

**Evaluation of Learning Reform Results  
Based on the National Education Act, B.E. 2542  
(Research Supported by the Office of the National Education Commission)**

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# Research Objectives

- 1. To evaluate the learning reforms success based on the National Education Act, B.E. 2542, aiming to study**
  - 1.1 the effects on the learners**
  - 1.2 the effects on the schools**
  - 1.3 stakeholders' behavioral changes**
- 2 To derive the policy recommendations**

# Research Questions

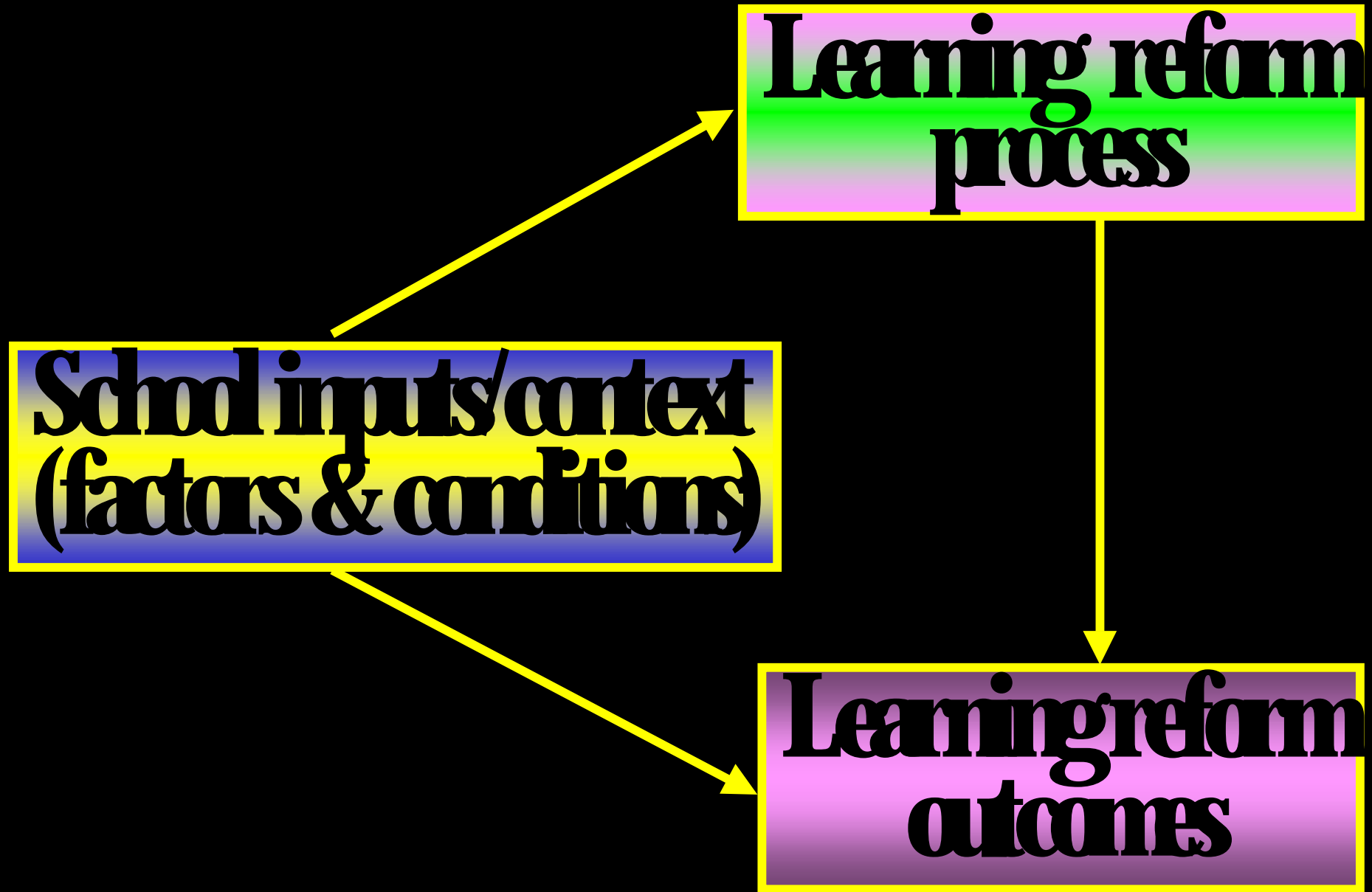
- 1. What were the situations before learning reform?**
- 2. To what extent did the learning reform have effects on learners?**
- 3. How did the learners, teachers and administrators change their behavior?**

