



บทความวิจัย

การเตรียมความพร้อมครูนักเรียนทุนรัฐบาลก่อนเริ่มต้นปฏิบัติหน้าที่ครู ของประเทศไทย

Preparation of Student-Teacher Recipients of the Thai Government Scholarship Prior to Their Start of Duty

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาหลักสูตรเตรียมความพร้อมครูนักเรียนทุนรัฐบาลด้วยหลักสูตรที่สร้างขึ้น และประเมินผลการพัฒนาความพร้อมของครูนักเรียนทุนรัฐบาล กระบวนการพัฒนาหลักสูตรใช้กรอบแนวคิดของ Tabá and Tyler กลุ่มตัวอย่างที่เก็บข้อมูลเพื่อนำมาเป็นสิ่งกำหนดหลักสูตรเป็นครูนักเรียนทุนรัฐบาลที่ผ่านประสบการณ์การเตรียมความพร้อมมาก่อน และมีประสบการณ์จากการปฏิบัติหน้าที่ครูในโรงเรียนไม่น้อยกว่า 2 ปี หลักสูตรผ่านการสนทนากลุ่มผู้เชี่ยวชาญ และนำไปปฏิบัติการใช้กับครูนักเรียนทุนรัฐบาล รุ่นปี พ.ศ. 2556 ผลการประเมินการพัฒนาความพร้อมของครูนักเรียนทุนรัฐบาล พบว่า ครูนักเรียนทุนรัฐบาลมีความพึงพอใจต่อการได้รับการเตรียมความพร้อมก่อนปฏิบัติหน้าที่ระดับมาก ข้อค้นพบที่สำคัญสะท้อนว่า ภารกิจของครูที่ต้องปฏิบัติงานในโรงเรียนไม่สอดคล้องกับมวลประสบการณ์ที่สถาบันผลิตครูจัดให้กับนิสิตนักศึกษาครู แม้ว่าหลักสูตรที่พัฒนาเพื่อเตรียมความพร้อมครูนักเรียนทุนรัฐบาลจะพยายามจัดประสบการณ์เสริมเติมในส่วนที่ครูนักเรียนทุนรัฐบาลจะต้องไปปฏิบัติงานในโรงเรียนก็ยังไม่เพียงพอ และในงานวิจัยชิ้นนี้ มีข้อเสนอเชิงนโยบายต่อรัฐบาลเพื่อนำไปพิจารณากำหนดเป็นนโยบายต่อไปด้วย

คำสำคัญ: นักเรียนทุนรัฐบาล การเตรียมความพร้อมของครูนักเรียน

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Abstract

The research aimed to develop the preparation for readiness curriculum, implement the designed curriculum, and evaluate the outcome of such development of readiness. The research employed Taba and Tyler's process of curriculum development. The samples who yielded the data for curriculum details were experienced student-teachers who participated in previous readiness preparation trainings with at least two years of working as school teachers. The curriculum underwent the expert focus group discussion and was implemented with student-teacher recipients of the government scholarships of the year 2013. The results were highly satisfied with this preparation for readiness prior to the start of their official duty. One important finding reflected that the teachers' assignments in school were not consistent with the massive experience of the teacher production institutes which had provided for the student-teachers. Although the developed curriculum for readiness preparation was an attempt to supplement the missing experience for these student-teachers, it was found to be insufficient. In addition, this research study concluded with several policy recommendations for the government to consider.

Keywords: student government scholarship, preparation of student-teacher

Introduction

Even though the assessment outcome of the administration of education especially the quality of basic education of Thailand through various categories of testing reflected a positive development trend of quality, when compared to other countries in ASEAN and worldwide, Thailand still lags behind. From PISA 2012, the results on math, reading and science among Thai students were all below the average of the

organization for economic co-operation and development - OECD (The Institute for the Promotion of Teaching Science and Technology, Ministry of Education, 2014). These problems could reflect the overall problematic context of Thai education in all levels. The first and most urgent need in development to raise the Thai education standard to be equal with that of other countries in both ASEAN and other regions around the world is having quality



teachers. This is because teachers are the most important starting factor as an educator, Michael Barber (2007), concluded from his analysis of educational lessons for world's best that *"the quality of the educational system will never be better than the quality of teachers."* Every country with great success in managing its education and renowned world education standard must have measures in effectively creating and developing teachers, whether it be setting up conditions and measures to motivate decent and strong candidates to be interested in the teaching career, or having a continuing and assessable system of in-service teacher development. As a result, Thailand, via the office of higher education commission, the ministry of education, has dedicatedly proposed for a consistent process of quality teacher production with great expectation that by having high quality teachers fed into the educational system would raise the standard of Thai education to be as high as that of the international one in a short time.

