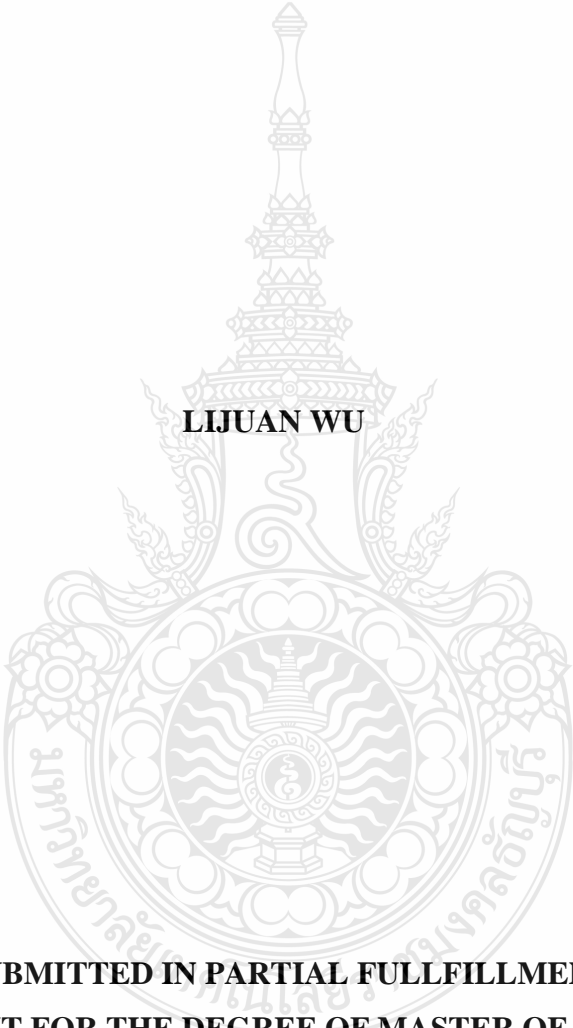


**CURRICULUM EVALUATION OF PRESCHOOL EDUCATION OF
ZIGONG VOCATIONAL TECHNICAL SCHOOL USING
CRITERION BASED MODEL BY STAKE**

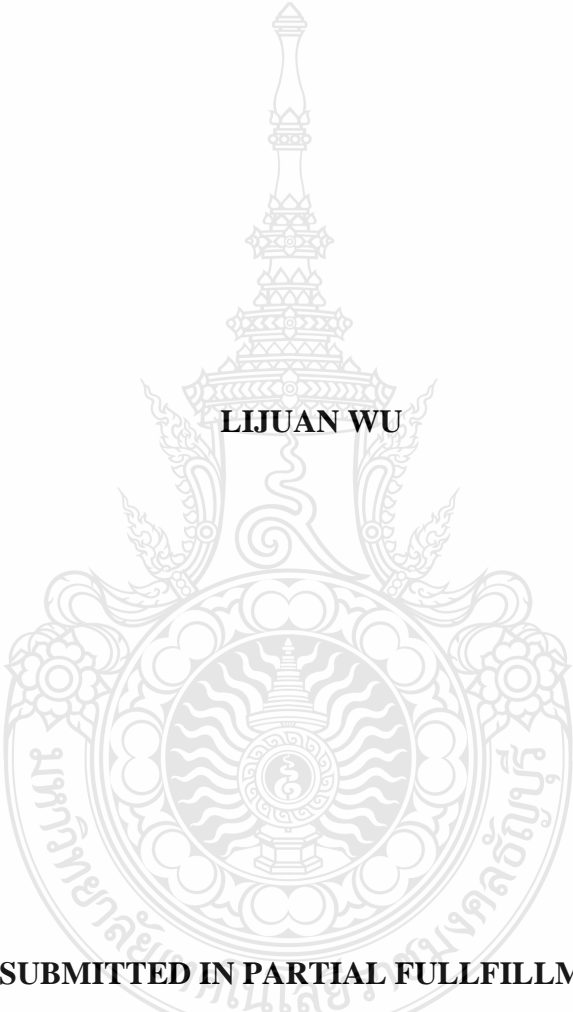
LIJUAN WU



**A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE
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IN CURRICULUM DEVELOPMENT AND INSTRUCTIONAL INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2022
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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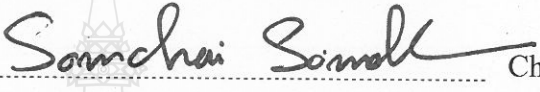
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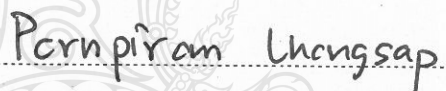
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ABSTRACT

The research aimed to study the evaluated curriculum of the preschool education major of Zigong Vocational and Technical School using a criterion-based model by Stake.

The samples used in this research were divided into 5 groups of 335 individuals consisting of 12 curriculum instructors, 10 instructors, 255 students, 27 graduate students, and 31 graduate users through stratified random sampling. The data were collected through questionnaire comprising 5 scales with validity values range from .66 to 1.00 and a reliability of .87. The statistics used for data analysis were percentage, mean, and standard deviation.

The research results showed that the evaluated curriculum of the preschool education major of Zigong Vocational and Technical School had a high overall level. When considering all three aspects, it was found that the antecedent aspect in the curriculum objectives, students, and contributing factors was at a high level. The transaction aspect in the curriculum administration and learning management was also at a high level. Additionally, the outcome aspect of knowledge, skill, and ethics was at a high level.

Keywords: curriculum evaluation, stake model, preschool education

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CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problems

Preschool education serves as the foundation for everyone's learning career, marking the commencement of lifelong learning. It holds significant importance as an integral part of the national education system and a crucial social welfare endeavor. The provision of preschool education and the education provided to young children profoundly impact their healthy development, societal harmony, stability, and the future of the nation. Therefore, the quality of preschool educators receives considerable attention.

To promote the development of preschool education, the state and various levels of government have actively implemented diverse policies and regulations. In 2010, the Central People's Government of the People's Republic of China issued the "National Medium - and Long-Term Education Reform and Development Plan Outline (2010-2020)", highlighting the significance of preschool education and setting the goal of achieving universal access to basic preschool education. Additionally, in the same year, the State Council released several opinions specifically addressing the current development of preschool education. These opinions explicitly recognized preschool education as a vulnerable link within the educational system, emphasizing that addressing the issue of educators is crucial to resolving the challenges in preschool education. Therefore, preschool educators serve as the cornerstone for the advancement of preschool education, making the cultivation of high-quality preschool instructors an urgent priority. Education forms the foundation for long-term planning, with educators at the core of educational strategies.

In 2011, the Ministry of Education of China, Teacher Education Division, issued the "Standards for the Qualification Examination of Primary and Secondary School and

Kindergarten Teachers". Additionally, in 2012, the Ministry of Education of the People's Republic of China issued the "Professional Standards for Kindergarten Teachers". These documents further clarified the objectives and direction of preschool instructor training.

The documents prioritized basic concepts such as teacher ethics, children's well-being, ability development, and lifelong learning across four dimensions of professional concept, teacher ethics, professional knowledge, and professional ability. Preschool instructors were required to be effective initiators and guides for children's healthy growth. The integration of preschool education theory with practical application was emphasized, highlighting the importance of practical nursing skills. Furthermore, the study of children and adherence to their growth patterns were emphasized to enhance the level of care and educational work. The documents also gave attention to fostering reflective thinking and independent professional development skills among kindergarten instructors.

The country's requirements for preschool instructors' qualifications have continued to improve, with a strong emphasis on the practical application abilities of preschool instructors. This indicates the need for preschool instructor training programs to have a stronger focus on professionalism and practical skills, imposing higher demands on the training of applied preschool instructors. China's preschool instructor training underwent a rapid transition from a universal education approach to a quality-oriented education approach. Existing early childhood educators generally pursued re-education and self-learning to achieve rapid transformation and upgrade their skills. In this context, higher vocational colleges were urged to prioritize the development of preschool education programs, actively cultivate preschool education professionals, and meet the evolving demands of preschool education's development.

In 2019, the Ministry of Education of the People's Republic of China issued the "Implementation Plan for National Vocational Education Reform", which proposed new goals and measures for vocational education personnel training in the new era. The article

highlighted the importance of "implementing the fundamental task of moral education, improving the educational mechanism of combining morality with technology and learning with work, and adhering to the unity of knowledge and practice and work". These proposals have put forward new and higher requirements for the practical reform and curriculum evaluation of preschool education courses in secondary vocational colleges.

One hundred years of life, based on preschool education. Today, there is an increasing emphasis on the integration of theory and practice in preschool education. The preschool pedagogy curriculum, as a core component of kindergarten teacher training, holds significant importance. It plays a vital role in equipping future teachers with the necessary knowledge and skills. The curriculum needs to strike a balance between strong theoretical foundations and practical application. It should be optimized to align with the evolving needs of preschool instructors and reflect the current social developments. By incorporating interactive and enjoyable teaching methods, the curriculum can become more effective and scientifically grounded, fostering the development of prospective instructors who possess the essential skills outlined in the "Kindergarten Teacher Professional Standards", including reflective thinking and independent professional growth.

Donald Schoen, a former philosophy professor at the Massachusetts Institute of Technology in the US, introduced the concept of the "reflective practitioner" into the field of teacher education. He highlighted how professionals engage in reflective thinking while in action. This concept has led to a transformation in teacher education, focusing on the cultivation of reflective practitioners. In the context of natural education, the practical curriculum should play a unique role. It should guide prospective instructors to generate practical knowledge and develop reflective thinking within educational practice settings.

Currently, higher vocational colleges have emerged as the primary institutions for training preschool education teachers. The curriculum serves as a crucial medium for educational activities within these colleges and plays a vital role in achieving educational

objectives. Evaluating the curriculum becomes the primary method of assessing its value and significance. As part of the national vocational education reform, the implementation plan for the general advancement of education evaluation schemes in the new era and the promotion of vocational education curriculum reforms have set higher requirements. The preschool education curriculum framework serves as a vehicle to translate theoretical concepts into practical applications within preschool education. It plays a significant role in advancing the quality of preschool education and promoting the development of children.

Zigong Vocational-Technical School places great importance on preschool education, considering it a key discipline within the institution. The main objective of this discipline is to train applied senior professionals who meet the evolving needs of society. These professionals are expected to have comprehensive moral, intellectual, and physical development. They possess a solid foundation of systematic professional knowledge and skills in early childhood education, enabling them to excel in areas such as nursing, education, management, and other related occupations.

The major courses are categorized into four modules: the public basic course module, professional theory course module, professional skill course module, and quality cultivation activity module. Each module consists of 2 to 7 courses.

For centuries, education has been the foundation, and instructors are the pillars of education. Instructors directly influence the physical and mental development of their students. This impact is particularly significant during the "golden period" of development for preschool children. The words and actions of preschool instructors have a profound influence on them. Therefore, ensuring the "quality" of preschool education hinges on the professionalism of kindergarten instructors.

Preschool Pedagogy, as the central curriculum in preschool education, played a crucial role in the training of kindergarten instructors. However, due to its strong theoretical and logical nature, it did not garner much favor among students. Instructors

faced challenges such as low enthusiasm and limited teaching approaches. Most studies in preschool pedagogy primarily focused on the curriculum's objectives, content, and teaching methods. The evaluation aspect was often limited to "curriculum assessment," which only represented one facet of curriculum evaluation. To alter the development status of preschool pedagogy, systematic research on its evaluation was necessary, along with promoting curriculum evaluation to enhance students' practical wisdom.

The reform of curriculum evaluation played a vital role in promoting curriculum reform. For students majoring in preschool education, the curriculum significantly influenced their educational outcomes. Therefore, it became necessary to explore the reform of curriculum evaluation in preschool education. This exploration aimed to stimulate the reform of professional curriculum and enhance the educational outcomes and quality of students pursuing preschool education.

One notable model in this context was the criterion-based model introduced by Stake. This model was developed by Stake based on Taylor's evaluation model. It comprised three key factors: "antecedents", "transaction," and "outcomes". Through these factors, Stake established an educational evaluation model that served as a framework for assessing preschool education.

The preschool education curriculum held great importance in the training of preschool education professionals. Designing a scientific and well-structured curriculum was crucial in improving the quality of preschool education instructors. Researchers focused on studying the curriculum evaluation of preschool education in Zigong Vocational and Technical School, aiming to contribute to the development and enhancement of preschool education.

.1.2 Research Questions

1.2.1 How were the curriculum evaluation results of the Preschool Education major at Zigong Vocational and Technical School assessed using the criterion-based model by Stake?

1.3 Purpose of the Study

1.3.1 To evaluate the curriculum of the Preschool Education major at Zigong Vocational and Technical School using Stake's criterion-based model, three factors were considered: antecedents, transactions, and outcomes.

1.4 Scopes and Limitations of the Study

1.4.1 Population and samples:

The research samples consisted of the preschool education major students at Zigong Vocational and Technical School. A total of 335 samples were selected using stratified random sampling from a population of 1,200. These samples were divided into five groups: 12 curriculum instructors, 10 regular instructors, 255 students, 27 graduate students, and 31 graduate users.

1.4.2 Scope of contents

Curriculum evaluation using Stake's criterion-based model included:

1.4.3.1 Antecedents

1.4.3.2 Transaction

1.4.3.3 Outcomes

1.4.3 Scope of time

The study will be conducted from September 2022 to March 2023.

1.5 Definition of Terms

1.5.1 Curriculum evaluation means the judgment of curriculum effect, the process of measuring the value and effectiveness of educational activities.

1.5.2 The Criterion-based model by Stake represents a pluralist perspective on evaluating a course plan, encompassing the assessment of antecedents, transactions, and outcomes.

1.5.3 Antecedents refer to the preconditions of teaching, including the attitudes of students before the teaching process.

1.5.4 Transactions involve the relationships between students and other related entities, such as people and things.

1.5.5 Outcomes encompass all the effects of teaching, mainly including the following factors: 1) students' abilities, achievements, attitudes, and enthusiasm during the teaching process, 2) measuring the influence of teaching on instructors, administrators, and counselors, and 3) consumption of materials, benefits of the teaching environment, costs, and other relevant data.

1.5.6 The curriculum for Preschool Education majors at Zigong Vocational and Technical School is a key discipline of the institution. Its primary goal is to cultivate applied senior professionals who meet the needs of social development, have comprehensive moral, intellectual, and physical development, possess systematic and solid professional knowledge and abilities in early childhood education, and have mastery of basic professional skills in early childhood education. These professionals are trained to engage in various occupations related to nursing, education, and management.

1.5.7 Curriculum efficiency means that the teaching content is valuable, students acquire knowledge effectively, the teaching methods are engaging, and students actively participate in the learning process.

1.5.8 Curriculum instructors are the educators who teach the preschool education curriculum at Zigong Vocational and Technical School.

1.5.9 Instructors means the instructors who teach another curriculum in Zigong vocational and technical school

1.5.10 Students are the learners enrolled in grades 1 to 3 of the preschool education major at Zigong Vocational and Technical School.

1.5.11 Graduate students are the students who have completed their studies in the preschool education major at Zigong Vocational and Technical School.

1.5.12 Graduate users are individuals or entities who hire preschool professional graduates from Zigong Vocational and Technical School.

