

DEVELOPMENT OF A TRAINING PACKAGE ON GRADUATE DIPLOMA IN TEACHER PROFESSION PROGRAM FOR FOREIGN TEACHERS

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ABSTRACT

This study was an R&D research with the purposes to (1) develop a training package on graduate diploma in teacher profession program for foreign teachers; (2) evaluate the learning progress of foreign teachers who were trained with the training package and; (3) evaluate the satisfaction of trainees with the training package. The research sample consisted of 28 foreign teachers who were trained with the training package at the Faculty of Education, Suan Dusit Rajabhat University. The instruments employed for evaluation of the experimental results comprised (1) an achievement test of various contents as determined in the teacher profession program with .86 reliability coefficient; (2) a scale to assess satisfaction of trainees with the training package with .89 reliability coefficient; and (3) a form to record trainees' learning behavior including problems faced by trainees and their recommendations. Quantitative data were statistically analyzed with the mean, standard deviation, t-test and satisfaction index; while qualitative data were descriptively analyzed with content analysis. Research findings were as follows:

1. The developed training package was composed of the following components: 1) Details on Curriculum of Teacher Profession Program; 2) Foundation of Teaching Profession; 3) Curriculum Development and Instructional Media; 4) Learning Management Science; 5) Evaluation and Research for Instruction Development; and 6) Graduate Diploma Professional Experience.

2. Post - training learning achievement scores of trainees were significantly higher than their pre - training counterparts at the .05 level.

3. Trainees' overall satisfaction with the training package, as shown by the overall satisfaction index, was at 87.20 percent.

KEYWORDS : Teacher profession program, Training package, Foreign teacher

บทคัดย่อ

การวิจัยเรื่องนี้เป็นการศึกษาและพัฒนาโดยมีวัตถุประสงค์เพื่อ 1) พัฒนาชุดฝึกอบรมหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู สำหรับครูชาวต่างประเทศ 2) ประเมินผลสัมฤทธิ์การเรียนรู้ของผู้เข้ารับการอบรมที่ผ่านการอบรมด้วยชุดฝึกอบรมดังกล่าว 3) ประเมินความพึงพอใจของผู้เข้ารับการฝึกอบรมต่อชุดฝึกอบรมที่พัฒนา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ ครูชาวต่างประเทศที่สมัครเข้ารับการฝึกอบรมโดยชุดฝึกอบรมที่พัฒนาขึ้น จำนวน 28 คน จัดการอบรมโดย คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสวนดุสิต เครื่องมือที่ใช้ในการวิจัยได้แก่ 1) แบบทดสอบวัดผลสัมฤทธิ์การเรียนรู้ในเนื้อหาที่หลากหลายด้วยชุดฝึกอบรม โดยมีค่าความเที่ยงเท่ากับ 0.86 2) แบบประเมินความพึงพอใจของผู้เข้ารับการฝึกอบรมที่มีต่อชุดฝึกอบรม โดยมีค่าความเที่ยงเท่ากับ 0.89 3) แบบบันทึกพฤติกรรมกรรมการเรียนรู้ของผู้เข้ารับการฝึกอบรม รวมทั้งการบันทึกปัญหาอุปสรรค และข้อเสนอแนะในระหว่างการฝึกอบรม การวิเคราะห์ข้อมูลเชิงปริมาณวิเคราะห์โดยใช้สถิติต่อไปนี้คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที (t-test) รวมทั้ง ดัชนีความพึงพอใจ ในขณะที่ข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา ผลการวิจัยได้ผลสรุปดังนี้

1. ชุดฝึกอบรมที่พัฒนาประกอบด้วยรายละเอียด โดยมีเนื้อหาชุดฝึกอบรมดังต่อไปนี้ 1) รายละเอียดของหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู 2) พื้นฐานวิชาชีพครู 3) การพัฒนาหลักสูตรและสื่อการเรียนการสอน 4) วิทยาการการจัดการเรียนรู้ 5) การประเมินและการวิจัยทางการศึกษาเพื่อพัฒนาการเรียนการสอน 6) การฝึกประสบการณ์วิชาชีพ
2. คะแนนการทดสอบก่อนและหลังการใช้ชุดฝึกอบรมมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยผู้ผ่านการฝึกอบรมด้วยชุดฝึกอบรมที่พัฒนามีคะแนน การทดสอบหลังการฝึกอบรมสูงกว่าก่อนการฝึกอบรม
3. ความพึงพอใจของผู้เข้ารับการฝึกอบรมโดยรวมมีดัชนีความพึงพอใจคิดเป็นร้อยละ 87.20

