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Teacher Training through School-Based Program in Participatory Learning Promotion

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Abstract

This research aims to study the learning of teachers and teaching behavior change of those trained to teach life skills and attitudes to AIDS prevention, to study factors and conditions of teacher development in training form through school-based program, and to create an indicator of success in teacher training through the School-based Program. The research is a kind of mixed method research treated by an investigation into the questionnaires of the samples including 22 educational supervisors, administrators and teachers under 22 school programs and 4 of which selected for participating observation, deep interview, and focus group. The results show that there are five factors effecting the efficacy of teacher training through school-based program: 1) readiness of the school, 2) external school factor, 3) good training plan, 4) training process, 5) supervision process of supervisors. The learning of teachers trained is classified into 4 phases: 1) Trial and error in teaching and learning activities through PL process, 2) Confronting classroom problems related to students' learning behaviors and teachers' teaching roles, 3) Improved knowledge and understanding on learning management process and 4) A change of teaching and learning behaviors to PL.

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1. Introduction

Although a teacher development in agency may be done in various ways, the in-service teacher development, especially in its training form, done previously, was not found satisfying enough. In addition, there were varieties of

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problems such as expenses, activities unrelated to real needs and non-beneficial to teacher's work performance development or called as "Take the teacher out of the class". It was also the cause of disturbance over school activities that most of the teachers trained thought of it as the biggest burden to them and the school. Moreover, the evaluation results of many training projects revealed that though the teachers had got benefits from training, they were less useful to the school. The reason was that the teachers who had got their own potential development never changed their behaviors to optimize work performance (UNESCO, 1986). This can be seen from the fact that teachers with knowledge and abilities could pass the evaluation criteria or were in the satisfactory evaluation level, including the expectation of employing knowledge in work performance. On the other hand, since they had been back to work, they almost applied less knowledge and got less change in their behavior.

The problem of not changing behavior after being trained is very interesting as the outcomes are not in accordance with the target that is "The training aims to optimize work performance". If the cause of the problem is analyzed, it might be because training performances are conducted only in a part of the system, lack of continuity and are not covering all sections of personnel. The training on either executive or operational level would make the standard of knowledge and understanding in work performance going in different directions that causes less efficacy of the work performance.

The training program on teaching life skills and attitudes to AIDS prevention is a kind of which needs teachers to develop the method of teaching life skills and attitudes to AIDS prevention through Participatory Learning: PL with the basis on belief that PL is able to shape life skills and attitudes of the students very well. And it also forms sex value appropriately since students are in their childhood, and age where attitude can be easily adjusted and shaped as well as proper sex behavior before entering adolescence. The program began with the lecturers who were supervisors being trained for training procedure of teaching life skills and attitudes to AIDS prevention over teachers from many provinces. They have expanded the training outcomes continuously throughout the country and about 2,000 teachers under grade 5 and grade 6 have been trained for over a decade. Based on the research by Suwanakhetnikhom and Warasan (1995) who found that after being trained, all teachers wished to teach the students but they faced the problem of lacking time for teaching. Therefore, they had to insert it while teaching different subjects, moreover, they felt lonely and lacked advises, team work, work performance network as well as systematic supervision. That's why the learning management was not continuous and met the target inefficiently.

It can be seen that the form used in training conducted to behavior change after training to develop the efficacy of work performance. Hence, the Ministry of Education has reformed the training to School Based Training conducted for all teachers and both administrators and teachers in schools have got together for brainstorming and managing the method of teaching life skills and attitudes to AIDS prevention most efficiently.

2. Statement of the Problem

The form and method of training conducted to learning and teaching behavior change of teachers. Therefore, their changes must be under the management and supervision systems of school to assist and support the learning of teachers continuously for a long time. This research aims to study the learning of teacher and teaching behavior change of teachers who were trained to teach life skills and attitudes to AIDS prevention, to study factors and conditions of teacher development in the form of training through school-based program, and to create an indicator of success in teacher training through school-based program for knowledge in teacher development onwards.