**4 Were there any differences in changes of the learning reform process and outcomes among schools under different jurisdiction?**

**5 What factors could explain the differences in learning process and outcomes?**

**6 What were the characteristics and results of the amicable supervision?**

# Conceptual Framework



**1. Learners' outcome**

**2 Multi-case study**

**REFORM  
SUCCESS**

**3 Behavioral changes**

**1. Learners' outcome**

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**REFORM  
SUCCESS**

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**Definition, 2 performance tests**

```
graph TD; A[Definition, 2 performance tests] --> B[Data collection 25,000 P.6 M3 students]; B --> C[Multi-level data analyses]; C --> D[Learners' outcomes];
```

**Data collection 25,000 P.6 M3 students**

**Multi-level data analyses**

**Learners' outcomes**

1. Learners' outcome

2 Multi-case study

**REFORM  
SUCCESS**

3 Behavioral changes

**Cases 80 selected schools**

```
graph TD; A[Cases 80 selected schools] --> B[School visit, Case study, Focus group]; B --> C[Data analyses qualitative & quantitative]; C --> D[Multi-case study];
```

**School visit, Case study, Focus group**

**Data analyses qualitative & quantitative**

**Multi-case study**

1. Learners' outcome

2 Multi-case study

**REFORM  
SUCCESS**

3 Behavioral changes

**Definition, 4sets of questionnaires**

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graph TD; A[Definition, 4sets of questionnaires] --> B[Data Collection (Suan Dusit Poll)]; B --> C[Data Analyses]; C --> D[Conclusion and Policy Recommendation];
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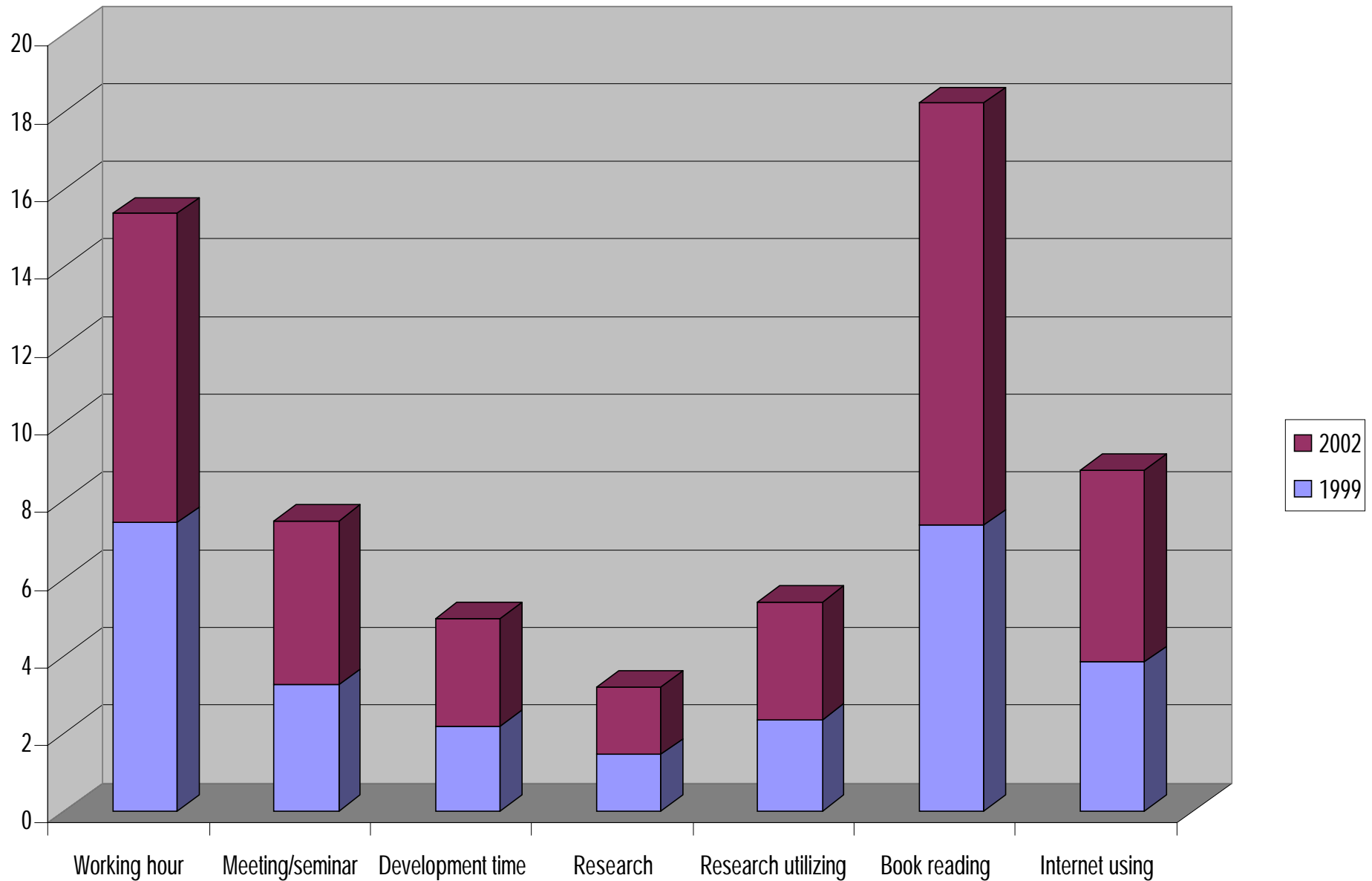
**Data Collection (Suan Dusit Poll)**