คำสำคัญ : หลักสูตรวิชาชีพครู ชุดฝึกอบรม ครูชาวต่างประเทศ

Introduction

The teacher profession is not only considered a type of highly respected professions like such other highly respected professions as engineering, architecture, law, nursing and medicine that render professional services to the public in context of the respective professional environments but also plays a vital role to society and prosperity of the country as follows: (1) producing good citizens for the country by providing them with basic education that helps them become good citizens as

expected by the country; and (2) developing human resources in response to the economic and social traditions and cultures from generation to generation to preserve and perpetuate the national identity.

The Teachers and Educational Personnel Council Act, B.E 2546 specifies that the teacher profession be a controlled profession in which its practitioners must possess the teacher's license before being eligible to perform the teaching function. This specification applies to both Thai and foreign teachers who teach in

educational institutions below tertiary level in Thailand. One requirement for foreign teachers to be eligible for teacher's license application is that they must have knowledge standards according to the scope of the professional standards that determined by the Teachers Council of Thailand. In doing so foreign teachers who didn't hold degrees in education could have successfully undergone training on graduate diploma teacher profession program. The fact that the teacher profession is regarded as a licensed profession signifies a progress in the teacher profession and uplifts the professional standards which would benefit clients to obtain quality education with higher standards and which would also bring trust, respect, honor and dignity in society to the teacher profession and its practitioners. As an institution responsible for providing both pre-service and in-service teacher development programs, the Faculty of Education, Suan Dusit Rajabhat University realizes its roles and function on provision of educational services to foreign teachers teaching in Thai schools to enable them to meet the requirements for teacher's license. Consequently, it has set a policy to develop one year training program on graduate diploma in teacher profession program for foreign teachers.

In order to fulfill the policy of the Faculty of Education, Suan Dusit Rajabhat University, the research team has developed the one year training program on graduate diploma in teacher profession program for foreign teachers in Thailand. To ensure that the program is effective and feasible for implementation, the research team has decided to develop a training package on graduate diploma in teacher profession program for foreign teachers based on the program and experiment with it in this research project. It is expected that this program, while contributing to turning out more qualified foreign teachers, will significantly

enhance the teaching knowledge and skills of practicing and prospective foreign teachers who, in turn, will help raise the level of English language competencies of Thai students and contribute significantly to productive cultural understanding and exchanges that will eventually lead to sustainable peace among nations that share this planet.

Purposes of the Study

1. To develop a training package on graduate diploma in teacher profession program for foreign teachers.
2. To evaluate the learning progress of foreign teachers who were trained with the training package.
3. To evaluate the satisfaction of trainees with the training package.

Research Methodology

The development of a training package on graduate diploma in teacher profession program for foreign teachers in Thailand was a research and development study aiming at developing a training package to train foreign teachers who were teaching in Thai schools to improve their knowledge and skills according to the standards of teachers' knowledge as determined by the Teachers Council of Thailand. The developed training package was experimented with foreign teachers who attended the training program organized by the Faculty of Education, Suan Dusit Rajabhat University. The experimentation was conducted in order to find answers to the following research questions:

1. Are trainees' post-training achievement scores significantly different from their pre-training counterparts?
2. To what extent are trainees satisfied with the training package?

Details of research methodology of this study were as follows:

1. **The Research Sample** The research sample consisted of 28 foreign teachers who participated in the training program on graduate diploma in teacher profession program organized by the Faculty of Education, Suan Dusit Rajabhat University. They were serving as teachers in international schools, primary and secondary schools in Thailand. All of them were without the teacher's license as required by the Teachers Council of Thailand. They didn't hold the degree in education.

2. **Research Instruments** The research instruments employed in this study comprised two categories:

2.1 **The Treatment Instrument** The treatment instrument was a training package on graduate diploma in teacher profession program for foreign teachers. It comprised the following components, namely, Details on Curriculum of Teacher Profession Program, Foundation of Teaching Profession, Curriculum Development and Instructional Media, Learning Management Science, Evaluation and Research for Instruction Development, and Graduate Diploma Professional Experience. The total time required for training was 1 year.