1.6 Conceptual Framework

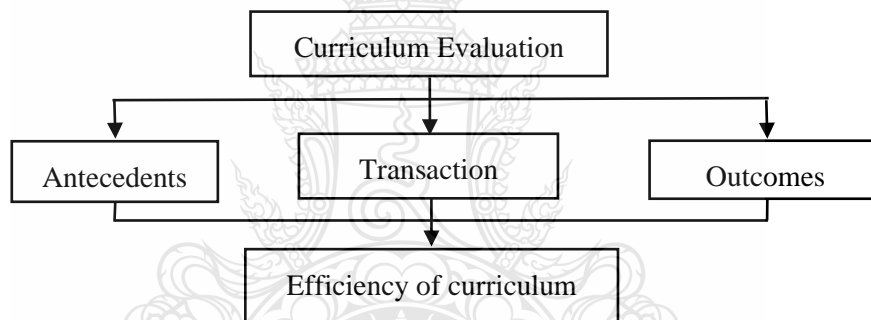


Figure 1.1 Conceptual Research Framework

1.7 Expected Benefits

1.7.1 It improved the students' learning ability and interest in the subject, fostering the growth of their professional concepts, professional knowledge, and professional skills.

1.7.2 It helped students enhance their professional practice and elevate their professional ability level, making it easier for them to adapt to kindergarten work more efficiently after graduation.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter focuses on reviewing the previous studies related to the areas relevant to this research.

- 2.1 Curriculum Evaluation
 - 2.1.1 Definition of curriculum evaluation
 - 2.1.2 The development of curriculum evaluation
 - 2.1.3 Curriculum evaluation models
- 2.2 Criterion Based Model by Stake
 - 2.2.1 Definition of criterion based model by Stake
 - 2.2.2 Procedure of criterion based model by Stake
 - 2.2.3 Advantages and disadvantages
- 2.3 Curriculum of Preschool Education Majors
 - 2.3.1 Curriculum content of preschool education majors
 - 2.3.2 Advantages and disadvantages
- 2.4 Related Research
 - 2.4.1 Domestic research
 - 2.4.2 Foreign research

2.1 Curriculum Evaluation

2.1.1 Definition of curriculum evaluation

Curriculum evaluation involves a process of value judgment. As a critical element of comprehensive curriculum activities, curriculum evaluation has its academic rationale and logic. Scholars hold different viewpoints on effectively integrating the value of the curriculum. The following section provides definitions of curriculum evaluation from various literature sources:

According to Zhong, Q. (2003, p.24), the value of the curriculum is reflected in "the possibility, effectiveness, and educational value of the implementation of the curriculum".

Liao, Z. (2004, p.15) believed that "curriculum evaluation was a value judgment activity for the process of curriculum planning, preparation, and implementation".

Jin, Y. (1995, p.425) believed that "curriculum evaluation was a value judgment made on the effect of the curriculum based on certain standards and the information of the curriculum system, using scientific methods".

Li, Y. (2002, p.38) believed that "curriculum evaluation was a process of judging the value or characteristics of curriculum plans, activities, results, and other related issues through certain methods and channels".

The evaluation of the value of the school curriculum and the judgment of its effectiveness were crucial tasks. Since different courses undertook diverse educational responsibilities, encompassed distinct scopes, and employed various teaching plans and formats, there was no standardized model for the content, index system, and evaluation method of curriculum evaluation. Instead, the evaluation scope, index system, and evaluation method were defined according to the specific courses and evaluation purposes.

According to Luo, K. (2008, p.35), curriculum evaluation is essentially a process of judging the extent to which curriculum and teaching plans achieve educational goals based on goal orientation.

2.1.2 The development of curriculum evaluation

The development of curriculum evaluation can be divided into five stages: the examination period, the testing period, the description period, the reflection period, and the construction period.

Examination period: This period emerged in the second half of the 19th century when oral examinations were conducted in schools. As education expanded, and student numbers increased, oral examinations were quickly replaced by written exams. The use of written tests began with Cambridge University in 1702 and gradually became popular in the United States. Characteristics of teaching evaluation during the examination period included subjective judgment by teachers who scored students based on their own assessments, leading to a high degree of subjectivity. To introduce objectivity, the educational test movement emerged.

Testing period: This period began in the early 20th century and saw the gradual maturation of educational testing. The publication of the "Binet Simon intelligence scale" and "Introduction to psychological and social testing" promoted the development of the educational testing movement and provided a foundation for it. Teaching evaluation during the testing period was characterized by the belief that "everything that exists has a quantity, and everything that has a quantity can be measured." The focus was on compiling various test scales to measure students' psychological functions and characteristics. The evaluation method was one-sided.

Description period: In the 1930s, Taylor led an eight-year curriculum and evaluation study aimed at addressing the significant conflict between students' needs and the school curriculum after the economic crisis. In 1942, Taylor and Smith co-wrote "Evaluation and Record of Students' Progress," which formally introduced the concept of educational evaluation. During this period, teaching evaluation was characterized by replacing "exam" and "test" with "evaluation" to distinguish it from educational measurement. The purpose of educational evaluation was to judge the extent to which educational goals were achieved through the description of specific behaviors. Key elements of evaluation included setting clear and actionable educational objectives. Evaluation was not limited to exams and tests; questionnaires, observations, product samples, and tests all played a role in developing evaluation models.

Reflection period: This period emerged in the 1950s and emphasized "judgment" in evaluation. It moved away from the previous generation's misconception of "value neutrality" in evaluation and focused on the evaluation process. Characteristics of teaching evaluation in the reflection period included not only describing results based on predetermined objectives but also making value judgments on those objectives. Evaluation involved assessing the strengths and weaknesses of plans and collecting and synthesizing relevant data to form comparative or value judgments based on a set of objective criteria. However, evaluation went beyond the limitations of predetermined objectives, and the value of the process itself became an organic component of evaluation.

Construction period: After the 1970s, education evaluation entered the construction evaluation period. According to this period's evaluation approach, the significance of evaluation lay in its service-oriented nature. Evaluators first considered the problems, interests, and focus of the service recipient and approached evaluation from a responsive standpoint. The evaluation process received attention, emphasizing the possibility of providing more recognition to individuals involved in the evaluation process. Characteristics of teaching evaluation in the construction period included viewing evaluation as a collective psychological construction process between the evaluator and the evaluated, conducted through negotiation. Evaluation was guided by the value of pluralism and involved a process of democratic consultation and subject participation, rather than the evaluator exerting control over the evaluated. Students, as the ones being evaluated, were also participants and subjects of the evaluation process.

In China, scholars have examined the development of curriculum evaluation over time.

Luo, X. (2011, pp.11-16) summarized the development of curriculum evaluation in China since 1949 and identified four significant time periods: the first 17 years of the Cultural Revolution (1949-1965), the ten years of the Cultural Revolution (1966-1976), the period from 1977 to 1999, and the period since 2001. During each of

these time periods, Luo, X. (2011, pp.11-16) discussed the value orientation, content, approaches, and methods of curriculum evaluation in China.

Xiong, Y., and Liu, Z. (2018, pp.14-18) proposed a division of the development of curriculum evaluation in China since the country's reform and opening-up into four stages. These stages include the stage of referencing foreign theories and analyzing experiences (1978-1998), the stage of expanding research thinking and adopting a multi-dimensional perspective (1999-2000), the stage of paradigm shift and refining themes (2001-2007), and the stage of deepening research content and focusing on hotspots (2008 to the present). Their study reflects on the progress made in curriculum evaluation in China up to the present year.

In addition to examining the development of curriculum evaluation theory over time, some scholars have approached it from the perspective of "academic rationality."

Qiu, F. (2008, pp.162-167) divides the process of curriculum evaluation into four stages based on its connotation development. The first stage is the stage of "the initial appearance of evaluation connotation and form in teaching activities." This stage is represented by learning records and China's imperial examination system. The second stage is "the birth and application of educational measurement theory". The purpose of teaching evaluation in this stage is to divert students. The third stage is the stage in which "evaluation" replaces "measurement," and Taylor's goal evaluation thought dominates. The development of curriculum evaluation in this stage has laid the foundation for modern curriculum evaluation, with the emergence of "eight-year research" and Taylor's behavior goal. The fourth stage is the stage of "further development of curriculum evaluation," characterized by the establishment and development of the "taxonomy of educational objectives" and reflecting a strong humanistic tendency.

Ding, C., and Guo, R. (2005, pp.11-17) reviewed the nine characteristics of the development of curriculum evaluation since the 20th century from the perspective of the

methods, objectives, value orientation, and programs of curriculum evaluation. These characteristics include the transition from the methodology of natural science to the methodology of humanities, from target-oriented evaluation to target-free evaluation, from result evaluation to process evaluation, from emphasizing the external value of the curriculum to emphasizing the internal value of the curriculum itself, and more. This review highlights the changing perspectives and approaches in curriculum evaluation.

Based on the above literature, researchers found that the development of curriculum evaluation can be divided into two types: the development of time nodes and the development of connotation. Curriculum evaluation has evolved over time, and its future direction includes not only emphasizing students' personalized responses in evaluation but also advocating for cooperation among students in evaluation. Moreover, it should focus not only on the conclusions of students' problem-solving but also on the process of reaching those conclusions. Emphasis should be placed on the authenticity and situational nature of evaluation questions, along with constant improvement of evaluation methods and an emphasis on the use of flexible and open qualitative evaluation methods.

2.1.3 Curriculum evaluation models

Zhang, G. (2006, p.21) conducted relevant research on the curriculum evaluation model and believed that since the 1960s, various curriculum theories have explored curriculum evaluation as an important field, leading to the formation of different curriculum evaluation models. The following four commonly used evaluation models were selected:

2.1.3.1 The Objective evaluation model was established by Taylor to address certain issues encountered during the implementation of the curriculum. This evaluation model incorporates various methods, including test papers, observation, communication, and interviews.

The Objective evaluation model is built on Taylor's "evaluation principle" and "curriculum principle". The "evaluation principle" consists of seven steps:

determining the objectives of the education plan, explaining each goal in terms of behavior and content, specifying the situation for utilizing the target, designing the means of presenting the situation, devising methods to obtain records, determining the scoring unit used in the evaluation, and designing means to obtain representative samples. Taylor's evaluation principle is goal-oriented and was formulated to address the shortcomings of norm reference tests that were prevalent in the early 20th century.

Taylor's "curriculum principle" can be summarized in four steps: determining curriculum objectives, selecting curriculum content based on the objectives, organizing the curriculum content in line with the objectives, and evaluating the curriculum according to the objectives. Among these steps, the determination of goals is critical. Taylor asserts that for a systematic and rational study of the curriculum plan, one must first define the goals to be achieved. The evaluation method must align with the curriculum objectives; otherwise, the evaluation results would be deemed invalid. Consequently, the essence of evaluation lies in determining the degree of alignment between the intended course objectives and the actual outcomes.

The goal evaluation model places significant emphasis on expressing goals in clear and specific behavioral terms. Its purpose is to identify discrepancies between actual results and curriculum objectives and use this feedback to revise the curriculum plan or modify the objectives accordingly. Due to its ease of implementation and effectiveness, this model has been dominant in the curriculum field for an extended period. However, it primarily focuses on anticipated goals while neglecting other factors, leading to various criticisms.

2.1.3.2 Goal-free evaluation model

The Goal-free evaluation model was proposed by Scriven as a response to the limitations of the goal-oriented evaluation model. According to Scriven, evaluators should focus on the actual impact of the curriculum plan, rather than its

intended effect or predetermined goals. He argues that the goal-oriented evaluation model only considers the expected outcomes and overlooks any unexpected effects.

Scriven advocates for goal-free evaluation, which shifts the emphasis from "the anticipated results of the curriculum plan" to "the actual results of the curriculum plan." Evaluators should not be influenced by the predetermined course objectives. While these objectives may be helpful in designing the curriculum, they are not suitable as criteria for evaluation. Instead, evaluators should collect diverse information about the actual outcomes of the curriculum plan, whether they are expected or unexpected, positive, or negative. This approach enables accurate judgments on the effectiveness of the course plan.

However, the Objective dissociative evaluation model has also faced criticism from various quarters. The main concern is that when evaluation sets aside the objective to pursue various practical dual outcomes, it may risk losing focus on one aspect and deviating from the primary purpose of the evaluation. Moreover, achieving a complete "dissociation" of purpose in evaluation is challenging since evaluators always have a certain level of preparation and inherent purpose. If the curriculum preparer's purpose is dissociated, the evaluator may substitute it with their own purpose, potentially introducing biases. Strictly speaking, evaluation with a dissociation of purpose is not a flawless model as it lacks a comprehensive evaluation procedure. As a result, some individuals consider it an evaluation principle rather than a perfect model.

2.1.3.3 CIPP evaluation model

The CIPP evaluation model was established in the early 1970s by Stufflebeam, an American educational evaluator, and his partners. The model's ultimate purpose is to provide school management departments and instructors with valuable information, aiding in timely curriculum reform.

CIPP is an acronym composed of the first letters of four evaluation names: context evaluation, input evaluation, process evaluation, and product

evaluation. Stufflebeam contends that evaluation should not solely focus on the degree of achieving evaluation objectives but should be a process that offers useful information for curriculum decision-making. He emphasizes the importance of providing evaluation materials for curriculum reform decision-making.

Context evaluation determines the necessity of curriculum development, serving as the cornerstone of curriculum design. Input evaluation, on the other hand, determines the reference materials and methods that can be achieved in the course. Process evaluation corresponds to the practice of educational activities and is influenced by the designated curriculum on the evaluated. Lastly, the evaluation results play a crucial role in assessing the course's effectiveness.

The CIPP evaluation model considers various factors affecting the curriculum plan, and it can compensate for the shortcomings of other evaluation models, making it relatively comprehensive.

2.1.3.4 Discrepancy evaluation model

The Discrepancy evaluation model was proposed by Prof. Us. He highlighted that some evaluation models only focused on comparing different curriculum plans, neglecting the elements contained within each plan. Some schools that claim to implement a certain curriculum plan may not adhere to it in practice, rendering such comparisons meaningless. The gap model aims to reveal the disparity between the planned standards and actual performance, serving as the foundation for improving the curriculum plan.

The gap evaluation model comprises five stages:

The design stage involves defining the standards of the curriculum plan as the basis for evaluation.

In the installation stage, it is crucial to assess the degree to which the implemented course plan aligns with the original plan. Therefore, materials related to

various aspects of the implemented course plan (including expected objectives, prerequisites, and the teaching process) need to be collected.

The process stage, or process evaluation, seeks to understand whether the intermediate goals leading to the final goal have been achieved. This further involves examining the relationship among preconditions, the teaching process, and learning outcomes, facilitating necessary adjustments to these factors.

The output stage, or result evaluation, evaluates whether the final goal of the implemented curriculum plan has been achieved.

The cost-benefit analysis stage, or plan comparison stage, aims to determine which plan is the most economical and effective. This involves comparing the implemented plan with other plans.

In this evaluation mode, except for the last stage, the first four stages require the identification of standards and actual performance, the comparison of the gaps between the two, and the exploration of the reasons behind these gaps. Based on this information, decisions can be made on whether to proceed to the next stage, repeat a particular stage, or terminate the entire plan. The gap evaluation mode focuses on the differences between the standard (expected) that the curriculum plan should meet and the actual performance (actual) at each stage, along with an examination of the causes of these discrepancies. This allows for timely and informed decision-making, setting it apart from other evaluation models. However, it is worth noting that there may be several value judgment issues between "should be" and "should be", which can be challenging to resolve using conventional evaluation methods.

The above-described curriculum evaluation models provide useful methodological references for this study. Specifically, this study primarily employs the criterion-based model by Stake to explore a fundamental curriculum evaluation model for secondary vocational preschool education that is well-suited to China's unique characteristics in both theory and practice.

2.2 Criterion Based Model by Stake

2.2.1 Definition of criterion-based model by Stake

The Criterion-based model, also known as Stake's Countenance Evaluation Model, is a curriculum evaluation model developed and introduced by Stake, R. E. (1967, p.153), in his paper titled "The Countenance of Educational Evaluation". Stake built upon Taylor's principle and expanded on the predominant goal model of the 1960s, while also criticizing its limitations. As a result, Stake established the Criterion-based model, also known as the Countenance evaluation model.