**Data Analyses**

**Conclusion and Policy Recommendation**

# Teachers' behavioral changes

- Teachers' working hours/day (7.42-> 7.96 hours/day = 7.31% increment)
- Timespent for self development (219-> 278 hours/day = 2682% increment)
- Read books/year (7.36-> 1086 = 47.63%)
- Doing research (1.45-> 1.75 = 2044%)
- Utilizing research (235-> 308 = 2888%)
- Internet hours/week (383-> 495 = 2915%)



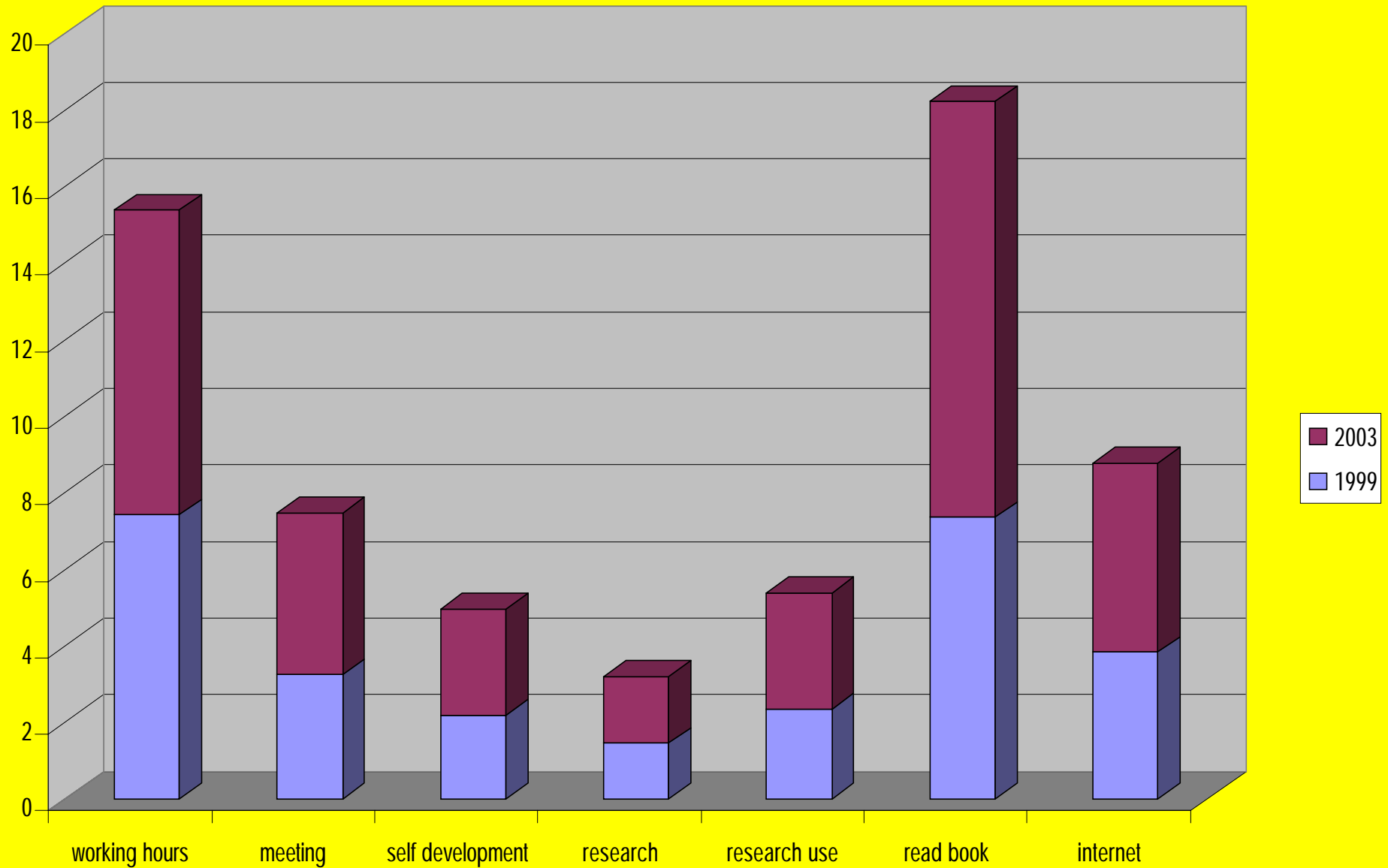
**Teachers' behavioral changes**

# Teachers' assessment of changes

	Year 1999	2002
- LR teaching (LRT) score	= 62	72%
- % of teachers using LRT	= 61	71%
- school's LR success score	= 60	69%
- % of reform success schools	= 53	64%
- students' morale score	= 65	70%