From the data collected from the scholarship recipients of the production of new breed teachers project and the production of professional teachers project that participated in the focus groups using card technique and in the seminars of

batches 2004, 2009, 2010 and 2011 found problems and obstacles in the first two years of service. The first issue is the problems of adjustment to working, coworkers and school environment, followed by the problem of teaching assignment unrelated to the major studied, and third, an overload of other assigned tasks apart from an overload in teaching. Thus, the development of a training and orientation curriculum prior to their service will help preparing them to be ready in various aspects for facing the real situation in school.

Curriculum development is, therefore, extremely important and necessary as it functions as a crucible for quality citizen (Phupan, S., 2003: pp.16-17) which concurred with Prasart Nuengchalem (Nuangchalem, P., 2011, pp.30-31) whose reason of the importance of the curriculum to be that of a mold and an education standard^๓ a reflection of the characteristics of the graduates at that level; that of the educational management guideline which all levels of involved parties could use as an instrument for regulating, supervising and following-up on educational outcome; that of an implementation guideline for teaching-learning management and as a standardized



specification of the learner's characteristics. Moreover, the curriculum is a predictor of the future of the national education, and this future stems from the vision of an educational curriculum which has an up-to-date and relevant content scope and concept with the societal changes. Thus, it is clearly seen that the curriculum development is of an immense importance and need especially for the curriculum for training and orientation in preparation for the teaching profession as they are processes in effectively supplementing knowledge, readiness, and including various aspects of adjustments. As for orientation, Smit Satchukorn (2012) stated that it created good impression and played a part in preventing misinformation, increasing genuine understanding about the duties and correct work ethics, inspiring earnest interest and dedication to work, feeling ease and confidence in the future, and creating good interpersonal relationship resulting in realization of the organizational culture for adaptation and appropriate behavior.

Developing a prior-to-teaching profession training and orientation curriculum is, therefore, an essential process to not only produce well-prepared participated teacher graduates, but also take

in qualitative information from the field in terms of problems and obstacles from work implementation of the new breed teachers and the professional teacher graduates, including the needs of teachers and educational personnel. The gathered information would be used for improving the project implementation process, laying out a more efficient implementation system leading to writing up a program administrative policy proposal for the new breeds of teacher project and the professional teacher project to the office of basic education commission. This is done in preparation for a production of knowledgeable, professional and ethical teachers so that the country is equipped with quality teachers in the educational system working to raise the standard of Thai education.

Scope of the Study

This research is an action research. The population comprises five batches of the government scholarship recipient student-teacher graduates, faculty members of the faculty of education and the 2013 government scholarship recipient student-teachers, totally 1,053, as the participants of the designed readiness preparation curriculum. As for the 500 random samples

of the government scholarship recipient student-teachers for data collection in determining the curriculum, cluster random sampling was employed according to the

education regional zones: north, central, south and north-east. The time used in this research was seven months.