The Countenance evaluation model involves the observation and collection of data throughout the entire process of course implementation. It goes beyond simply assessing teaching outcomes and instead focuses on describing and judging various dynamic phenomena that occur during the teaching process.

This evaluation model aims to gather background information about the project, including the curriculum, teaching plans, educational subjects, and the overall teaching approach. Additionally, the model seeks to gather information about the suitability of teaching objectives, the influences of internal and external factors on the teaching process, and the resulting teaching outcomes.

Lukum, A. (2015, p.13) believed that the Countenance evaluation comprises two fundamental components: description and decision-making. The evaluator can analyze the information using the description matrix and assess the correspondence between the objective and the observations, as well as the influence of contextual factors on the outcomes. The decision-making process involves applying standards to the descriptive data.

The chosen evaluation model for this study is Stake's Countenance Evaluation Model, which considers the complexities of the educational environment and the diverse challenges faced by management departments. By utilizing various data sources and conducting data analysis between management departments and evaluators,

the study emphasizes the significance of observation, description, and evaluation of teaching outcomes.

2.2.2 Procedure of the Criterion-based model by Stake

In the development of an evaluation framework, Stake introduced a "matrix" system that encompassed the program's intentions, observations, standards, and judgments. This system was categorized into three data categories, chronologically labeled as antecedents, transactions, and outcomes (Todd, 1992).

Antecedents: Antecedents refer to the preconditions of teaching, which typically include pre-existing conditions prior to instruction. This encompasses factors such as students' attitudes, including their ability tendencies, prior knowledge and experience, and learning interests; general educational objectives; and educational materials.

Transactions: Transactions pertain to the interactions and relationships between students and relevant individuals, entities, and materials. This includes communication and interaction between instructors and students, as well as among students themselves. It also encompasses aspects such as guidance provided through teaching materials, class discussions, related exercises, and test management.

Outcomes: Outcomes encompass the overall effects of the teaching process, encompassing various factors. These factors include students' abilities, achievements, attitudes, and enthusiasm throughout the teaching process. Additionally, outcomes also evaluate the impact of teaching on instructors, administrators, and counselors. Moreover, it considers aspects such as material consumption, benefits derived from the teaching environment, costs, and other pertinent data.

After the above three steps, the Countenance evaluation model also observes the process of recording objective conditions, analyzes the standard realization of objective strength or conditions, and makes decisions with follow-up actions or suggestions.

According to Lukum, A (2015, p.46), in a data matrix, evaluators have the ability to compare cells containing goals and observations. By doing so, they can document any gaps and explain the consistency within each row. It is also important to pay attention to the relationship or contingency between variables. When evaluating an educational program with the intention of identifying possible relationships to enhance the program, evaluators rely on the results obtained from analyzing antecedents and transactions. This involves planned observations based on experience and planned analyses utilizing logical and empirical approaches. Logical analysis considers the relationship among antecedents, transactions, and outcomes. The evaluator needs to determine if there is a more effective mode of transaction for the antecedent conditions described in the teaching plan formulation process.

Researchers have discovered that these three factors antecedents, transactions, and outcomes are interconnected. Antecedents represent the conditions that exist prior to learning, while transactions encompass the learning process itself. Evaluators can observe the consistency between the intended goals and the observed outcomes. If the expected goal has been successfully achieved, the course data is considered consistent.

2.2.3 Advantages and disadvantages

Stake's Countenance evaluation model has both advantages and disadvantages.

Zhang, H. (2007, p.441) believed that Stake's external model of educational evaluation serves as an organizational framework for curriculum evaluation. This evaluation model was built upon the foundation of the Taylor evaluation model prototype.

The Countenance evaluation model emphasizes the analysis of "three factors," expanding the scope of curriculum evaluation to include other factors that impact teaching outcomes. It not only focuses on outcomes (as in the Taylor model, which assesses the difference between achievements and objectives) but also incorporates

"antecedents" and "transactions" to make further assumptions and tests, aiming to identify the reasons for failures. The use of the description matrix and judgment matrix in the Countenance model facilitates a more objective assessment of each component of the curriculum plan. Stake also suggests employing two types of criteria (relative and absolute) for judgment.

However, Guba, E. G., and Lincoln, Y. S. (1989, p.46) point out that the Countenance model remains a goal-oriented curriculum evaluation approach. Its shortcomings include the lack of a comprehensive method for collecting various observation data. Additionally, there is a lack of clarity regarding which standards and judgments should be given priority, and the conceptual boundary between standards and judgments in the evaluation design is not well-defined, resulting in a complex implementation process.

Considering these advantages and disadvantages, Stake also proposed a Responsive evaluation model to address some of these deficiencies in a more systematic manner.

2.3 Curriculum of Preschool Education Majors

2.3.1 Curriculum content of preschool education majors

The curriculum content of preschool education majors refers to a series of courses designed to promote the all-round development of children and train excellent preschool instructors and other personnel engaged in children's work. This training is based on the study of the laws of children's development and preschool education.

Li, J., and Feng, X. (2013, pp.94-146) believe that curriculum structure refers to the reasonable relationship and appropriate proportion formed by the organization and matching of various curriculum types and specific subjects in the school curriculum system. They describe it as an organic and complete unity composed of various courses.

Chen, Z. (2020, p.79) argues that the ability to speak is fundamental in the talent training program for preschool education. In formal teaching, the teacher's questioning serves as a process to prompt children to respond to signals and engage in mental activities, effectively promoting children's thinking.

Huang, S. (2022, pp.163-165) states that the preschool education curriculum encompasses the overall structure that reflects the objective laws of education and teaching within a specific developmental field of preschool children or the overall structure that reflects the objective laws of education within preschool education institutions. The core idea is to examine the education of preschool children in a particular field of development, or the care and education provided by preschool education institutions from a holistic perspective, revealing the overall structure, internal relationships, interactions between various components, and overall functions of education.

The sample schools' preschool education curriculum is divided into four modules: public foundation, professional theory, professional skills, and quality cultivation. The objective is to cultivate application-oriented senior professionals who can adapt to the needs of social development. These professionals should have comprehensive moral, intellectual, and physical development, possess systematic and solid professional knowledge and abilities in early childhood education, and master the fundamental professional skills required in early childhood education. This curriculum aims to lay a strong foundation for students to become leading instructors and excellent management personnel in preschool education in the future.

With the training mode of "comprehensive training and learning with strong points," students are educated to "learn to study, learn to live, and learn to be a person." The focus is not only on acquiring knowledge and abilities but also on cultivating good morals and personalities, shaping students into well-rounded "adults" and "talents."

This study focuses on the four teaching modules of preschool pedagogy. The public foundation module concentrates on theoretical evaluation during the first

academic year. The professional theory, professional skills, and quality development modules focus on work and learning integration, project-based teaching, and comprehensive portrait evaluation through the evaluation system over the course of three academic years.

It is evident that the curriculum design in preschool education bears significant mission and responsibility in training kindergarten instructors and plays a crucial role in their development.

2.3.2 Research on the curriculum teaching of preschool education

The teaching of preschool education is based on a pre-established curriculum plan. According to existing research on preschool education curriculum, many scholars believe that it cannot comprehensively enhance students' collective teaching skills but can only provide a general scientific foundation for solving specific preschool education issues.

Guo, Z. (2013, p.48) proposed a practical-oriented curriculum reform for preschool pedagogy. This approach emphasizes clarifying curriculum objectives, optimizing curriculum content, employing case teaching to develop students' correct educational concepts, strengthening practical training to enhance educational skills, emphasizing practicality in evaluation and examination, and utilizing diverse methods such as student propositions, closed-book examinations, case recordings, oral presentations, group cooperation, and practical exercises.

Li, J., and Wang, D. (2014, p.80) suggested carrying out curriculum reform in conjunction with the "work and learning integration" approach to improve teaching quality and meet the needs of talent development.

Tong, A. (2016, p.65) combined the "excellent teacher training plan" and "preschool pedagogy" and emphasized the "focus on practice" strategy in terms of objectives, content, structure, teaching methods, and evaluation methods.

Chen, D. (2019, p.20) proposed integrating ideological and political perspectives into curriculum construction. This involves incorporating ideological and

political considerations into educational objectives, curriculum content, ideological and political components, teaching methods, and academic evaluations to better fulfill the goal of teaching and educating students in professional courses. Additionally, Chen recommended adopting project-based curriculum content and dividing it into four sections: "basic theory of preschool education", "elements of preschool education", "kindergarten care and education activities and class management", and "kindergarten, family, community, and teaching". The teaching methods should be reformed to enhance students' practical abilities by integrating educational probation, case analysis, and social investigations. Furthermore, assessment methods should focus on students' comprehensive qualities and employ formative assessment, summative assessment, teacher assessment, and student self-assessment.

Gan, B. (2012, p.131) proposed a new approach to preschool education curriculum teaching. This approach emphasizes three guiding principles: guiding students to establish a correct view of children, guiding students to understand children's cognitive characteristics, and guiding students to experience children's self-construction. It also explores three optimizations: optimizing teaching methods, teaching resources, and course structure. Furthermore, it advocates for three implementations: situational teaching methods, case teaching methods, and problem-based teaching methods.

Zhao, G. (2016, p.38) highlighted the importance of project-based teaching in preschool pedagogy. This approach should be actively explored by considering curriculum objectives, curriculum content, and curriculum design.

Yang, J. (2016, p.175) suggested applying emotional teaching psychology to the teaching of preschool pedagogy. Instructors should effectively manage their own emotions, cultivate students' emotional intelligence, and analyze teaching cases related to emotions.

Li, X. (2017, p.85) discussed the transformation of teaching methods in preschool pedagogy under the context of the "national examination for instructors'

qualification certificate". The teaching objectives should be adjusted according to examination standards, teaching methods should be adapted to examination formats (e.g., incorporating case teaching and question-based teaching methods), more homework should be assigned, examination skills should be strengthened, the duration of educational practice should be extended.

2.4 Relevant Research

2.4.1 Domestic research

Research on curriculum evaluation models and methods in China began relatively late. Initially, the focus was on learning and adopting foreign curriculum evaluation models, with less emphasis on localization and innovation. However, as the research field expanded and the content deepened, some innovative studies also emerged.

Li, Y. (2000, p.46) proposed the construction of a new qualitative evaluation model - self-acceptance evaluation. This model enables each student to accept and affirm themselves with a healthy, positive, and optimistic attitude.

Yang, X., and Chai, S. (2004, p.87) believe that qualitative evaluation methods have beneficial implications for the evaluation of basic education courses in China. They introduced two typical qualitative evaluation methods - the Growth Portfolio record method and the Socratic discussion evaluation method and discussed their application in the evaluation of subjects, objects, and value orientation of basic education courses in China.

Liu, Z. (2004, p.16) proposed the method of developmental curriculum evaluation, which emphasizes adhering to the principles of comprehensiveness, diversity, and realism in curriculum evaluation. The approach involves establishing a network structure model of curriculum evaluation methods and using action research as the basic strategy.

Xu, G. (2013, p.89) analyzed the scope of higher vocational education curriculum evaluation, formulated higher vocational education curriculum evaluation indicators, and established a five-element model of higher vocational education curriculum evaluation. The model includes five parts: "demand, structure, content, condition, and implementation".

Yao, K., et al. (2017, pp.65-71) used text mining technology to establish a MOOC evaluation index system. The system includes five first-class indicators such as course content, teaching design, interface design, media technology, and course management, as well as 25 second-class indicators such as course description and content goal consistency.

Jin, J. (2010, p.56) researched from appearance mode to response mode - on R. E. Stake's curriculum evaluation theory, *Studies in Foreign Education*. Building upon Taylor's evaluation principle based on curriculum objectives and considering the "prior factors", "implementation factors", and "result factors" of evaluation, Stake established the "appearance model" of curriculum evaluation based on theory and philosophy, with the framework of description matrix and judgment matrix. This laid a foundation for Stake to further propose the "response model" of education evaluation. Response evaluation focuses on all issues related to the program or concerns of stakeholders. It emphasizes responding to the needs and values of the evaluation client and represents the development direction and trend of curriculum and teaching evaluation.

2.4.2 Foreign Research

Nevin, A. V., et al. (2021, p.22) conducted research on the evaluation of the 11th-grade basic mathematics curriculum in a vocational and technical Anatolian high school (tourism and hotel management) using Stake's responsive evaluation model. The study aimed to assess the extent to which the curriculum met the needs and career plans of the students. The researchers employed a qualitative case study design and criterion

sampling methods, gathering data through observation schedules, document analysis, and semi-structured interviews with 43 participants. Data analysis involved systematic content analysis, inductive coding, and thematizing. The results indicated that the implementation of the 11th grade basic mathematics curriculum largely failed to meet the needs of the specific school, and students struggled to apply their math skills in other subjects. While they were able to utilize math skills in their daily lives to some extent, their application of mathematics in their vocational fields was limited. The implications suggested the need for interdisciplinary cooperation among instructors at the micro-level, the establishment of performance criteria for vocational high schools at the district level (mezzo-level), and the development and implementation of relevant curricula for vocational high schools at the state level (macro-level).

Roos et al. (1994, pp.22-26) assessed the community health nursing curriculum using the modified Stake curriculum evaluation model. The study applied the modified Stake model to evaluate the Community Nursing Science curricula of three nursing colleges. The method used and the obtained results regarding the model's description matrix are outlined. The findings revealed that students lacked familiarity with the philosophy of Community Nursing Science and had doubts about their readiness for clinical work immediately after training. Additionally, only one tutor possessed applicable clinical experience in community nursing. Despite these challenges, students expressed satisfaction with the content and evaluation of Community Nursing Science. The purpose of the evaluation was to identify curriculum shortcomings and facilitate curriculum improvement.

Gurel, E., and Iscan, C. D. (2020, pp.501-554) reviewed the 9th grade English curriculum using Stake's responsive evaluation model based on instructors' opinions. The study aimed to analyze the curriculum using the Stake model, which places importance on stakeholder needs and individual characteristics of the curriculum. Semi-structured interviews were conducted with 14 English instructors from public and private

schools in the Afyon province of Turkey. The research employed a holistic multiple-case study design, and the data were analyzed through descriptive analysis. The findings indicated that the implementation of the curriculum differed based on the socio-economic backgrounds of the public and private schools. State school instructors perceived the objectives to be too advanced for the students, while private school instructors considered the objectives to be inadequate. Instructors reported mismatches between the curriculum content and course books, inadequacy of course books, difficulties in implementing evaluation activities due to overcrowded classrooms, and challenges in applying the communicative language approach outlined in the curriculum. Instructors expressed the need for more detailed explanations of curriculum components, support for schools in terms of technical equipment, obtaining feedback from instructors regarding curriculum implementation, reducing class sizes, and providing detailed in-service training related to curriculum implementation.

Harjanti, R., et al. (2019, pp.125-132) conducted an evaluation of learning programs at the elementary school level of "Sekolah Alam Indonesia" using Stake's countenance evaluation model. Data were obtained through observations, interviews, and documentation with various stakeholders. The results showed that the education planning at SAI aligned with applicable standards, scoring 76% in the antecedent's stage. The learning process at SAI was highly aligned with the learning standards set by the Ministry of Education and Culture, scoring 93% in the transactions stage. However, the outcomes stage indicated the need for improvement, particularly in preparation for facing the USBN (National Examination). The contingency analysis revealed that the learning program at "Sekolah Alam Indonesia" aligned with national curriculum standards in terms of planning, implementation, and school evaluation.

