

Evaluation of the Curriculum in the Special Classroom at Tedsabanjunghua School, Phatthalung Province

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Received : 2025-03-04

Revised : 2025-04-03

Accepted : 2025-04-29

Abstract

The objective of the research was to evaluate the Special Classroom Curriculum of Tedsabanjunghua School, Phatthalung Province, using Hammond's Evaluation Model, which includes instructional, institutional, and behavioral dimensions. The target group consisted of the school principal, the deputy principal, five teachers involved in the Special Classroom Curriculum, and 70 Grade 9 students in the 2024 academic year. The research instruments used for data collection were a questionnaire to evaluate the Special Classroom Curriculum of Tedsabanjunghua School, Phatthalung Province, using a rating scale, and an interview to assess the same curriculum. Quantitative data were analyzed using descriptive statistics, including the arithmetic mean and standard deviation. Qualitative data were analyzed using content analysis. The results showed that: the instructional dimension was rated at a high level overall, the institutional dimension was also rated at a high level overall, and the behavioral dimension was similarly rated at a high level overall. Interviews with administrators and teachers about the evaluation of the Special Classroom curriculum at Tedsabanjunghua School, Phatthalung Province, revealed that the instructional dimension was effective, with appropriate class sizes, adequate lesson hours, and suitable learning materials and methods. The institutional dimension showed that students performed well academically and exhibited good learning behaviors, while teachers and administrators had sufficient qualifications and experience. The behavioral dimension highlighted that students effectively applied their knowledge to real-life situations, participated in learning activities, and developed language skills according to the set criteria, demonstrating positive attitudes and skills.

Keywords: Curriculum Evaluation, Hammond's Evaluation Model

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Introduction

In the era of globalization, where international communication is increasingly important, learning a second or third language has become essential for students in the 21st century. Many secondary schools in Thailand have introduced specialized English-Chinese classroom programs to prepare students for global changes and enhance their opportunities for further education. The specialized English-Chinese classroom program in secondary schools is an excellent choice for students seeking to develop language skills and prepare for a globalized future. With intensive instruction and a variety of supplementary activities, students gain both language proficiency and cultural understanding key components of future success.

Tedsabanjunghua School, located in Phatthalung Province, has developed a specialized English-Chinese classroom program for Grade 7 to Grade 9 students. This program aims to intensively develop students' language skills, including listening, speaking, reading, and writing. It focuses on enabling students to use both English and Chinese fluently and confidently. Additionally, the program promotes cultural awareness of the countries where these languages are spoken, helping students become global citizens who can adapt to and collaborate with people from diverse cultural backgrounds (Office of the Basic Education Commission, 2020).

The curriculum is divided into two main components. First, students learn English from both Thai and foreign expert teachers, with an emphasis on communication skills, academic writing, and preparation for international standardized tests such as TOEFL and IELTS (Wang, 2020). Second, students study Chinese from beginner to intermediate-advanced levels, taught by native speakers or specialized instructors. This approach ensures that students can communicate naturally in Chinese and gain a deep understanding of Chinese culture (Li, 2019). In addition to classroom instruction, the program includes supplementary activities designed to enhance language acquisition and cultural learning. These include English and Chinese language camps, student exchange programs with international schools, guest lectures from native speakers, and language skill competitions such as speech contests, essay writing, and debates (Office of the Basic Education Commission, 2020). The benefits of the program extend to improved opportunities for further education. Students who graduate from this program possess strong language skills, giving them a competitive edge when applying to universities both in Thailand and abroad (Wang, 2020).

Curriculum evaluation is a critical process that enables educational institutions to assess the effectiveness and efficiency of their instructional programs. This process is especially important for special classroom programs such as those implemented at Tedsabanjunghua School, which aim to develop students' potential according to their individual abilities. To carry out this evaluation, Hammond's Evaluation Model (1967) is employed, which consists of three key dimensions. The instructional dimension focuses on the quality and effectiveness of the teaching and learning processes, including curriculum design, teaching methods, instructional materials, and the alignment of learning objectives with outcomes. Its goal is to determine whether instructional strategies meet learners' needs and achieve the intended educational goals. The institutional dimension examines the broader organizational and structural elements that

influence the program, such as institutional policies, resource allocation, administrative support, and the learning environment, aiming to ensure that the institution provides sufficient infrastructure and support for success. Lastly, the behavioral dimension evaluates the behaviors and attitudes of all stakeholders involved students, teachers, administrators, and others by assessing levels of engagement, motivation, collaboration, and the overall culture of learning and teaching within the program. Together, these three dimensions provide a comprehensive framework for evaluating educational programs and ensuring continuous improvement. By incorporating all three dimensions, Hammond's Evaluation Model offers a comprehensive framework for assessing educational programs, ensuring that all critical elements are addressed for ongoing improvement and success.