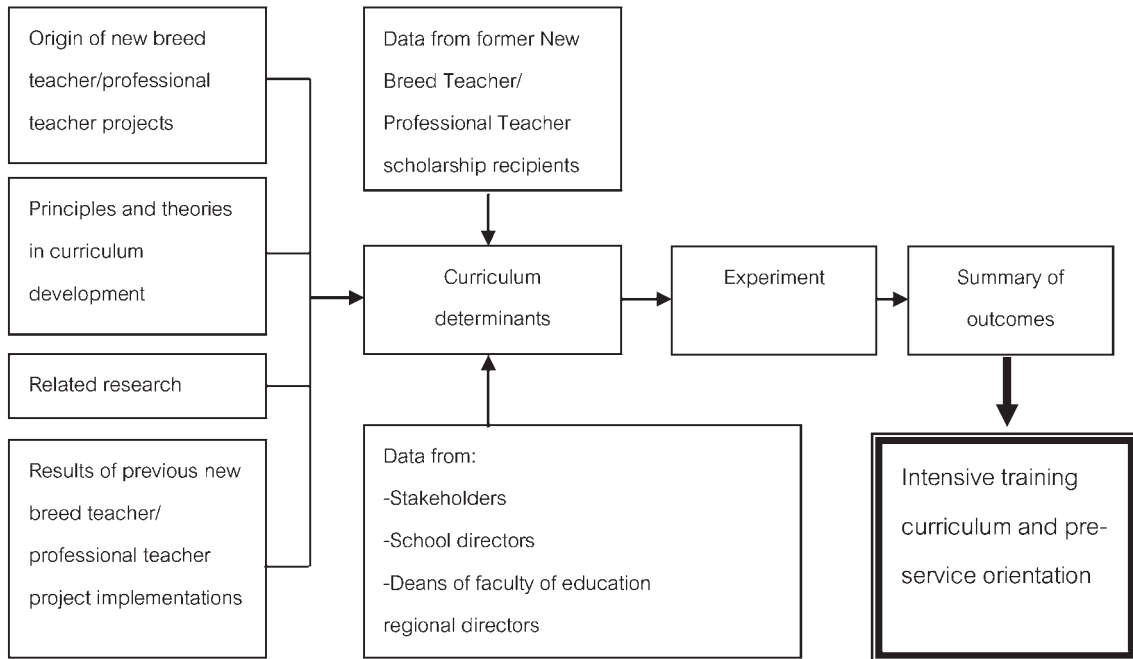


Figure 1 Research Conceptual Framework

Research Objectives

1. To develop the curriculum for training and orientation in preparation for entering the teaching profession 2014
2. To implement the curriculum for training and orientation in preparation for entering the teaching profession 2014
3. To evaluate the curriculum for training and orientation in preparation for entering the teaching profession 2014
4. To write-up the policy proposal for administering the projects for the

production of the basic education teachers: the new breed teachers and the professional teachers to the office of basic education commission

Research methodology

1. The population was the users of the graduates, administrators and teaching faculties of the Faculty of Education, participants of the new breed teachers/ professional teachers projects and all graduates who were recipients of scholarships in



the new breed teachers/ professional teachers projects

2. The samples

2.1 The samples for curriculum development (the follow-up period of the new breed teachers and professional teachers) were the former scholarship recipients of the production of the basic education teachers “5-year program” curriculum of the academic year 2004; the former scholarship recipients of the new breeds of teachers of the academic year 2009; the former scholarship recipients of the new breeds of teachers of the academic year 2010; and the former scholarship recipients of the professional teachers of the academic year 2011.(500 samples applied to participate in the seminar and discussion group via the Website : www.edu.buu.ac.th/follow.)

2.2 The samples for the implementation of the training prior to the service were 1,053 applicants who passed the recruitment test according to the official announcement of the office of higher education commission (OHEC).

3. The areas of study included the north, south, northeast and central part of Thailand.

4. The content areas of study were the teacher production project administra-

tive system, the scholarship recipient selective system, the teacher graduate’s work result follow-up system, the employer’s satisfaction and proposal on policy for teacher production administrative system.

5. This study lasted seven months. (April to October 2014)

6. The study employed a mix methods research design (both qualitative data and quantitative data).

Research results

1. To develop the curriculum for training and orientation in preparation for entering the teaching profession 2014

The training and orientation prior to entering the teaching profession curriculum for the academic year 2014 (80 hours in six days) comprised three main components. They are first, general information; second, the curriculum’s specific information; and third, implementation and training activities. The third component is composed of lectures by experts in specialized fields aiming to provide more advanced specialized data. The lectures given by highly qualified experts provide diverse views and concepts. Various learner-centered learning processes are particularly designed in six steps:



(1) presenting a problematic situation (in ideas)-critically studying the information; (2) analyzing the situation-individual work (thinking alone); (3) receiving additional information from the lecturer or other learning sources; (4) comparing thoughts-group activity of five per group; (5) sharing outcomes of group work to present to the big group; and (6) building collaborative confidence by the group facilitator summarizing the main points or learning essence. The activities promoting life-long learning habits include reflective thinking and learning from various training activities to reinforce the habit in taking notes, and conducting interpersonal skill group activities, knowledge-based activities, role-play activities, and a small group seminar. The content of the training and orientation prior to entering the teaching profession curriculum for the academic year 2014 comprises 1) the teacher of the land-the king and wisdom development; 2) teacher TV, the source for learning to improve teaching of Thai teachers; 3) teaching-learning improvement via information technology (Google for education); 4) management of the professional teachers and group connection activity network; 5) map of life with a vision; 6) lesson study: system approach;

7) law that teachers should know; 8) higher thinking, systematic thinking; 9) mental and physical preparation to be professional teachers: lessons learned from an elder to a younger one; 10) teacherness and volunteerism of professional teacher; 11) personal monetary management; 12) testing and evaluation; 13) career path (OBEC, OVEC, OHEC and TCT); 14) school work; 15) needed learning skills in the 21st century and educational management beyond the western trap; 16) community work and construction of professional learning community: PLC; 17) learning design; and 18) activities to inspire: master teacher.