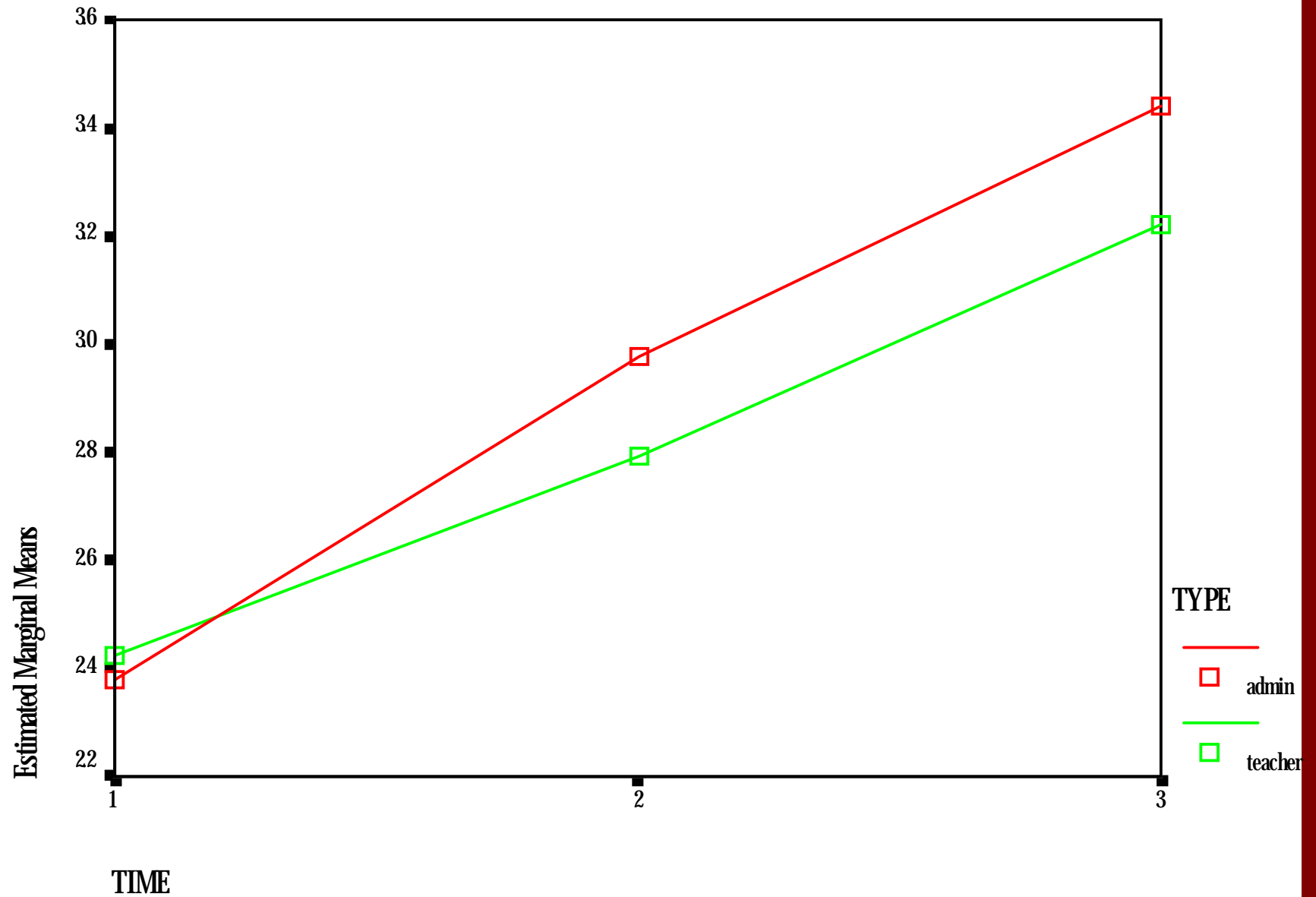
# Administrators' behavioral changes

- Administrators' working hour/day (7.72-> 837 hours = 840%)
- Timespent for self development (229-> 296 hours = 2963%)
- Read more books/year (15-> 22 = 5272%)
- Doing research/year (1.4-> 20 = 41.44%)
- Utilizing research/year (32->55 = 6873%)
- Internet hours/week (342-> 518 = 51.38%)