By reviewing the literature, this chapter provides a comprehensive analysis of curriculum evaluation, Stake's criterion-based model, preschool education curriculum, the development of curriculum evaluation, other models of curriculum

evaluation, the procedure of Stake's criterion-based model, curriculum content of preschool education majors, and their respective advantages and disadvantages. It also examines articles by domestic and foreign scholars that have utilized Stake's model for curriculum evaluation. This chapter lays a solid theoretical foundation for the next chapter, which employs Stake's model to evaluate the curriculum of preschool education majors, facilitating a more effective research design.



CHAPTER 3

RESEARCH METHODOLOGY

The research on curriculum evaluation of preschool education majors by using Stake's Criterion-Based Model employed both quantitative and qualitative methods.

The details of the research methodology are as follows:

3.1 Population and Sample

3.2 Research Instrument

3.3 Instrument Development

3.4 Data Collection

3.5 Data Analysis

3.6 Statistics used in Research

3.1 Population and Sample

3.1.1 Population

The population size was 1,200 of the preschool education major at Zigong Vocational and Technical School was evaluated using a population consisting of five groups: curriculum instructors, instructors, students, graduate students, and graduate users.

3.1.2 Sample

A stratified random sampling method was used to select 335 samples. The sample consisted of 12 curriculum instructors, 10 instructors, 255 students, 27 graduate students, and 31 graduate users.

Table 3.1 The sample group in the curriculum evaluation installation.

Group	Population	Sample
1. Curriculum instructors	10	10
2. Instructors	12	12
3. Students	410	255
4. Graduate students	618	27
5. Graduate users	150	31
Total	1200	335

3.2 Research Instrument

The research tool used in this study was a questionnaire. The details are as follows:

The researchers developed questionnaires specific to the five different research objects, which include Curriculum instructors, instructors, students, graduate students, and graduate users.

The specific contents of the questionnaire are as follows:

3.2.1 Questionnaire for Curriculum Instructors

The curriculum evaluation questionnaire for preschool education is divided into four parts:

Part 1: Personal Information

Part 2: Antecedents: Preconditions of teaching

Part 3: Transaction: Relationship between students and relevant individuals, entities, and materials

Part 4: Outcomes: Effects of teaching, including students' abilities, achievements, attitudes, and enthusiasm during the teaching process

Parts 2 to 4 consist of a 5-level questionnaire about preschool education professional courses, instructors, and the school. The rating scale is divided into five levels, from the highest to the lowest.

3.2.2 Questionnaire for Instructors

The curriculum evaluation questionnaire for preschool education is divided into four parts:

Part 1: Personal Information

Part 2: Antecedents: Preconditions of teaching

Part 3: Transaction: Relationship between instructors and relevant individuals, entities, and materials

Part 4: Outcomes: Effects of teaching, including students' abilities, achievements, attitudes, and enthusiasm during the teaching process

Parts 2 to 4 consist of a 5-level questionnaire about preschool education professional courses, instructors, and the school. The rating scale is divided into five levels, from the highest to the lowest.

3.2.3 Questionnaire for students

The curriculum evaluation questionnaire for preschool education is divided into four parts:

Part 1: Personal Information

Part 2: Antecedents: Preconditions of teaching

Part 3: Transaction: Relationship between students and relevant individuals, entities, and materials

Part 4: Outcomes: Effects of teaching, including students' abilities, achievements, attitudes, and enthusiasm during the teaching process

Parts 2 to 4 consist of a 5-level questionnaire about preschool education professional courses, instructors, and the school. The rating scale is divided into five levels, from the highest to the lowest.

3.2.4 Questionnaire for graduate students

The curriculum evaluation questionnaire for preschool education is divided into four parts:

Part 1: Personal Information

Part 2: Antecedents: Preconditions of teaching

Part 3: Transaction: Relationship between students and related individuals, entities, and materials

Part 4: Outcomes: All the effects of teaching, mainly including students' ability, achievement, attitude, and enthusiasm during the teaching process

Parts 2 to 4 consist of a 5-level questionnaire about preschool education professional courses, instructors, and the school. The rating scale is divided into five levels, from the highest to the lowest.

3.2.5 Questionnaire for graduate users

The curriculum evaluation questionnaire for preschool education was divided into four parts:

Part 1: Personal Information

Part 2: Antecedents: Preconditions of teaching

Part 3: Transaction: Relationship between students and related individuals, entities, and materials

Part 4: Outcomes: All the effects of teaching, mainly including students' ability, achievement, attitude, and enthusiasm during the teaching process

Parts 2 to 4 consisted of a 5-level questionnaire about preschool education professional courses, instructors, and the school. The rating scale was divided into five levels, from the highest to the lowest.

3.3 Instrument Development

Based on the curriculum evaluation questionnaires for preschool education, the researchers followed the steps below to create detailed information:

Step 1: Studied documents related to the evaluation of preschool professional courses and used Stake's criterion-based model to examine relevant curriculum evaluation information. They established the curriculum evaluation research framework.

Step 2: Analyzed the data obtained from the study and generated a draft questionnaire as a research tool.

Step 3: Submitted the draft questionnaires for evaluating the professional curriculum of preschool education to the advisor for review.

Step 4: Modified the questionnaires for evaluating the professional curriculum of preschool education based on the advisor's opinions.

Step 5: Submitted the revised questionnaires to curriculum evaluation experts for comments and calculated the validity (IOC) with questionnaires having a validity ranging from 0.66 to 1.00 for evaluating the curriculum of preschool education.

Step 6: Improved the questionnaires for evaluating the professional courses of preschool education according to the suggestions given by experts.

Step 7: Tryout of the questionnaire with a non-sample group of 30 people to assess reliability, which resulted in a reliability value of 0.87.

Step 8: Completed the questionnaires to evaluate the professional curriculum of preschool education.

3.4 Data Collection

The research data was used to evaluate the professional curriculum of preschool education. The collection of questionnaire data was conducted as follows:

3.4.1 The researcher consulted information about preschool education courses and created research questionnaires.

3.4.2 The researcher collected data(online) by questionnaires form 5 groups (Curriculum instructors, instructors, students, graduate students, and graduate users) from February to March 2023.

3.4.3 The completeness of the returned questionnaires was checked.

3.5 Data Analysis

The questionnaire data analysis follow:

Part 1: Basic Information (Checklist) - Analysis by Percentage (%)

Part 2: Comments on the Curriculum Structure

Part 3: Comments on Curriculum Management and

Part 4: Comments on Teaching (5 levels) analysis by Mean (\bar{X}) and Standard Deviation (S.D.).

Mean Levels:

4.50 - 5.00 : Highest Level

3.50 - 4.49 : High Level

2.50 - 3.49 : Moderate Level

1.50 - 2.49 : Low Level

1.00 - 1.49 : Lowest Level

3.6 Statistics used in Research

3.6.1 Validity: The concordance index between survey questions and research objectives was calculated using the formula for IOC (Index of Item Objective Congruence) as follows.

$$IOC = \frac{\sum R}{N}$$

IOC explained as the validity instrument

R explained as expert rating

$\sum R$ explained as total expert opinion score

N explained as number of experts

3.6.2 Reliability, measured by Cronbach's alpha, assesses the internal consistency of a scale. A value of .87 or greater is generally considered to indicate good internal consistency.

$$\alpha = \frac{k}{k-1} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

α explained as reliability

k explained as number of instrument clauses

s_i^2 explained as variances of each item

s_t^2 explained as variance of the total score

3.6.3 Percentage (%)

$$P = \frac{f}{N} \times 100$$

P explained as percentage

f explained as frequency

N explained as total frequency

3.6.4 Mean (\bar{X})

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} explained as arithmetic mean

$\sum x$ explained as the total sum of the data

N explained as the size of the sample

3.6.5 Standard deviation

The following equation can be used to calculate the standard deviation of the entire population:

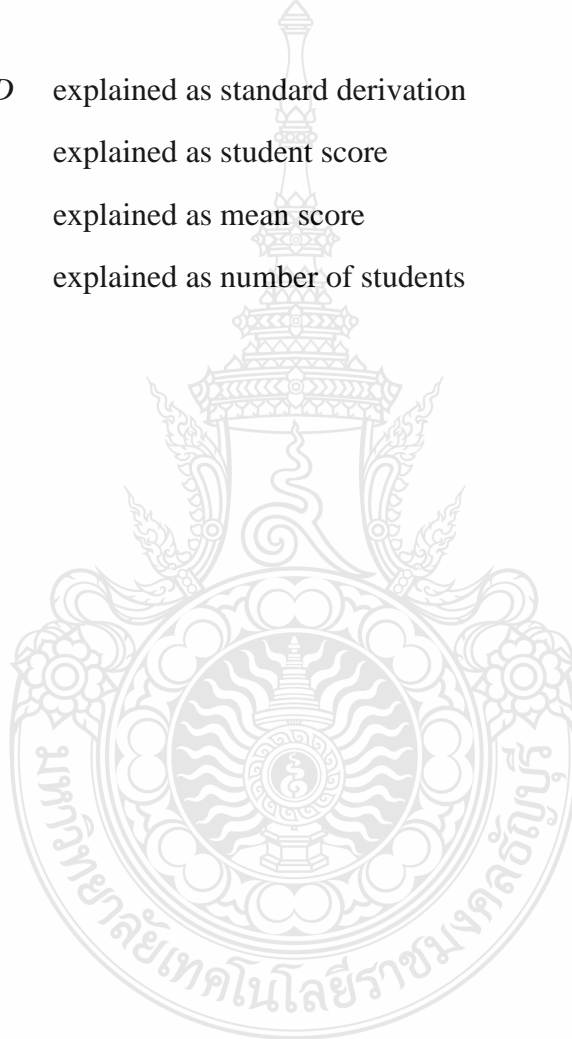
$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N}}$$

SD explained as standard derivation

X explained as student score

\bar{X} explained as mean score

N explained as number of students



CHAPTER 4

RESEARCH RESULT

The research results of the curriculum evaluation of preschool education at Zigong Vocational Technical School, using the criterion-based model by Stake, are as follows:

- 4.1 The Analysis of Personal Information
- 4.2 The Analysis of Antecedents
- 4.3 The Analysis of Transaction
- 4.4 The Analysis of Outcomes
- 4.5 The Analysis of Total by Stake Model

4.1 The Analysis of Personal Information

Table 4.1 The analysis of the number and percentage of personal information for curriculum instructors.

Personal Information	Number	Percentage (%)
1. Gender		
1.1 Male	2	20
1.2 Female	8	80
Total	10	100
2. Position held:		
2.1 Dean	0	0
2.2 Vice President	1	10
2.3 Department staff	2	20
2.4 Professor	7	70
2.5 Researcher	0	0
Total	10	100

Table 4.1 The analysis of the number and percentage of personal information for curriculum instructors. (Cont.)

Personal Information	Number	Percentage (%)
3. Title held:		
3.1 Teaching Assistant	2	20
3.2 Lecturer	5	50
3.3 Associate Professor	3	30
3.4 Professor	0	0
Total	10	100
4. Educational background:		
4.1 Secondary vocational college	0	0
4.2 Bachelor's Degree	8	80
4.3 Master's Degree	2	20
4.4 Other	0	0
Total	10	100
5. Age:		
5.1 25-30	1	10
5.2 31-35	2	20
5.3 36-40	3	30
5.4 41-45	2	20
5.5 46-50	2	20
5.6 more than 50	0	0
Total	10	100
6. Majors are appropriate		
6.1 Kindergarten environmental design	5	16.13
6.2 Family education	5	16.13

Table 4.1 The analysis of the number and percentage of personal information for curriculum instructors. (Cont.)

Personal Information	Number	Percentage (%)
6.3 Kindergarten curriculum	7	22.58
6.4 Kindergarten class management	5	16.13
6.5 Appreciation of art works	5	16.13
6.6 Domestic economic	2	6.45
6.7 Other	2	6.45
Total	31	100

From the table 4.1, it can be observed that out of the 10 curriculum instructors, 8 were female, accounting for 80% of the total. The majority of the instructors held the position of professor (70%), while the highest proportion of them had the title of lecturer (50%). As for their educational background, the highest percentage held a bachelor's degree (80%). In terms of age distribution, the majority of the instructors fell within the 36-40 age range, representing 30% of the total. Additionally, the highest proportion of their majors was in the field of Kindergarten curriculum, accounting for 22.58% of the total.

Table 4.2 The analysis of number and percentage of personal information for instructors.

Personal Information	Number	Percentage (%)
1. Gender		
1.1 Male	4	33.33
1.2 Female	8	66.67
Total	12	100

Table 4.2 The analysis of number and percentage of personal information for instructors. (Cont.)

Personal Information	Number	Percentage (%)
2. Position held:		
2.1 Dean	0	0
2.2 Vice President	1	8.33
2.3 Department staff	2	16.67
2.4 Professor	8	66.67
2.5 Researcher	1	8.33
Total	12	100
3. Title held:		
3.1 Teaching Assistant	1	8.33
3.2 Lecturer	7	58.33
3.3 Associate Professor	4	33.33
3.4 Professor	0	0
Total	12	100
4. Educational background:		
4.1 Secondary vocational college	0	0
4.2 Bachelor's Degree	9	75
4.3 Master's Degree	3	25
4.4 Other	0	0
Total	12	100
5. Age:		
5.1 25-30	1	8.33
5.2 31-35	2	16.67
5.3 36-40	2	16.67
5.4 41-45	5	41.67

Table 4.2 The analysis of number and percentage of personal information for instructors. (Cont.)

Personal Information	Number	Percentage (%)
5.5 46-50	1	8.33
5.6 more than 50	1	8.33
Total	12	100
6. Majors are appropriate		
6.1 Kindergarten environmental design	6	15.38
6.2 Family education	9	23.08
6.3 Kindergarten curriculum	6	15.38
6.4 Kindergarten class management	10	25.64
6.5 Appreciation of art works	5	12.82
6.6 Domestic economic	1	2.57
6.7 Other	2	5.13
Total	39	100

From the table 4.2, it can be observed that out of the 12 instructors, 8 were female, accounting for 66.67% of the total. The majority of them held the position of professor (66.67%), while the highest proportion of them had the title of lecturer (58.33%). Regarding their educational background, the highest percentage held a bachelor's degree (75%). In terms of age distribution, the majority fell within the 41-45 age range, representing 41.67% of the total. Additionally, the highest proportion of their majors was related to Kindergarten class management, accounting for 25.64% of the total.

Table 4.3 The analysis of number and percentage of personal information for students.

Personal Information	Number	Percentage (%)
1. Gender		
1.1 Male	45	17.65
1.2 Female	210	82.35
Total	255	100
2. The grade level :		
2.1 Grade 1	60	23.52
2.2 Grade 2	130	50.99
2.3 Grade 3	65	25.49
Total	255	100
3. The school offers optional courses, what of courses related to your major would you like to take		
3.1 Kindergarten environmental design	99	16.58
3.2 Family education	75	12.56
3.3 Kindergarten curriculum	98	16.42
3.4 Kindergarten class management	96	16.08
3.5 Appreciation of art works	98	16.42
3.6 Domestic economic	38	6.36
3.7 Other	93	15.58
Total	597	100

From the table 4.3, it can be observed that out of the 255 students, 210 were female, accounting for 82.35% of the total. The grade level with the highest proportion of students was Grade 2, representing 50.99% of the total. Among the optional courses, Kindergarten environmental design was the most preferred, with 16.58% of the students selecting it.

Table 4.4 The analysis of number and percentage of personal information for graduate students.

Personal Information	Number	Percentage (%)
1. Gender		
1.1 Male	2	7.41
1.2 Female	25	92.59
Total	27	100
2.Age:		
2.1 22-30	10	37.04
2.2 31-35	4	14.81
2.3 36-40	8	29.63
2.4 more than 40	5	18.52
Total	27	100
3.Time graduated from this curriculum(year):		
3.1 1-3	6	22.22
3.2 4-6	5	18.52
3.3 7-10	7	25.93
3.4 more than 10	9	33.33
Total	27	100
4.Position of work:		
4.1 Preschool instructor	23	85.18
4.2 Teacher	2	7.41
4.3 Kindergarten management	2	7.41
Total	27	100

Table 4.4 The analysis of number and percentage of personal information for graduate students. (Cont.)