The outcome of the analyses of meetings among the current basic education teachers (from the three border provinces in the south) in the three teacher production projects: basic education teachers, new breed teachers and professional teachers found that the most common problem (29.63%) was adjustment. Many teachers related that they had difficulties in adjusting to the colleague, and adapting to the new, unfamiliar and much-to-learn work. Moreover, trying to get along with the community was also very important. Thus, “honesty and strong faith” in the teaching profession must be



emphasized so that adapting oneself to the working environment and situation could be efficient and effective for everyone to witness and appreciate the value of them being the scholarship recipients. However, while the school had high expectation for the scholarship recipients, there were limitations of opportunities to apply what they had learned working at large schools because there were many teachers and the system was rather centralized. The second most common problem found was regarding the high expectation of the teachers in the school (24.07%). The next obstacle mentioned by the samples was the problem with other workload outside of teaching. These scholarship recipients reported diverse problem solving strategies as follows. First, continuing self-development through mostly discussing with friends or co-workers, learning on their own and applying for certain trainings. The second solution applied by the teachers was showing modesty. Next, they reported of having to have confidence, daring to think and do. Other problem solving strategies mentioned were creating a network of student's learning and becoming more flexible in working. As for the directions and needed skills for the teachers in the 21st century, it was discovered that the

teachers all felt being informed of the importance of the new technology since teachers must be well-rounded to blend knowledge and skill of technology and ASEAN together. The most needed skill for teachers in the 21st century was the ability to use technology, to be on part with the changes and technological advancement so that they could maximize the benefit of the use of technology. The issue that came second was that the teachers had to be an expert in their profession. Teachers must be ready to learn all the time and must have an ideology of creating decent and able human being who is skillful and able to solve life problems. Teachers must also be ready to learn academically and work in all areas at schools. They must have genuine knowledge that is truly applicable. Teachers must also be able to train learners to think and do on their own, and must have appropriate teaching techniques to students' behavior and learning ability. Next, teachers must be able to integrate diverse teachings with ethics and virtues to attract learners. As teachers were involved in many other assignments besides teaching, they could not spend much time with students resulting in the learners being limited in literacy skills; therefore, teachers must have abilities in



teaching integration and be an all-time learner. In brief, the teachers needed to create a genuine understanding with the other teachers in schools, practice local language by studying the needed one prior to having to use it, have skill in teaching a multi-level class or multi-skill when in the risky areas, have knowledge and skill in self-improvement, be skillful in learning the students, create network, have confidence and daring to think and do, have endurance or perseverance, be skillful in using visual aids and english language, be able to integrate skills in teaching, have expertise in the profession and the teacher's spirituality.

The result of an analysis on the students' problems, obstacles, solutions and suggestions concerning the induction process from the open-ended questionnaires revealed that almost all the respondents agreed that the program should continue (99.50%) and that more than half agreed that the production institute should have priority in the recruiting system over the students (54.20%). As for the appropriateness of the criteria for selecting the production institutes, four criteria were found to be appropriate are: curriculum having degree certification from TCT, having teacher development extra-

curricular activities; curriculum acknowledgement from OHEC; and curriculum certification from OTEPC. (99.00%, 98.50%, 96.10% respectively). Other criteria were found to be appropriate in the range from 61.60% to 89.70%. As for the appropriateness of the criteria for student recruitment, the program's teachers felt that the grade point average of teaching profession subjects was the most appropriate selecting criterion (96.60%), followed by being ethical and not having negative history (96.10%). Two criteria received the same weight for appropriateness: the average grade point (GPAX) and the grade point average of the major subjects (95.10%). Regarding the appropriateness of the criteria for the high school student selection, the teachers agreed that the score measuring the "tendency to become teacher" was most appropriate (98.60%), followed by supplementary testing for scholarship students (91.60%), the grade point average of not less than 3.00 for the last three years (88.70%) and the use of portfolio reflecting the good ethics and virtue (86.20%) while agreeing that the use of O-Net score was the least appropriate (77.30%). Moreover, most questionnaire respondents felt that the recruitment should start at the university



entrance examination (65.50%), followed by recruitment during their study at the faculty of education (26.60%).