3. Method

The research design was under mixed method evaluation through quantitative method and qualitative method for data covering in overall as well as deep information of the case. Bamberger and others (2010) noted that mixed method approaches combine quantitative approaches that permit estimates of magnitude and distribution of effects, generalization and tests of statistical differences with qualitative approaches that permit in-depth description, analysis of processes and patterns of social interaction. These integrated approaches provide the flexibility to fill in gaps in the available information, to use triangulation to strengthen the validity of estimates, and to provide different perspectives on complex, multi-dimensional phenomena. The following are some of the specific ways that mixed methods can strengthen the impact evaluation design when working with real-world constraints. In this study, the

target participants were supervisors as lecturers in training, administrators as well as teachers under prior schools trained through School-based Program in 22 provinces including Chiang Rai, Chiang Mai, Lampang, Phayao, Uttaradit, Loei, Sakon Nakhon, Khon Kaen, Kalasin, Ubon Ratchathani, Surin, Sisaket, Buriram, Chaiyaphum, Pathum Thani, Nonthaburi, Samut Sakhon, Rayong, Chantaburi, Sa Kaeo, Songkhla and Surat Thani.

3.1 Quantitative Method

The Survey method was employed through a questionnaire on 22 schools classified into 3 groups; 1) supervisors for training form and supervision process, 2) administrators and 3) teachers for school data base and teacher training data base. The teachers' learning emerged from training and learning emerged from work operation of both knowledge, attitudes and teaching skills, study of behavior change of teachers on cognition, feeling, and action to teaching life skills and attitudes to AIDS prevention.

3.2 Qualitative Method

4 schools under the school survey program were selected for deep study through qualitative method as following: 1) Treating participatory observation while training teachers and observing teacher's teaching in the class conducted by supervisor after training, 2) Having observation on teaching and environment management in the class of 4 teachers, 3) Having in-dept interviews with 4 supervisors, 4 school administrators, and 4 teachers, and 4) Having focus group on 7-10 school teachers from 4 schools to study teachers' attitudes toward training, teaching life skills through PL, and students' attitude toward PL learning.

3.3 Data Analysis

Quantitative data were analyzed through basic statistics and qualitative data were done through content analysis and interpreted for conclusions through induction. And data derived from observation, participatory observation, and focus group were interpreted for conclusions of definition, occurrence, relationship, and affection of perception appearance as well as common sense or experience of the researcher.

4. Result and Discussion

1. Factors affecting the teacher training process through School Based Program are classified in 3 aspects as follows: 1) Internal school factors; including enthusiasm of administrators, teachers and school readiness. The administrators require vision, leadership, recognition of teachers, academic interests, hold on work and action along with teachers in learning. And the teachers require knowledge as well as basic skills on course and lesson plan writing which is done regularly, needs in self development all the time, voluntary participation in training, and no family problems. If schools require good atmosphere of learning, teachers unity, administrators and teachers should respect each other and accept the needs of teaching development. 2) External school factors: including 2 parts; the first part is the condition that the community with the threat of AIDS become fully aware of the threat AIDS on the community. The school is located in a community in which many people died of AIDS. Teachers and students perceive the situation of AIDS in the community that is nearby. And the second part is support from the Ministry of Education to the school that doesn't have a clear comprehension of impact of AIDS; it should consist of praise, encouragement, support of teaching development and close supervision. 3) Selecting schools with readiness factor; it is to study data base of schools for the plan of training.

Regarding the external factor that is the threat of AIDS in community, the finding found that it is the factor affecting the training efficiency and success of the program and that it indicates the form used in school based program in developing the teachers by training design based on the local need of solving community problem affecting to the school. It means the effectiveness of training program is associated with the importance given to by a specific school situation. (Department of Mental Health, 2002). Therefore, determining the issues or topics related

to the community problem and their impact on the school, it is necessary that all people become fully aware that those common problems would be an important factor affecting such form of the school based program.

Concerning the schools selected to participate in the program, the evaluation revealed that it is necessary to study school data carefully to determine operational condition, leadership and executive recognition. Acceptance of a school to enter the project will directly affect the effectiveness of the training program as well as the achievement of the goal of project. According to the School Based Program principle, the issue for training should be upon needs, interests and problems of teachers. The most important is that the training should not be compulsory or made to suit the needs of administrators but teachers need to ‘know’ by participating in the decision, preparation and management of training by themselves. (Erawan, 2007).

2. Training process shows that 1) If the supervisors of the province understand clearly the training goals, the training will be successfully implemented. If it is not obvious, it will affect the clear perception of the images and ideas of the participants and the content of the course in teacher training. 2) Course and content in training found that in all provinces the courses are adapted from a lecturer’s manual developed by the Ministry of Education and Ministry of Public Health to suit local conditions and requirements of school development depending on clarity of the goal of supervision. It also found that course analysis and authentic evaluation should be added up to the content of the course. 3) Training time table is affecting management, thinking, feeling and learning of teachers as well. Therefore the time table has to be flexible on content and on time. Both must be adjusted upon understanding and learning time of teachers. 4) The lecturers should understand and be trained through PL process and also understand teachers’ culture and work operation in school quite well. 5) The training facility is affecting the teachers’ learning: being held in the school interests teachers rather less as they are too familiar with it though it is convenient. If it is outside the school, there will be more motivation and the teachers will have more interest in learning. 6) Training process that the teachers prefer is group activity breaking into group discussion or work, in which each acts out and participates in; moreover the teachers from the same school need not to adjust and can express full ideas. 7) There is evaluation in each province after training. It appeared that to evaluate training activities day by day is effectively improving activity management and training to meet the target. And 8) Other factors such as ceremonial form, the recognition of executives at all levels that makes the teacher morale and pride in the school would effect to teachers’ operation.