Personal Information	Number	Percentage (%)
5. How long this work (year):		
5.1 1-5	5	18.52
5.2 6-10	14	51.85
5.3 11-15	2	7.41
5.4 more than 15	6	22.22
Total	27	100

From the table 4.4, it can be observed that out of the 27 graduate students, 25 were female, accounting for 92.59% of the total. The majority of the graduate students fell within the age range of 22-30, representing 37.04% of the total. Regarding the completion of the curriculum, the highest proportion of graduates had completed it more than 10 years ago, accounting for 33.33% of the total. In terms of work positions, most of the graduates were engaged as Preschool instructors, making up 85.18% of the total. Additionally, the highest proportion of work experience was in the range of 6-10 years, accounting for 51.85% of the total.

Table 4.5 The analysis of number and percentage of personal information for graduate users.

Personal Information	Number	Percentage (%)
1. Gender		
1.1 Male	3	9.7
1.2 Female	28	90.3
Total	31	100

Table 4.5 The analysis of number and percentage of personal information for graduate users. (Cont.)

Personal Information	Number	Percentage (%)
2. Age:		
2.1 22-30	10	32.26
2.2 31-35	7	22.58
2.3 36-40	9	29.03
2.4 more than 40	5	16.13
Total	31	100
3. Educational background:		
3.1 Secondary vocational college	2	6.45
3.2 Bachelor's Degree	23	74.19
3.3 Master's Degree	1	3.23
3.4 Other	5	16.13
Total	31	100
4. How long this work (year):		
4.1 1-5	7	22.58
4.2 6-10	15	48.39
4.3 11-15	1	3.23
4.4 more than 15	8	25.81
Total	31	100

From the table 4.5, it can be observed that out of the 31 graduate users, 28 were female, accounting for 90.3% of the total. The majority of the graduate users fell within the age range of 22-30, representing 32.26% of the total. Regarding educational background, the highest proportion of graduate users held a bachelor's degree, making up

74.19% of the total. Additionally, the highest proportion of work experience was in the range of 6-10 years, accounting for 48.39% of the total.

4.2 The Analysis of Antecedents

Table 4.6 The analysis of mean and standard deviation of antecedents for curriculum Instructors.

Antecedents	Mean	S.D.	Level
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	4.30	0.64	high
2. The school's learning environment meets the needs of learners	4.20	0.60	high
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	4.10	0.54	high
4. The learning course materials are the latest version and suitable for learners	3.80	0.75	high
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	4.10	0.70	high
6. Learners know their learning objectives before they start classes	3.20	0.60	moderate
7. Learners understand all subjects of preschool education courses and prepare before learning	4.20	0.60	high

Table 4.6 The analysis of mean and standard deviation of antecedents for curriculum Instructors. (Cont.)

Antecedents	Mean	S.D.	Level
8. Learners find the learning objectives of the major course difficult	3.40	0.66	high
Total	3.91	0.64	high

From the table 4.6, antecedents for curriculum instructors of total were high level ($\bar{X}=3.91$, S.D.=0.64) and item were high level. The specific "The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors" had highest mean ($\bar{X}=4.30$, S.D.=0.64), order to the school's learning environment meets the needs of learners and Learners understand all subjects of preschool education courses and prepare before learning had mean ($\bar{X}=4.20$, S.D.=0.60).

Table 4.7 The analysis of mean and standard deviation of antecedents for instructors.

Antecedents	Mean	S.D.	Level
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	4.00	0.41	high
2. The school's learning environment meets the needs of learners	3.58	0.64	high
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	3.83	0.55	high
4. The learning course materials are the latest version and suitable for learners	4.00	0.41	high

Table 4.7 The analysis of mean and standard deviation of antecedents for instructors.

(Cont.)

Antecedents	Mean	S.D.	Level
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	3.83	0.69	high
6. Learners know their learning objectives before they start classes	3.58	0.86	high
7. Learners understand all subjects of preschool education courses and prepare before learning	3.42	0.86	moderate
8. Learners find the learning objectives of the major course difficult	3.17	0.55	moderate
Total	3.68	0.62	high

From the table 4.7, antecedents for instructors of total (\bar{X} =3.68, S.D.=0.62) and item were high level. The specific "The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors" and "The learning course materials are the latest version and suitable for learners" had highest mean (\bar{X} =4.00, S.D.=0.41). Learning resources inside and outside the school grounds are appropriate and in line with the school environment and the classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time order second mean (\bar{X} =3.83, S.D.=0.69).

Table 4.8 The analysis of mean and standard deviation of antecedents for students.

Antecedents	Mean	S.D.	Level
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	3.79	0.85	high
2. The school's learning environment meets the needs of learners	3.71	0.91	high
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	3.69	0.97	high
4. The learning course materials are the latest version and suitable for learners	3.82	0.83	high
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	3.79	0.88	high
6. Learners know their learning objectives before they start classes	3.76	0.85	high
7. Learners understand all subjects of preschool education courses and prepare before learning	3.72	0.87	high
8. Learners find the learning objectives of the major course difficult	3.66	0.87	high
Total	3.66	0.91	high

From the table 4.8, antecedents for students of total (\bar{X} =3.66, S.D.=0.91) and item were high level (\bar{X} =3.66 to 3.82). The specific "The learning course materials are the latest version and suitable for learners" had highest mean (\bar{X} =3.82, S.D.=0.83). The second mean had the school's preschool education curriculum conforms to the school's concept

of training qualified preschool instructors and the classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time ($\bar{X}= 3.79$, S.D.=0.88).

Table 4.9 The analysis of mean and standard deviation of antecedents for graduate students.

Antecedents	Mean	S.D.	Level
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	4.00	0.72	high
2. The school's learning environment meets the needs of learners	4.00	0.72	high
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	3.96	0.79	high
4. The learning course materials are the latest version and suitable for learners	4.07	0.72	high
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	4.07	0.77	high
6. Learners know their learning objectives before they start classes	4.04	0.64	high
7. Learners understand all subjects of preschool education courses and prepare before learning	4.04	0.74	high
8. Learners find the learning objectives of the major course difficult	3.96	0.69	high
Total	4.02	0.72	high

From the table 4.9, antecedents for graduate students of total ($\bar{X}=4.02$, S.D.=0.72) and item were high level ($\bar{X}=3.96$ to 4.07). The specific "The learning course materials are the latest version and suitable for learners" and "The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time" had highest mean ($\bar{X}= 4.07$, S.D.=0.77), order second had Learners know their learning objectives before they start classes and Learners understand all subjects of preschool education courses and prepare before learning ($\bar{X}=4.04$, S.D.=0.64).

Table 4.10 The analysis of mean and standard deviation of antecedents for graduate users.

Antecedents	Mean	S.D.	Level
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	3.90	0.78	high
2. The school's learning environment meets the needs of learners	3.90	0.69	high
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	3.77	0.75	high
4. The learning course materials are the latest version and suitable for learners	3.81	0.69	high
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	3.97	0.78	high
6. Learners know their learning objectives before they start classes	3.87	0.66	high

Table 4.10 The analysis of mean and standard deviation of antecedents for graduate users.

(Cont.)

Antecedents	Mean	S.D.	Level
7. Learners understand all subjects of preschool education courses and prepare before learning	3.84	0.68	high
8. Learners find the learning objectives of the major course difficult	3.65	0.74	high
Total	3.84	0.72	high

From the table 4.10, antecedents for graduate users of total (\bar{X} =3.84, S.D.=0.68) and item were high level (\bar{X} =3.65 to 3.97). The specific "The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time" had highest mean (\bar{X} =3.97, S.D.=0.78), second order of the school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors and The school's learning environment meets the needs of learners (\bar{X} =3.90, S.D.=0.69).

4.3 The Analysis of Transaction

Table 4.11 The analysis of mean and standard deviation of transaction for curriculum instructors.

Transaction	Mean	S.D.	Level
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	4.20	0.75	high

Table 4.11 The analysis of mean and standard deviation of transaction for curriculum.
instructors. (Cont.)

Transaction	Mean	S.D.	Level
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	4.20	0.75	high
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	4.30	0.46	high
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	4.20	0.40	high
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	4.10	0.30	high
5. Instructor's teaching method enables learners to understand and master the content of the courses	4.00	0.00	high
6. Instructors encourage students to think, research, and solve everyday problems on their own	4.00	0.00	high
7. The school's preschool education curriculum structure contains all the contents that learners must master	4.10	0.30	high
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	4.30	0.46	high
9. School administrators have the leadership ability to accept students' opinions and questions	4.00	0.63	high

Table 4.11 The analysis of mean and standard deviation of transaction for curriculum instructors. (Cont.)

Transaction	Mean	S.D.	Level
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	4.10	0.54	high
Total	4.10	0.38	high

From the table 4.11, transaction for Curriculum instructors of total (\bar{X} =4.10, S.D.=0.38) and item were high level (\bar{X} =4.00 to 4.30). The specific "Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting" and "Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality" had highest mean (\bar{X} = 4.30, S.D.=0.46), second order of Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners and Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn (\bar{X} = 4.20, S.D.=0.40).

Table 4.12 The analysis of mean and standard deviation of transaction for instructors.

Transaction	Mean	S.D.	Level
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	4.08	0.49	high
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	4.17	0.37	high

Table 4.12 The analysis of mean and standard deviation of transaction for instructors.

(Cont.)

Transaction	Mean	S.D.	Level
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	4.17	0.55	high
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	4.17	0.55	high
5. Instructor's teaching method enables learners to understand and master the content of the courses	4.08	0.49	high
6. Instructors encourage students to think, research, and solve everyday problems on their own	4.00	0.41	high
7. The school's preschool education curriculum structure contains all the contents that learners must master	3.92	0.64	high
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	4.25	0.60	high
9. School administrators have the leadership ability to accept students' opinions and questions	4.00	0.58	high
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	3.75	0.72	high
Total	4.06	0.54	high

From the table 4.12, transaction for instructors of total ($\bar{X}= 4.06$, S.D.=0.54) and item were high level ($\bar{X}=3.75$ to 4.25). The specific "Instructors are always instilling

morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality" had highest (\bar{X} =4.25, S.D.=0.60), order to Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting, Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn and Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly (\bar{X} = 4.17, S.D.=0.55).

Table 4.13 The analysis of mean and standard deviation of transaction for students.

Transaction	Mean	S.D.	Level
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	3.80	0.84	high
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	3.79	0.85	high
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	3.78	0.86	high
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	3.74	0.88	high
5. Instructor's teaching method enables learners to understand and master the content of the courses	3.79	0.83	high
6. Instructors encourage students to think, research, and solve everyday problems on their own	3.81	0.83	high

Table 4.13 The analysis of mean and standard deviation of transaction for students.

(Cont.)

Transaction	Mean	S.D.	Level
7. The school's preschool education curriculum structure contains all the contents that learners must master	3.78	0.84	high
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	3.80	0.87	high
9. School administrators have the leadership ability to accept students' opinions and questions	3.77	0.85	high
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	3.76	0.86	high
Total	3.78	0.85	high

From the table 4.13, transaction for instructors of total ($\bar{X}= 3.78$, S.D.=0.85) and item were high level ($\bar{X}=3.76$ to 3.81). The specific "Instructors encourage students to think, research, and solve everyday problems on their own" had highest ($\bar{X}=3.81$, S.D.=0.83), order to Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners and Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality ($\bar{X}=3.80$, S.D.=0.87).

Table 4.14 The analysis of mean and standard deviation of transaction for graduate students.

Transaction	Mean	S.D.	Level
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	4.00	0.72	high
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	4.11	0.68	high
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	4.15	0.59	high
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	4.00	0.67	high
5. Instructors' teaching method enables learners to understand and master the content of the courses	4.04	0.69	high
6. Instructors encourage students to think, research, and solve everyday problems on their own	4.11	0.63	high
7. The school's preschool education curriculum structure contains all the contents that learners must master	4.04	0.69	high
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	3.93	0.72	high
9. School administrators have the leadership ability to accept students' opinions and questions	3.96	0.79	high

Table 4.14 The analysis of mean and standard deviation of transaction for graduate students. (Cont.)

Transaction	Mean	S.D.	Level
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	4.00	0.77	high
Total	4.03	0.70	high

From the table 4.14, transaction for instructors of total (\bar{X} =4.03, S.D.=0.70) and item were high level (\bar{X} =3.93 to 4.15). The specific "Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn" had highest mean (\bar{X} =4.15, S.D.=0.59), order to Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting and Instructors encourage students to think, research, and solve everyday problems on their own (\bar{X} =4.11, S.D.=0.63).

Table 4.15 The analysis of mean and standard deviation of transaction for graduate users.

Transaction	Mean	S.D.	Level
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	4.00	0.57	high
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	4.03	0.65	high

Table 4.15 The analysis of mean and standard deviation of transaction for graduate users.

(Cont.)

Transaction	Mean	S.D.	Level
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	4.13	0.61	high
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	3.94	0.76	high
5. Instructors' teaching method enables learners to understand and master the content of the courses	4.10	0.64	high
6. Instructors encourage students to think, research, and solve everyday problems on their own	4.16	0.68	high
7. The school's preschool education curriculum structure contains all the contents that learners must master	4.00	0.67	high
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	3.84	0.68	high
9. School administrators have the leadership ability to accept students' opinions and questions	3.90	0.69	high
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	3.94	0.67	high
Total	4.00	0.66	high

From the table 4.15, transaction for instructors of total (\bar{X} =4.00, S.D.=0.66) and item were high level (\bar{X} =3.84 to 4.16). The specific "Instructors encourage students to

think, research, and solve everyday problems on their own" had highest mean (\bar{X} =4.16, S.D.=0.68), order to Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn (\bar{X} =4.13, S.D.=0.61).

4.4 The Analysis of Outcomes

Table 4.16 The analysis of mean and standard deviation of outcomes for curriculum instructors.

Outcomes	Mean	S.D.	Level
1. Preschool education course learning is helpful for practice and training	4.40	0.66	high
2. All course learning provides learners with opportunities to participate	4.10	0.54	high
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	4.20	0.40	high
4. Learners are systematically evaluated by the school and cover all aspects of learners	4.00	0.63	high
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation	4.00	0.63	high
6. Through preschool education curriculum learning, learners have better academic performance	4.10	0.70	high
7. Learners acquire additional skills from the learning of preschool education curriculum	4.30	0.46	high
8. Learners take creative and active learning to master more knowledge of early childhood education	4.20	0.60	high

Table 4.16 The analysis of mean and standard deviation of outcomes for curriculum instructors. (Cont.)

Outcomes	Mean	S.D.	Level
9. Learners feel happy and happy when learning preschool education curriculum	4.30	0.46	high
10. After graduating from preschool education courses, learners can be recognized by their work units	4.00	0.63	high
11. Parents are satisfied with the impact of preschool education curriculum on learners	4.20	0.40	high
Total	4.20	0.56	high

From the table 4.16, transaction for instructors of total ($\bar{X}=4.00$, S.D.=0.66) and item were high level ($\bar{X}=4.00$ to 4.40). The specific "Preschool education course learning is helpful for practice and training" had highest mean ($\bar{X}=4.40$, S.D.=0.66)), order to Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn ($\bar{X}=4.30$, S.D.=0.46).

Table 4.17 The analysis of mean and standard deviation of outcomes for instructors.