2. To implement the curriculum for training and orientation in preparation for entering the teaching profession 2014

The evaluative outcome of the teaching induction training and orientation for the academic year 2014 project during 7-12 August, 2014 at Sua Pa Camp, Muak Lek, Saraburi province and Phu Khao Ngam Resort, Nakornnayok revealed that in general, there were 1,053 eligible government scholarship recipients to participate in this project. Five people did not come for registration; therefore 1,048 teachers were declared as participants. However, five teachers had to leave the project due to accident, sickness from chronic disease and giving birth. Therefore, when the assessment results of these participants were submitted to the office of higher education commission for consideration of the selection announcement, there were 1,048 names. The satisfaction level of these participants was by average very high (4.30).

3. To evaluate the curriculum for training and orientation in preparation for entering the teaching profession 2014

An analysis of the strength of this

program with 1,044 training participants found that the first strength was the quality of the program administrative system (80.08%) followed by the applicable and beneficial knowledge gained (45.02%) and, third, the diversity and quality of the trainers (40.42%). As for the fourth to seventh, they are applicability of knowledge gained in improving the participants' potentials, varied and relevant training content, network building potentiality, and clear training curriculum.

When inquired individually regarding applicability in making use of the knowledge gained (470 opinions), the participants agreed that the knowledge gained in this program could be realistically used in their professional career and daily life, for example, the practice in thinking processes could be adapted to use in everyday life. The knowledge gained could be genuinely used; the activities and content in training were diverse and relevant to the profession and realistic. Skills and learning processes had been greatly enhanced; the activity promoting wisdom and unity would be beneficial to teaching and learning in class; the program promoted people with dedication and determination to improve education in their own communities which would in turn



impact the outcome of the national education. This program laid the needed foundation to be realistically used, provided different ideas and techniques for self-development, offered varieties of useful knowledge, had excellent, beneficial and relevant content in each area for the participants to apply, and provided professional real life skill enhancement activities, new experience and work management strategies. The trainees gained knowledge to use in their real work, increased the knowledge to continue learning on their own, were made confidence in teaching, realized the crucial content to used realistically, could make use of real life problems as guidelines for problem solving to newly started teachers, felt that they were able to improve themselves to be genuine teachers. Another strength expressed was the fact that this training created an interpersonal networking among new teachers all over the country.

When inspecting the training activity manual, work assignment, homework and self-analysis of the participants, it was found that all completed their tasks with attentiveness. They conducted the activities to gain more understanding and knowledge. They also recorded what they learned from listening. Thus, the manual was deemed to

be very useful for the participants, which confirms their opinion that the knowledge gained from this training was genuinely useful because they were quite attentive.

The participants' individual opinion on the varieties and quality of the trainers (422 opinions) showed that the different and qualified trainers could transfer knowledge well and they were good models. They inspired the new generation teachers in being knowledgeable and competent. Moreover, all were punctual, versatile and proficient in using language to communicate clear ideas and experience. Every activity was conducted with clear objectives and steps, resulting in good results. The team of trainers was well prepared and professional in conducting all activities; as a result, they were trustworthy, fun to work with, inspiring and accountable.

From observing how the activities were conducted throughout the program, it was found that most participants paid attention in all activities at all learning bases. The trainers also worked tirelessly as teams, which conforms to the inspection of the training activity manual. All activity content was recorded. The interview data also revealed that the trainees were satisfied with the trainer's implementation of the



program's activities; some even inspired many new teachers.

The program participants expressed their individual opinion on the knowledge which could improve their potentials (370 opinions) that all the activities specified in the training manual provided a variety of knowledge areas and experience that could improve the teacher's potentials. For instance, the potential of a professional teacher could be enhanced by constructing an innovation in teaching aids that responds to learning management, producing academic work or professional expertise, or possessing and realizing the teaching ideology. This program produced good and able teachers, created a good role model in the teacher community, prepared teachers to be professionals, developed newcomers to be professional teachers, built ideology so that all could express their potentials for improvement, promoted and developed skills and better learning processes and pressured for better implementation. Other comments on the impact of the activities on teacher's potentialities are increasing teacher's strengths, knowledge and skills, developing knowledge from problems of previous groups of teachers so that solutions could be more appropriate, sharing experience so

that activities for professional teacher's development were relevant to social needs and appropriate, and planting the values of new style of teachers in order to have sustainable development.

