

CHINESE TEACHING EFFICIENCY IN SCHOOLS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 3

Direak Riangtong¹ Boonthai Kaewkhuntee² Tanapol Kortana³
College of Innovation Management
Suan Sunadha Rajabhat University
1 U-tong Nok, Dusit, Bangkok, Thailand
E:mail: Riangtong@gmail.com, tanapol.ko@ssru.ac.th

ABSTRACT

This study is the quantitative research and data collection was conducted through a 5-rating-scale questionnaire distributed to participants consisting of Chinese language teachers, school administrators and educational supervisors, totally 47 schools, under the Secondary Educational Service Area Office 3. The Taro Yamane calculation (Taro Yamane, 1970) was used for sampling size determination at significance level of 0.05 gaining the sampling group of 280 respondents. In addition, the survey research technique was applied together with data analysis by descriptive statistics; mean and standard deviation, to study the efficiency level of Chinese teaching in schools under the Secondary Educational Service Area Office 3. The research tools and quality testing consist of content validity conducted by 3 expertise and reliability by try-out method through a group of 30 respondents similar to the sampling group from which the reliability value was equivalent to .9862. The research findings revealed that the Chinese teaching efficiency (chteef) showed high level with its mean value of 3.79 whereas the variables of management innovation (amdino) was also at high level with its mean value of 3.55 same as high level of motivation of teachers (motiv) with its mean value of 3.65 and potential of Chinese language teachers (pocht) with its value of 3.42, respectively.

Keywords: Chinese Teaching Efficiency/Secondary Level

INRODUCTION

Thailand has continually placed an importance on the education as a main mechanism for country development and due to expiry of the former National Education Plan, the Ministry of Education by the Office of the Educational Council thereby formulated the current National Education Plan B.E. 2560-2579. The objectives of the captioned plan are to arrange a target framework and direction for Thailand education arrangement by focusing on provision for all Thai people at all levels to access the opportunity and equality of qualified education, develop the effective educational management and human resources' competency to be matched with job market requirement and national development. In the process of the national education plan arrangement, it was emphasized on participation and acceptance of all concerned parties in order for driving the captioned plan to be implemented practically and successfully (National Education Plan B.E. 2560-2579).

As a result of the recent establishment of ASEAN community in 2015, Thai future society has been changed from the past and a number of people from neighboring countries visiting Thailand will be higher whereas trading, investment and economics will be also more

closely connected and transportation will be more convenient as well. In view of communication among people in ASEAN region, it is mutually agreed to use English language as the official one for communication. Realizing in this significant change, Thailand therefore has encouraged Thai people to learn the second and third ones to avail an opportunity of learning foreign languages and this can currently be found in a form of free course opening of foreign language teaching. Importantly, for future direction, it is forecasted that in 2020, the People's Republic of China will certainly become the new world economic leader in replacement of the United States of America. For Thailand, participating in ASEAN+3 or AEC will stimulate and also enhance anxiousness to learn the third language and the most attractive one is "Chinese" (Sureephorn Trijan, 2014), the popular one that has been increasingly learnt since the People's Republic of China has currently played a vital role in trading and economics as mentioned above and there have been a continuous increase of business cooperation between Chinese & Thai (Rungnapa Rojanaphaitoon, 2015). As a result of country opening of the People's Republic of China in 1975 and its trading has been expanded to south east Asia, Thai people have been encouraged by the Ministry of Education through adding Chinese language learning into the foreign language department of each school in which students can select it as an elective subject according to the Basic Education Core Curriculum B.E. 2544 (Ministry of Education, 2001).