Teacher’s training process through School Based Program would be different from general training form on course and content, activity as well as training process. Training activity is designed upon components of PL for 4 aspects in each activity as the participants activate authentically and exchange ideas from the others. Then the person in charge for training program of the province must understand the goal and blueprint of the training to oversee the outcome as well as being able to vary the ways at any time flexibly. From data under close observation of each lecturer, trainers must be ready to fulfill knowledge and understanding as well as learning along with the teachers. All above is the fact that the cause and reason from PL process are new; therefore they are affecting the beliefs or previous teaching behavior of teachers and school value; so, it is not easy to bring in this new concept for teacher learning. For the training to be successful, planning must be done carefully and there must be enough flexibility in details allowing for changes from out of date to up to date for the teachers.

3. Supervision process is summarized as followings: 1) Supervision planning; both supervisors and teachers together plan everything. Planning’s frequency is high at the beginning. It will gradually decrease after training has started and is going underway. 2) Supervisors have mostly make the use of focus groups with the administrators; then they have to concentrate on lesson plan controls teaching observation, students’ interviews and class observation; if audition problems arise, they should have each participant to comment and search for solutions together through the supervision in accordance with the problems and needs of teachers. 3) Supervision process development; internal supervision system in school is created by holding monthly meeting in school or providing teachers with the exchange of knowledge in school, and developing teacher as a model in teaching by supporting the teachers with faster learning to have an opportunity being recognized by peers that can reduce the supervisor’s role. 4) Determination of supervisor’s role; a supervisor must have a role to stimulate teachers trying to be active and search for ways to support teachers in the exchange of knowledge. The administrators must be leaders and have perception on the process to support teachers working independently as well as having opportunity to learn. The teacher as a model can suggest peers and listen to their comments and 5) Need analysis; it is necessary to have analysis in supervision emphasizing on target and needs of the school.

4. Learning and teaching behavior change of teachers consist of 2 sections. Including;

4.1 learning while training found that factors having effect on teachers' learning while training are basic and readiness of teachers as well as training process. The basic and readiness of teachers are related to time spending and learning behavior such as teaching preparation, lesson plan writing, teaching training, interest in learning, participatory training activities, and presentation of comments that the teachers spend too much time in learning and they may feel burnout and reject the training at last. Moreover, family task and extra work are also disturbing their learning while training. The learning target that the teachers should achieve through the training process has 2 aspects; the first consists in improvement on problem resolution and teachers' understanding creation and the other aspect is that training time table must be flexible mostly and sufficient in time for all in learning.

4.2 Learning after training of the teachers is classified into 4 phases as followings:

4.2.1 Trial and error. While preparing teaching plan and teaching in the class, the teachers get confused and need consultation.

4.2.2 Problem confrontation. When the teachers bring PL process in teaching, they face the problem of time management, the problem of students' behavior with unfamiliar teaching, and the problem of understanding in activity management based on PL process.

4.2.3 Problem resolution. When teachers have practiced trying to find errors and solving problems for a while with the supervisors' assistant, they will have improved their teaching skills and feel more relaxed with the problem of understanding on activity management.

4.2.4 Behavior change. When the teachers understand and have skills in teaching, they continue their teaching for a while and see a change in students as well as teachers' classes and they will be aware to employ PL process in learning management onwards.

The findings revealed that teachers' development through school based program form needs teachers' commitment and attains on unseen result in work operation development indicated by work operation atmosphere in school, teachers'

relationship, or previous school honors. Regarding to teachers' bases, the teachers should have good understanding about the course and be skilled in writing lesson plans which should be a regular operation. We have to realize that the work operation condition factors are part of the school based program and that it is a kind of form developed from the performance based program emphasizing the central role of the participants. The activity design would derive previous teachers' experiences linking to current experiences through group discussion for learning in PL process. The teachers should have bases or previous experiences, so they can make teachers' learning easier and spend less time (Erawan, 2008). Besides, the form of school based program can develop all the teachers in a certain school at the same time, therefore, for the sake of team work and organization, it is necessary to examine the personnel interaction including the atmosphere and culture of the organization with the way content is adjusted to fit most (Erawan, 2007).