Individual opinion of the participants on the diversity and appropriateness of the training content (344 opinions) The trainees expressed their ideas on the training content that it was diverse and appropriate. They could make use of it in class and everyday life, for example, the content on legal issues. The content learned was relevant to professional teachers, not included in textbooks, diverse and up-to-date, detailed with wide coverage. Moreover, the content was clearly arranged, skill-based, applicable, and had ethical issues nicely blended in.

The data from the interviews provided feedback that some content areas could have had more time allotted because they were very useful, for example, time allotted for legal knowledge and thinking processes were insufficient.

Individual opinion of the participants on whether or not after the training they could set up a network of teacher-to-be (254 opinions) The teachers confirmed that after participating in the program, they could set up a network of teacher-to-be as



they had conducted many network enhancing activities stated in the program manual. For instance, the activities could strengthen the new network of teachers. This program also gathered the new kind of teachers to share experience in working, learn to have good relationship and unity, experience working together collaboratively, and have opportunities to co-ordinate so that a network of professional teachers could function effectively.

From inspecting the documents of the training manual, it was found that in one activity which requested the trainees to record at least ten names of friends, most wrote down many more. Other different activities also allowed the participants to continually meet new friends.

Individual opinion of the participants on the clarity of the training curriculum (166 opinions) The participating teachers expressed their ideas that the curriculum of the training was stated clearly in the training activity manual. For example, the content and curriculum were in accordance with the objectives; the pre- and post-tests were administered to demonstrate the participants' attained development as data for project continuation; the project had clear steps and quality tests with evident criteria; the training materials were learner's

centered with explicit activities focusing on professionalism and clear training rules and regulations. In addition, the teachers gave additional comments on the assessment aspect that it included planning for an analysis of the training content whether it was appropriate with teaching profession development, and that it contained clear and definite conditions for training evaluation.

From inspecting the documents of the training manual, it was found that the materials were explicit with a wide range of coverage and activity manual together with lecturer for each content area. In terms of scheduling, the training schedule was clearly set up with pre- and post-tests, and all the activities were conducted as planned.

The weak point analysis of the training with 1,044 participants revealed various opinions of the weakness which could be summarized to 15 aspects and the most commonly mentioned was the inappropriate time for activities (53.64%), followed by inappropriateness of location (43.10%) and the number of the training participants being too many (40.42%) and unorganized work system.

Data collected from the analysis of training weaknesses which were written by the participants in 1,044 training manuals (2,388 opinions) including the interviews



and observation during the training period: in summary, the strengths of this program according to the government scholarship student teacher recipients are the quality of the program management system, the applicable knowledge gained, the diversity and qualities of the lecturers/ trainers, the varieties and appropriateness of the training content, an ability to establish the network of those entering the teaching profession, an explicitness/ clarity of the training curriculum, the appropriateness of the program objectives, the training location, the fun group activities, the program acceptance from outsiders, the high level of participants' interests, the appropriate number of training days and the explicitness of training assessment outcomes. As for the weaknesses, they are the inappropriateness of time, location, group size, and number of days of the training; too much emphasis on lecturing; too much time spent on travelling; inappropriate medium of communication, visual aids and sound system; insufficient activities for volunteerism; inappropriate system of participants' name check; lack of the security system.

4. To write-up the policy proposal for administering the projects for the production of the basic education

teachers: the new breed teachers and the professional teachers to the office of basic education commission

This study proposes the following policy recommendations:

4.1 The recommendations to the Ministry of Education or an agency responsible for the policy in the production and development of teachers for Thailand

1) The system to care for and develop teachers during the induction period should have clearly specified newly qualified teacher standards.

2) The system to care for and develop teachers during the induction period should determine the supporting system with a supervisory/ mentoring or advisory system by developing qualified senior teachers to be mentors to create inspiration so that new teachers would carry on in the teaching profession with continual honor and integrity, and loyal to the teaching profession.

3) The concept of caring for and developing teachers during the induction period should decrease task assignment or specifications of workload aiming for evaluation by aiming at providing support for improving the potentials of new teachers to discover potentials of oneself in order to implement



work in accordance with the teaching profession work standard.

4) The system to promote and stimulate more “moral person-smart person” to become the input resource of the teaching profession continually, at least the percentile of those “moral person-smart person” should not be less than 70 and this system should be part of the continuing policy for at least ten years.

