

**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**

**Wachiravit Karuensatit<sup>1</sup>  
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**Received:** 11<sup>th</sup> September 2020

**Revised:** 20<sup>th</sup> December 2021

**Accepted:** 12<sup>th</sup> January 2022

**Abstract:** This quantitative study was conducted to compare, among different secondary year levels, the attitudes toward the transition from the Singapore National Curriculum at the primary level to the UK Cambridge International Curriculum in the 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 at nursery, kindergarten, and primary school levels, while the school follows the UK Cambridge International Curriculum at the secondary level. 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 for the data collection. The questionnaire comprised three 15-item sections (one for each subject), coded on a 6-point Likert scale, designed to assess students' attitude toward the curricular transition in relation to six dimensions; timetable, classwork, homework, assessment, teachers, and textbooks. The data analysis found that the participants' attitudes toward the curricular transition in English, Mathematics, and Science ranged from slightly negative to positive. A multivariate analysis of variance (MANOVA) revealed that, in

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the English subject, there was a significant difference between students' attitudes toward the curricular transition along with all year levels. There was a significant difference in the Mathematics subject between students' attitudes toward the curricular transition among Secondary Year 1 and Year 2 students and Secondary Year 2 and Years 3 and 4 students. In the Science subject, there was a significant difference between students' attitudes toward the curricular transition among Secondary Year 1 and Years 3 and 4 students, and Secondary Year 2 and Years 3 and 4 students. Based on the research findings, recommendations for students, parents, teachers, administrators, and future researchers.

**Keywords:** Attitudes Toward Transition; Singapore National Curriculum; UK Cambridge International Curriculum; Primary Level; Secondary Level; English; Mathematics; Science; International School; Thailand

### **Introduction**

Transition in the context of education refers to the significant changes in students' experience moving from one school setting to another (Akos, 2002; Disseler, 2010). The changes can either cause negative or positive consequences on students' adjustments to the new setting (Cauley & Jovanovich, 2006; Disseler, 2010). This study focused on students transitioning from one curriculum at the primary level to another at the secondary level at an international school in Greater Bangkok.

The transition from one curriculum to another is challenging, given that it involves significant changes in several school aspects (Akos, 2002; Disseler, 2010). These changes could occur in both management and instruction, which are considered the focal points of concern in transition (Akos, 2002). Changes in those points of concern in transition could cause students and staff to become unfamiliar with different school aspects, such as regulations, assessment, learning styles, and instructional strategies (Akos, 2002; Campbell-Wilder, 2009). Consequently, changes in those points of concern in transition can affect their physical, emotional, cultural, and social development, which may cause pressure on students (Akos, 2002; Campbell-Wilder, 2009; Disseler, 2010; Elias, 2001; Spies, 2005).

There are various aspects concerning a curricular transition. However, according to previous studies, there are six main points of concern in transition in terms of both management and instruction: timetable, classwork, homework, assessment, teachers, and textbooks (Cohlhepp, 2018; Holland, 2018; Manachon & Eamoraphan, 2017; Moore, 2009; Schmidt, 2006; Stockton, 2011; Stowers, 2014). In the present study, these six main points of