A brief description of the contents of each component was as follows:

Details on Curriculum of Teacher Profession Program

This component comprised the descriptions of the training program as follows:

1. **Name of the Program**

The Graduate Diploma in Teacher Profession Program (27 Credits)

2. **Name of the Diploma**

The Graduate Diploma in Teacher Profession

(G.D.T.P)

3. **Program Philosophy**

Suan Dusit Rajabhat University has the determination to enhance the capability of foreigners who are serving as teachers in Thailand to enable them to gain better knowledge and understanding of the principles, methods, and techniques of providing effective instruction; to understand and appreciate the Thai culture and way of life; to possess virtues and code of ethics for teachers; and to be able to apply the knowledge and experiences gained from the program in organizing and conducting instruction effectively and efficiently.

4. **Basic Principles of the Program**

4.1 The program is aimed at developing and enhancing the capacity of foreigners who are working as teachers in various educational institutions in Thailand to enable them to perform their duty as a teacher more effectively and efficiently.

4.2 The program is practice-oriented, combining theories and principles of good teaching with actual practice in the classroom to facilitate full applicability of the knowledge and skills gained from the program in the real classroom situations.

4.3 Upon completion of training in the program, the trainees are expected to become professional teachers well equipped with vision, knowledge, and skills necessary for performing teaching duties effectively and efficiently; possessing desirable personality and good teacher characteristics based on virtues and the code of ethics for the teaching profession; gaining insights and appreciation of the Thai culture and way of life; committed to the quest for knowledge and lifelong learning; and aspiring to be a model teacher.

5. **Program Objectives**

Based on the above principles, the program objectives are specified as follows:

5.1 To enable the learners to gain knowledge and understanding of theories, principles, methods and techniques pertaining to teaching and the education process in the Thai setting and to effectively apply this knowledge and understanding in their teaching profession.

5.2 To develop teaching competencies of learners through actual practice in real classroom situations.

5.3 To enable the learners to develop themselves to become good professional teachers in Thailand, with desirable personality and characteristics based on virtues, code of ethics for professional teachers, vision, and appreciation of Thai culture and way of life.

6. Program Structure

The program is consisted of five modules each of which comprises a series of learning modules. Upon completion of the five modules learners will earn 27 credits. Brief descriptions of the five modules are as follows:

6.1 Structure of Modules

6.1.1 Core Courses

2 Modules (10 Credits)

6.1.2 Specific Courses

3 Modules (17 Credits)

6.2 Details of Modules

6.2.1 Core Courses

Foundation of Teaching Profession
(5 Credits)

Curriculum Development and
Instructional Media (5 Credits)

6.2.2 Specific Courses

Learning Management Science
(5 Credits)

Evaluation and Research for
Instructional Development (5 Credits)

Graduate Diploma Professional
Experience (7 Credits)

7. Guidelines for Program Implementation

Semester 1 Foundation of Teaching
Profession

Curriculum Development and
Instructional Media

Semester 2 Learning Management Science
Evaluation and Research for
Instructional Development
Graduate Diploma Professional
Experience

8. Trainee's Qualifications

8.1 Being at least 20 years old

8.2 Having been teaching in school for at
least one academic year

8.3 Having at least a bachelor's degree or
equivalent

9. Screening of Trainees

Prospective trainees will be screened by an
appointed committee that will examine application
documents, interview applicants, and announce the list
of selected trainees via the website (<http://dusithost.dusit.ac.th/~education/>)

10. Program Completion

Upon completion of the program, trainees
who have passed all evaluation criteria of the program
will be awarded the Graduate Diploma in Teacher
profession which is approved by the Teachers Council
of Thailand and conferred by Faculty of Education,
Suan Dusit Rajabhat University.

11. Training Activities

11.1 Lecture

11.2 Demonstration

11.3 Simulation

11.4 Discussion

- 11.5 Field trips
- 11.6 Learning from electronic media
- 11.7 Self - study
- 11.8 Professional experience practice in the real classroom

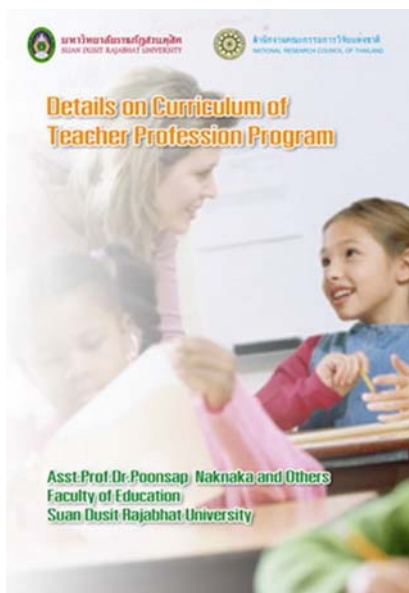


Figure 1 Details on Curriculum of Teacher Profession Program

Foundation of Teacher Profession

Concepts, philosophies and theories of education; contexts of education; educational psychology; developmental psychology; educational systems of Thailand and foreign countries; vision and development plans for education; and educational quality assurance.

Importance of the teacher profession; development of the teacher profession; roles, duty, functions and way of life of teachers; and teachership.

The use of Thai and English for communication in instruction and information search; and the use of technology for communication and information search.

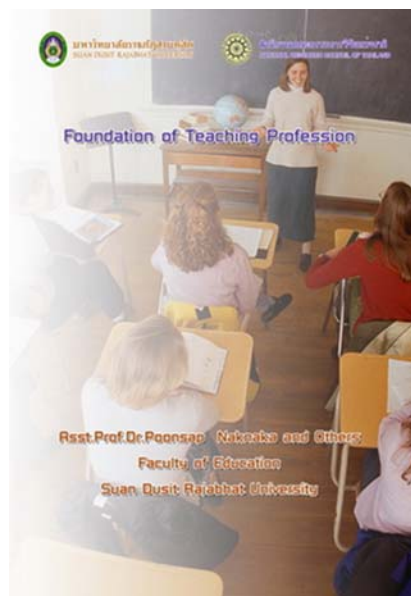


Figure 2 A Textbook on Foundation of Teaching Profession

Curriculum development and Instructional Media

Curriculum theories; principles and approaches of curriculum development; curriculum implementation and administration; instructional supervision; analysis, evaluation, improvement and development of curriculum; national curriculum and school-based curriculum; learning area curriculum; curriculum for learners with special needs; development of academic projects and learner development activities; guidance and student help-care services; and conditions, problems and trend of curriculum development.

Concepts and theories of instructional media; educational technology and innovations; design, development and uses of instructional media; innovations for enhancement of learning; and learning sources and learning networks.

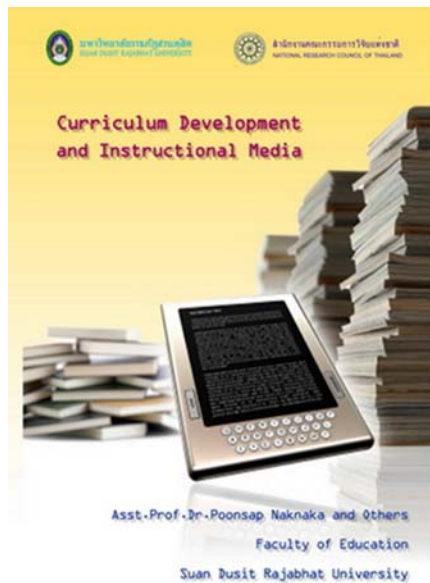


Figure 3 A Textbook on Curriculum Development and Instructional Media

Learning Management Science

Instructional psychology; theories of learning; theories of teaching; instructional systems; mainstreaming learning and various learning management types; learning management in response for individual difference and appropriate for learner's age; learning design and preparation of learner-centered learning management plans; required skills for management of learning activities; production, development and uses of learning media and learning enhancing innovations; teaching practice based on learning management plans; measurement and evaluation of learning outcomes; application of learning outcomes for classification of learner's knowledge level and instructional development; and application of psychological knowledge and related knowledge for counseling of learners and classroom management.



Figure 4 A Textbook on Learning Management Science

Evaluation and Research for Instruction development

Concepts, theories and methods of educational measurement and evaluation; construction and uses of measurement and evaluation instruments on cognition, process and skills, and desirable characteristics; performance evaluation; authentic assessment and assessment with portfolios; decision making and reporting on learning outcomes; utilization of evaluation outcomes for development and improvement of curriculum, teaching and learning; and evaluation of projects and activities provided for learners.

Foundation knowledge of educational research; research designs and research project preparation; research instruments and data collection; statistics for research; research synthesis; classroom research; and the use of research process for instructional problem solving, instructional development and learner development.

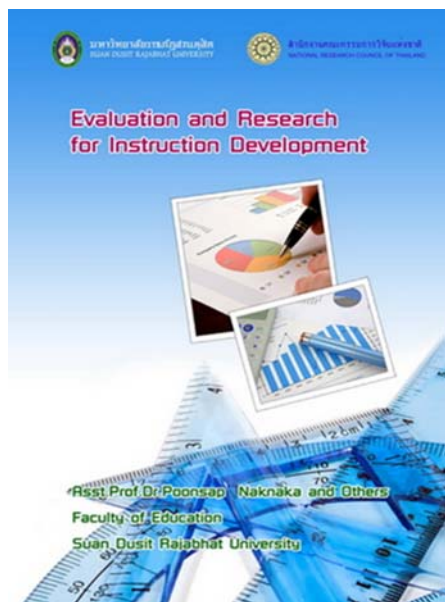


Figure 5 A Textbook on Evaluation and Research for Instruction Development

**Graduate Diploma Professional Experience
in Curriculum and Instruction**

Application of knowledge on teacher profession, management and administration for development of competencies and skills in management of learning appropriate for learners and society; development of good personality and characteristics of teachers; human relationship; management and administration; working with others; social skills; organizational culture; intra-organization communications; enhancement of awareness in virtues and ethics; teacher professional code of ethics; teacher professional standards and education laws; development of good attitudes toward teacher profession; systematic thinking; analytical and synthetic thinking; planning for operation; solving of learner's and learning management problems; information search skills; leadership; knowledge management; becoming persons of learning; becoming academic leaders; and teacher profession development.

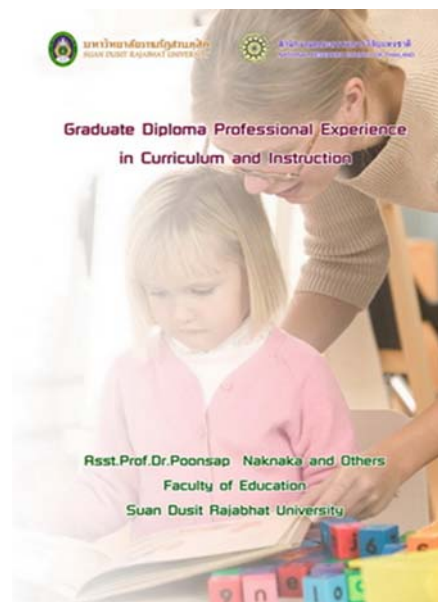


Figure 6 A Textbook on Graduate Diploma Professional Experience

Six textbooks above each of which provided details of full information on each component were prepared and provided for trainees to read while undergone the training program.

1. **The Data Collecting Instruments.** The instruments employed in collecting data for evaluation of the experimental results included the following:

1.1 An achievement test on standards of teacher's knowledge. This was a 100-item multiple-choice test to assess trainee's knowledge and understanding on knowledge and competencies for Thailand according to the details that identified in the curriculum of teacher profession program. Its reliability coefficient was .86.

1.2 A scale to assess trainee's post-training satisfaction with the training package. This instrument was composed of three parts:

Part 1 was an 9 - item questionnaire an trainee's personal background

Part 2 was a Likert rating scale to

assess satisfaction with the training package and training management. Its reliability coefficient was .89.

Part 3 was an open-ended questionnaire to obtain information in problems faced by trainees and their recommendations for solving problems.

1.3 A form to record trainee's learning behaviors during the training. This was a form to record qualitative data on trainee's learning behaviors and their reaction and responses during the training.

2. The Research Procedure. The research procedure of this study consisted of the following steps:

2.1 The research team developed the details on curriculum of teacher profession program based on specifications set by the Teachers Council of Thailand.

2.2 The research team developed the training package for the program, including all required training media, documents and data collecting instruments.

2.3 After the training program and training package had been developed, they have been verified by a team of experts in each component to provide recommendations for improving the training package. Results of the recommendations from the experts were analyzed to determine the efficiency of the training package and to identify points for subsequent improved.

2.4 The training package was improved based on the recommendations of the experts.

2.5 After subsequent improvement, the research team conducted field experiment by announcing the offering of the training program via the Internet and mails for foreign teachers teaching in Thailand to apply for the training.

2.6 A total number of 28 foreign teachers underwent training with the training package. The research design for the field experiment was the One

Group Pre-test Post-test Design as shown in the diagram below:

$O_1 \times O_2$

Whereas,

O_1 Represents the Pre - test

X Represents the treatment

O_2 Represents the Post - test

2.7 Data on experimental results were analyzed with the use of following statistics:

2.7.1 The dependent t-test for testing the hypothesis: Trainees' post-training achievement scores were significantly higher than their pre-training counterparts;

2.7.2 The satisfaction index for analyzing trainees' level of satisfaction with the training management and the various components of training package.

Research Findings

Research findings were as follows:

1. The develop training package was composed of the following components: (1) Details on Curriculum of Teacher Profession Program; (2) Foundation of Teaching Profession; (3) Curriculum Development and Instructional Media; (4) Learning Management Science; (5) Evaluation and Research for Instruction Development; and (6) Graduate Diploma Professional Experience in Curriculum and Instruction.

2. Trainees' post-training learning achievement scores on standards of teachers' knowledge were significantly different from their pre-training counterparts, with their post-training mean learning achievement scores being significantly higher than their pre-training counterpart at the .01 level.

3. Trainee' overall satisfaction with the training

package, as shown by the overall satisfaction index, was higher than the 80.00 percent level. Their satisfaction with various components of the training package were as follows: at 88.57 percent with the component of Details on Curriculum of Teacher Profession program; at 89.28 percent with the component of Foundation of Teaching Profession; at 84.29 percent with the component of learning Management Science, at 82.56 percent with Curriculum Development and Instructional Media; at 86.43 percent with Evaluation and Research for Instruction Development; and at 90.00 percent with graduate Diploma Professional Experience.

Discussion

The above - mentioned findings led to the following points for discussion:

1. That trainees' post - training learning achievement scores were significantly higher than their pre - training counterpart indicated that the training program was effective. They may be due to the following factors:

1.1 Foreign teachers who were trainees were highly motivated because the training on graduate diploma in teacher profession program was one of the requirements for foreign teachers in order to be eligible for application for the teacher's license teaching in Thai schools, as set by the Teachers Council of Thailand. Learners' motivation was one factor that led the learners to achieve in learning.

1.2 The training was effectively organized with qualified resource persons provided by the research team.

1.3 The training package was effective for increasing knowledge and understanding of trainees due to the relevant details in each component as verified by the experts. Moreover, each component was informative.

2. That trainees were highly satisfied with all

components of the training package indicated that the developed training package was enjoyable to study, easy to understand and provided useful information for foreign teachers to apply in their teaching. In addition, learning activities which were organized by the instructors were interesting as well as appropriate.

Recommendations

Based on the research findings and discussion, the research team offered the following recommendations:

1. The developed training package in graduate diploma in teacher profession program should be used as the training package for foreign teachers who don't hold a bachelor degree in education to be eligible to apply for teachers' license as determined by the Teachers Council of Thailand.

2. Higher education institution, under approval of the Teachers Council of Thailand, should make use of this training package to carry out the training program on graduate diploma in teacher profession program for foreign teachers teaching in Thai schools.

3. Subsequent implementation of the training package may reveal some points for further improvement and revision in both the component contents and prescribed activities and exercises. Therefore, subsequent improvement and revision of the training package may be necessary in the future based upon results of continued usage.

4. Since this training package uses English as the media of instruction, it may not be fully comprehensible to foreign teachers whose mother tongue is not English. In the future, similar training packages in languages other than English should be developed for those foreign teachers.

5. In the future, qualitative research design should be employed for this study in order to obtain deep information concerning the efficiency of the training package.

6. Feed back information from trainees' users after completion of the program should be found out for improving the program.

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