5) The government must give much weight and importance to the system of preparatory quality teacher production because it has a long term impact on students and education in the future.

6) There must be a quick communication system for up-to-date, profound and explicit information about much needed realistic conditions of schools and local contexts from users of teachers back to the policy making agency, teacher production agency and the teacher development agency. This is for bringing the data to continually improve the systems of teacher production and development.

7) There should be a central agency with genuine authority given responsibilities under explicit legal terms to carry on the administrative duties in directing, supervising, planning for the use

of teachers, teacher production, and teacher development in order that the teacher regulatory system of Thailand is one administration of teacher production and development of using teachers effectively.

8) The system of new teacher production should be developed as a closed or semi-closed system. There should be a specification of goal, quantity, required quality of teachers, needed majors of all users in the country, and plans of sufficient quantity with defined quality of the teacher production.

9) The government must invest in the production of teachers as needed by all teacher user agencies in order that the system could aim for the best quality of teachers without having any administrative concern regarding the breakeven point as practiced at present.

10) The government needs to implement the structural management with all the teacher production institutes to discover the quantity and the appropriateness of their production power in producing teachers, in order to come up with a process of structural adjustment for producing teachers effectively.

11) All Pre-service teacher training institutes should adjust, adapt and increase their roles and responsibilities to



perform in-service training functions with financial supports from the ministry of education of work implementation.

12) Both pre-service and in-service teacher training systems must be improved to have unity, strength and stability without any separation in terms of budgeting to various teacher user units or reporting offices.

13) The system granting authority for in-service teacher development must be improved so that it could determine its own directions and issues to work on at the school level. This can be done by the ministry issuing a policy of broad concept reflecting educational problems of the whole country, and the details of action for teacher development regarding what, how and by whom must be rest at the school exercising the authority guided by evaluation for improvement concept.

14) If the pre-service teacher training will be continued with the process of providing scholarships and/or guaranteeing an appointment as in the past, the following recommendations are proposed at the policy level:

(1) The principles of the program which need to be agreed upon from the cabinet should be broadened to include pre-service teacher training for other

teacher user units like Bangkok metropolitan, Pattaya metropolitan, local administrative organizations and private agencies. This will increase the distribution of qualified teachers to cover all areas of the educational system.

(2) The program's administrative committee members should set up the administration of the program with high flexibility.

(3) The process of pre-service teacher training of the government scholarship recipients must have a recruitment process based on highly qualified criteria both in terms of academic performance and required teacher's characteristics.

(4) There must be standards and conditions in selecting the qualified pre-service teacher training institutes in the areas of curriculum, teaching staff, intensive development for teacher-ness process to confirm the principle of "the education quality is never be better than the quality of the teachers."

(5) There must be a system to systematically and continuously improve the teacher-ness as an avenue in developing student teacher scholarship recipients to be up-to-date, relevant to educational changes, blended to have teacher's spirit



and have the required characteristics.

(6) The process of the pre-service government funded teacher training should implement the recruitment since the first year of study more than during the study at the teacher production institutes.

(7) There should be a supervisory/ mentoring system during the initial induction period so that the scholarship recipients would have positive attitudes toward working in the teaching profession and become successful.

(8) There should be a follow-up and evaluation system for the graduates of the government scholarship recipients in order to establish a collaborative network among them.

4.2 Recommendations to the teacher training institutes

1) There is an urgent need for the teacher training institutes to develop quality teacher training/ production innovations which could quickly impact the educational reform. This is because unless the government policy has measures to promote and inspire moral person, smart person to become teachers, the process of developing new teachers will definitely become problems and obstacle in creating quality teachers of the country.

2) The teacher training innovation which should be most considered is the one that takes classroom reform, classroom learning management to be the objectives in improving the competencies and characteristics using the principle, “Do what you want the teacher to do to students with the ‘teachers-to-be’ now!”

4.3 Recommendations to the Teacher Council of Thailand

1) The in-service teacher training system should be monitoring and following-up from recruiting individuals into the institute to quality controlling according to the professional standards.

2) The professional standards should be scrutinized so that the teachers’ potential needs of working at schools are flexible and current.

3) There should be specifications for all student teachers in all institutes to study their roles and responsibilities, and understand the needs to have a teaching profession organization like the teacher council of thailand to function as the central agency of the profession.

