ABSTRACT

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Key Words: ATTITUDES TOWARD TRANSITION, SINGAPORE NATIONAL CURRICULUM, UK CAMBRIDGE INTERNATIONAL CURRICULUM, PRIMARY LEVEL, SECONARY LEVEL, ENGLISH, MATHEMATICS, SCIENCE, INTERNATIONAL SCHOOL, THAILAND

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Thesis Title: A COMPARATIVE STUDY OF ATTITUDES TOWARD TRANSITION FROM THE SINGAPORE NATIONAL CURRICULUM IN PRIMARY LEVEL TO THE UK CAMBRIDGE INTERNATIONAL CURRICULUM IN SECONDARY LEVEL HELD BY SECONDARY YEARS 1 TO 4 STUDENTS IN ENGLISH, MATHEMATICS, AND SCIENCE SUBJECTS AT AN INTERNATIONAL SCHOOL IN GREATER BANGKOK, THAILAND

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This quantitative study was conducted to compare, among different secondary year levels, the attitudes toward transition from the Singapore National curriculum in primary level to the UK Cambridge International curriculum in secondary level held by Secondary Years 1 to 4 students in three academic subjects (i.e., English, Mathematics and Science) at an international school in Greater Bangkok, Thailand. This study was conducted on 102 students in Secondary Years 1 to 4 in the academic year 2019-2020. The target school follows the Singapore Ministry of Education’s national curriculum in nursery, kindergarten and primary school levels, while the UK Cambridge International is followed by the school in secondary
level. For the data collection, a questionnaire entitled the Questionnaire for Attitudes Toward Transition from the Singapore National Curriculum in Primary Level to the UK Cambridge International Curriculum in Secondary Level was developed. The questionnaire was comprised of three 15-item sections (one for each subject). The items, which offered a range of responses on a 6-point Likert scale, were designed to assess students’ attitude toward the curricular transition in relation to six dimensions; timetable, classwork, homework, assessment, teachers, and textbooks. From the data analysis, the attitudes toward the curricular transition held by the different groups of students in English, Mathematics and Science ranged from slightly negative to positive. A multivariate analysis of variance (MANOVA) revealed that, in the English subject, there was a significant difference between students’ attitudes toward the curricular transition along all year levels. In the Mathematics and Science subjects, there was a significant difference between students’ attitudes toward the curricular transition among some year levels. Based on the research findings, recommendations for students, parents, teachers, administrators and future researchers are provided.

Field of Study: Curriculum and Instruction

Graduate School of Human Sciences

Academic Year 2019

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