5. Students' change in the views of teachers is summarized as shown in table 1.

Table 1. Problems/original conditions, behavior in early learning, and behavior change of students.

Problems/Original Conditions	Behavior in Early Learning	Behavior Change
1. If some students were not eager to work, the teacher must monitor them all the time as they couldn't work or solve problems by themselves.	1. Confused, stressed on teacher's teaching designed through knowledge-based and analytical thinking.	1. The students dare to express ideas and answering questions; problems arising could be solved immediately by the teacher.
2. The students didn't have a linear thinking process unsystematically as they couldn't link information or reasons while answering or working.	2. Anxiety and non-confidence with learning outcome as the teacher's teaching did not focus on acknowledgement as before.	2. The students find out and understand good and bad points of their owns and the differences between themselves and others.
3. The students couldn't create work for the learning outcome efficiently and as not worth to keep in file .	3. The students who didn't have nice handwriting and correct spellings felt frustrated in conveying ideas and didn't dare to present writing issues, all these reasons causing their	3. The students have creative ideas and imaginable thinking, they give instructive answers to questions, they take part to work operation and show

4. The students were not confident in expressing their own cognition and ideas.	absence in class.	abilities to productive talks.
5. The students had competitive learning behaviors or “oneself for oneself” that was an obstacle to good relationship among them.	4. The students felt being part of the teacher’s teaching and had pleasure with learning and working in groups.	4. The students love their peers more than before and understand, sympathize, and assist those who have problems.
		5. The students have self-pride, discover value and ability of their own as well as know self-roles better.
		6. The students reduce aggression, have nice speaking with teachers and peers.
		7. The students are happy with learning, collecting their own work with love and care.
		8. The students know how to plan, to solve problems, to manage time and show responsibility at work.

6. Concerning the changes in administrators, it was found that the administrators realized that being part of this program gave them a clearer vision in development; they also learned to put into practice a participatory administration system for all in schools and to provide empowerment in decision making and freedom in learning to teachers. At the same time, they could also learn more about teaching and learning which are very important issues to instigate confidence in schools; the program also helped them to find out the method of supporting teachers in learning simultaneously, as the administrator is a leader for a change and operation along with teachers.

The research findings found that the important factor to the change in organization is school administrators with vision development and work operation leadership. The important roles affecting teachers’ work operation efficiency include to have learning operation with teachers and support of opportunities as well as materials. In general work performance, the training program does not succeed because of administrators who have not seen the importance of training, have not accepted a change, have not participated in training and have not listened to feedbacks or comments of teachers.

7. Relating to supervisors’ changes, it was found that supervisors should conduct supervision that is well planned and has very clear targets. They must be ready to be open minded, to learn from teachers, to analyze problems and needs of teachers individually as well as to employ a suitable form or method of supervision. The supervisors in the program realize that supervision is not just speaking or selling ideas, but it is listening to teachers’ problems more than telling them what to do and how to do it. The supervision must be upon problems and needs of the teachers. It must establish recognition and coach in assisting and solving problems of the teachers.

The research findings indicated that efficient supervision planning must be conducted with knowledge exchange between supervisors and teachers since planning together is including problem analysis and getting together for problem solution. Apart from this, employing various forms or methods of supervision would help understand needs and assistance of teachers most properly and determine supervisor’s role from “Who told them to do” to “Companion in learning” of teachers.

This finding is not only the issue created from the form of the school based program, but also being talked to a lot and widely in educational supervision. Therefore, the finding is confirmed that efficient supervision process is having effect on what to do with teachers’ behavior change.

5. Conclusion

The life skills performance in school is a kind of continuous development process, a delicate system in teacher training, learning management, school management and supervision. The main principle in operation under stakeholders is that everyone must have PL process as a guideline since a change of personal behavior firstly is based on knowledge. When knowledge is there and where there is a trial to put what has been learned into practice, and when it is good and effective, it will be accepted and operated in a habit. The research findings about teacher development in the form of school based program are beneficial to training efficacy development as they can be used to analyze factors as well as conditions and to design the training process to develop in service- teachers into

learning profoundly. It can make change in individuals, team works, and organizations which are suitable for development on the basis of the need of a particular teacher or school with an emphasis on linking community problems affecting the school and make everyone aware of them.

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