4.4 Recommendations to the office of the teacher civil service and educational personnel commission (OTEPC)

1) The monitoring system for



the teacher assistants who just start the teaching life should be developed by adopting the system of having mentor working closely with the new teachers.

2) The teachers with outstanding experience should be nurtured and molded to work as effective mentors of new teachers. This would also inspire new generation of teachers to maintain their status meaningfully and with creative ideology.

3) The system of assessing teacher assistants just started the teaching life should focus on supporting, assisting and evaluating for development more than evaluation for pass/ fail.

Discussion

1. The evaluation outcome score of this training and orientation in preparation for entering the teaching profession of the government scholarship student teacher recipients in the professional teacher project of 2014 is very high level (4.43). Depend on the evaluation outcome score have reflexive feedbacks include designing a curriculum for training and orienting in preparation for entering the teaching profession respond to needs that these student teachers want to learn to prepare self and create self-readiness in encounter-

ing the responsibilities of a new teacher in the future. The result from reflection of the training satisfaction points explicitly to the needs for reforming the production and development systems so that they are in line with the changes and/or relevant to the school contexts of forever changing dynamic. Moreover, there is an even higher expectation that the teacher production and development systems should be “more advanced than the current situation in the schools, not just to keep up with.” In this case, the issue of the reforming the teacher production system includes a search for a new concept in reforming the curriculum in producing new types of teachers, a process in providing activities for developing student teachers to have impact on the changes in future classrooms, creating the teachers’ expertise in designing learning activities for learners’ improvement, capability in accomplishing the goal potentials stated in the curriculum and attaining the required characteristics efficiently. Regarding the system of developing teachers during both the induction and the during professional improvement periods, there are also great needs to pay attention to the explicit specifications of criterion standards, as the example set by england’s induction criteria



specifications for newly qualified teachers (Department of Education, Oct. 2014 accessed on 5 December, 2014, <http://www.gov.uk>). The process in providing instructional activities according to the training and orientation prior to entering the teaching profession curriculum focused on designing activities emphasizing learning facilitating situations. In other words, the important principle in various activities for these student teachers is active participation by prioritizing the levels of content from basic to more specific employing collaborative learning and socialization as the procedure in creating interaction across major studies and institution melting all the new teachers under the community of the Office of Basic Education Commission (OBEC).

2. Psychological cohesiveness and united group - Once outstanding aspect of the activities in training and orientation for the induction of teaching profession is the creation of the collaboration network among the government scholarship student teacher recipients. Due to the fact that one goal of this training emphasized the arrangement for these teaches to live together and co-exist throughout the 6-day training period. Activities were also set up using appropriate challenging environment

and conditions to result in tremendous psychological cohesiveness and impression for one united group.

3. Ensure the content validity - This training and orientation tried to limit the deviation of activities designed based on the surveyed needs of the four groups of student teachers with clear objectives of each activity and trainers meeting. The trainers were also assigned to produce explicit training documents of each topic and have the printed version distributed to all participants so that they could use for further study. This is to ensure the content validity and accountability of the developed curriculum which was previously criticized by a group of experts

4. Evaluation conditions - One issue affecting the training intensity and dedication of the participants in conducting the activities, and recording the educational outcome of each individual might be from the fact that the OHEC has specified that there must be an assessment during the training. The total score outcome to be calculated as pass or fail the training program included pre-and post-tests score, and points awarded for participating in the activities. The result would be announced officially and the names of those who passed would be appointed.



5. Strong and clear criteria for evaluation – The activities for intense assessment and evaluation were designed to comprise of having each participant recording their learning and assigned tasks in their own individual training manual, having tests before and after training, setting up clear criteria for grading and checking individual work to bring all the evaluation into calculation and propose to the OHEC for consideration the result of “pass” or “fail.” However, there is one more important basic criterion: all had to participate in the training activities not less than 90% of the time specified in the curriculum. The outcome of the satisfaction evaluation revealed that the government scholarship student teacher recipients were highly satisfied with the training.

6. The achievement prior to training and afterwards shows that some of the participants had lower scores of the post-test than expected. This might be because the group was too large leading to a lack of concentration and attentiveness. Time was limited and the test was given at the end when there was a concern of being able to leave as soon as finishing the test. Moreover, having to complete the test in a building lacking convenience, ie. no table for writing, crowded seating arrangement,

might lead to inaccurate measurement. However, data collection from various sources as mentioned could also decrease the inaccuracy and reveal more genuine abilities of the participants.

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