Outcomes	Mean	S.D.	Level
1. Preschool education course learning is helpful for practice and training	4.08	0.28	high
2. All course learning provides learners with opportunities to participate	4.00	0.58	high
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	3.92	0.76	high
4. Learners are systematically evaluated by the school and cover all aspects of learners	4.00	0.41	high

Table 4.17 The analysis of mean and standard deviation of outcomes for instructors.

(Cont.)

Outcomes	Mean	S.D.	Level
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation	4.08	0.49	high
6. Through preschool education curriculum learning, learners have better academic performance	4.08	0.49	high
7. Learners acquire additional skills from the learning of preschool education curriculum	4.25	0.43	high
8. Learners take creative and active learning to master more knowledge of early childhood education	3.92	0.64	high
9. Learners feel happy and happy when learning preschool education curriculum	4.08	0.28	high
10. After graduating from preschool education courses, learners can be recognized by their work units	4.17	0.37	high
11. Parents are satisfied with the impact of preschool education curriculum on learners	4.08	0.28	high
Total	4.06	0.46	high

From the table 4.17, transaction for instructors of total (\bar{X} =4.06, S.D.=0.46) and item were high level (\bar{X} =3.92 to 4.25). The specific "Learners acquire additional skills from the learning of preschool education curriculum" had highest mean (\bar{X} =4.25, S.D.=0.43), order to After graduating from preschool education courses, learners can be recognized by their work units (\bar{X} =4.17, S.D.=0.37).

Table 4.18 The analysis of mean and standard deviation of outcomes for students.

Outcomes	Mean	S.D.	Level
1. Preschool education course learning is helpful for practice and training	3.79	0.86	high
2. All course learning provides learners with opportunities to participate	3.79	0.86	high
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	3.81	0.85	high
4. Learners are systematically evaluated by the school and cover all aspects of learners	3.80	0.85	high
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation	3.76	0.83	high
6. Through preschool education curriculum learning, learners have better academic performance	3.78	0.83	high
7. Learners acquire additional skills from the learning of preschool education curriculum	3.77	0.84	high
8. Learners take creative and active learning to master more knowledge of early childhood education	3.76	0.85	high
9. Learners feel happy and happy when learning preschool education curriculum	3.74	0.85	high
10. After graduating from preschool education courses, learners can be recognized by their work units	3.74	0.84	high
11. Parents are satisfied with the impact of preschool education curriculum on learners	3.76	0.85	high
Total	3.77	0.85	high

From the table 4.18, transaction for instructors of total (\bar{X} =3.77, S.D.=0.85) and item were high level (\bar{X} =3.74 to 3.81). The specific "Preschool education curriculum learning focuses on developing cognitive skills and action skills" had highest mean (\bar{X} =3.81, S.D.=0.85), order Learners are systematically evaluated by the school and cover all aspects of learners (\bar{X} =3.80, S.D.=0.85).

Table 4.19 The analysis of mean and standard deviation of outcomes for graduate students.

Outcomes	Mean	S.D.	Level
1. Preschool education course learning is helpful for practice and training	4.00	0.77	high
2. All course learning provides learners with opportunities to participate	4.11	0.68	high
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	4.07	0.66	high
4. Learners are systematically evaluated by the school and cover all aspects of learners	4.00	0.67	high
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation	4.04	0.69	high
6. Through preschool education curriculum learning, learners have better academic performance	4.11	0.68	high
7. Learners acquire additional skills from the learning of preschool education curriculum	4.07	0.66	high
8. Learners take creative and active learning to master more knowledge of early childhood education	4.15	0.65	high

Table 4.19 The analysis of mean and standard deviation of outcomes for graduate students. (Cont.)

Outcomes	Mean	S.D.	Level
9. Learners feel happy and happy when learning preschool education curriculum	3.96	0.79	high
10. After graduating from preschool education courses, learners can be recognized by their work units	4.15	0.65	high
11. Parents are satisfied with the impact of preschool education curriculum on learners	4.04	0.69	high
Total	4.06	0.69	high

From the table 4.19, transaction for instructors of total (\bar{X} =4.06, S.D.=0.69) and item were high level (\bar{X} =3.96 to 4.15). The specific "Learners take creative and active learning to master more knowledge of early childhood education" and "After graduating from preschool education courses, learners can be recognized by their work units" had highest mean (\bar{X} =4.15, S.D.=0.65), second order all course learning provides learners with opportunities to participate and Through preschool education curriculum learning, learners have better academic performance (\bar{X} =4.11, S.D.=0.68).

Table 4.20 The analysis of mean and standard deviation of outcomes for graduate users.

Outcomes	Mean	S.D.	Level
1. Preschool education course learning is helpful for practice and training	3.97	0.69	high
2. All course learning provides learners with opportunities to participate	3.97	0.65	high

Table 4.20 The analysis of mean and standard deviation of outcomes for graduate Users. (Cont.)

Outcomes	Mean	S.D.	Level
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	4.00	0.67	high
4. Learners are systematically evaluated by the school and cover all aspects of learners	3.97	0.65	high
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation	3.90	0.64	high
6. Through preschool education curriculum learning, learners have better academic performance	4.03	0.59	high
7. Learners acquire additional skills from the learning of preschool education curriculum	4.00	0.62	high
8. Learners take creative and active learning to master more knowledge of early childhood education	4.00	0.62	high
9. Learners feel happy and happy when learning preschool education curriculum	4.00	0.62	high
10. After graduating from preschool education courses, learners can be recognized by their work units	4.00	0.67	high
11. Parents are satisfied with the impact of preschool education curriculum on learners	3.87	0.66	high
Total	3.97	0.64	high

From the table 4.20, transaction for instructors of total (\bar{X} =3.97, S.D.=0.64) and item were high level (\bar{X} =3.87 to 4.03). The specific "Through preschool education curriculum learning, learners have better academic performance" had highest mean

(\bar{X} =4.03, S.D.=0.59), order Preschool education curriculum learning focuses on developing cognitive skills and action skills, Learners acquire additional skills from the learning of preschool education curriculum, Learners take creative and active learning to master more knowledge of early childhood education ,Learners feel happy and happy when learning preschool education curriculum and After graduating from preschool education courses, learners can be recognized by their work units (\bar{X} =4.00, S.D.=0.67).

4.5 The Analysis of Total by Stake Model

Table 4.21 The analysis of mean and level of curriculum evaluation using STAKE model.

Stake model	Curriculum instructors		Instructor		Student		Graduate students		Graduate users		Total	
	Mean	Level	Mean	Level	Mean	Level	Mean	Level	Mean	Level	Mean	Level
	Antecedents	3.91	high	3.68	high	3.74	high	4.02	high	3.84	high	3.91
Transaction	4.10	high	4.06	high	3.78	high	4.03	high	4.00	high	3.98	high
Outcomes	4.20	high	4.06	high	3.77	high	4.06	high	3.97	high	3.99	high
Total	4.07	high	3.93	high	3.77	high	4.04	high	3.94	high	3.96	high

From the table 4.21, the overall level of curriculum evaluation was high level (\bar{X} =3.96), with the highest mean observed for Outcomes (\bar{X} =3.99), followed by Transaction (\bar{X} =3.98), and the lowest mean for Antecedents (\bar{X} =3.91). The evaluation level of the curriculum using the Stake model was high (\bar{X} =3.68 to 4.20), and high levels were observed for Antecedents, Transaction, and Outcomes across five groups: curriculum instructors, instructors, students, graduate students, and Graduate users. Specifically, the highest mean score for Outcomes (\bar{X} =4.07) was from curriculum instructors, the second-highest mean score for Transaction (\bar{X} =4.10) was also from curriculum instructors, and the lowest mean score (\bar{X} =3.68) for Antecedents was from instructors.

CHAPTER 5

CONCLUSION DISCUSSION AND RECOMMENDATION

In this research study, the preschool education curriculum at Zigong Vocational Technical School was evaluated using Stake's model. The objective was to assess the curriculum of the preschool education major at Zigong Vocational and Technical School, employing Stake's model that incorporates three factors: antecedents, transactions, and outcomes. The data for this research were gathered through a questionnaire survey involving five groups of participants. The survey data underwent analysis using validity, reliability, percentages, standard deviation (S.D.), and mean. The five groups of participants included 12 curriculum instructors, 10 instructors, 181 students, 27 graduate students, and 31 graduate users. The study encompassed all students, instructors, and graduates within the preschool education major at Zigong Vocational and Technical School.

5.1 Research Conclusion

5.1.1 Antecedents

5.1.2 Transaction

5.1.3 Outcomes

5.2 Discussion

5.2.1 Antecedents

5.2.2 Transaction

5.2.3 Outcomes

5.3 Research Recommendations

5.3.1 Suggestions for applying the research results

5.3.2 Suggestions for further research

5.1 Conclusion of Research

The evaluation of the preschool education curriculum within the Zigong Vocational and Technical School, utilizing Stake's model, focused on three key aspects: Antecedents, Transaction, and Outcomes, resulting in an overall high level of evaluation. The research findings can be summarized as follows:

5.1.1 Antecedents: The study found that the overall level of Antecedents was high ($\bar{X}=3.91$), with high levels for Curriculum Objectives, Student, and Factors Contributing ($\bar{X}=4.00$, 3.90, and 3.87).

5.1.2 Transaction: The study found that the overall level of Transaction was high ($\bar{X}=3.98$), with high levels for Curriculum Administration and Learning Management ($\bar{X}=3.99$ and 3.97).

5.1.3 Outcomes: The study found that the overall level of Outcomes was high ($\bar{X}=3.99$), with high levels for Skill, Knowledge, and Ethics ($\bar{X}=3.90$, 4.00, and 3.98).

5.2 Discussion

In this study, the curriculum of the bachelor's degree in Preschool Education at Zigong Vocational Technical School was assessed using Stake's Criterion Based Model on Antecedents, Transaction, and Outcomes. The research discussion is presented as follows:

5.2.1 Antecedents: The study found that the overall level of Antecedents was high ($\bar{X}= 3.91$) with Curriculum Objectives, students, and Factors Contributing having high levels ($\bar{X}=4.00$, 3.90, and 3.87, respectively). This research was related to Jin, J. (2010, p.56) research on R. E. Stake's curriculum evaluation theory, which shifted from appearance mode to response mode. Response evaluation focuses on all issues related to the program or of concern to stakeholders. It emphasizes responding to the needs and values of the evaluation client and represents the development direction and trend of curriculum and teaching evaluation.

5.2.2 Transaction: The study found that the assessment of the curriculum for the bachelor's degree in Preschool Education at Zigong Vocational Technical School, using Stake's Criterion Based Model on Transaction, had an overall high level ($\bar{X}= 3.98$), with Curriculum Administration and Learning Management having high levels ($\bar{X}=3.99$, 3.97). This research was related to Nevin, A. V., et al. (2021, p.22) evaluation of the secondary education basic mathematics curriculum through Stake's Responsive Evaluation Model and Gurel, E., and Iscan, C. D. (2020, pp.501-544) research on the 9th grade English curriculum with Stake's Responsive Evaluation Model. The study revealed that teachers had needs related to the curriculum, such as more detailed explanations of curriculum components, support with technical equipment, feedback regarding implementation of the curriculum, reduced class sizes, and detailed in-service training related to curriculum implementation.

5.2.3 Outcomes: This study assessed the curriculum of the bachelor's degree in Preschool Education at Zigong Vocational Technical School using Stake's Criterion Based Model, focusing on Antecedents, Transaction, and Outcomes. The research found that Outcomes overall had a high level ($\bar{X}=3.99$), with Skills, Knowledge, and Ethics also having high levels ($\bar{X}=3.90$, 4.00, 3.98). This research was related to Nevin, A. V. , et al. (2021, p.22) evaluation of the secondary education basic mathematics curriculum through Stake's Responsive Evaluation Model, Gurel, E., and Iscan, C. D. (2020, pp.501-544) research on the 9th-grade English curriculum with Stake's Responsive Evaluation Model, and Jin, J. (2010, p.56) research on R. E. Stake's curriculum evaluation theory, which emphasized the importance of responding to the needs and values of the evaluation client and represented the development direction and trend of curriculum and teaching evaluation.

5.3 Research Recommendations

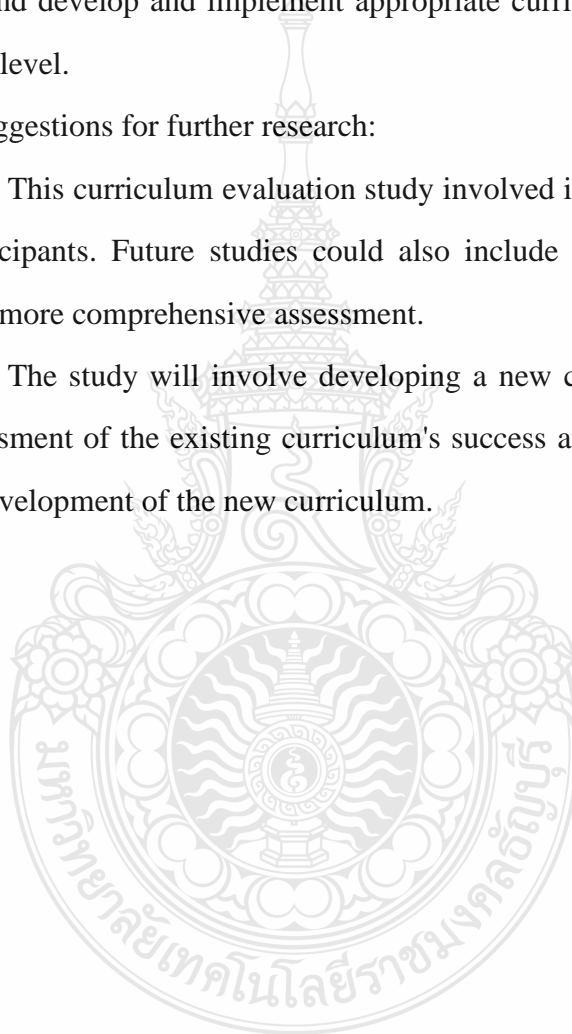
5.3.1 Suggestions for Applying the Research Results:

After conducting the investigation and research, the results have proven that there are implications for teachers at the school level to engage in interdisciplinary cooperation, establish relevant school performance criteria for vocational high schools at the district level, and develop and implement appropriate curricula for vocational high schools at the state level.

5.3.2 Suggestions for further research:

1) This curriculum evaluation study involved instructors, students, and employers as participants. Future studies could also include input from parents and policymakers for a more comprehensive assessment.

2) The study will involve developing a new curriculum based on the results of the assessment of the existing curriculum's success and the evaluation of the objectives in the development of the new curriculum.



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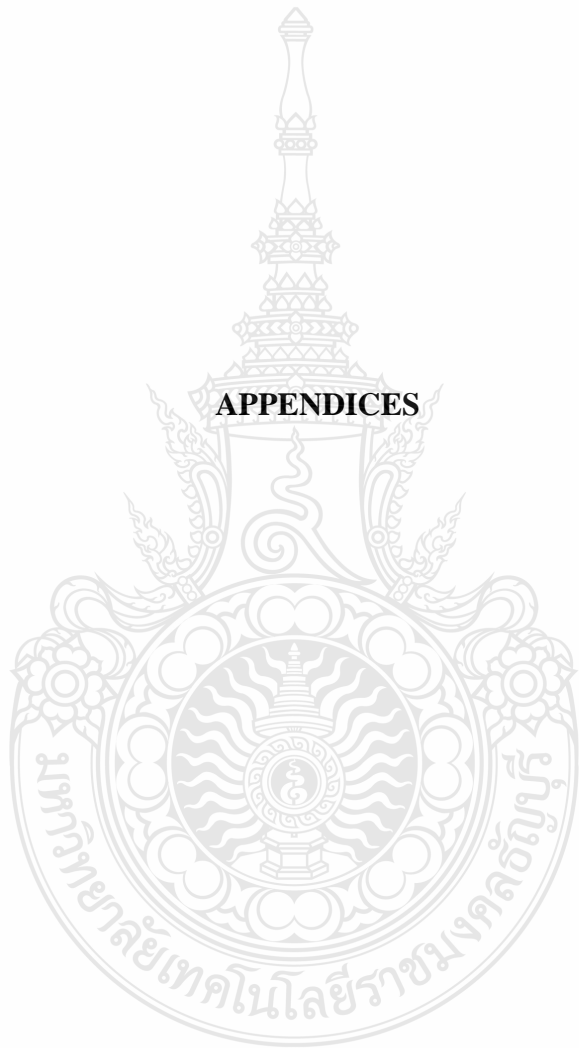
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APPENDICES





APPENDIX A

- **List of Experts to Validate Research Instruments**
- **Letter to Experts and Specialists for Research Tools Validation**

List of experts to validate research instruments

1. Asso. Prof. Dr. Tiwat Maneechote
Faculty of School of Creative Educational Management,
Panyapiwat Institute of Management, Thailand.
2. Asso. Prof. Dr. Rewadi krahamvong
Faculty of Education, Thaksin University, Thailand.
3. Dr. Sujin Nukaew
Faculty of Education Nakhon Si Thammarat Rajabhat University, Thailand.





