objectives, structure and description of lecturer, lecture support accessories, measurement and evaluation, and response of requirement and interest of student.

Data Analysis

Data is analyzed using computer program to find percentage, mean, standard deviation and content analysis.

Result

For overall course assessment outcome, opinion of lecturer, coordinator, course administration officer and student is in high level. When considered in each aspect, results are as follows.

Context evaluation shows high level of appropriateness. Objectives are conformed to course purposes as well as problems and current social status as well as student requirement. The course is specific to military and lecture by military lecturer, which is the strong point of the course. Course structure and description are conformed, modern and covered the course objectives. In any case, it has suggestions of flexibility in certain subject. This is because the course content in certain subject are too intense and over abundantly. In addition, it is not relevant to students.

Input evaluation indicates high level of appropriateness. Lecturers are suitable both seniority and qualification, and teaching experiences. When considered, they are regarded as ready and

appropriate and experts in the subject they are teaching. This provide good effects to students that they can acquire knowledge and direct experiences from lecturers. Lecturers have lecture support accessories such as equipment, location, books, teaching materials as well as sufficient and proper budget.

Process evaluation shows high level of appropriateness. Lecturers have planned and designed the teaching in advance, selected modern media and technology that are suitable with the lecture content for more effective learning of students, and gave an opportunity for students to ask question as well as provided consult both inside and outside the class. Measurement and assessment is suitable with the course objectives. Follow up of course administration is appropriate, use administration problem to improve and develop the course to run smoothly and effectively.

For output evaluation, it was found that the course can response the requirement and interest of students. In addition, students can applied knowledge and experiences obtained from this course in analysis and making decision in real life reasonably.

Discussion

From the assessment of the National Security Development Course, National Defense Studies Institute, Royal Thai Armed Forces Headquarters, it was found that the opinion of sampling is in high level in all 4 aspects. However, certain matters in each aspect shall be improved that researcher hereby discuss as follows.

1. Context Evaluation was found that objectives are conformed to purposes, current social status as well as requirement of students. Structure

and description of the subject opened are conformed to the course objectives. Because presently social is changing all the time, the national security does not depend on the nation protection only. Currently, the security is threatened from various aspects including political, economic, social psychology as well as sciences and technology, and energy, resource and environment. It is the matter that students who are critical force of the nation should aware and understand to be able to analyze and resolve security problems. Therefore, the course preparation process, objectives determination as well as course content specification are generated from co-consideration from various committees both expert from university, and expert from Royal Thai Armed Forces Headquarters and Armed Force. This is for the objectives, structure and description of subject are conformed to the purposes and principles of the course both objectives, structure and description of subject as Sermsri Chaiyasorn, Surapol Buapim and Suntaree Kontieng. (2000 : 5 -8) stated that course must comprise of course purposes, which shall be conformed to the philosophy and determination of the institute, focus on human and occupation skills development to conform to the social demand, course structure shall include virtue and required skills for life and social. Content and activities shall be conformed to purposes and up to date. In addition, course evaluation and improvement shall be conducted regularly. Good course should have characteristics as follows. 1) Consider acquisition of knowledge. 2) Must be up to date to make students know how to think, understand the current situation, and able to predict situation to resolve problems occurred as well as learn from experiences (Varakorn Samakoses, 2559 : article).

2. Input Evaluation Lecturers are ready and suitable both seniority and qualification, and also have long teaching experiences and are experts in the subject they are teaching. For lecture support accessories, they are sufficient and proper. However, according to the assessment result, the input evaluation has the least mean. When considered point by point, it was found that the ability of lecturers to create atmosphere, persuade, and stimulate students has the lowest mean. This may be due to lecturers are lacked of teaching techniques, and focused too much on lecturing, which certain subject may have too much content or not relevant to students at all. Therefore, lecturers should adjust the course content to be more interesting to stimulate students to desire to know as Pinsuda Siridhrungsri. (2014 : 11) mentioned that the characteristics of quality teacher must comprise as follows. 1) Have spirit of teacher and giver. 2) Have knowledge, ability and skills in knowledge management. 3) Have communication skills. 4) Facilitate effective learning. 5) Aware of current situation. 6) Catch up with technology and news. 7) Create learning inspiration of students. 8) Seek for knowledge continuously. 9) Being good example of virtue, ethics and morality. 10) Know and understand the various identity of Thai nation. 11) Proud to be Thai civilian and world civilian. 12) Accept and being a leader of changing. 13) Ready and improve with changes of the world and ASEAN Community. These are conformed to the research of Supaporn Trinapa (2011, 2 - 3) that studied on the assessment of Master of Science program in Insurance and Risk Management B.E. 2552. For the input evaluation of the course, it was found that the teaching administration, educational plan determination, qualification and knowledge,



and knowledge transfer of lecturers as well as teaching materials are appropriate. Parts that require improvement are such as overlap course content, educational plan determination and subject opened in each semester shall be specified clearly throughout the course, learning sequence, adequacy of number of lecturer, and applying the evaluation of lecturer for improvement in the next semester.

3. Process Evaluation It was found that the teaching administration process is conformed to the course objectives. It has measurement and evaluation of the study outcome to apply the achievement for teaching improvement and development. It has follow up of course administration process for course development to become more effective as Khanat Thatthong (2009 : 10) stated the implementation of the course that regards as a critical part and is the activity that modifies the course into practice. Teaching is deemed as the heart of course implementation. Therefore, lecturer is the person who plays major roles. If lecturer understood the course, and able to administer the course efficiently, the course will have good achievement. This is conformed to Yongyut Simseepim (2012 : article) who mentioned that the course management planning shall be considered to be conformed to various factors. Moreover, educational institution must have follow up process, course administration quality control, arrange learning process systematically, continuously and completely, and apply the results of follow up and quality control for course improvement and administer the learning to have higher quality and be more effective.

4. Process Evaluation It was found that the course can response the requirement and

interest of students, able to apply knowledge and experiences obtained from this course in analysis and making decision in real life reasonably. This complied to the research of Kamlaitip Jarin (2009 : 72) in the assessment of general and occupational characteristics of graduated students. It was found that students have virtue characteristics after graduated. This results them to be responsible in working, behave appropriately, friendly, self-confidence, always assist others, planning ahead, and able to solve facing and long term problems. This conformed to the opinion of Pinsuda Siridhrungsri (2014 : 6) who stated that education is a critical mechanism in development of human quality of life and country development that is connected over the world to be able to live among changes sustainably.

SUGGESIONS

Suggestion in Research Application

1. Should improve certain subject to be flexible, up to date and suitable for students' interest. It should not too irrelevant to students or having too much content.

2. Lecturer should have various techniques to transfer the teaching content and able to mange difficult and intense content into the topic that interest students.

3. Should focus students to have participation in the learning topic, exchange opinions besides listen to the lecturer only.

Suggestion for Future Research

1. The next assessment should collect data by conducting additional interview with students.

2. It should have assessment of National Security Development Course with new theories as

well as various assessment methods to compare the results with this research.

3. There should be assessment periodically

every 3 years as well as report preparation to follow up progress, problem and weakness of the course in order to improve the course to be more effective.

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