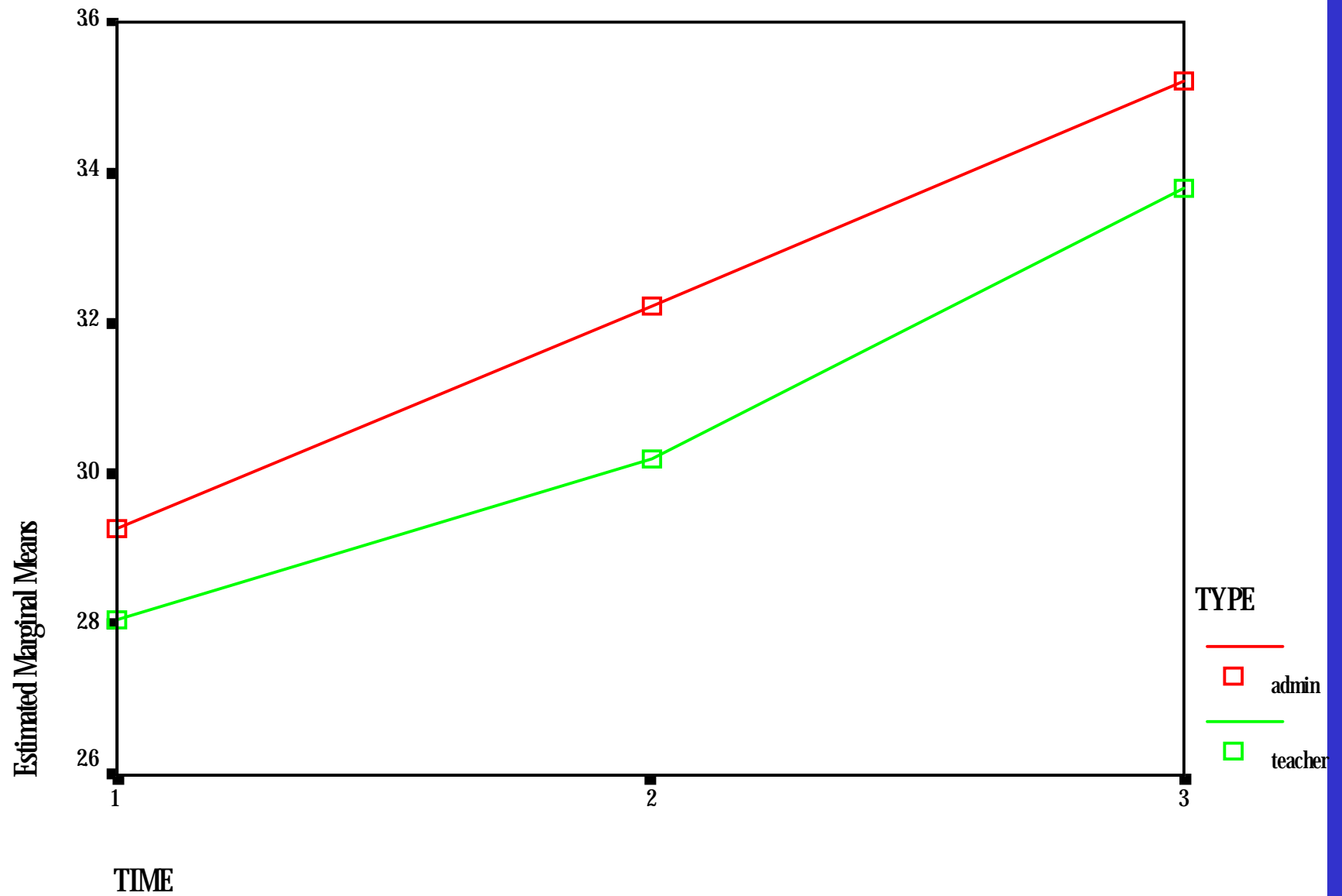


**Administrators' behavioral changes**

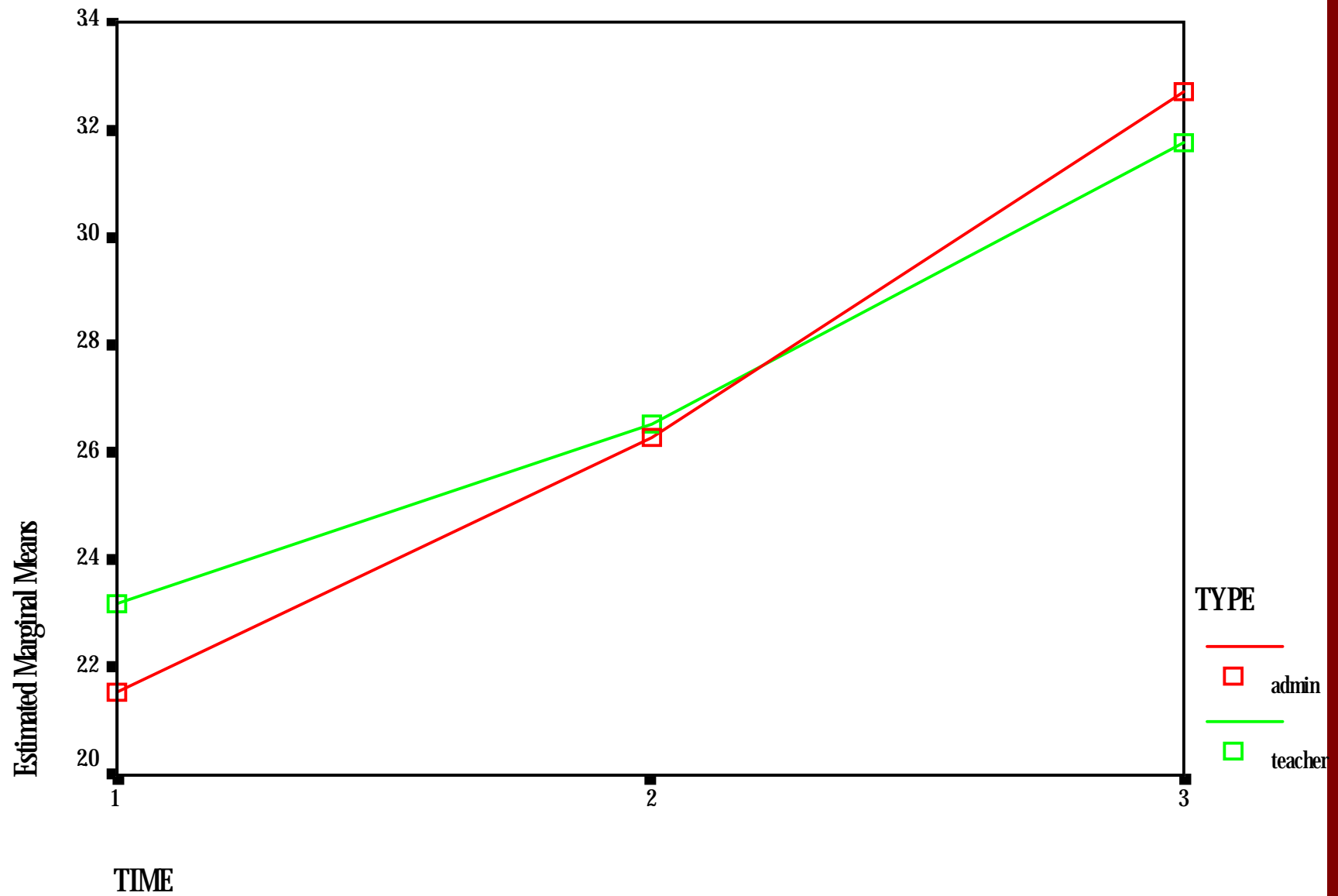
# Estimated Marginal Means of AQA



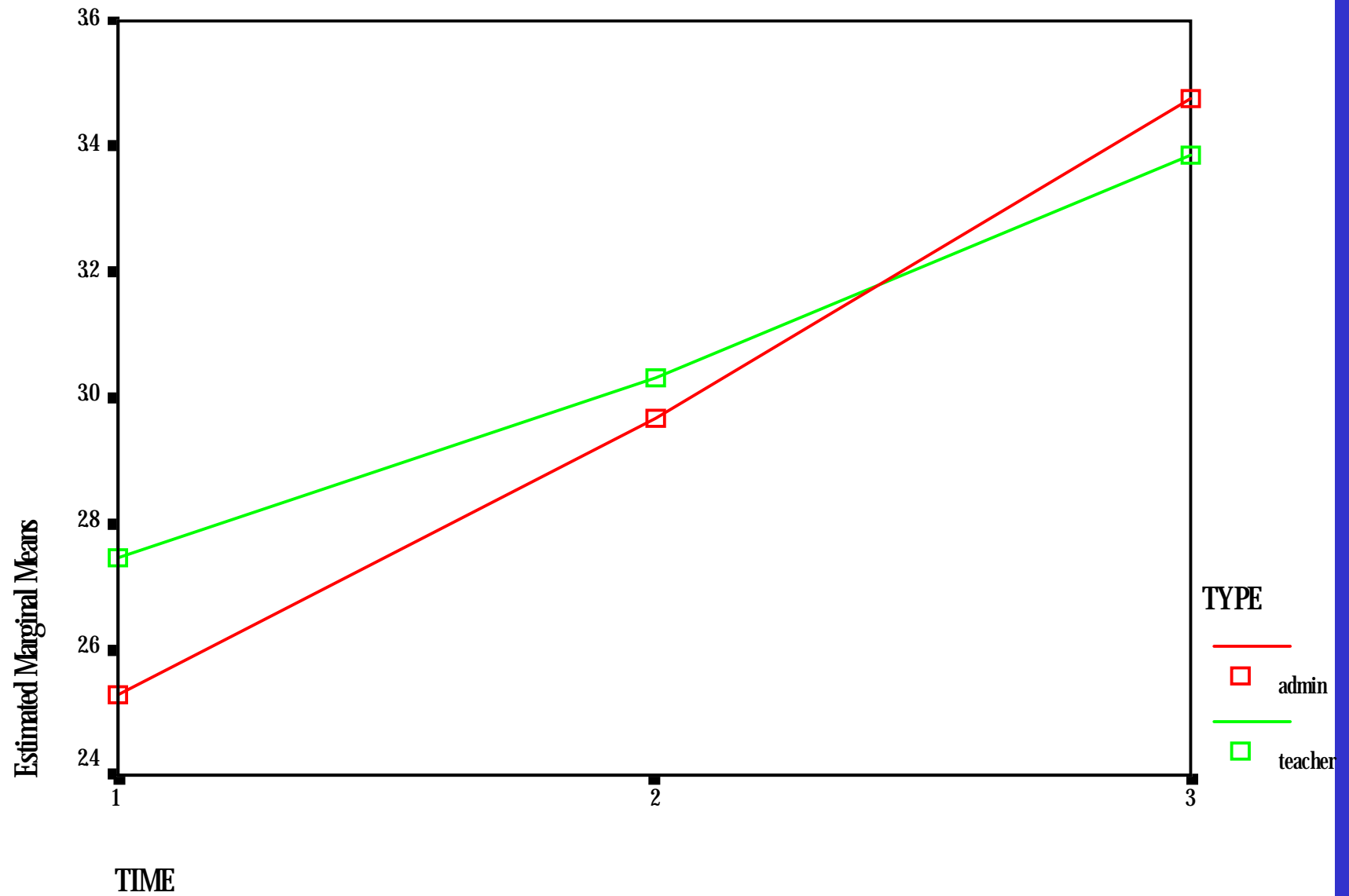
# Estimated Marginal Means of AAD



## Estimated Marginal Means of ACR



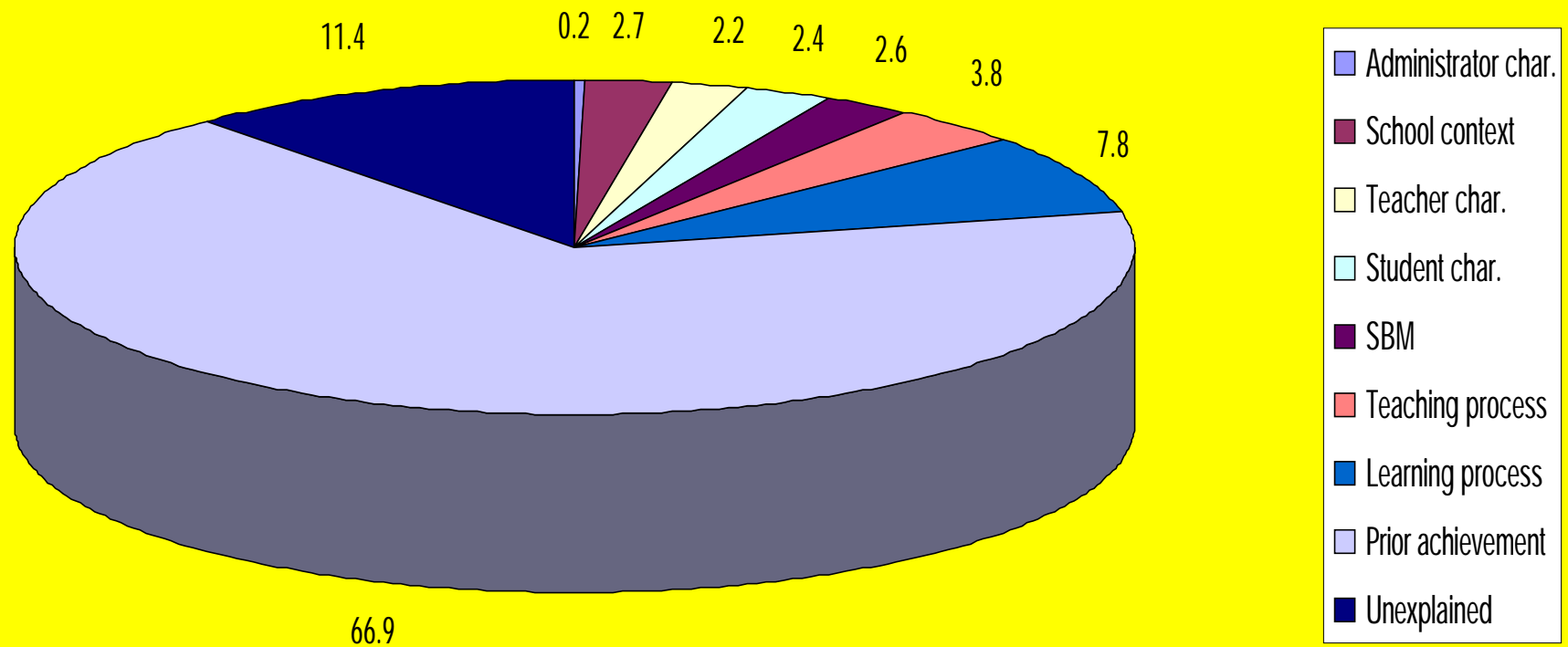
# Estimated Marginal Means of ATP



# Factors explaining learning outcomes

## Total R square

- Administrators' characteristics	0002
- School size, expenditure, control	0029
- Teachers' characteristics	0051
- Students' characteristics	0075
- SBM process	0101
- Teaching process	0139