No. 0649.02/0210

Faculty of Technical Education
Rajamangala University of Technology
Thanyaburi
39 Moo 1, Rangsit-Nakhon Nayok Road,
Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

23 February 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Asso. Prof. Dr Tiwat Maneechote

Due to Mrs. Ijwan Wu, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Curriculum evaluation of preschool education of zigong vocational technical school using criterion based model by Stake" with Asst. Prof. Dr. Pranom Punsawai, a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mrs. Ijwan Wu for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Aron Niyomphol)
Dean, Faculty of Technical Education

Department of Education
Tel: +66-2549-3207
Fax: +66-2577-3207

No. 0649.02/0210



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Postal Code 12110, Thailand

23 February 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Asso. Prof. Dr Rewadi krahamvong

Due to Mrs. Ijwan Wu, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Curriculum evaluation of preschool education of zigong vocational technical school using criterion based model by Stake" with Asst. Prof. Dr. Pranom Punsawai, a research advisor.

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Thank you for your kind consideration.

Sincerely Yours,

A handwritten signature in blue ink, appearing to read 'Arnon'.

(Asst. Prof. Arnon Niyomphol)
Dean, Faculty of Technical Education

Department of Education
Tel: +66-2549-3207
Fax: +66-2577-3207



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Postal Code 12110, Thailand

23 February 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Dr. Sujin Nukaew

Due to Mrs. Ijwan Wu, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Curriculum evaluation of preschool education of zigong vocational technical school using criterion based model by Stake" with Asst. Prof. Dr. Pranom Punsawai, a research advisor.

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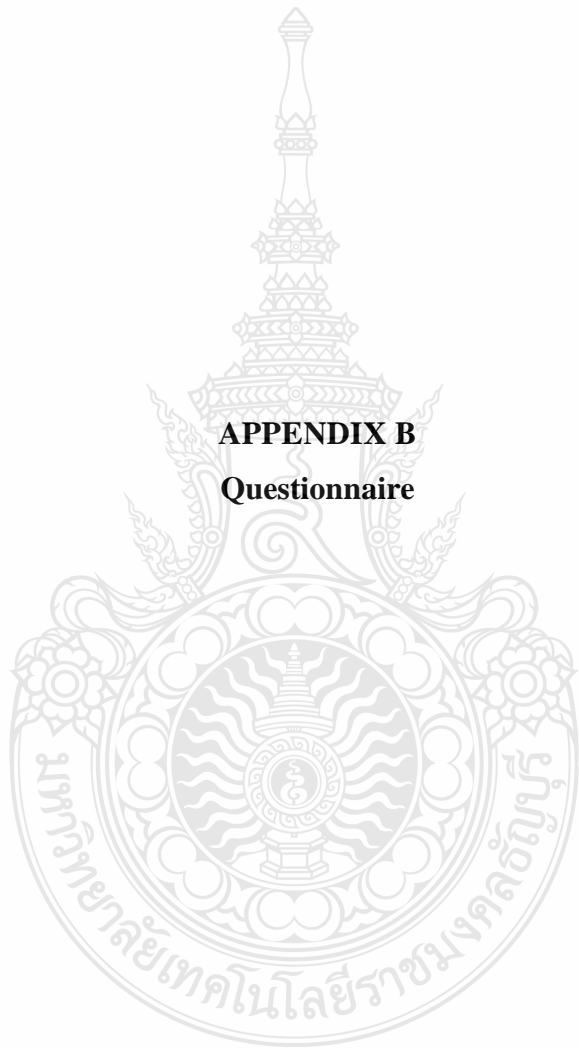
Thank you for your kind consideration.

Sincerely Yours,

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Dean, Faculty of Technical Education

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APPENDIX B
Questionnaire



Questionnaire for Curriculum instructors
Curriculum evaluation of preschool education of Zigong vocational-technical
school using criterion based model by Stake

Instructions:

This Curriculum Evaluation is divided into 4 parts as follows: Part I Personal Information Part 2 Antecedents , Part 3 Transaction and Part 4 Outcomes.

Insert a mark into your comment box and write useful suggestions for further improvement. The criteria for considering conformity are as follows:

Level 5 means highest level

Level 4 means high level

Level 3 means moderate level

Level 2 means low level

Level 1 means lowest level

Part 1 Personal Information

1. Gender:

Male

Female

2. Position held:

Dean

Vice President

Department staff

Professor

Researcher

3. Title held:

Teaching Assistant

Lecturer

Associate Professor

Professor

4. Educational background

Secondary vocational college

Bachelor's Degree

Master's Degree

Other

5. Age:

25-30

31-35

40-36

41-45

46-50

more than 50

6. majors are appropriate

- Kindergarten environmental design Family education
 Kindergarten curriculum Kindergarten class management
 Appreciation of art works Domestic economic

Part 2 Antecedents is the preconditions of teaching

Question	Opinion				
	5	4	3	2	1
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors					
2. The school's learning environment meets the needs of learners					
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment					
4. The learning course materials are the latest version and suitable for learners					
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time					
6. Learners know their learning objectives before they start classes					
7. Learners understand all subjects of preschool education courses and prepare before learning					
8. Learners find the learning objectives of the major course difficult					

Part 3 Transaction is the relationship between students and related people, things and things.

Question	Opinion				
	5	4	3	2	1
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners					
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting					
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn					
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly					
5. Instructor's teaching method enables learners to understand and master the content of the courses					
6. Instructors encourage students to think, research, and solve everyday problems on their own					
7. The school's preschool education curriculum structure contains all the contents that learners must master					
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality					
9. School administrators have the leadership ability to accept students' opinions and questions					
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication					

Question	Opinion				
	5	4	3	2	1
Part 4 Outcomes is all the effects of teaching, mainly including the following factors: students' ability, achievement, attitude and enthusiasm in the teaching process					
1. Preschool education course learning is helpful for practice and training					
2. All course learning provides learners with opportunities to participate					
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills					
4. Learners are systematically evaluated by the school and cover all aspects of learners					
5. Academic performance is reported to learners Provide opportunities for learners to participate in measurement and evaluation.					
6. Through preschool education curriculum learning, learners have better academic performance					
7. Learners acquire additional skills from the learning of preschool education curriculum					
8. Learners take creative and active learning to master more knowledge of early childhood education					
9. Learners feel happy and happy when learning preschool education curriculum					
10. After graduating from preschool education courses, learners can be recognized by their work units					
11. Parents are satisfied with the impact of preschool education curriculum on learners					

Suggestion.....
.....

Questionnaire for instructors
Curriculum evaluation of preschool education of Zigong vocational-technical school using criterion based model by Stake

Instructions:

This Curriculum Evaluation is divided into 4 parts as follows: Part I Personal Information Part 2 Antecedents , Part 3 Transaction and Part 4 Outcomes.

Insert a mark into your comment box and write useful suggestions for further improvement. The criteria for considering conformity are as follows:

Level 5 means highest level

Level 4 means high level

Level 3 means moderate level

Level 2 means low level

Level 1 means lowest level

Part 1 Personal Information

1. Gender:

Male

Female

2. Position held:

Dean

Vice President

Department staff

Professor

Researcher

3. Title held:

Teaching Assistant

Lecturer

Associate Professor

Professor

4. Educational background

Secondary vocational college

Bachelor's Degree

Master's Degree

Other

5. Age:

25-30

31-35

36-40

41-45

46-50

more than 50

6. majors are appropriate

- | | |
|--|--|
| <input type="checkbox"/> Kindergarten environmental design | <input type="checkbox"/> Family education |
| <input type="checkbox"/> Kindergarten curriculum | <input type="checkbox"/> Kindergarten class management |
| <input type="checkbox"/> Appreciation of art works | <input type="checkbox"/> Domestic economic |

Part 2 Antecedents is the preconditions of teaching

Question	Opinion				
	5	4	3	2	1
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors					
2. The school's learning environment meets the needs of learners					
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment					
4. The learning course materials are the latest version and suitable for learners					
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time					
6. Learners know their learning objectives before they start classes					
7. Learners understand all subjects of preschool education courses and prepare before learning					
8. Learners find the learning objectives of the major course difficult					

Part 3 Transaction is the relationship between students and related people, things and things.

Question	Opinion				
	5	4	3	2	1
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners					
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting					
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn					
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly					
5. Instructor's teaching method enables learners to understand and master the content of the courses					
6. Instructors encourage students to think, research, and solve everyday problems on their own					
7. The school's preschool education curriculum structure contains all the contents that learners must master					
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality					
9. School administrators have the leadership ability to accept students' opinions and questions					
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication					

Part 4 Outcomes is all the effects of teaching, mainly including the following factors:
students' ability, achievement, attitude and enthusiasm in the teaching process

Question	Opinion				
	5	4	3	2	1
1. Preschool education course learning is helpful for practice and training					
2. All course learning provides learners with opportunities to participate					
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills					
4. Learners are systematically evaluated by the school and cover all aspects of learners					
5. Academic performance is reported to learners Provide opportunities for learners to participate in measurement and evaluation.					
6. Through preschool education curriculum learning, learners have better academic performance					
7. Learners acquire additional skills from the learning of preschool education curriculum					
8. Learners take creative and active learning to master more knowledge of early childhood education					
9. Learners feel happy and happy when learning preschool education curriculum					
10. After graduating from preschool education courses, learners can be recognized by their work units					
11. Parents are satisfied with the impact of preschool education curriculum on learners					

Suggestion.....
.....

Questionnaire for students
Curriculum evaluation of preschool education of Zigong vocational-technical school using criterion based model by Stake

Instructions:

This Curriculum Evaluation is divided into 4 parts as follows: Part I Personal Information Part 2 Antecedents , Part 3 Transaction and Part 4 Outcomes.

Insert a mark into your comment box and write useful suggestions for further improvement. The criteria for considering conformity are as follows:

Level 5 means highest level

Level 4 means high level

Level 3 means moderate level

Level 2 means low level

Level 1 means lowest level

Part 1 Personal Information

1. Gender:

Male

Female

2. The grade level :

Grade 1

Grade 2

Grade 3

3. If the school offers optional courses, what courses related to your major would you like to take

Kindergarten environmental design Family education

Kindergarten curriculum Kindergarten class management

Appreciation of art works Domestic economic

Part 2 Antecedents is the preconditions of teaching

Question	Opinion				
	5	4	3	2	1
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors					
2. The school's learning environment meets the needs of learners					
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment					
4. The learning course materials are the latest version and suitable for learners					
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time					
6. Learners know their learning objectives before they start classes					
7. Learners understand all subjects of preschool education courses and prepare before learning					
8. Learners find the learning objectives of the major course difficult					

Part 3 Transaction is the relationship between students and related people, things and things.

Question	Opinion				
	5	4	3	2	1
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners					
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting					
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn					
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly					
5. Instructor's teaching method enables learners to understand and master the content of the courses					
6. Instructors encourage students to think, research, and solve everyday problems on their own					
7. The school's preschool education curriculum structure contains all the contents that learners must master					
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality					
9. School administrators have the leadership ability to accept students' opinions and questions					
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication					

Part 4 Outcomes is all the effects of teaching, mainly including the following factors:
students' ability, achievement, attitude and enthusiasm in the teaching process

Question	Opinion				
	5	4	3	2	1
1. Preschool education course learning is helpful for practice and training					
2. All course learning provides learners with opportunities to participate					
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills					
4. Learners are systematically evaluated by the school and cover all aspects of learners					
5. Academic performance is reported to learners Provide opportunities for learners to participate in measurement and evaluation.					
6. Through preschool education curriculum learning, learners have better academic performance					
7. Learners acquire additional skills from the learning of preschool education curriculum					
8. Learners take creative and active learning to master more knowledge of early childhood education					
9. Learners feel happy and happy when learning preschool education curriculum					
10. After graduating from preschool education courses, learners can be recognized by their work units					
11. Parents are satisfied with the impact of preschool education curriculum on learners					

Suggestion.....
.....

Questionnaire for graduate students
Curriculum evaluation of preschool education of Zigong vocational-technical
school using criterion based model by Stake

Instructions:

This Curriculum Evaluation is divided into 4 parts as follows: Part I Personal Information Part 2 Antecedents , Part 3 Transaction and Part 4 Outcomes.

Insert a mark into your comment box and write useful suggestions for further improvement. The criteria for considering conformity are as follows:

Level 5 means highest level

Level 4 means high level

Level 3 means moderate level

Level 2 means low level

Level 1 means lowest level

Part 1 Personal Information

1. Gender:

Male

Female

2. Age:

22-30

31-35

36-40

more than 40

3. Time graduated from this curriculum(year):

1-3

4-6

7-10

more than 10

4. Position of work :

.....

5. How long this work (year):

1-5

6-10

11-15

more than 15

Part 2 Antecedents is the preconditions of teaching

Question	Opinion				
	5	4	3	2	1
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors					
2. The school's learning environment meets the needs of learners					
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment					
4. The learning course materials are the latest version and suitable for learners					
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time					
6. Learners know their learning objectives before they start classes					
7. Learners understand all subjects of preschool education courses and prepare before learning					
8. Learners find the learning objectives of the major course difficult					

Part 3 Transaction is the relationship between students and related people, things and things.

Question	Opinion				
	5	4	3	2	1
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners					
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting					
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn					
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly					
5. Instructor's teaching method enables learners to understand and master the content of the courses					
6. Instructors encourage students to think, research, and solve everyday problems on their own					
7. The school's preschool education curriculum structure contains all the contents that learners must master					
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality					
9. School administrators have the leadership ability to accept students' opinions and questions					
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication					

Part 4 Outcomes is all the effects of teaching, mainly including the following factors:
students' ability, achievement, attitude and enthusiasm in the teaching process

Question	Opinion				
	5	4	3	2	1
1. Preschool education course learning is helpful for practice and training					
2. All course learning provides learners with opportunities to participate					
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills					
4. Learners are systematically evaluated by the school and cover all aspects of learners					
5. Academic performance is reported to learners Provide opportunities for learners to participate in measurement and evaluation.					
6. Through preschool education curriculum learning, learners have better academic performance					
7. Learners acquire additional skills from the learning of preschool education curriculum					
8. Learners take creative and active learning to master more knowledge of early childhood education					
9. Learners feel happy and happy when learning preschool education curriculum					
10. After graduating from preschool education courses, learners can be recognized by their work units					
11. Parents are satisfied with the impact of preschool education curriculum on learners					

Suggestion.....
.....