At present, Nonthaburi has developed the teaching arrangement of the foreign language department in schools especially Chinese language as an important one for readiness of using for communication in competitive world of business. The Language Institutes of Ramkhamhaeng University and Chulalongkorn University have provided Chinese teachers for secondary schools under cooperation with Nonthaburi Provincial Organization. The development of language teaching of the said department in each school, especially for Chinese language, has been very important for them to be used as an international language in the near future. Nevertheless, there have remained many problems incurred in Chinese teaching in Nonthaburi schools under the Secondary Educational Service Area Office 3 i.e. lack of clear curriculum and teaching guideline due to different book usage, no sequence of ease and difficulty of learning content, inapplicable learning content for daily life. These problems then cause unsuccessful teaching & learning as expected. In addition, due to teachers' lack of teaching experience in activity arrangement and also skills in using and producing instructional media including with undiversified & unsystematic of assessment, the result of teaching arrangement in those schools has then reflected inefficiency of teaching (Jarukorn Jorraddon, 2015). Consequently, considering the abovementioned circumstances, the researchers are thereby interested in studying what are the factors impacting the efficiency and development of Chinese teaching in schools under the Secondary Educational Service Area Office 3 in order to be further used as a guideline to develop Chinese teaching efficiency which can enable school administrators and all concerned to address the effective Chinese teaching policy.

OBJECTIVE

To study the efficiency level of Chinese teaching in schools under the Secondary Educational Service Area Office 3.

METHODOLOGY

This study is the quantitative research and data collection was gained through 5-rating-scale questionnaires distributed to Chinese language teachers, school administrators

and educational supervisors, totally 47 schools, under the Secondary Educational Service Area Office 3. The Taro Yamane calculation (Taro Yamane, 1970) was used for sampling size determination at significance level of 0.05 gaining the sampling group of 280 respondents. In addition, the survey research technique was applied together with data analysis by descriptive statistics; mean and standard deviation, to study the efficiency level of Chinese teaching in schools under the Secondary Educational Service Area Office 3. The research tools and quality testing consist of content validity conducted by 3 expertise and reliability by try-out method through a group of 30 respondents similar to the sampling group from which the reliability value was equivalent to .9862.

CONCLUSION

Part 1 Findings of Sampling Group General Information

The data collection was gained from 280 respondents of the sampling group; Chinese language teachers, school administrators and educational supervisors, totally 47 schools, under the Secondary Educational Service Area Officer 3, with details as followings:

Table 1 Frequency and percentage of the sampling group personal information (n=280)

General Information	No. of Persons	%
Gender		
Female	192	68.50
Male	88	31.50
Total	280	100.00
Age		
below 25 years	69	24.50
25 – 40 years	82	29.30
41 – 55 years	85	30.50
over 55 years	44	15.70
Total	280	100.00
Educational Level		
lower than bachelor's degree	41	14.50
Bachelor' s Degree	169	60.30
higher than bachelor' s degree	71	25.20
Total	280	100.00
Position		
School Administrator	80	28.50
Teacher	111	39.50
Educational Supervisor	90	32.00
total	280	100.00

As per Table 1, it is found that most respondents of sampling group are female, totally 192 persons or 68.50 %, 85 of them or 30.50 % are aged between 41-55 years, 169 of them or 60.30 % hold educational level of bachelor' s degree and 111 of them or 39.50% are teachers.

Part 2 Findings of Efficiency Level of Chinese teaching in Schools under the Secondary Educational Service Area Office 3

The 5-rating-scale questionnaires were distributed to all 280 respondents as mentioned above with data collection for further studying to find out the level of variables by using the descriptive statistics consisting of mean and standard deviation as details shown in Table 2.

Table 2 Mean, Standard Deviation and Interpretation of Management Innovation (amdino), Motivation of Teachers (motiv), Potential of Teachers (pocht) and Chinese teaching Efficiency (chteef) (n = 289)

Variables	M	S.D.	Meaning
1. Management Innovation (amdino)			
1.1 technology (tech)	3.52	.85	High
1.2 participation (parti)	3.57	.89	High
1.3 quality assurance (quas)	3.55	.90	High
1.4 school base (scba)	3.55	.93	High
Total	3.55	.89	High
2. Motivation of Teachers (motiv)			
2.1 progress (prgr)	3.65	.72	High
2.2 welfare (velf)	3.69	.61	High
2.3 recognition (reco)	3.60	.68	High
Total	3.65	.67	High
3. Potential of Teachers (pocht)			
3.1 knowledge (know)	3.41	.86	Medium
3.2 teaching skills (tesk)	3.52	.72	High
3.3 ethics (ethi)	3.34	.95	Medium
Total	3.42	.85	Medium
4. Chinese teaching Efficiency (chteef)			
4.1 developing potential for strength (potst)	3.53	.87	High
4.2 learning innovation management (leinm)	3.75	.76	High
4.3 using a research for student development (restd)	3.91	.78	High
4.4 all students are capable as per the education indicator & standard (indic)	3.83	.76	High
4.5 Students' capability in Chinese skills is competitive. (compe)	3.92	.75	High
Total	3.79	.78	High

