INSERVICE TEACHER EDUCATION AT PHRA NAKHON SI AYUTTHYA TEACHERS' COLLEGE, THAILAND: A STUDY OF THE PERCEPTIONS OF PARTICIPANTS, ADMINISTRATORS, AND COLLEGE FACULTY MEMBERS

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CHAPTER I

INTRODUCTION

Inservice teacher education (ISTE) has recently been a topic of considerable interest in the education professions (Hite and Howey, 1977). The importance of inservice education for all educational personnel is recognized throughout the literature of the teaching profession. The rapid expansion of knowledge, which has been reported extensively over the past several years, and its effect on changing methods and in developing technology utilized in the classroom are major factors in making the inservice education necessary. The inservice system offers excellent opportunities for providing teachers with continued updating of their professional skills. Theoretically, in service education is an effort on the part of public and private school systems to provide useful enrichment experiences for teachers through extension courses, curriculum committees, educational lectures, college courses and workshops, visits to other schools, visits to other classes and travel (Harris and Bessent, 1969).

The higher education institution has traditionally played the primary leadership role in the professional

development of teachers. The mission of colleges and universities is to assist in the continuing education of the professional educators employed in elementary and secondary schools. They are becoming more receptive to working with public school teachers on inservice education. Now, college professors and administrators have begun to realize the potential market in programs of inservice teacher education (Kersh, 1979).

Recent changes in regulations governing the Department of Teacher Education in Thailand has focused increasing attention on inservice teacher education. Teachers' colleges have an opportunity to demonstrate leadership in planning, and conducting the ISTE for school personnel. Each teachers' college is concerned with the effectiveness of the program offerings, therefore, it seems appropriate to investigate the perceptions of individuals involved in the ISTE program.

Statement of Problems

Because of the focus on accountability in education a consideration of evaluating inservice programs more systematically is imperative. The ISTE program must utilize evaluation feedback system which provides formative and summative data useful to program planners. The program must be capable of assessing how well it has achieved its objectives and must be capable of changing itself based on the data gathered in the assessment.

There is insufficient information concerning the ISTE program provided by Thailand teacher colleges, therefore, it was important to conduct a study of the perceptions of individuals (participants, administrators, and college faculty members) involved in the program.

Purpose of the Study

The purpose of the study was to collect and analyze the perceptions of participants, administrators, and college faculty members about the inservice teacher education (ISTE) at Phra Nakhon Si Ayutthya Teachers' College, Thailand.

Specific Objectives

The specific objectives of the study were:

1. To investigate the perceptions of participants, administrators, and college faculty members regarding the professional development of the participants after they have completed the ISTE program.

2. To identify the strengths and the weaknesses of the ISTE program as perceived by participants, administrators, and college faculty members.

3. To investigate the perceptions of participants and college faculty members regarding the quality of the ISTE program.

4. To determine the perceptions of participants and college faculty members regarding the support service components of the ISTE program such as instructional materials,

staff, faculty, and the library.

5. To compare the perceptions of the participants by fields of specialization regarding the reasons of enrolling in the ISTE program.

In order to accomplish the purposes of this study, the following questions were investigated:

1. How do participants, administrators, and college faculty members view the professional development of the participants?

2. How do participants, administrators, and college faculty members view the strengths and the weaknesses of the ISTE program?

3. How do participants and college faculty members view the quality of the ISTE program?

4. How do participants and college faculty members view the support service components of the ISTE program?

5. What are the perceived reasons for enrolling?

Need of Study

ISTE has been receiving increasing attention in terms of educational priorities. Meanwhile, many inservice programs are not designed for the individual needs of the teachers who attend the meetings. The failure to relate inservice plans and activities to the genuine needs of staff participants, failure to select appropriate activities for implementing program plans, and the failure to implement inservice program activities with sufficient staff

and other resources are the serious mistakes which led the ISTE program to be ineffective (Harris and Bessent, 1969).

Through this educational research, the researcher expects that the program planners or individuals involved in the ISTE program development at Phra Nakhon Si Ayutthya Teachers' College will give a unique consideration to the perceptions, opinions, concern, interests and expressed needs of the participants. Moreover, through the results of this study insight was gained into the evaluation feedback of the ISTE program in Thailand teachers' colleges.

Scope and Limitations of the Study

The study was limited to the identification of obtainable data as perceived by participants, administrators, and college faculty members. And the study was limited to collection of summative data on the Phra Nakhon Si Ayutthya Teachers' College baccalaureate degree program graduates who enrolled in the ISTE program from June, 1978 to May, 1981.

Definition of Terms

Definition of selected terms used in this study are as the following:

Administrators: School personnel charged with the day-to-day operation of the school and those who have authority over teachers and curriculum in the local school

districts.

College Faculty Members: Those individuals employed as teaching personnel in Phra Nakhon Si Ayutthya Teachers' College.

Inservice Teacher Education (ISTE): This term refers to the formal preparation programs for teachers directed toward instructional improvement, and advanced degrees.

ISTE Centers: Remote sites where instructors and professors from the main campus conduct an inservice teacher education program.

Participants: Individuals who are identified as teachers, or staff personnel, or administrators.

Staff Personnel: Individuals who are employed in daily contact with students on an instructional basis.

Teachers: Individuals who are employed as teaching personnel in local schools from grades K-15.

Teachers' Colleges: Teacher training institutions that offer a two year program and a four year program at the post-secondary level.

Organization of the Study

Chapter I introduces the study, presents the problem, purpose and specific objectives, needs of the study, scope and limitations, and definition of terms used in this study.

Chapter II includes a review of related literature dealing with the three major areas: the historical

development of ISTE in the United States and Thailand; ISTE in general; and research studies conducted ISTE.

Chapter III presents the population, instrumental design and development, data collection procedures, and data analysis.

Chapter IV consists of the presentation of findings along with discussion of the findings.

Chapter V provides a summary of the study, conclusions and recommendation based on the results of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of the study was to collect and analyze the perceptions of participants, administrators, and college faculty members about the ISTE at Phra Nakhon Si Ayutthya Teachers' College. In keeping with the purpose of the study, this chapter deals with the three major areas: historical development of ISTE in the United States and Thailand; literature examination related to ISTE in general; and research studies conducted ISTE.

Historical Development of ISTE in the United States and Thailand

Inservice Teacher Education in the United States

The development of Teachers' Institutes for the purposes of inservice training became widespread in the mid-nineteenth century. "The early correspondence education for teachers developed in the last of the nineteenth century as a part of inservice activity" (Zandi, 1980, p. 32). Summer schools for instructional methods developed as a part of the schedule of summer teachers' activities at the same period of time.

The early twentieth century brought with it a growing recognition of teaching as a distinguished profession. Colleges and teacher training institutions recognized their intension programs, raised the standards for admission, and granted college credit for work successfully completed. Thus those institutions permitted teachers to earn credit toward degrees without loss of salary (Richey, 1957). After 1918, until twenty years later, inservice courses were mainly designed to assist teachers in filling gaps in their college degree requirement rather than to help teachers meet new problems. In 1930, workshops began to be recognized as an approach of inservice programs (Edelfelt and Lawrance, 1975). Since 1950, the number of inservice training programs has increased throughout the states. In the 1960's, there were numerous studies of inservice education.

> The need for programs to upgrade the performance of teachers has been stated throughout such work as Moffit's where emphasis was placed upon the continuing obsolescence of knowledge and methods of teaching (Childress, 1969, p. 645).

The Present Status of Inservice Teacher Education

From 1960 until recently, the federal government spent millions of dollars on inservice education, most of the funds going to National Defense Education Act and National Science Foundation Institutes. Unfortunately, the institute effort suffered a fate similar to the university and school

district programs. There have been many attempts to improve inservice education, but few successes (Edelfelt and Lawrance, 1975).

"ISTE today bears a close resemblance to the concepts that have shaped it historically" (Edelfelt and Lawrance, 1975, p. 14). Teachers achieve advanced degrees, credits for salary increments, and high levels of certification, but the effort yields too little in the improvement of teaching or school program. Moreover, ISTE takes place on the teacher's own time and frequently at his or her own expense. Edelfelt and Lawrance pointed out that the ISTE content and approach are prescribed by universities and school districts, course credits are mandated by state department regulations and school district policies. They also have seen that the ISTE is seldom based on the teacher need and is often conducted in a manner that negates the principles of good teaching and learning. In fact, the ISTE does not often deal directly with helping teachers improve their skills in instruction.

Inservice Teacher Education in Thailand

Thailand has made a major effort to improve and upgrade her educational system. In any educational system, the teacher still is the most important factor in the educational process.

There is a pressing need to increase inservice education, to achieve further curricular revisions on a

broad scale, and to strengthen and expand teacher education (United States Overseas Mission, 1971). As pointed out in the Working Document of the Third Regional Conference of Ministers of Education of Asian Member States (Singapore, 31 May - 7 June 1971):

> As long as education is needed and knowledge about education and children continues to increase, the teacher has always something new to learn. Learning to teach is a life-long pursuit, and a teacher's education is a continuous education; otherwise it is no more than certification (UNESCO, 1973, pp. 9-10).

Inservice education is regarded as a function of the teacher training institutions. To encourage teachers to continue their education, higher professional status and higher salary grades are given to those who possess higher qualifications (UNESCO, 1973).

Organization of Teacher Education in Thailand

The Department of Teacher Education was formerly called the Department of Teacher Training. It was established in 1954. Prior to this date, the task of teacher education was the responsibility of the division attached to the Department of Primary Education (Department of General Education in present time). The elevation from the status of a division to that of a department was to respond to the need and demand for qualified teachers, and also to set the stage for a major reorganization of the

teacher education system. The work began with the expansion of teacher colleges already in existence as well as the establishment of new ones (External Relations Division, 1980).

In 1974 Teacher Training Colleges under the Teacher Training Department, which were offering the Certificate of Education and the Higher Certification of Education in their programs of study, were granted the right to further train teachers to the degree level. The purpose was to upgrade school education at all levels, including teachers education. A decision to revise the teacher training curriculum was then made in the academic year 1975 with the aim of developing teacher education together with other academic levels, in line with national economic and social development. The national standard of university education was also taken into consideration in drafting this new teacher education curriculum (Johnson, 1978).

In 1975 the College of Education, a degree granting institution which prepared teachers for teaching in the high school level, was transferred to the Office of the University Affairs. Since then, the Department of Teacher Education has had, under its jurisdiction, 36 teacher colleges located in various parts of Thailand. According to both population distribution and geography, teacher education curricular at different program levels are developed by the Teacher Education Council and implemented by the authorized teacher

colleges whose aim is to produce teachers with sufficient knowledge, ability and skills for their roles in society and for their own and others' development in the national context. The Department is primarily responsible for producing teachers for primary and secondary schools, providing inservice training for teachers and upgrading teachers with little or no professional qualifications. It conducts research on teacher education and other related fields as well as providing educational services to the community (External Relations Division, 1980).

The Department of Teacher Education is divided into seven divisions:

1. Office of the Secretary
2. Personnel Division
3. Finance Division
4. Planning Division
5. Inservice Training Division
6. Teacher Training Division
7. Supervisory Unit.

The Inservice Training Division is responsible for organizing inservice training programs for primary and secondary school teachers who wish to upgrade their academic and professional status. It also organizes external examination for teachers who study on their own. Successful candidates are awarded the Certificate of Education or Higher Certification of Education, depending on the level of the examination (External Relations Division, 1980).

Even though the Inservice Training Division plays the important role in organizing the inservice teacher education programs, the Teacher Training Division is in charge of sponsoring the programs. The teachers' colleges work closely, during the year preceeding the inservice program, with the local educational leaders in order to discover the educational problems, the educational needs of the community, the professional problems and needs of the teachers, and the possible resources for solving the problems. Teachers' colleges have a real opportunity to demonstrate leadership in these program planning activities (Wongsayan, 1977). The specific objectives of the ISTE program provided by Thailand teachers' colleges are as follows:

1. To promote professional growth of teachers, administrators, and staff personnel in local schools and districts;
2. To improve job performance of teachers, administrators, and staff personnel;
3. To provide educational services for teachers, administrators, and staff personnel;
4. To provide teachers, administrators, and staff personnel with opportunities to obtain an advanced degree;
5. To utilize the educational resources in the local areas to further support the professional growth of teachers, administrators, and staff

personnel.

Inservice Teacher Education in General

Today's challenge to education places upon educators responsibility to provide opportunity for growth within the profession. One of the most effective methods for the continuing development of the professional staff is the inservice education program. Inservice education becomes the medium for professional growth of the staff and for the realization of goals determined by the staff. It is of no value unless it gets into the classroom and actually results in improving teaching. Moreover, inservice programs must be challenging and interesting, and meet the needs of teachers (Stoops and Johnson, 1967).

It is thus necessary to get rid of some confusion which exists among members of the teaching profession and in the minds of some administrators. Johnston (1971) stated:

> There are two main stages of education for the modern teaching profession: the first, is pre-service education and takes place before the future teacher is appointed to his initial post. The second is inservice education and may take place at any time, either as full-time or as part-time study, during the potentially continuous professional life of the teacher (p. 9).

Johnston also pointed out that the ISTE may consist of carefully planned, sustained work over a lengthy period leading to further qualification in the form of an advanced certificate, diploma, or higher degree; it may lead to

measurable recognition for purposes of salary or of promotion.

Inservice training of teachers is initiated as a means of providing pedagogical methods and subject matter content to teachers. Edelfelt and Lawrance (1975) defined inservice education of teachers (or staff development, continuing education, professional development) as any:

> ... professional development activity that a teacher undertakes singly or with other teachers after receiving her or his initial teaching certificate and after beginning professional practice (p. 5).

It is recommended that the approach to developing and maintaining effective inservice programs be through a consortium of teacher organizations, local and intermediate school districts, and colleges/universities; and that such professional development focus on identified and specific curriculum and instructional needs of local teachers, classrooms, schools, and districts in order to advance the quality of learning for students (Edelfelt, 1977).

Mike Van Ryn, chief of the Bureau of Inservice Education of the New York State Education Department, defined inservice education as the following:

> Inservice education is that portion of professional development that should be publicly supported and includes a program of systematically designed activities planned to increase the competencies - knowledge, skills and attitudes - needed by school personnel in the performance of their assigned responsibilities (Orrange and Van Ryn, 1975, p. 47).

Need for Inservice Teacher Education

There is at least one additional reason for the resurgence of inservice education. Accountability has become a concern throughout all education. School districts need to devise ways to improve the instructional competencies of their teachers to promote confidence in their public (Wilen and Kindsvatter, 1978). Inservice education is necessary for all educators, whether they are employed by local school systems, state departments of education, institutions of higher education, or professional organizations. A modern and rapidly changing society has to have a diverse and a rapidly changing educational system (Bottoms, 1975).

"Teachers apparently still want inservice education" (Edelfelt, 1974, p. 250). For example, in a 1973-1974 NEA assessment of teachers' needs in 20 widely different local associations, inservice education was one of three needs that surfaced in every instance. Teachers wanted to continue to improve; they wanted to be current. The teacher's need in general education, of course, was not limited to culture and artistic things. The teacher had to be current in economics, political science, sociology, psychology, social criticism, and almost all other aspects of living and being. There was, then, a need among teachers for general education that continues career long (Edelfelt, 1974).

Cooper and Hunt (1978) identified these reasons as needs for continued inservice programs for school teachers:

1. Changes in education technology, methodology, and equipment;
2. Advent of new techniques for daily instruction;
3. Dissemination to facilitate adoption of innovations and new programs;
4. Discrepancy between preservice preparation and professional expectancies; and
5. Changes in the roles of the teacher as occasioned by a rapidly changing culture (p. 61).

The Purposes of Inservice Teacher Education

According to Harris's definition, inservice education is:

> ... any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions (Harris, 1980, p. 21).

It is apparent that the primary purpose of inservice education is to upgrade and update the skills and competencies needed by educators at all levels. Hass (1957) stated:

> The major reason for inservice education is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators, and supervisors must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching professional abreast of new knowledge and to release creative abilities (p. 13).

To enable educators to acquire the competencies needed, inservice education must have at least three purposes: (a) to implement Education Improvement Activities directed

toward specified student needs; (b) to improve their own or expected goals of Professional Development, which may or may not lead to higher levels of certification; and (c) to meet their own goals of Personal Growth (Bottoms, 1975).

General Principles Based on Inservice Teacher Education

For making ISTE program more effective, the program should be based upon some general principles. Hite and Howey (1977) recommended some generalization about effective practices in ISTE:

1. Decisions should be made through a collaborative process involving all the agencies that will participate in the program. It is particularly important that the teachers who will be clients of the program are involved in the planning stages.
2. Program objectives which are very specific tend to be realized more often than those which are broadly stated; for example, specific teaching performances are outcomes more often than are changes in teachers' attitudes.
3. Alternatives should be designed which make allowances for teachers who differ in experience and other traits.
4. Resources should be adequate to complete the tasks

which are planned. It is particularly important to provide sufficient time for teachers to carry out the projected activities.

5. There should be intrinsic and extrinsic rewards for teachers.
6. Evaluation should include measures of both teacher growth and effects upon pupils. At least, there should be some systematic evaluation of inservice education.

Character and the Value of Inservice Teacher Education

Content of ISTE. Teachers learn best and accomplish more when they are involved in deciding what and how they learn. Most people agreed that the responsibility for determining what inservice education should be provided, as well as the delivery system to be used and by whom delivered, should be primarily that of the receiver (Sandefur, 1979). Bottoms (1975) stated:

> There are at least four primary sources from which the content of inservice education is derived: student needs; new knowledge, practices, procedures, and materials; required competencies; and the assessed needs of individual educator (p. 41),

He also noted that the content for inservice education must grow out of the fabric of needs in a school system or school. The first step in formulating the content of in-service programs for either education improvement or

professional development must be specification of student expectations and student needs. Student outcomes, assessed needs, validated practices, professional standards, and new knowledge must then be translated into desired competencies, against which each educator can be assessed to identify appropriate content for his or her inservice education.

Stoops and Johnson (1967) recommended that the content of the inservice education program should be molded by teachers and by administrators, working together, to fit the needs of the teachers. The content should include the following components:

1. Studies of growth and development
2. Steps in the learning process
3. Methods of motivating pupils
4. Adaptation of instruction to individual differences
5. Purposes of the school and the curriculum
6. Community resources and their use
7. Interpretation and use of tests and evaluation instruments
8. Increase of competence in special subject areas
9. Recognition of maladjusted pupils and the methods which can be used to successfully meet their needs
10. Methods of extending and enriching the program for the more capable learners
11. Arrangements for and conducting of parent conferences
12. Use of textbooks, supplementary books, workbooks,

and other similar materials

13. Learning expectancies
14. Methods of teaching extra large classes or double sessions.

Forms and Activities of ISTE. Teachers' involvement in ISTE programs can take different forms and different activities such as: seminars, conferences, workshops, lectures, demonstration lessons, case study, role-playing, study circles, short courses, as well as long courses, correspondence courses, general staff meetings, departmental meetings, grade-level meetings, subject-area meetings, use of consultants, inter-visitation, research project, development of curriculum guides, and development of resource units. According to Harris and Bessent (1969), the experience impact is an interaction between a learner and a learning situation, in such a way that the experience would have some impact that might affect his later behavior. In their study they ranked the basic learning activities from the highest experience impact to the lowest experience impact as follows: guided practice, role-playing, buzz sessions, group discussions, brain-storming, interviewing, observation, demonstration, illustrated lecture, and lecture.

Incentives. Incentives are important aspects of the teachers' involvement in ISTE programs. Incentives or inducements are commonly provided for teachers to participate in inservice programs. Incentives can be the best

alternative to compulsory participation. Typically, benefits are provided in the form of released time, credit and degree recognition, and advancement on the salary schedule (Hite and Howey, 1977).

Validity of ISTE. There have been a number of criteria for evaluating inservice education. Those involved in teacher effectiveness research demand that inservice education be related to increased student achievement. Therefore, inservice education should stress teacher practices which lead most effectively to pupil learning. The list of criteria for validating the effectiveness of inservice programs developed by Houston and Frieberg (1979) were:

1. Validity may be judged simply by the extent to participants use ideas from the inservice program. The greater the number of ideas subsequently used in the classroom, the more effective the program is judged to be.
2. Validity may be drawn from the substance of the discipline being taught. In this approach, it is assumed that more knowledgeable teachers are better. Inservice programs which are designed to increase participant knowledge are judged effective by comparing post-test with pretest achievement scores.

Another approach is based on a theoretical con-

ception, typically related to practical outcomes. Inservice validity is judged in terms of congruence of subsequent participant behavior to that advocated in the theory.

3. Validity is also judged by user satisfaction, referred to by some as the "happiness coefficient." If participants like the inservice program, the program is judged valid.
4. Validity is also based on attendance; validity may be judged by the number of occupied seats.
5. Finally, some programs are judged valid or not valid simply by the creditability of the individual delivering the inservice. If a teacher delivers the program to teachers, the effort is declared effective.

Ryor (1979) stated:

> Inservice education has been in ill health for a long time. A major reason for that malady is that teachers who know most about their own needs have had too little to say about it. As such, it is especially unfortunate that the program, in practice, often fails to live up to expectations (p. 14).

In a summary of interview studies of beginning teachers conducted in twelve states, Hermanowicz (1966) found a general dissatisfaction with inservice programs. Most of those interviewed teachers believed that inservice programs were greatly needed, but that existing programs were severely inadequate. Some frequently expressed criticisms were that programs were dull and useless because they were too general,

poorly timed, or devoted mainly to administrative housekeeping.

There was a number of areas in which serious mistakes occurred in inservice programs. Those were:

1. Failure to relate inservice programs plans to genuine needs of staff participants.
2. Failure to select appropriate activities for implementing program plans.
3. Failure to implement inservice program activities with sufficient staff and other resources to assure effectiveness (Harris and Bessent, 1969, p. 4).

As increasing numbers of colleges of education join forces with school systems in the design and implementation of inservice teacher programs, it is imperative that provisions be made to avoid the three underlying causes of most inservice failures. Those were: irrelevancy, ineffectiveness, and inefficiency (Mangirei and McWilliams, 1976).

Moreover, there have been severe constraints to teachers' effective participation in inservice. Lack of time and lack of recognition in the form of monetary reimbursements are very real concerns to many classroom teachers. Gourley (1977) concluded some constraints within the Portland Consortium Training Complex (PCTC):

A first constraint is what might be called conventional wisdom. Rules, regulations, and expectations from the school district, the university, the teacher association, and the community put constraints on effective inservice activities. There is a need for creative thinking and

openness to changes.

A second constraint is the limited availability of personnel with time and flexible schedules to work in classrooms. There is a need for new roles based on functions in inservice education.

A third constraint is methods of providing release time for inservice education. Institutions must recognize their responsibility for providing optional patterns for the organization of inservice education.

A fourth constraint is methods of providing incentives for inservice education. Curriculum development activities need to be recognized as forms of inservice education, and appropriate incentives must be provided.

Finally, the lack of adequate incentives for field work by university personnel is constraining. The university needs to recognize district inservice needs and provide for more effective ways of meeting those needs, including incentives for those working "off campus."

The Guidelines to Improve the Inservice Teacher Education Program Effectiveness

The Ohio University Teacher Corps Project, based upon educational theory and also the successful inservice strategies utilized during the initial year of operation, made the following recommendations:

1. Staff Involvement: Staff involvement plays a significant role in the success of any inservice program. In reality, most inservice programs have been planned on the basis of one or two factors: (a) the administrator's personal perceptions of the district's inservice needs; and/or, (b) the availability of resources at the local college of education level. The success of any inservice program depends upon the commitment of the district's staff to the goals and objectives of that program.
2. Needs Assessment: Virtually every inservice program planned for teachers is based upon some type of needs assessment. Traditionally, needs assessment techniques have taken one of two forms: (a) the administrator, responsible for planning the inservice, bases the needs assessment upon personal perceptions of staff deficiencies or a combination of his or her views and those of other administrators; or (b) a needs assessment survey is sent to every teacher once per year, in an attempt to assess the felt professional needs of each district teacher. The results procured from this needs assessment purportedly are used to determine the shape and scope of the district's inservice program.
3. One-Shot Consulting: Inservice programs traditionally have utilized eminent educators employed on a daily consulting basis, with the objective of sharing expertise with district staff members. Since employment of a consultant is a relatively substantial investment, it has been the practice for a school district to have this consultant share the "message" with the total district staff.
4. Inservice Competency-Based Teacher Education (CBTE) Modules: The inservice offerings provided by the Ohio University Teacher Corps Project are characterized by a competency-based teacher education (CBTE) format around which each unit was designed. Within the context of a given module, each teacher was given the opportunity to progress through the module at a rate and degree commensurate with the entry level of professional competence. Due to the CBTE nature of the courses, the professor did not "lecture at" the teachers on a weekly basis. Rather the professor was responsible for the assessment of the competencies which formed the inservice content. When problems relative to implementation of

> course content arose, the professor was responsible for assisting the teachers in the utilization of these techniques (Mangieri and McWilliams, 1976; pp. 110-112).

Recent reported research on inservice education (Wilen and Kindsvatter, 1978) suggested guidelines that needed to be considered if such education programs are to be successful. The guidelines suggested significant ways by which inservice education can be improved:

1. School districts must allocate specific funds for inservice education sufficient to maintain comprehensive and continuous programs.
2. The needs of teachers must directly influence the nature and design of inservice education programs.
3. Teachers need to be directly involved in planning the goals, content, and instructional approach of inservice education programs.
4. Objectives of inservice education programs must be written and specified clearly.
5. Area colleges and universities should serve as a major source for program directors and consultants.
6. Inservice education programs should be held during the regular school day when possible; teachers should be financially compensated for their participation.
7. Inservice education program evaluation must be assessed immediately upon completion based on objectives and again later to determine the extent to which objectives have been translated into teacher behaviors in the classroom (pp. 393-395).

Research in Inservice Teacher Education

Teacher Perceptions of ISTE

In 1974, Ainsworth conducted a research on the topic of "How Do Teachers Feel About Inservice Program?" Teachers in Prince George's County, Maryland, were asked to share

their feelings about inservice programs. Sixty percent of the 732 participating teachers indicated a greater concern for quality inservice presentations than about the possibility of pay or credit for their attendance. The qualities determined by the teachers were: practicality (79.5%), support and encouragement (56.2%), systematic program (48.6%), variety (45.9%), and teacher-sharing (42.5%). Least frequently mentioned by the interviewed teachers were choice (19.9%) and self-direction (24.0%). The implication of the study was that those teachers wanted a structured program of other teachers presenting new and different ideas in a situation where choice and self-direction were not necessarily available.

The first two highlights of the findings showed that the specific qualities had different interpretations by different teachers. So when the 79.5 percent of the interviewed teachers mentioned practicality as an important consideration in the planning of inservice, the term "practical" referred to an individual idea of what would be considered helpful to that particular teacher.

The most frequently mentioned quality of inservice programming was support and encouragement. About 56 percent of the interviewed teachers requested more time rather than money or even credit toward certification as a major consideration. Twenty-six percent of the interviewed teachers claimed that they needed additional time for either attendance at or implementation of inservice programs and the

accompanying new ideas.

Brimm and Tollett (1974) conducted a research on the same topic as Ainsworth (1976) did (How Do Teachers Feel About Inservice Education?). The findings showed classroom teachers felt strongly (90%) that one of the primary purposes of inservice programs should be to help the teacher up-grade his/her classroom performance. Eighty-seven percent of the teachers indicated their approval of inservice activities which provide the opportunity to become acquainted with new teaching practices and innovative programs. In fact, respondents (90%) indicated that one of the important ways to judge the effectiveness of an inservice program was its usefulness in helping teachers to cope more successfully with their professional tasks.

A majority of the teachers surveyed (73%) said that too often inservice activities did not appear relevant to any felt needs of the teacher. Among the activities which teachers apparently judged to be more relevant were participation in university classes, original research, and professional reading, traveling, and writing.

Forty-four percent of the teachers thought that generally their inservice programs were not well-planned. Only 34 percent of the teachers believed that inservice programs usually arise from a study of the needs and problems of teachers.

The teachers indicated that there was a remedy for the

deficiencies in planning inservice programs. An overwhelming majority (93%) of the respondents stated that teachers needed to be involved in the development of purposes, activities, and methods of evaluation for inservice programs. Eighty-six percent of the respondents felt that teachers should receive some release time for inservice education activities.

However, the weaknesses of inservice education described by teachers apparently were not due to lack of financial support. Apparently little or no follow-up of inservice activities were used to determine if they were effective or if objectives had been met. Only 13 percent of the teachers surveyed stated there was adequate follow-up to determine the effects of inservice activities in their system. A majority (56%) of the teachers disagreed with the statement that, "Most inservice programs are virtually useless," and that 63 percent of the teachers agreed with the statement that, "Most teachers do not like to attend inservice activities."

In 1975, the Department of Education in Pennsylvania studied the participant perceptions of the quality of inservice programs on a state-wide level. Reardon (1977) found that school district support of the course participant in terms of providing release time was minimal. On the other hand, more than half of the participants reported that their school districts were willing to pay part or all of the cost of their courses, a fact which should

encourage high participation. An additional incentive was that inservice credits might count toward salary increments. A more subtle incentive was the relationship of the course to the teacher's actual needs. Numerous respondents mentioned courses being tailored to meet their special needs by their school district or by an institution which had assessed their needs and interests.

Overall evaluation of the courses was highly positive. People taking inservice courses offered in Pennsylvania were extremely impressed with the quality of those courses. Ratings of instructors, materials and equipment were equally high. The overall rating is closely related to the rating of the instructor's ability to communicate and the degree to which competencies to be acquired in the course are identified and related to course activities.

An additional way to investigate respondents' perception of the quality of inservice courses was to ask them if they were willing to take more courses. Over half would take quite a few more. Further investigation showed a declining trend in the desire to take more courses as amount of experience increased. A second way of indirectly approaching the quality rating of inservice was to request a comparison with traditional college or university graduate courses. Sixty-one percent of those who felt inservice courses were more valuable and an additional 34 percent found them equal in value to traditional courses. The chief factors favoring inservice courses seemed to be a

closer relation to teachers' needs, immediate application, and convenience of time and place.

In 1976, a Teacher Education Council (TEC), School of Education, University of Massachusetts studied 21 inservice programs, and 310 participants currently enrolled for 1975-76. The study conducted by Reed and Rindone (1976) was designated to gain information from inservice enrollees on how well the programs were implementing the TEC inservice guidelines. The overall finding was the TEC guidelines were being carried out with a high level of success by the staff of most programs. Participants generally rated programs quite highly on almost all items (TEC guidelines). The lowest item was referring to "utilization of preservice teachers as a help for inservice programs." The highest item was referring to "helps to fulfill your personal goals."

Other information of a demographic nature showed that almost all participants were enrolled for academic credit (98%). The most significant reasons for being involved in an inservice program were: professional career (n = 87), personal development (n = 86), academic degree (n = 79), enlarge work dimensions (n = 68), salary increase (n = 57), academic credit (n = 55), school goals (n = 48), change to different position (n = 39), increased job responsibility (n = 33), employer recognition (n = 19), obtain certificate (n = 17), and peer recognition (n = 12).

In April 1976, the Experimental Schools Program (ESP)

project staff in northern New Hampshire conducted a research for obtaining evaluative feedback regarding the character and value of inservice training workshops. The questionnaire (opinionnaire) was administered to teachers/staff and to administrators/supervisors in School Union #58. Peters and Schnare (1976) found that the workshops were perceived by classroom teachers as generally being an effective inservice training vehicle. Both elementary and secondary teachers perceived the most crucial characteristic to the success of a given workshop as being "subject matter and content."

Both teachers and administrators/supervisors felt that it was important for classroom teachers to continue inservice training. They also were of the opinion that workshops were an effective way to learn new methods, techniques or skills. The teachers stated that "they try techniques learned at workshops in their classrooms."

In June 1976, groups of elementary and secondary grade teachers enrolled in the Spring 1976 Underachievers Workshop were surveyed (by the ESP) to determine the success of inservice training workshops. They indicated that the instructors' understanding of the character, capabilities and needs of students was most crucial to the success of the workshop.

While the elementary grade teacher (K-6) felt that "subject matter/content" and "relevance of content to daily teaching tasks" were the next most crucial variables, the

secondary teachers indicated that "the location of the workshop" was as important as instructor expertise and insights.

Both groups agreed that "workshop methods" was a crucial variable (50% response for K-6 teachers and 50% response for grades 7-12 teachers), but only the elementary teachers indicated that "skills, methods, or techniques taught" at the workshop was a crucial variable.

In 1978, Howey studied the perceptions of teachers, professors, and parents in California, Michigan, Georgia, and 21 Urban/Rural Projects across the United States. He found that all three groups had unanimous agreement that there was not enough inservice currently provided for teachers in their respective parts of the country. The great majority of teachers and professors reported inservice generally as "not very" effective. Parents were generally more positive than those two groups. Professors believed college courses as most commonly providing innovative content but teachers saw district workshops and interactions with their peers as more innovative.

There were differences in perception as to who the most effective inservice instructors were. In general, teachers perceived teachers to be the most effective instructors, while professors believed professors as most effective.

Both teachers and professors perceived major problems constraining against them and their ability to cooperate in

decisions about inservice. Parents viewed themselves as having a very active role in decisions about each and every aspect of inservice.

Teachers preferred that strategies be instituted to free them from instructional responsibilities to engage in inservice or even that schools be closed for such activity periodically. Those professors were even more supportive of such strategies while, as might be expected, parents were less positive about such proposals.

Summary

Accountability has become a concern throughout education. One of the most important obligations of the teaching professional is to keep up-to-date in the subject or skill taught. Obviously, there is a great need for teachers to continue learning in a society where social problems abound and values are in rapid transition. The rapid expansion of knowledge, the technological advancement, and the inadequate preservice education make an inservice teacher education necessary for all levels of education.

The basics of inservice education require that inservice be defined broadly to include those activities that can be provided to insure that new technology and creative alternative instructional strategies are infused into the institution. The organization of inservice programs should give adequate consideration to such factors as continuity, time of meeting, resources, and participation of the

professional staff in program planning, operation, and evaluation. Careful consideration should be given to the relationship of inservice education efforts to the improvement of instruction. Inservice education is virtually certain to become an increasingly important consideration of teacher education institutions in realizing their priorities.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of the study was to collect and analyze the perceptions of participants, administrators, and college faculty members about the ISTE program at Phra Nakhon Si Ayutthya Teachers' College, Thailand. The ISTE program is provided for teachers, administrators, and staff personnel in local schools located in the cities and changwads (counties) of Angthong, Nakhon Nayoke, and Ayutthya. The ISTE program was originally planned for teachers of grades K-15 who were interested in improving their job performance, and those who wanted to pursue advanced degrees. The teachers, administrators, and staff personnel, with preference for the ISTE program, were selected by the educational advisory council of each city.

The methodology used in the study is separated into a description of the population, instrumental design and development, data collection procedures, and data analysis. The first priority in the selection of participants was the total number of years they have worked for one or more public school system.

The Study Population

The population consisted of all 448 ISTE program participants (318 teachers, 88 school and local administrators, and 42 school staff personnel) who had entered the ISTE program from June, 1978 to May, 1981. In addition, 150 district educational administrators, and 130 college faculty members at Phra Nakhon Si Ayutthya Teachers' college were included in the study. The 448 participants enrolled in five different concurrent specific programs: 56 in home economics, 134 in social science, 37 in science, 91 in Thai language, and 130 in educational administration.

Instrumental Design and Development

This study utilized the questionnaires to obtain data from the ISTE program participants, administrators, and college faculty members. In formulating the statements used on the questionnaires the investigator reviewed related literature and several evaluation forms for assessing educational inservice program such as those used in studies by Edelfelt (1977), Reardon (1977), Howey (1978), TEC (Teacher Education Council) at the University of Massachusetts (1976), and ESP (Experimental Schools Program) in northern New Hampshire (1976). The questionnaires were constructed through several trial drafts. The instructors of Thailand teachers' colleges who were attending the Oklahoma State University were also used as

one resource for ideas. Further ideas and refinements were supplied through the contributions of the researcher's doctoral program advisory committee and doctoral Thai students enrolled in the College of Education at the Oklahoma State University.

The questionnaires, aimed largely at gathering information about the effectiveness of the current ISTE program, were developed into three forms: Form A for the participants (see Appendix A for a copy of the final participant questionnaire in English, and Appendix E for the Thai version), Form B for the college faculty members (see Appendix B for a copy of the final college faculty member questionnaire in English, and Appendix F for the Thai version), and Form C for the administrators (see Appendix C for a copy of the final administrator questionnaire in English, and Appendix G for the Thai version).

The questionnaire developed for the participants was divided into five parts. Part I related to the general information which included one demographic item. Part II related to the professional development of the ISTE program participants which included 12 rating items. Part III dealing with the strengths and weaknesses of the ISTE program consisted of three open-ended questions and one checking item. Part IV dealing with the quality of the ISTE program consisted of 12 rating items. Part V related to the participant information regarding the reasons for enrolling and some additional support service components

of the ISTE program which included one open-ended question and five demographic items.

The questionnaire developed for the participants was also used to obtain the information from the college faculty members and the administrators. The questionnaire used to obtain the information from the college faculty members consisted of four parts (part I through part IV), and from the administrators consisted of three parts (part I through part III).

Data Collection Procedures

The questionnaires were administered to the 448 participants in the five specific programs and the 130 college faculty members on the last day of the ISTE program meeting (May, 1981) at Phra Nakhon Si Ayutthya Teachers' College and the three cities in which an ISTE Center is located (see map in Appendix H). The 150 questionnaires were handed out by the educational supervisors of Phra Nakhon Si Ayutthya Teachers' college in early May, 1981, to the local educational administrators whose teachers enrolled in the ISTE program. A two-day period was allowed for return of the questionnaires to the teachers' college supervisors when they visited schools.

Data Analysis

The primary purpose of the study was to collect and analyze the perceptions of participants, administrators,

and college faculty members about the ISTE program at Phra Nakhon Si Ayutthya Teachers' College, Thailand. The data were analyzed in a descriptive manner. The results were representative of the total population at this particular college and is reflective of the total ISTE program.

The data were examined to determine the effectiveness in improving job performance of the participants; providing educational services to teachers, administrators, and staff personnel; and utilizing the educational resources to support the professional growth of teachers, administrators, and staff personnel. In order to ascertain similarities and differences of the perceptions of individuals who were involved in the ISTE program, comparisons of the responses were made among participants, college faculty members, and administrators.

In analyzing the data, mean, percentage, and frequency count methods were computed. Mean and percentage methods were used on the rating responses. A frequency count method was used for the questions that required written responses. The written responses by the three groups of respondents were grouped in common categories prior to the final written narrative forms.

To permit calculating the total mean for the data, numerical values were assigned to the response categories according to the following pattern:

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

The total mean was calculated utilizing the following formula:

$$\text{Total Mean} = \frac{5(N_1) + 4(N_2) + 3(N_3) + 2(N_4) + (N_5)}{N}$$

N = The total number of respondents

N_1 = The number of respondents who marked excellent

N_2 = The number of respondents who marked above average

N_3 = The number of respondents who marked average

N_4 = The number of respondents who marked below average

N_5 = The number of respondents who marked poor.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The primary purpose of the study was to collect and analyze the perceptions of participants, administrators, and college faculty members about the ISTE program at Phra Nakhon Si Ayutthya Teachers' College. The initial investigations concerned with the effectiveness of the current ISTE program. In order to accomplish the purpose of the study, the following specific investigations were explored:

1. To investigate the perceptions of participants, administrators, and college faculty members regarding the professional development of the participants after they have completed the ISTE program.

2. To identify the strengths and the weaknesses of the ISTE program as perceived by participants, administrators, and college faculty members.

3. To investigate the perceptions of participants and college faculty members regarding the quality of the ISTE program.

4. To determine the perceptions of participants and college faculty members regarding the support service components of the ISTE program such as instructional materials,

staff, faculty, and the library.

5. To compare the perceptions of the participants by fields of specialization regarding the reasons for enrolling in the ISTE program.

In order to accomplish the purpose of this study, the following questions were investigated:

1. How do participants, administrators, and college faculty members view the professional development of the ISTE program?

2. How do participants, administrators, and college faculty members view the strengths and the weaknesses of the ISTE program?

3. How do participants and college faculty members view the quality of the ISTE program?

4. How do participants and college faculty members view the support service components of the ISTE program?

5. What are the perceived reasons for enrolling?

The purpose of this chapter is to present data received from 330 participants, 101 administrators, and 94 college faculty members. The tables were designed to provide for more effective communication and to aid in promoting understanding of data analysis. Collected data were arranged and presented in the tables in order to facilitate comparisons and analysis.

Simple statistical techniques, i.e., frequency counts, percentages, and means were used for data analysis; descriptive terms indicating breaking points for separation of

means into categories were also used. The relationship between mean categories and descriptive terms is shown in Figure 1.

Response Categories	Numerical Values	Range of Actual Limits of Categories
Excellent	5	4.50 - 5.00
Above Average	4	3.50 - 4.49
Average	3	2.50 - 3.49
Below Average	2	1.50 - 2.49
Poor	1	1.00 - 1.49

Figure 1. Numerical Values and Range of Actual Limits Assigned Categories

Answer-type questions and Likert scale statements were developed to obtain the data from the respondents. They were categorized according to the specific investigations of the study. Therefore, it is appropriate to report the findings of the study in sections related to the specific investigations.

General Information About the Respondents

A group of statements was designed to determine the number of respondents and to classify them into groups.

The findings of this part of the study are reported in this section.

Data presented in Table I show the return rates by respondent groups. The total number of respondents were 525 out of 728 questionnaires distributed for a return rate of 72.11 percent.

TABLE I

TOTAL NUMBER OF RESPONDENTS BY GROUPS

Respondent Groups	Number of Distributed Questionnaires	Number Responding	Percent Responding
Participants	448	330	73.66
College Faculty Members	130	94	72.30
Administrators	150	101	67.33
TOTAL	728	525	72.11

Data presented in Table II show the total enrollments and return rates by specific programs. There were 330 respondents out of 448 teacher enrollments for a return rate of 73.66 percent.

Considering the data shown in Table II, it should be noted that the participants enrolled in five specific

programs. They were: home economics, social study, science, Thai language, and educational administration. The data show the number of the enrollees in each program but the data do not show the number of college faculty members who taught in each program. The college faculty members indicated that they taught in almost every program.

TABLE II

TOTAL ENROLLMENTS AND RETURN RATES BY SPECIFIC PROGRAMS

Programs Represented	Total Enrollment	Number Responding	Percent Responding
Home Economics	56	45	80.35
Social Study	134	101	75.37
Science	37	26	70.27
Thai Language	91	68	74.72
Educational Administration	130	90	69.23
TOTAL	448	330	73.66

Perceptions of Participants, College Faculty Members, and Administrators Regarding the Professional Development of the Participants

A second group of statements was designed to determine

the professional development of the participants. Mean responses to these statements are reported in Table III.

Data presented in Table III show the ISTE program helped the participants improve their professional development. The mean responses by all groups were all "above average." The item that received the highest rating of 3.82 given by all respondent groups was "developing better personal qualities as a teacher," while the lowest rating of 3.56 was "understanding extracurricular activities." It should be noted that "above average" ratings given among the highest ratings by each of the three respondent groups were: understanding and using courses of study and curriculum guides by the participant group ($\bar{X}$ = 3.92), "personal development as a teacher" by the college faculty group ($\bar{X}$ = 3.75), and "knowledge of subject matter" by the administrator group ($\bar{X}$=3.96). The lowest ratings were: "understanding extracurricular activities" rated by the participant group ($\bar{X}$ = 3.49), "knowledge of subject matter" rated by the college faculty group ($\bar{X}$ = 3.40), and "handling disciplinary problems" rated by the administrator group ($\bar{X}$ = 3.77).

Perceptions of Participants, College Faculty Members, and Administrators Regarding the Strengths and the Weaknesses of the ISTE Program

In order to identify the strengths and the weaknesses

TABLE III

MEAN RESPONSES OF PERCEPTIONS REGARDING PARTICIPANTS' PROFESSIONAL DEVELOPMENT BY RESPONDENT GROUPS

Professional Development	$\bar{X}$ Responses by Groups*			
	Participants	College Faculty Members	Administrators	All** Groups
1. Developing better personal qualities as a teacher (poise, emotional control, self-confidence, initiative and punctuality)	3.85	3.75	3.80	3.82
2. Knowledge of subject matter	3.85	3.40	3.96	3.79
3. Understanding and using courses of study and curriculum guides	3.92	3.43	3.78	3.80
4. Planning learning activities with students	3.79	3.48	3.87	3.75
5. Evaluating pupil progress	3.78	3.69	3.87	3.78
6. Concern for individual differences	3.78	3.58	3.87	3.76
7. Handling disciplinary problems	3.78	3.42	3.77	3.70
8. Motivating pupils that seem disinterested	3.75	3.45	3.80	3.71
9. Use of teaching materials	3.87	3.49	3.84	3.79
10. Use of a variety of teaching methods	3.89	3.51	3.91	3.73
11. Understanding extracurricular activities	3.49	3.52	3.82	3.56
12. Adapting to community	3.89	3.47	3.88	3.81

*Score limits given on page 44.

**Total Mean = $\frac{5(N_1) + 4(N_2) + 3(N_3) + 2(N_4) + (N_5)}{N}$

of the ISTE program, participants, college faculty members, and administrators were asked four questions concerning the effectiveness of the ISTE program. Their responses are summarized in Table IV through Table XIII.

Data in Table IV show the number of responses by the participants to the question: "What do you like best about the ISTE program?" It should be noted that 143 participants commented "improving teaching skills" was the best liked while the next highest response indicated "receiving support and encouragement from the instructors." All responses were grouped under the six comments indicated in Table IV.

TABLE IV

PARTICIPANTS' RESPONSES TO THE QUESTION CONCERNING WHAT THEY LIKED BEST ABOUT THE ISTE PROGRAM

Comments	N
Improving teaching skills	143
Receiving support and encouragement of instructors	69
Learning how to develop instructional materials	47
Meeting new people	26
Sharing ideas and experiences	19
Developing a more desirable personality as a good teacher	10

Data in Table V show the number of responses by the college faculty members to the question: "What do you like best about the ISTE program?" It should be noted that "sharing ideas and experiences" was the majority of responses while "fulfilling the function of an instructor in a teachers' college" was the second highest response. All responses were grouped under the five comments indicated in Table V.

TABLE V

COLLEGE FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING WHAT THEY LIKED BEST ABOUT THE ISTE PROGRAM

Comments	N
Sharing ideas and experiences	38
Fulfilling the function of an instructor in a teachers' college	27
Having a good experience working with teachers	11
Identification of problems of the preservice (regular) program	5
Professional recognition	3

Data in Table VI show the number of responses by the administrators whose teachers, staff personnel and/or administrative staff participated in the ISTE program to the question: "What do you like best about the ISTE

program?" As indicated, most administrators stated that "the teachers gained more knowledge and teaching skills." The second most frequent answer was "upgrading and updating of the staff personnel." All responses were grouped under the five comments indicated in Table VI.

TABLE VI

ADMINISTRATORS' RESPONSES TO THE QUESTION CONCERNING WHAT THEY LIKED BEST ABOUT THE ISTE PROGRAM

Comments	N
The teachers gained more knowledge and teaching skills	33
Upgrading and updating the skills and competencies of the staff personnel	25
The ISTE program served the school goals	18
Teachers improved personal skills	7
Convenient meeting location for teachers to participate in the ISTE program	3

Data in Table VII show the number of responses by the participants to the question: "What do you like least about the ISTE program?" It should be noted that the highest responses included "high expenses," "limited number of course offerings," and "too many difficult assignments." All responses were grouped under the nine comments indicated in Table VII.

TABLE VII

PARTICIPANTS' RESPONSES TO THE QUESTION CONCERNING WHAT THEY LIKED LEAST ABOUT THE ISTE PROGRAM

Comments	N
High expenses: tuition and fees, and instructional supplies	88
Limited number of course offerings	59
Too many difficult assignments	47
Tiring: too much material covered in too short of a time period	32
Inadequate textbooks in the library	30
Inadequate instructional materials	26
Unsanitary dormitory room	17
Faculty professionally unprepared to teach in the classroom	11
Difficult to make a good grade in science courses	7

Data in Table VIII show the number of responses by the college faculty members to the question: "What do you like least about the ISTE program?" As indicated, most college faculty members stated "prior knowledge of some teachers was so poor that the new knowledge was hard to transfer." The second most frequent answer was "teachers lacked time to do the assignments." All responses were grouped under the eight comments indicated in Table VIII.

Data in Table IX show the number of responses by the administrators whose teachers, staff personnel and/or administrative staff participated in the ISTE program to

the question: "What do you like least about the ISTE program?" As indicated, most administrators pointed out that "ISTE curriculum not relevant to the needs of schools." The second most frequent answer was the fact that their teachers had "too many difficult assignments," therefore they did not have time to pay attention to daily work in school. All responses were grouped under the five comments indicated in Table IX.

TABLE VIII

COLLEGE FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING WHAT THEY LIKED LEAST ABOUT THE ISTE PROGRAM

Comments	N
Prior knowledge of some teachers was poor	31
Teachers lacked time to do assignments	26
Teachers rarely used the library for self-study	13
Inadequate and inappropriate textbooks and instructional materials	11
Inadequate and inappropriate student services	10
Inappropriate evaluation techniques	7
Class schedules distributed late	6
Over crowded conditions in classes	3

Data in Table X show the number of responses by the participants to the question: "How could the ISTE program

be improved?" As indicated, most participants stated that "expand course offerings." The second highest response was "consider partipants' finances and time in making assignments." All responses were grouped under the nine comments indicated in Table X.

TABLE IX

ADMINISTRATORS' RESPONSES TO THE QUESTION CONCERNING WHAT THEY LIKED LEAST ABOUT THE ISTE PROGRAM

Comments	N
ISTE curriculum not relevant to the needs of schools	37
Too many difficult assignments	29
Some teachers were not given the opportunity to study in the area in which they instruct	13
Emphasis on theory rather than practice	10
Scheduling of classes	7

Data in Table XI show the number of responses by the college faculty members to the question: "How could the ISTE program be improved?" As indicated, most college faculty members pointed out that "select new participants carefully." The second highest response was "provide release time from schools for participants." All responses were grouped under the four comments indicated in Table XI.

TABLE X

PARTICIPANTS' RESPONSES TO THE QUESTION CONCERNING HOW THE ISTE PROGRAM COULD BE IMPROVED

Comments	N
Expand course offerings	89
Consider participants' finances and time in making assignments	66
Emphasis on practice rather than theory	48
Give consideration to the participants' needs	43
Shorten total program time	37
Conduct conferences for participants	24
Prevent cheating on examinations	19
Be more selective in choosing ISTE program instructors	16
Accept participant applications only once a year	10

TABLE XI

COLLEGE FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING HOW THE ISTE PROGRAM COULD BE IMPROVED

Comments	N
Select new participants carefully	32
Provide release time from schools for participants	25
Decrease teaching loads of the participants during the program	16
Improve student services to serve the participants' needs	9

Data in Table XII show the number of responses by the

administrators whose teachers, staff personnel and/or administrative staff participated in the ISTE program to the question: "How could the ISTE program be improved?" Most administrators pointed out that, "consider participants' work loads and available time in making assignments." The second highest response was "emphasize practice rather than theory." All responses were grouped under the five comments indicated in Table XII.

TABLE XII

ADMINISTRATORS' RESPONSES TO THE QUESTION CONCERNING HOW THE ISTE PROGRAM COULD BE IMPROVED

Comments	N
Consider participants' work loads and available time in making assignments	52
Emphasize practice rather than theory	29
Schedule the meeting times of ISTE classes for the convenience of the participants	23
Expand number of course offerings to meet the teachers' and schools' needs	10
Set up meeting between administrators and program planners for ISTE program improvement	8

Data in Table XIII show responses by all three groups of respondents to the ISTE program overall evaluation. It should be noted that 65.52 percent of the total respondents

reported the ISTE program was "satisfactory" and an additional 33.33 percent indicated the ISTE program "needs improvement" while less than two percent of the respondents pointed out the ISTE program was "unsatisfactory."

Perceptions of Participants and College Faculty Members Regarding the Quality of the ISTE Program

A fourth group of statements was developed to determine the quality of the ISTE program. Mean responses to these statements are reported in Table XIV.

Data presented in Table XIV reveal that participants and college faculty members rated the quality of the ISTE program moderately high with "above average" ratings for almost all items with the exception of one "average" rating. The highest rating of 4.17 was given by the total respondents to "the ISTE program being of value to the participants." It should be noted that both groups had strong agreement on that statement. The lowest rating of 3.48 given by the total respondents was "the evaluation technique being reasonable and appropriate." "Time schedule of the ISTE program being convenient for the learners," and "the classroom climate being conducive to learning" received the lowest ratings by the participant group (3.45), and by the college faculty member group (3.40).

TABLE XIII

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING THE OVERALL EVALUATION OF THE ISTE PROGRAM

Respondent Groups	Satisfactory		Needs Improvement		Unsatisfactory		Number Responding
	N	%	N	%	N	%	
Participants	231	70	97	29.39	2	0.62	330
College faculty members	35	37.23	55	58.51	4	4.25	94
Administrators	78	77.23	23	22.77	-	-	101
TOTAL	344	65.52	175	33.33	6	1.14	525

TABLE XIV

MEAN OF PERCEPTIONS OF PARTICIPANTS AND COLLEGE FACULTY MEMBERS REGARDING THE QUALITY OF THE ISTE PROGRAM

Categories	$\bar{X}$ Responses by Groups*		
	Participants	College Faculty Members	All Groups
1. ISTE program is of value to the learners	4.26	3.87	4.17
2. ISTE is directly related to instructional improvement	4.02	3.58	3.93
3. ISTE is based on the needs and interests of the learners	3.69	3.58	3.67
4. The techniques and methods used in ITSE are consistent with fundamental principles of effective teaching and learning	3.83	3.68	3.80
5. The curriculum content are adequate and appropriate	3.91	3.55	3.83
6. Time schedule of the ISTE program is convenient for the learners	3.45	3.68	3.50
7. Adequate instructional materials are available	3.60	3.59	3.55
8. Adequate educational resources are available	3.86	3.85	3.85
9. The college faculty have teaching competencies	4.17	3.72	4.07
10. The classroom climate is conducive to learning	3.70	3.40	3.64
11. The evaluation technique is reasonable and appropriate	3.68	3.45	3.48
12. Most support services (library, guidance, remedial) help faculty and participants to achieve the objective of the ISTE program	3.85	3.55	3.78

*Score limits given on page 44.

Perceptions of Participants and College Faculty Members Regarding the Support Service Components of the ISTE Program

These statements were developed to determine the quality of the support service components as perceived by participants and college faculty members. Number, percentage, and mean responses to these statements are reported in Table XV through Table XVIII.

Overall rating of the adequacy of instructional materials was given "above average." The participant group gave "above average" to this statement while the college faculty member group felt that the adequacy of instructional materials was "average." This is presented in Table XV.

The overall rating presented in Table XVI shows that the mean response was "above average." The participant group and the college faculty member group agreed with the statement related to the adequate faculty.

Teaching competencies of the college faculty members received 4.07 overall agree mean response. The mean responses by the participant group and by the college faculty member group were all "above average." The data are presented in Table XVII.

The overall findings from information presented in Table XVIII show the mean responses by the respondent groups to the helpfulness of most support services. The perceived

TABLE XV

PERCEPTIONS OF PARTICIPANTS AND COLLEGE FACULTY MEMBERS REGARDING THE ADEQUACY OF INSTRUCTIONAL MATERIALS

Respondent Groups	Excellent		Above Average		Average		Below Average		Poor		N	$\bar{X}$
	n	%	n	%	n	%	n	%	n	%		
Participants	38	11.51	151	45.75	117	35.45	19	5.75	5	1.51	330	3.60
College Faculty Members	11	11.70	27	28.72	44	46.80	12	12.76	-	-	94	3.39
TOTAL	49	11.56	178	41.99	161	37.98	31	7.31	5	1.18	424	3.55

TABLE XVI

PERCEPTIONS OF PARTICIPANTS AND COLLEGE FACULTY MEMBERS REGARDING THE ADEQUACY OF FACULTY

Respondent Groups	Excellent		Above Average		Average		Below Average		Poor		N	$\bar{X}$
	n	%	n	%	n	%	n	%	n	%		
Participants	51	15.45	201	60.90	62	18.78	12	3.63	4	1.21	330	3.86
College Faculty Members	17	18.08	50	53.19	23	24.46	4	4.25	-	-	94	3.85
TOTAL	68	16.04	251	59.20	85	20.05	16	3.77	4	0.94	424	3.85

TABLE XVII

PERCEPTIONS OF PARTICIPANTS AND COLLEGE FACULTY MEMBERS REGARDING TEACHING COMPETENCIES OF THE COLLEGE FACULTY MEMBERS

Respondent Groups	Excellent		Above Average		Average		Below Average		Poor		N	$\bar{X}$
	n	%	n	%	n	%	n	%	n	%		
Participants	94	28.48	200	60.60	36	10.90	-	-	-	-	330	4.17
College Faculty Members	12	12.76	47	50	32	34.04	3	3.19	-	-	94	3.72
TOTAL	106	25	247	58.25	68	16.04	3	0.71	-	-	424	4.07

TABLE XVIII

PERCEPTIONS OF PARTICIPANTS AND COLLEGE FACULTY MEMBERS REGARDING THE HELPFULNESS OF THE SUPPORTIVE SERVICES

Respondent Groups	Excellent		Above Average		Average		Below Average		Poor		N	$\bar{X}$
	n	%	n	%	n	%	n	%	n	%		
Participants	69	20.90	155	46.96	97	29.39	6	1.81	3	0.9	330	3.85
College Faculty Members	11	11.70	37	39.36	40	42.55	5	5.31	1	1.06	94	3.55
TOTAL	80	18.87	192	45.28	137	32.31	11	2.59	4	0.94	424	3.78

support services given by both groups were "above average."

Perception of Participants Regarding Some Additional Support Service Components of the ISTE Program

As part of the analysis of the participants' perception toward some additional support service components, six tables are utilized for the presentation of findings in this section. The data in Table XIX reveal the responses of the participants to the question: "Do you have any problems about the following services?" Overall, it was found that 39.45 percent of the total participants reported they had problems about some supportive services. It should be noted that about 83 percent of the participants had cafeteria service problems. The data in Table XX reveal the participants' perception of the ISTE center services. As indicated, "time schedule" and "registration" were the major problems. Information in Table XXI reveals the participants' perception of the library services. As indicated, "textbooks" and "allowance system" were the major problems. The data in Table XXII indicate that "dining tables and chairs," and "dining area" were the major problems of the cafeteria services. Information in Table XXIII indicates that "lack of information" and "inadequate academic guidance services" were the major problems of the guidance and counseling services. Finally,

TABLE XIX

PARTICIPANTS' RESPONSES TO THE QUESTION CONCERNING THE PROBLEMS OF ADDITIONAL PARTICIPANT SERVICES

Service Areas	Yes		No		Number Responding
	n	%	n	%	
ISTE Center	39	11.81	291	88.18	330
Library	63	19.09	267	80.91	330
Cafeteria	274	83.03	56	16.96	330
Guidance and Counseling	94	28.48	236	71.52	330
Other services: school facilities and supplies, social areas, health center, clerk, registration and transportation	181	54.84	149	45.15	330
TOTAL PERCENT		39.45		60.55	

TABLE XX

PARTICIPANTS' COMMENTS ABOUT ISTE CENTER SERVICES

Comments	N
Time schedule not available on time	27
Inconvenient registration	18
Cooperation and coordination between the college and the center not well-organized	9

TABLE XXI

PARTICIPANTS' COMMENTS ABOUT LIBRARY SERVICES

Comments	N
Insufficient number of textbooks	63
Books can be checked out for only a short time	31
Inaccurate record keeping	16

TABLE XXII

PARTICIPANTS' COMMENTS ABOUT CAFETERIA SERVICES

Comments	N
Insufficient number of dining tables and chairs	181
Unclean dining area	149
Food expensive	92
Unsanitary conditions such as: uncovered food, and unsanitary dining ware	12

the data in Table XXIV reveal the participants' perception of the other services. As indicated, the major problems were: unclean drinking water (n = 109), unconcerned college employees (n = 95), and unsanitary restrooms (n = 62).

TABLE XXIII

PARTICIPANTS' COMMENTS ABOUT GUIDANCE AND COUNSELING SERVICES

Comments	N
Lack of information about guidance and counseling services	49
Inadequate academic guidance services	28
Insufficient number of guidance counselors	22

Perception of Participants by Fields of Specialization Regarding the Reasons for Enrolling in the ISTE Program

In order to investigate the reasons for enrolling in the ISTE program, the participants were asked why they enrolled. A summary of the findings to this question are reported in Table XXV.

Data presented in Table XXV reveal the number of responses by the participants to the question: "What was

TABLE XXIV

PARTICIPANTS' COMMENTS ABOUT OTHER SERVICES

Comments	N
Unclean drinking water	109
Unconcerned college employees	95
Unsanitary restrooms	62
Insufficient number of study tables and chairs	54
Lack of sufficient automobile parking lots	43
Insufficient light on walk-way to the library	21
Inadequate and insufficient number of instructional aids and equipment	19
Unsanitary dormitory rooms	15
Insufficient number of nurse-aids and types of medicine in health center	9

TABLE XXV

PARTICIPANTS' RESPONSES TO THE QUESTION CONCERNING THE REASONS FOR ENROLLING IN THE ISTE PROGRAM

Reasons	N
Advanced degree	279
Instructional improvement	127
Increase of knowledge of subject matter content	105
Occupational advancement	99
Personality development	53
Improve job performance	24
Increased self-respect	19
Supervisor and peer recognition	12

your reason for enrolling in the ISTE program?" The highest responses to the major reasons for enrolling were: advanced degree (n = 279), instructional improvement (n = 127), and increase of knowledge of subject matter content (n = 105). All responses were grouped under the eight comments indicated in Table XXV.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of three major sections: a summary of the study, conclusions drawn from findings, and recommendations that evolved from the study.

Summary

The purpose of the study was to collect and analyze the perceptions of participants, administrators, and college faculty members about the inservice teacher education (ISTE) program at Phra Nakhon Si Ayutthya Teachers' College, Thailand. In order to accomplish the purpose of this study, the following questions were investigated:

1. How do participants, administrators, and college faculty members view the professional development of the participants?

2. How do participants, administrators, and college faculty members view the strengths and the weaknesses of the ISTE program?

3. How do participants and college faculty members view the quality of the ISTE program?

4. How do participants and college faculty members

view the support service components of the ISTE program?

5. What are the perceived reasons for enrolling?

The population of the study consisted of all 448 ISTE program participants who had entered the program from June, 1978 to May, 1981. The study also included 150 district educational administrators and 130 college faculty members connected with the ISTE program.

Three questionnaires were developed by utilizing many sources for ideas. They were constructed into three forms: Form A for the participants which consisted of five parts; Form B for the college faculty members which consisted of four parts; and Form C for the administrators which consisted of three parts.

The questionnaires were administered to past participants via air mail and the college faculty members by hand at three ISTE Centers on the last day of the program meeting. Administrators questionnaires were also hand delivered.

Data were analyzed using the mean and percentage methods on the rating responses. A frequency count method was used for the questions that required written responses.

Findings and Conclusions

The following conclusions were drawn from the following findings of the study to the questions asked:

How Do Participants, Administrators, and College Faculty Members View the Professional Development of the Participants?

It was concluded that the perceived professional development of the participants was effective for job performance improvement. Rank ordering of mean responses indicates that all respondents viewed the most professional development of the participants was the development of better personal qualities as a teacher.

How Do Participants, Administrators, and College Faculty Members View the Strengths and the Weaknesses of the ISTE Program?

In order to identify the strengths and the weaknesses of the ISTE program, participants, college faculty members, and administrators were asked four questions. The first question asked the respondents what they liked best about the ISTE program. The participants and the administrators felt the ISTE program helped the participants improve in knowledge and teaching skills while the college faculty members felt sharing the ideas and experiences was best liked. The second question asked the respondents what they liked least about the ISTE program. The participants and the administrators felt the programs were costly, and were

limited in course offerings, and irrelevant to the needs of schools while the college faculty members felt the previous knowledge of some teachers was so poor that the new knowledge was hard to transfer. The next question asked the respondents for suggestions to improve the ISTE program. Most participants suggested that the program should emphasize practice rather than theory. The college faculty members recommended that the selection of new participants must be improved. The administrators pointed out that, giving an assignment, careful consideration should be given to the available time and work loads of the teachers. The final question asked the respondents for indicating the overall evaluation of the ISTE program. A large percentage in the participant group and the administrator group indicated that the ISTE program was satisfactory. However, a high percentage of the college faculty member group viewed the ISTE program as needing improvement.

Based upon these responses three conclusions were drawn. The strengths of the ISTE program were its usefulness in helping teachers to improve their job performance and providing the opportunity for instructors and teachers to share their ideas. The major weaknessès of the ISTE program were judged by the respondents to be deficiency in program planning, and the irrelevance of the ISTE curriculum to meet the needs of teachers and schools. And the overall evaluation of the ISTE program was judged to be "satisfactory".

How Do Participants and College Faculty Members View the Quality of the ISTE Program?

It was concluded that participants and college faculty members felt very positive toward the quality of the ISTE program. Both groups had strong agreement on the point that the ISTE program was of value to the learners.

How Do Participants and College Faculty Members View the Support Service Components of the ISTE Program?

It was concluded that participants and college faculty members had a positive view toward the support service components. The participants basically felt the support service components were effective with the exception of the additional services such as cafeteria, guidance and counseling, and some miscellaneous components.

What Are the Perceived Reasons for Enrolling?

The perceived reasons for enrolling as indicated by participants, in the order of importance, were: advanced degree, instructional improvement, increasing of knowledge and subject matter content, and change to higher position. It was concluded that the ISTE program served the felt needs of the participants.

Based on the results of the overall study, a conceptual

conclusion can be made. The ISTE program at Phra Nakhon Si Ayutthya Teachers' College, Thailand was effective in that it has and is achieving its objectives.

Recommendations

Based on this study, the following recommendations are made which could improve the ISTE program at Phra Nakhon Si Ayutthya Teachers' College, Thailand.

1. Establish a consortium of representatives from local school administrators, local school teachers, and Phra Nakhon Si Ayutthya Teachers' College administrators and faculty. The consortium should make recommendations to the ISTE on the following topics: local school goals, teachers' needs, quality and quantity of the program, and the expectations from the schools and from the college. Also, they should consider recruitment, time scheduling, and the evaluation procedure.

2. The college faculty members should have inservice training before they give inservice education to the teachers. The main things that the faculty members should know are: the goals and the objectives of the ISTE program, general principles based on ISTE, character and value of ISTE, and also the characteristics of adult learners.

3. Concerning the diversity of teachers, alternative learning activities should be designed with allowances for teachers who differ in experience and other traits to succeed in their goals.

4. In giving an assignment, careful consideration should be given to the work loads, finances, available time and resources of the participants.

5. Evaluation techniques used for the ISTE program must be different from other regular college programs. Various evaluative instruments such as, observation and written examinations to determine the subsequent changes in professional attitudes, growth in knowledge, and teaching competencies of the individual participant must be used.

6. Concerning the selection of new participants, the college should have consideration toward the program enrollments. The teachers should be allowed to enroll in the same programs they taught in school.

7. Instructors of the ISTE program should be selected on the basis of their competence and their potential compatibility with participants.

Recommendations for Further Research

Several related research areas have come to the mind of the researcher at one point or another while conducting the study and it is recommended they be given serious consideration by interested persons. The related research areas are:

1. In addition to a summative evaluation, it is particularly important to conduct a formative evaluation of the ISTE program.

2. A study of the perceptions of parents, students, and participants concerning the effect of the ISTE program on the changes in students should be conducted.

3. Since the teachers' colleges throughout Thailand have been involved in the ISTE program, a national study related to the perceptions of participants, college faculty members, administrators, and parents would be in order.

4. A comparison of the ISTE programs provided by urban teachers' colleges and rural teachers' colleges.

5. A regional study to compare the ISTE programs provided by different teachers' colleges.

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APPENDICES

APPENDIX A

PARTICIPANT QUESTIONNAIRE

(ENGLISH VERSION)

A SURVEY

Perceptions of Participants, Administrators, and College Faculty members of The Inservice Teacher Education (ISTE) Program at Phra Nakhon Si Ayutthya Teachers' College, Thailand.

PART I. GENERAL INFORMATION

Please check (✓) the space that best applies to you.

Your status in participating in the ISTE is:
_____College Faculty Member, area of specialization___
_____Participant, area of specialization_____
_____Educational Administrator

PART II. PROFESSIONAL DEVELOPMENT INFORMATION

Whether participant, educational administrator, or college faculty member, please indicate your perception of the Inservice Teacher Education program by responding to the following statements.

Using the following scale, please check (✓) the appropriate degree that best describes the professional development.

PROFESSIONAL DEVELOPMENT	(5) Excellent	(4) Above Average	(3) Average	(2) Below Average	(1) Poor
1. Developing better personal qualities as a teacher (poise, emotional control, self-confidence, initiative and punctuality).					
2. Knowledge of subject content.					
3. Understanding and using courses of study and curriculum guides.					
4. Planning learning activities with students.					
5. Evaluating pupil progress.					
6. Concern for individual differences of students.					
7. Handling disciplinary problems.					
8. Motivating pupils that seem disinterested.					
9. Use of teaching materials.					
10. Using a variety of teaching methods.					
11. Understanding extracurricular activities.					
12. Adapting to community.					

PART III. THE STRENGTHS AND THE WEAKNESSES OF THE ISTE PROGRAM.

Please answer questions number 1 to 4 in the space provided.

1. What do you like best about the ISTE program?

_____

_____

_____

2. What do you like least about the ISTE program?

_____

_____

_____

3. How could the ISTE program be improved?

_____

_____

_____

4. Your overall evaluation of the ISTE program is: Please check (✓) one which is the most appropriate.

__Satisfactory __Needs Improvement __Unsatisfactory

PART IV. INSERVICE TEACHER EDUCATION (ISTE) INFORMATION

Please rate the extent, degree, or quality of the inservice teacher education program placing a check (✓) in the appropriate box.

CATEGORIES	(5) Excellent	(4) Above Average	(3) Average	(2) Below Average	(1) Poor
1. ISTE program is of value to the learners.					
2. ISTE is directly related to instructional improvement.					
3. ISTE is based on the needs and interests of the learners.					
4. The techniques and methods used in ISTE are consistent with fundamental principles of effective teaching and learning.					
5. The curriculum content are adequate and appropriate.					
6. The time schedule of the ISTE program is convenient for the learners.					
7. Adequate instructional materials are available.					
8. Adequate faculty are available.					
9. The college faculty members have teaching skills.					
10. The classroom climate is conducive to learning.					
11. The evaluation technique is reasonable and appropriate.					
12. Most support services (library, guidance, remedial) help faculty and partitipants to achieve the objectives of the ISTE program.					

PART V. PARTICIPANTS INFORMATION

Please check (✓) the answer to the questions in the space provided:

1. What was your reason to enroll in the ISTE program? If more than one, please rank in order of importance.

_____

_____

_____

2. Do you have any problems about the following services?

a) ISTE Center: Yes___ No___

If yes, please specify: _____

b) Library: Yes___ No___

If yes, please specify: _____

c) Cafeteria: Yes___ No___

If yes, please specify: _____

d) Guidance & Counseling: Yes___ No___

If yes, please specify: _____

e) Other services such as school facilities and supplies, social area, health center, clerk, registration and transportation. Yes___ No___

If yes, please specify: _____

_____

_____

APPENDIX B

COLLEGE FACULTY MEMBER QUESTIONNAIRE

(ENGLISH VERSION)

A SURVEY

Perceptions of Participants, Administrators, and College Faculty members of The Inservice Teacher Education (ISTE) Program at Phra Nakhon Si Ayutthya Teachers' College, Thailand.

PART I. GENERAL INFORMATION

Please check (✓) the space that best applies to you.

Your status in participating in the ISTE is:

_____College Faculty Member, area of specialization___
_____Participant, area of specialization_____
_____Educational Administrator

PART II. PROFESSIONAL DEVELOPMENT INFORMATION

Whether participant, educational administrator, or college faculty member, please indicate your perception of the Inservice Teacher Education program by responding to the following statements.

Using the following scale, please check (✓) the appropriate degree that best describes the professional development.

PROFESSIONAL DEVELOPMENT	(5) Excellent	(4) Above Average	(3) Average	(2) Below Average	(1) Poor
1. Developing better personal qualities as a teacher (poise, emotional control, self-confidence, initiative and punctuality).					
2. