

# Teachers' Competency Development System Through School – Based Training of Local Administration Organizations

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## Abstract

The purpose of this research was to improve the teachers' competency development system through school-based training of local administration organizations . The process comprised 4 steps; analysis, planning, implementation and evaluation. The target group was 10 purposively- random sampled teachers. The instruments used questionnaires and quantitative analysis. The data described by using percentile, mean, and standard deviation. The research found that : The teachers' competency development system shall be consisted of 4 main steps and minor steps. Step 1 problem analysis; investigate present situation and problems, study the needs of teachers' competency, organize meetings. Step 2 development planning; meeting for share learning, prioritizing the importance, setting the action plan, making developmental manual. Step 3 implementation; workshops on School-Based Training, knowledge implementation, pairs of partners. Step 4 acceleration of supervision and monitoring; meeting for share learning, evaluating workshops, evaluating the teachers' characteristics, evaluating the satisfaction of participating teachers and students.

**Key words:** Enhancement system, teachers' competency, schools-based training.

## 1.Introduction

The advances in IT have an effect on information consumption. The good information receivers must be well educated and teachers are the key agents who mobilize education. The Constitution of the Kingdom of Thailand B.E. 2007 specifies that the State is responsible for promulgation of educational profession to the high level profession. According to the Teachers and Educational Personnel's Act B.E. 2004, the structure of administration for teachers with academic status was amended. The Office of the Teachers' Council of Thailand shall be responsible for the issuance of teaching license which requires knowledge standard and competency. The management of basic education focuses on quality development. The Educational Development Plan emphasized on enhancement of educational quality, learning-teaching improvement and continuous development of educational personnel.

The local administration has also adapted the Educational Development Contingency Plan in order to develop the quality of learning process. The development plan was criticized regarding the poor standard quality. In 2007, the public survey on education management of the local administration showed that 65.87 % were not satisfied with the education management when compared to private schools' administration management. Some critics have contended

the lacking of standardization, operational indicators and continuous assessments. The results of permanent teachers' development proved unsuccessful. Although most of teachers were enthusiastic about the development, there were no supporting factors and unclear system of teachers' assessment. The traditional method of development system is still applied. (Prawit Erawan, 1998 A:1).

The School Board Administration is comprised of a team of individual being all elected which caused both positive and negative effects in educational management (Thawatchai Rattanyu, 2008: 252-256) 1) the administrative decentralization is unclear i.e. power control and command from central and local authorities, no decision making for local educational institutions, etc... 2) the entire development system was not tackled both structural and operational system, lacking of participation from educational personnel, being possessive power, complex works, overload activities. The competency enhancement of professional educators in local administration schools necessitates the selected plans which are efficient to improve and enhance teachers' competency without delay since the development of national education is urgent priority. The government's policy of official manpower limit has caused the problem for recruiting more teachers. The same traditional method of teachers' development is still in practice for example the costs for seminars which were held in hotels were expensive, activities and contents were not consistent with the teachers' requirements. The post training assessment indicated that teachers have not changed their learning-teaching system. Thus the school-based training seems to be an option for the benefit of teachers' competency enhancement; teachers do not abandon classroom while being trained, no traveling costs and thus facing the real teaching problems, exchange expertise with colleagues, Peer group process in order to solve learning management (The National Education Council 2004 : 18, 26).

## **2.Methodology**

The Research and Development comprise of 4 steps:

2.1 Systems Analysis: activities analysis (1) Study and analyze principles, ideas, theory and related research in order to get the research framework the contents of which are in line with the research findings; concept of theory, competency concept, teaching profession's competency concept, ideas to develop the teachers' competency system of local administration organizations through school-base teachers training SBT, School-based management and PDCA,(2) Monitoring the present situation, problems from documents, research papers and brainstorming seminars with 12 participants from educational institution administrators, educational personnel, groups of academic and content teachers, and board members of basic educational institutions to tackle problems in system development and in teachers' competency development. (3) Study the necessary requirements to enhance the teachers' competency by using the questionnaires based on 33 standardization of the Teachers' Council. The fact findings were received from an example group of 204 teachers from 4 large sized schools attached to Udonthani municipality, 12 academic personnel participating in seminars and 10 participant teachers.

2.2 Systems Planning (1) Draft and design the development system, create research tools which are questionnaires on necessary requirements to develop the teachers' competency, evaluation forms for workshops and evaluation forms of teachers' characteristic according to managerial standard of evaluation, the evaluation form of satisfaction by participating teachers and students' contentment to teachers' managerial skill and handbook to practice the system of teachers' competency enhancement through school-based training. (2) Assessment of the system by 5 experts. The researcher presents draft of development system, research tools and handbook to the experts who evaluate the Utility Standard, Feasibility Standard, Propriety Standard and Accuracy Standard. (3) Improvement of the development system, research tools and handbook for the development system.

2.3 System Implementation : to experiment the development system, research tools and handbook with 10 participating teachers at Thetsaban 5 School which attached to Udonthani municipality, Udonthani province comprising of 3 activities : 1) Workshop concerning 8 necessary requirements for the development which are (1) competency in formulate learning management (2) competency in designing learning pattern suitable to different learning age (3) competency in development and create promoting learning tools (4) competency in organizing learning activities and ability to differentiate the learning level of students (5) the accurate evaluation and assessment according to real facts (6) competency in bringing the outcomes of evaluation to improve learning management (7) competency in making learning unit and (8) competency in planning learning management.

2.4 Expertise exchange seminars, skill improvement according to 8 managerial standards and evaluations. 3) Pairing according to Kalayanamitr 4) Systems verification and evaluation which monitor the competency development system. The evaluation of teachers' competency enhancement comprises of 4 activities: 1) Evaluation of organized workshop with questionnaires 2) Evaluation of teachers' desirable characteristic

according to managerial standard and assessment 3) Evaluation of participating teachers' contentment and 4) Evaluation of students' satisfaction regarding the management skill of participating teachers.

### 3. Results

3.1 The findings from study of present situation of competency development system through school based training showed that: 1) School teachers have never been asked about the necessary requirements for the competency development system 2) High costs in using hotels as teachers' competency development venue 3) Far travelling distance for training participation 4) Large number of participants in each training 5) Guest speakers do not know teachers' needs 6) Teachers do not have subject processing 7) Some limited learning designs 8) No continuous development 9) No publication for other colleagues 10) Same old learning activities 11) New information technology was introduced but not worthwhile in term of expenditure 12) Lack of monitoring the use of tools 13) Lack of statistic in creating system 14) No evidence of actual evaluation 15) No evidence using the evaluation to improve learning 16) There is no learning unit in each group of content learning 17) The learning plan is copied from the books which are sold in the market and 18) Teachers do not follow the existing plan. As for the development problems, it was found that the competency development system is unclear. The assessment to promote the status of educational personnel concerned especially main ability and permanent work lines without the assessment according to knowledgeable standard at present situation set by Teachers' Board. Thus the Teachers' Competency Development System of Local Administration through School-based Training should be applied.

3.2 The findings from the necessary requirements of teachers in local administration through school-based training showed that 8 competencies necessitate the development are 1) Subject processing for semester plan and throughout semester. 2) Design ability of learning plan suitable to learners' age. 3) Ability to make development selection, create tools promoting learning 4) Ability to organize activities for learners and differentiate the learning levels of students by using the assessment 5) Ability to accurate measurement and evaluation 6) Ability to use the findings of assessment to improve learning management and curriculum 7) Ability to make learning unit 8) Ability to formulate the learning plan

3.3 The findings from the development system of teachers' competency in local administration through school-based training showed that the system comprises of 4 major steps and 18 minor steps as follows:

#### 1) Analysis

1.1 Study of present situation, problem

1.2 Necessary requirements for teachers' competency development according to learning standard and evaluation

1.3 Brainstorming seminars – Study of present situation, problems and necessary requirements for teachers' competency development according to learning management standard and evaluation