- Learning process	0217
- Prior achievement	0886



**All factors could explain 88.6% of variance in learning outcomes**

# Learning reform evaluation

- Learning reform had positive effects and created changes in school context, students' teachers' and administrators' behaviors
- Teacher and resources shortage persisted
- There were big differences in all categories across schools under different jurisdictions, school sizes, less difference across provinces

# Policy Implications

**1. There should be a strategy for the administrators to accelerate the school learning reform**

**Finding- Administrators' process and characteristics were important factors promoting learning reform**

**2 There should be an urgent plan for professional, financial and technology supports to schools**

**Findings: The teacher shortage, and the budget shortage problems still persisted.**

**3 Wholeschool reform practices among departments/authority should be attuned and quickly disseminated.**

**Findings: Low rate of behavioral changes and teachers' misconceptions of learning reform, ineffective wholeschool reform**

**4 Amicable supervision via the local professional researchers should be institutionalized.**

**Findings: Teachers and administrators recognized the necessity and significance of amicable supervision.**

**5 Propagation of learning reform to public and all stakeholders should be accelerated**

**Findings: Parents did not have clear idea of learning reform practices, and hardly participated in school reform**

# Learning Reform Recommendation

1. Promoting whole school reform
2. Correcting misconceptions
3. Supporting ed technology
4. Unifying practices among authorities
5. Encouraging self assessment and development
6. Institutionalizing amicable supervision
7. Developing teacher training/education



**THANK YOU**