Questionnaire for graduate users
Curriculum evaluation of preschool education of Zigong vocational-technical
school using criterion based model by Stake

Instructions:

This Curriculum Evaluation is divided into 4 parts as follows: Part I Personal Information Part 2 Antecedents , Part 3 Transaction and Part 4 Outcomes.

Insert a mark into your comment box and write useful suggestions for further improvement. The criteria for considering conformity are as follows:

Level 5 means highest level

Level 4 means high level

Level 3 means moderate level

Level 2 means low level

Level 1 means lowest level

Part 1 Personal Information

1. Gender:

Male

Female

2. Age:

22-30

31-35

36-40

more than 40

3. Educational background:

Secondary vocational college

Bachelor's Degree

Master's Degree

Other

4. How long this work (year):

1-5

6-10

11-15

more than 15

Part 2 Antecedents is the preconditions of teaching

Question	Opinion				
	5	4	3	2	1
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors					
2. The school's learning environment meets the needs of learners					
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment					
4. The learning course materials are the latest version and suitable for learners					
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time					
6. Learners know their learning objectives before they start classes					
7. Learners understand all subjects of preschool education courses and prepare before learning					
8. Learners find the learning objectives of the major course difficult					

Part 3 Transaction is the relationship between students and related people, things and things.

Question	Opinion				
	5	4	3	2	1
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners					
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting					
3. Instructors have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn					
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly					
5. Instructor's teaching method enables learners to understand and master the content of the courses					
6. Instructors encourage students to think, research, and solve everyday problems on their own					
7. The school's preschool education curriculum structure contains all the contents that learners must master					
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality					
9. School administrators have the leadership ability to accept students' opinions and questions					
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication					

Part 4 Outcomes is all the effects of teaching, mainly including the following factors:
students' ability, achievement, attitude and enthusiasm in the teaching process

Question	Opinion				
	5	4	3	2	1
1. Preschool education course learning is helpful for practice and training					
2. All course learning provides learners with opportunities to participate					
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills					
4. Learners are systematically evaluated by the school and cover all aspects of learners					
5. Academic performance is reported to learners Provide opportunities for learners to participate in measurement and evaluation.					
6. Through preschool education curriculum learning, learners have better academic performance					
7. Learners acquire additional skills from the learning of preschool education curriculum					
8. Learners take creative and active learning to master more knowledge of early childhood education					
9. Learners feel happy and happy when learning preschool education curriculum					
10. After graduating from preschool education courses, learners can be recognized by their work units					
11. Parents are satisfied with the impact of preschool education curriculum on learners					

Suggestion.....
.....



APPENDIX C

List of IOC (Index of Item Objective Congruence)

Validity (IOC : Item Objective Congruence)

Questionnaire for Curriculum instructors

Curriculum evaluation of preschool education of Zigong vocational-technical school using criterion based model by Stake

Question	IOC	Result
Part 1 Personal Information		
1. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	1	yes
2. Position held: <input type="checkbox"/> Dean <input type="checkbox"/> Vice President <input type="checkbox"/> Department staff <input type="checkbox"/> Professor <input type="checkbox"/> Researcher	1	yes
3. Title held: <input type="checkbox"/> Teaching Assistant <input type="checkbox"/> Lecturer <input type="checkbox"/> Associate Professor <input type="checkbox"/> Professor	1	yes
4. Educational background <input type="checkbox"/> Secondary vocational college <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Other	1	yes
5. Age: <input type="checkbox"/> 25-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 40-36 <input type="checkbox"/> 41-45 <input type="checkbox"/> 46-50 <input type="checkbox"/> more than 50	1	yes
6. majors are appropriate <input type="checkbox"/> Kindergarten environmental <input type="checkbox"/> Family education design <input type="checkbox"/> Kindergarten curriculum <input type="checkbox"/> Kindergarten class management <input type="checkbox"/> Appreciation of art works <input type="checkbox"/> Domestic economic	1	yes

Validity (IOC : Item Objective Congruence)
Questionnaire for Curriculum instructors

Question	IOC	Result
Part 2 Antecedents is the preconditions of teaching		
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	1	yes
2. The school's learning environment meets the needs of learners	1	yes
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	1	yes
4. The learning course materials are the latest version and suitable for learners	1	yes
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	1	yes
6. Learners know their learning objectives before they start classes	1	yes
7. Learners understand all subjects of preschool education courses and prepare before learning	1	yes
8. Learners find the learning objectives of the major course difficult	1	yes
Part 3 Transaction is the relationship between students and related people, things and things.		
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	1	yes
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	1	yes
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	1	yes
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	1	yes

Validity (IOC : Item Objective Congruence)
Questionnaire for Curriculum instructors

Question	IOC	Result
5. Instructor's teaching method enables learners to understand and master the content of the courses	1	yes
6. Instructors encourage students to think, research, and solve everyday problems on their own	1	yes
7. The school's preschool education curriculum structure contains all the contents that learners must master	1	yes
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	1	yes
9. School administrators have the leadership ability to accept students' opinions and questions	1	yes
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	1	yes
Part 4 Outcomes is all the effects of teaching, mainly including the following factors: students' ability, achievement, attitude and enthusiasm in the teaching process		
1. Preschool education course learning is helpful for practice and training	1	yes
2. All course learning provides learners with opportunities to participate	1	yes
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	1	yes
4. Learners are systematically evaluated by the school and cover all aspects of learners	1	yes

Validity (IOC : Item Objective Congruence)
Questionnaire for Curriculum instructors

Question	IOC	Result
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation.	1	yes
6. Through preschool education curriculum learning, learners have better academic performance	1	yes
7. Learners acquire additional skills from the learning of preschool education curriculum	0.66	yes
8. Learners take creative and active learning to master more knowledge of early childhood education	1	yes
9. Learners feel happy and happy when learning preschool education curriculum	1	yes
10. After graduating from preschool education courses, learners can be recognized by their work units	1	yes
11. Parents are satisfied with the impact of preschool education curriculum on learners	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for Instructors

Question	IOC	Result
Part 2 Antecedents is the preconditions of teaching		
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	1	yes
2. The school's learning environment meets the needs of learners	1	yes
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	1	yes
4. The learning course materials are the latest version and suitable for learners	1	yes
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	1	yes
6. Learners know their learning objectives before they start classes	1	yes
7. Learners understand all subjects of preschool education courses and prepare before learning	1	yes
8. Learners find the learning objectives of the major course difficult	1	yes
Part 3 Transaction is the relationship between students and related people, things and things.		
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	1	yes
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	1	yes
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	1	yes
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for Instructors

Question	IOC	Result
5. Instructor's teaching method enables learners to understand and master the content of the courses	1	yes
6. Instructors encourage students to think, research, and solve everyday problems on their own	1	yes
7. The school's preschool education curriculum structure contains all the contents that learners must master	1	yes
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	1	yes
9. School administrators have the leadership ability to accept students' opinions and questions	1	yes
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	1	yes
Part 4 Outcomes is all the effects of teaching, mainly including the following factors: students' ability, achievement, attitude and enthusiasm in the teaching process		
1. Preschool education course learning is helpful for practice and training	1	yes
2. All course learning provides learners with opportunities to participate	1	yes
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	1	yes
4. Learners are systematically evaluated by the school and cover all aspects of learners	1	yes
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation.	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for Instructors

Question	IOC	Result
6. Through preschool education curriculum learning, learners have better academic performance	1	yes
7. Learners acquire additional skills from the learning of preschool education curriculum	0.66	yes
8. Learners take creative and active learning to master more knowledge of early childhood education	1	yes
9. Learners feel happy and happy when learning preschool education curriculum	1	yes
10. After graduating from preschool education courses, learners can be recognized by their work units	1	yes
11. Parents are satisfied with the impact of preschool education curriculum on learners	1	yes



IOC (Index of Item Objective Congruence)

Questionnaire for Students

Curriculum evaluation of preschool education of Zigong vocational-technical school using criterion based model by Stake

Question	IOC	Result
Part 1 Personal Information		
1. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	1	yes
2. The grade level : <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	1	yes
3. If the school offers optional courses, what courses related to your major would you like to take <input type="checkbox"/> Kindergarten environmental <input type="checkbox"/> Family education design <input type="checkbox"/> Kindergarten curriculum <input type="checkbox"/> Kindergarten class management <input type="checkbox"/> Appreciation of art works <input type="checkbox"/> Domestic economic	1	yes
Part 2 Antecedents is the preconditions of teaching		
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	1	yes
2. The school's learning environment meets the needs of learners	1	yes
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	1	yes
4. The learning course materials are the latest version and suitable for learners	1	yes
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	1	yes

IOC (Index of Item Objective Congruence)
Questionnaire for Students

Question	IOC	Result
6. Learners know their learning objectives before they start classes	1	yes
7. Learners understand all subjects of preschool education courses and prepare before learning	1	yes
8. Learners find the learning objectives of the major course difficult	1	yes
Part 3 Transaction is the relationship between students and related people, things and things.		
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	1	yes
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	1	yes
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	1	yes
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	1	yes
5. Instructor's teaching method enables learners to understand and master the content of the courses	1	yes
6. Instructors encourage students to think, research, and solve everyday problems on their own	1	yes
7. The school's preschool education curriculum structure contains all the contents that learners must master	1	yes
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	1	yes
9. School administrators have the leadership ability to accept students' opinions and questions	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for Students

Question	IOC	Result
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	1	yes
Part 4 Outcomes is all the effects of teaching, mainly including the following factors: students' ability, achievement, attitude and enthusiasm in the teaching process		
1. Preschool education course learning is helpful for practice and training	1	yes
2. All course learning provides learners with opportunities to participate	1	yes
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	1	yes
4. Learners are systematically evaluated by the school and cover all aspects of learners	1	yes
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation.	1	yes
6. Through preschool education curriculum learning, learners have better academic performance	1	yes
7. Learners acquire additional skills from the learning of preschool education curriculum	0.66	yes
8. Learners take creative and active learning to master more knowledge of early childhood education	1	yes
9. Learners feel happy and happy when learning preschool education curriculum	1	yes
10. After graduating from preschool education courses, learners can be recognized by their work units	1	yes
11. Parents are satisfied with the impact of preschool education curriculum on learners	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for graduate students

Curriculum evaluation of preschool education of Zigong vocational-technical school using criterion based model by Stake

Question	IOC	Result
Part 1 Personal Information		
1. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	1	yes
2. Age: <input type="checkbox"/> 22-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> more than 40	1	yes
3. Time graduated from this curriculum(year): <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-10 <input type="checkbox"/> more than 10	1	yes
1. Position of work :	1	yes
5. How long this work (year): <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> more than 15	1	yes
Part 2 Antecedents is the preconditions of teaching		
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	1	yes
2. The school's learning environment meets the needs of learners	1	yes
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	1	yes
4. The learning course materials are the latest version and suitable for learners	1	yes

IOC (Index of Item Objective Congruence)
Questionnaire for graduate students

Question	IOC	Result
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	1	yes
6. Learners know their learning objectives before they start classes	1	yes
7. Learners understand all subjects of preschool education courses and prepare before learning	1	yes
8. Learners find the learning objectives of the major course difficult	1	yes
Part 3 Transaction is the relationship between students and related people, things and things.		
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	1	yes
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	1	yes
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	1	yes
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	1	yes
5. Instructor's teaching method enables learners to understand and master the content of the courses	1	yes
6. Instructors encourage students to think, research, and solve everyday problems on their own	1	yes
7. The school's preschool education curriculum structure contains all the contents that learners must master	1	yes
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for graduate students

Question	IOC	Result
9. School administrators have the leadership ability to accept students' opinions and questions	1	yes
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	1	yes
Part 4 Outcomes is all the effects of teaching, mainly including the following factors: students' ability, achievement, attitude and enthusiasm in the teaching process		
1. Preschool education course learning is helpful for practice and training	1	yes
2. All course learning provides learners with opportunities to participate	1	yes
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	1	yes
4. Learners are systematically evaluated by the school and cover all aspects of learners	1	yes
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation.	1	yes
6. Through preschool education curriculum learning, learners have better academic performance	1	yes
7. Learners acquire additional skills from the learning of preschool education curriculum	0.66	yes
8. Learners take creative and active learning to master more knowledge of early childhood education	1	yes
9. Learners feel happy and happy when learning preschool education curriculum	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for graduate students

Question	IOC	Result
10. After graduating from preschool education courses, learners can be recognized by their work units	1	yes
11. Parents are satisfied with the impact of preschool education curriculum on learners	1	yes



IOC (Index of Item Objective Congruence)

Questionnaire for graduate users

Curriculum evaluation of preschool education of Zigong vocational-technical school using criterion based model by Stake

Question	IOC	Result
Part 1 Personal Information		
1. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	1	yes
2. Age: <input type="checkbox"/> 22-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> more than 40	1	yes
3. Educational background: <input type="checkbox"/> Secondary vocational college <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Other	1	yes
4. How long this work (year): <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> more than 15	1	yes
Part 2 Antecedents is the preconditions of teaching		
1. The school's preschool education curriculum conforms to the school's concept of training qualified preschool instructors	1	yes
2. The school's learning environment meets the needs of learners	1	yes
3. Learning resources inside and outside the school grounds are appropriate and in line with the school environment	1	yes
4. The learning course materials are the latest version and suitable for learners	1	yes
5. The classrooms provides good conditions for a good classroom atmosphere, and the piano room, dance room and handicraft room are ready for use at any time	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for graduate users

Question	IOC	Result
6. Learners know their learning objectives before they start classes	1	yes
7. Learners understand all subjects of preschool education courses and prepare before learning	1	yes
8. Learners find the learning objectives of the major course difficult	1	yes
Part 3 Transaction is the relationship between students and related people, things and things.		
1. Instructors have sufficient knowledge and understanding of preschool education curriculum teaching and can transfer various knowledge to learners	1	yes
2. Instructors prepare appropriate course materials to make classroom teaching more vivid and interesting	1	yes
3. Instructors Have an appropriate plan for the teaching difficulty of the course to make it easier for learners to understand and learn	1	yes
4. Instructors are attentive to teaching and take care of the different learners in the classroom thoroughly	1	yes
5. Instructor's teaching method enables learners to understand and master the content of the courses	1	yes
6. Instructors encourage students to think, research, and solve everyday problems on their own	1	yes
7. The school's preschool education curriculum structure contains all the contents that learners must master	1	yes
8. Instructors are always instilling morality and ethical knowledge into learners, so that learners pay attention to the improvement of etiquette and ideological quality	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for graduate users

Question	IOC	Result
9. School administrators have the leadership ability to accept students' opinions and questions	1	yes
10. School administrators have a far-reaching vision to improve the school environment and learning atmosphere with determination and dedication	1	yes
Part 4 Outcomes is all the effects of teaching, mainly including the following factors: students' ability, achievement, attitude and enthusiasm in the teaching process		
1. Preschool education course learning is helpful for practice and training	1	yes
2. All course learning provides learners with opportunities to participate	1	yes
3. Preschool education curriculum learning focuses on developing cognitive skills and action skills	1	yes
4. Learners are systematically evaluated by the school and cover all aspects of learners	1	yes
5. Academic performance is reported to learners provide opportunities for learners to participate in measurement and evaluation.	1	yes
6. Through preschool education curriculum learning, learners have better academic performance	1	yes
7. Learners acquire additional skills from the learning of preschool education curriculum	0.66	yes
8. Learners take creative and active learning to master more knowledge of early childhood education	1	yes
9. Learners feel happy and happy when learning preschool education curriculum	1	yes

IOC (Index of Item Objective Congruence)

Questionnaire for graduate users

Question	IOC	Result
10. After graduating from preschool education courses, learners can be recognized by their work units	1	yes
11. Parents are satisfied with the impact of preschool education curriculum on learners	1	yes



Biography

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