#### 2) Planning

2.1 Expertise exchange between participating teachers

2.2 Priority order and necessary requirements for development

2.3 Operation Planning

2.4 Handbook

#### 3) Implementation

3.1 Evaluation teachers' characteristic according to learning management standard and pre-evaluation

3.2 Organization of workshops using school-base training according to 8 abilities of learning standard and evaluation

3.3 Teachers applied PDCA in classroom

3.4 Pairing teaching model in form of Kalayanamit

#### 4) Verification and Evaluation

4.1 Classroom visit of participating teachers

4.2 Meetings to exchange knowledge

4.3 Evaluation of workshops management

4.4 Post evaluation of participating teachers' characteristic

4.5 Satisfaction evaluation of participating teachers

4.6 Evaluation of students' contentment regarding the participating teachers

4.7 Self evaluation to be presented to the group's meeting and school Administration Board. The evaluation by experts concerning Utility Standard, Feasibility Standard, Propriety Standard and Accuracy Standard showed all at highest level.

3.4 The teachers' competency development system of local administration through school based training is experimented with a group of 10 participating teachers the results of which are:

1) The outcomes of training workshop necessary requirements for teachers' competency enhancement system in local administration through school based training are increased at highest level average 4.51.

2) The pre-assessments of teachers' characteristic according to learning management and evaluation standard showed moderate level at 2.38 compared to the high level of 3.58 after the experimental period.

3) The satisfaction evaluation of teachers towards competency' enhancement system showed highest level at average 4.56.

4) The assessment of students' contentment for the managerial skill of participating teachers indicated the highest level of average 4.51.

#### 4. Discussions

The research findings of teachers' competency enhancement system of local administration through school based training showed the 4 steps as follows: 1) Analysis 2) Planning 3) Implementation and 4) Verification and Evaluation.

The conceptual theory in this research used by researcher matched with the followings: 3 out of the 5 step theory of Banghart (1969: 37-42) : System Analysis, System Evaluation and Systems Implementation; 3 out of 6 step theory of Smith (1978: 1132) : Planning, Implementation and Evaluation ; 2 out of the 4 step theory of Biggs and others (1980 :45-46) : System Planning and System Implementation ; 1 out of 3 step development circle of Edwards (1985: 20) : System Analysis, 2 out of 5 step research by Wittaya Khuwirat (1996: 114-115) : System Analysis, System Evaluation ; 3 out of 4 step research of Chalermchai Harnkla (2002 : 28-29) : System Analysis, System Verification and System Evaluation ; 2 out of 5 system theory of Stair, (1999 :532-533) Systems Analysis and System Implementation.

4 step development findings:

1. The present situation study research from paper works and related research papers indicated that the teachers' competency development was not systematically implemented. Although most of them were enthusiastic for the development, there were no supporting systems. The professional educators' assessment system is unclear. Moreover, the same old method of development is still in practice. These findings matched with research papers of Prawit Erawan (1998 : 1) : the teachers' competency development system is not continuous. The venue of 2-3 days training period was always in various hotels, large numbers of participants and lacking of monitoring during the post seminar period. (The Teachers' Development Institution, groups of teachers and Educational personnel (2005 A : 2) the training seminar qualification was under standard since guest speakers were inexperienced in the specific subjects, especially lacking of expertise. Participant teachers are unable to be more initiative and successful integration in various fields.

2. Study results of the necessary requirements of teachers' competency enhancement of local administration through school based training. The researcher applied the post-analysis to create questionnaires concerning the necessary requirements for teachers' competency development. The fact findings received from an example group of 204 teachers from 4-large sized schools attached to Udonthani municipality, 12 academic experts and 10 participating teachers showed the 6 necessary abilities as follows: 1) Ability in processing each subject to learning management for semester and throughout semester, 2) Ability to design learning patterns appropriate to different age, 3) Ability to select, develop and create supporting learning means and tools, 4) Ability to organize learning activities to promote learners' learning skill and differentiate level of learners' learning skill using assessment system, 5) Ability of accurate measurement and evaluation and 6) Ability to apply assessment to improve learning management and curricular.