As per Table 2, it is found that Chinese teaching efficiency shows high level with mean value of 3.79 whereas the management innovation (amdino) shows high level with mean value of 3.55, motivation of teachers (motiv) shows high level with mean value of 3.65

and the potential of Chinese language teachers (pocht) shows high level with mean value of 3.42, respectively.

CONCLUSION AND DISCUSSION

This research on the efficiency of Chinese teaching in schools under the Secondary Educational Service Area Office 3 had been undertaken to explore the efficiency level of Chinese teaching in the captioned schools. Data collection was gained from 5-rating-scale questionnaires distributed to 280 respondents of the sampling group consisting of Chinese language teachers, school administrators and educational supervisors, totally 47 schools, under the Secondary Educational Service Area Office 3. The variable levels were calculated by applying the descriptive statistics; mean and standard deviation which matches with the study of Jintana Wisedjinda and Sompong Chitradub (2018) on “Guideline of Chinese Teaching in High Schools”. The objective of this research is to propose a guideline for Chinese teaching arrangement in high schools. The research methodology are separated into 3 stages; the 1st stage – studying on circumstances of Chinese teaching arrangement in high schools for Thai teachers teaching Chinese language in 93 schools under the Secondary Educational Service Area Office 3, Bangkok that is in line with the study of Zeng Aiping (2017) on “Chinese teaching Arrangement in Pathumthani Secondary Schools” that were conducted as per the school administrators and teachers by studying the circumstances of Chinese teaching in secondary schools that were classified based on discretion of 66 school administrators and heads of foreign language department by simple random sampling with data collection gained from questionnaires and analyzed by a computer program in line with the study of Ronnaphol Masinsuk (2008) on “Chinese Teaching Arrangement of Primary-Secondary Schools in Thailand”. His research findings revealed that the Chinese teaching efficiency (chteef) showed high level with mean value of 3.79, variables of management innovation (amdino) at high level with 3.55 mean value, motivation of teachers (motiv) at high level with 3.65 mean value and potential of teachers (pocht) at high level with 3.42 mean value, respectively. This was in line with the study of the Office of the Education Council (2016) on Chinese teaching arrangement in primary schools on the purpose of teaching development and the findings revealed that all schools at all types have mostly placed Chinese language as a prerequisite whereas Chinese communication as an elective subject. However, some of them provide Chinese teaching as an additional one. The Chinese language skills competitions were conducted to promote the courses among schools under the Office of the Basic Education Commission and there were Chinese language courses in private schools arranged 2 hours a week. As per the study of Sureephorn Trijan (2014) on the current situation of Chinese teaching in order to be used as an appropriate guideline for developing and solving problems arisen from Chinese teaching and helpful for students, teachers and schools, it was in line with the research findings of Zeng Aiping (2017) revealing that the arrangement for Chinese teaching in Pathumthani secondary schools under discretion of school administrators, heads of foreign language department and teachers reflected that in terms of curriculum, teacher, teaching method & activity, instructional media and assessment of learning outcome, an overall showed high level and also in line with Jintana Wisedjinda and Somphong Chitradub (2018) revealing that the guideline for Chinese teaching arrangement in high schools could be divided into 4 aspects; 1) Teaching Arrangement Aspect– teachers should emphasize on the process of group learning with various activities responding to different students in which availed an opportunity for them to use Chinese communication as most as they can with an integration of Chinese culture., 2) Instructional Media Aspect – teachers should select and apply consecutive textbooks/calendar

in each level and also seek for graded readers as an additional for learners such as using technology media, popular news about persons or events as the instructional ones., and 3) Assessment of Learning Outcome Aspect – teachers should assess the outcome of learning through in-class activities.

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