Evaluating the special classroom curriculum will help identify strengths and areas for development, as well as the factors that influence the program's effectiveness. This process will lead to enhanced curriculum quality and improved alignment with students' needs. Furthermore, it will help build trust among parents and the community by demonstrating the program's genuine commitment to developing students' full potential.

Research Objective

This research aimed to evaluate the Special Classroom curriculum of Tedsabanjunghua School, Phatthalung Province using Hammond's evaluation model in 3 dimensions: 1) instructional dimensions, 2) institutional dimensions, and 3) behavioral dimensions.

Significance of the Study

1. This study addresses the growing need for effective language education programs in Thailand, particularly within the context of globalization. By evaluating the enrichment program at Tedsabanjunghua School, it offers valuable insights into how such programs can be effectively designed and implemented to maximize their impact.

2. The research contributes to the field of program evaluation by demonstrating the applicability of Hammond's Evaluation Model within the context of language education. This model provides a structured and systematic approach to assessing educational programs, making it a valuable tool for educators and policymakers alike.

3. The findings of this study have practical implications for Tedsabanjunghua School and other educational institutions seeking to enhance their language programs. The recommendations provided will support schools in improving their enrichment programs, ultimately leading to better outcomes for students.

Research Methods

Evaluation of the Special Classroom curriculum of Tedsabanjunghua School, Phatthalung Province using Hammond's evaluation model in 3 dimensions: 1) instructional dimensions, 2) institutional dimensions, and 3) behavioral dimensions

Target Group

The target group consisted of the school principal and school deputy principal, 5 teachers of Special Classroom Curriculum, and 70 students of grade 9 in the 2024 academic year.

Research Instruments

Instruments used in this research consisted of:

Set 1: Evaluation questionnaire for the evaluation of the Special Classroom curriculum of Tedsabanjunghua School, Phatthalung Province, consisting of 2 copies as follows:

Copy 1: Questionnaire for administrators and teachers, divided into 3 sections: 1) Questionnaire on general information 2) Questionnaire on instructional dimensions, 20 items, institutional dimensions, 20 items, and behavioral dimensions, 10 items including Problems and other suggestions.

Copy 2: Questionnaire for students, divided into 3 sections 1) Questionnaire on general information, instructional dimensions, 20 items, and behavioral dimensions, 10 items including Problems and other suggestions.

The questionnaire was a 5-point rating scale, with the following weights:

5 means the highest level

4 means the high level

3 means the middle level

2 means the low level

1 means the lowest level

The criteria for interpreting the research results are as follows:

4.51 - 5.00 means the highest level of opinion

3.51 - 4.50 means the high level of opinion

2.51 - 3.50 means the middle level of opinion

1.51 - 2.50 means the low level of opinion

1.00 - 1.50 means the lowest level of opinion

Set 2: Interview form for evaluating the Special Classroom curriculum of Tedsabanjunghua School, Phatthalung Province for administrators and teachers The interview form is divided into 3 parts:

Part 1: Questionnaire on general information

Part 2: Questionnaire on instructional dimensions, institutional dimensions, and behavioral dimensions

Part 3: Other problems and suggestions

The questionnaire is a semi-structured selection interview

Data collection

The researcher collected data as follows:

1) Quantitative data collection

1.1) The researcher use the questionnaires to the administrators, teachers and students in person.

1.2) Use the returned questionnaire to analyze the data.

2) Qualitative data collection

2.1) The researcher requests cooperation in the research with the target group.

2.2) The researcher collects data by conducting semi-structured selection interview school administrators and teachers. The interviews last 30-60 minutes per person in person.

Data Analysis

1. Quantitative data analysis is the analysis of data by collecting data from questionnaires using basic statistics, namely mean and standard deviation.

2. Qualitative data analysis is the analysis of data, including content analysis, using inductive analysis by interpreting meanings, connecting relationships, and drawing conclusions from the data analyzed, including documents from in-depth interviews.

Research results

Table 1 The result from questionnaire for the evaluation of the Special Classroom curriculum of Tedsabanjunghua School, Phatthalung Province

No.	Dimensions	Administrators and teachers			Students		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
1.	Instruction dimension						
1.1	Organization	4.28	0.95	high level	4.37	0.78	high level
1.2	Content	4.00	1.00	high level	4.45	0.71	high level
1.3	Methodology	3.85	0.89	high level	4.47	0.71	high level
1.4	Facilities	3.85	0.89	high level	4.45	0.71	high level
1.5	Cost	4.14	0.89	high level	4.42	0.73	high level
	Total	4.02	0.93	high level	4.43	0.72	high level
2.	Institutional dimension						
2.1	Student	4.14	0.69	high level	-	-	-
2.2	Teacher	4.28	0.75	high level	-	-	-
2.3	Administrator	4.57	0.53	high level	-	-	-
2.4	Education Specialist	4.57	0.53	high level	-	-	-

No.	Dimensions	Administrators and teachers			Students		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
2.5	Family	4.42	0.53	high level	-	-	-
2.6	Community	4.42	0.53	high level	-	-	-
	Total	4.40	0.59	high level	-	-	-
3.	Behavior dimension						
3.1	Cognitive	4.42	0.19	high level	4.34	0.77	high level
3.2	Affective	4.42	0.19	high level	4.34	0.79	high level
3.3	Psychomotor	4.28	0.35	high level	4.30	0.78	high level
	Total	4.38	0.51	high level	4.32	0.78	high level
	Total	4.26	0.69	high level	4.39	0.74	high level

Table 1 shows that the overall evaluation by school administrators and teachers was at a high level across all dimensions. The instructional dimension indicated a high level of effectiveness, while the institutional and behavioral dimensions were also rated similarly high. Likewise, the overall evaluation by students was at a high level. Students rated the instructional, institutional, and behavioral dimensions highly, indicating a consistent perception of program effectiveness among both educators and learners.

From interviews with administrators and teachers about the evaluation of the Special Classroom curriculum of Tedsabanjunhua School, Phatthalung Province, it was found that:

1. instruction dimension, it was found that the number of students per classroom is appropriate, which is no more than 40 people per classroom. The number of English and Chinese lessons per classroom is set at 5 hours per week, in accordance with the curriculum structure. The learning time per day is appropriately organized. The subject content is consistent with the indicators and learning objectives, suitable for the needs and levels of the learners. The teaching methods are diverse. Learning activities are organized. A variety of teaching media are used, both online and printed. Various measurement and evaluation are appropriate for the level of the learners. Facilities are complete and sufficient to meet the needs of teachers and students in learning English, both in terms of location and learning equipment, including the budget for learning management.

2. Institutional dimensions It was found that students had academic achievements before entering the curriculum as a whole and the percentage of students who continuously

strive to learn and study was in line with the criteria, with good learning behavior. Teachers graduated and had at least 3 years of teaching experience, which was sufficient for teaching and learning. Administrators graduated and had at least 3 years of experience in school administration, which was appropriate for school administration. The community participated in developing the curriculum as a learning resource.

3. Behavioral dimensions It was found that behaviors in terms of knowledge Students can connect knowledge to situations in daily life, can transfer knowledge to others, and can judge the value of content appropriately according to the social context. Attitude behavior: See the importance of learning, participate in organizing learning activities, and demonstrate desirable characteristics appropriately according to the specified criteria. Skill behavior: Students are aware of various approaches to skill training according to the teacher's instructions. They practice their own language skills in accordance with their nature and needs, and have skills that pass the set evaluation criteria.

Discussion

The overall evaluation by school administrators and teachers was at a high level across all dimensions, which suggests that the Special Classroom curriculum is perceived as effective and well-implemented. The instructional dimension, in particular, demonstrated a high level of effectiveness, indicating that teaching methods, strategies, and resources were successfully aligned with the learning objectives (Smith, 2021). This finding is consistent with research that emphasizes the importance of instructional quality in achieving positive learning outcomes (Jones & Miller, 2019). Similarly, both the institutional and behavioral dimensions received similarly high ratings, reflecting the positive organizational support and behavioral engagement within the program (Taylor & Green, 2020). Such findings align with previous studies that highlight the role of institutional support and positive behaviors in the success of educational programs (Wilson, 2018).

In addition, the evaluation by students also reflected a high level of satisfaction, with students rating the instructional, institutional, and behavioral dimensions highly. This consistency in positive evaluations between educators and learners suggests a shared perception of the program's effectiveness. Previous research has shown that when both students and educators agree on the effectiveness of a program, it often indicates a well-rounded and impactful educational experience (Harrison, 2022). The alignment between the evaluations of both groups suggests that the curriculum effectively meets the needs of both teachers and students, supporting its success in enhancing learning outcomes.

Suggestions

Policy Suggestions

The curriculum structure should focus more on the process than the content. Indicators for the same or similar content should be combined within the same subject to reduce content duplication. This version maintains your original meaning while improving readability. Let me know if you need further changes

Research and development suggestions

1. The school curriculum should be evaluated by learning area such as English, Chinese etc.
2. The school curriculum should be evaluated using other evaluation model, such as evaluation using the CIPPIEST model, evaluation using the Alkin model, evaluation using the Balanced Scorecard (BSC) model etc.

Conclusion

The results of the curriculum evaluation can be concluded that the curriculum evaluation based on the concept of Robert L. Hammond is an evaluation of the curriculum implementation that is appropriate. Robert L. Hammond's evaluation model also helps the evaluator find the factors that influence the success or failure of the curriculum according to the objectives. It also gives importance to the family and community environment that influences the curriculum in order to obtain reliable and sufficient basic information for decision making. From the results of the evaluation, it was found that Instructional dimension indicated the overall of the school administrators and teachers was at a high level 2) Institutional dimension illustrated that the overall of the school administrators and teachers was at a high level 3) Behavioral dimension revealed that the overall of the school administrators and teachers was at a high level

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