3. Competency development results of professional educators of local administration through school based training. The researcher selected the Teachers' Council 9 standards of competencies of professional educators. The research results consist of 8 competencies: 1) Ability in processing each subject to learning management for semester and throughout semester, 2) Ability to design learning patterns suitable to different age, 3) Ability to select, develop and create supporting learning means and tools, 4) Ability to organize learning activities to promote learners' learning skill and differentiate level of learners' learning skill using assessment system, 5) Ability of exact measurement and

evaluation, 6) Ability to apply assessment to improve learning management and curricular, 7) Ability to formulate learning units and 8) Ability of planning. After the final implementation of competency's development system, it was found that 10 participating teachers have more potential for competency increase conforming to the Teachers Development Institution's policy of professional educators' development, the framework of which is to create changing in participating teachers, teachers' desires to be developed and to emphasize the Site-Based Development or School-Based Development. Various development patterns should customize to each individual, conforming to their responsibilities, professional and status standards all over the country, no matter of being organizations, individual, or distant networks as specified by the Teachers and Educational personnel Board. The various developments should customize to the development requirements of teachers and educational personnel focusing School-Based Development/ Inside-Based Development as well. The important development method is Peer group, participation in training or academic seminars organized by different sections, experienced exchange with academics or specific subject experts, distant learning network (The Teachers' Development Institution, groups of teachers and Educational personnel 2005 B:58).

As per School-Based Training, according to the traditional method practiced in Thailand, most of the times, Central unit organized all training seminars using discussions, sectional group meetings and presenting conclusion to the Assembly. There were a large number of participants; in some events the numbers reached several hundreds, the situation of which prevented the participants to closely communicate with each other. The training venues were at the conference rooms of universities, hotels in the capital causing high traveling expenses and thus pulling teachers out of classrooms. The period of time during seminars ended in several days. There was no continuous follow-up in monitoring the results of neither development nor evaluation. The results were unclear. The seminars organized by central unit often overlooked the different context of schools, teachers, students and communities. Therefore, the facts of problems were not suitably tackled to their need (Surasak Larbmala 2000 : 76). The new method in teachers' development was being sought to enhance the teachers' efficiency of learning, to worth the educational budget expenses, which School-Based Training SBT is.

4. The experimental results applied to the group of development participants were concluded as follows:

4.1 Evaluation of teachers' ability according to management standard and assessment showed the highest level ability of context understanding which conform to research work of Visoot Weangsamut (2009 A : 202) on Development Method of teachers' managerial development, mathematic group of context teachers learning between class 1 and 2 presenting the evaluation of teachers' pre and post characteristic and the assessments of participating teachers' competency with the 8 abilities of professional educators : Ability in processing each teaching subject, ability to design suitable learning for appropriate age, ability to organize activities and learning suitable for learners, ability to use, improve and create tools to promote learning, ability to accurate measurement and evaluation, ability to improve learning management, ability to formulate learning unit conforming to institutions' curricular and ability in planning learning management. The assessment showed all abilities at the highest level.

4.2 Evaluation of participating teachers' satisfaction: The evaluation towards the professional educators' competency development system from educational processing, analysis the problems' situation and development requirements showed the highest level owing to the following reasons: direct information from participants in learning management which are the exact situation and local problems' facts which were used as data base for the research by researcher and participating teachers. The researcher also found that the participants are most satisfied towards the planning process because the researcher and all participants were involved in the development planning which was accepted and proceed to implementation. The post evaluation of workshops showed the highest level of satisfaction from participating teachers. The participants were most satisfied with the assessment and measurement process in conformity with the research on the framework of teachers' development by The Association of Educational Profession of Thailand (2005: 18) which used School-Based Training system enabling teachers' managerial development in giving importance to learners. The research showed the same framework with The National Education Board's method of teachers' development (2003 : 39); the brainstorming workshops were organized, presentation of successful experiences in classrooms to participants enabling teachers to change various teaching behaviors, students being more involved. The research by Visoot Wiengsamut (2009 B : 232) also confirmed these findings: the 6 step method of teachers' development in managerial learning of mathematic context teacher group between class 1-2 was suitable method to teachers' development enabling teachers to organize learning activities and the chance for teachers' participation in all process is wide open.

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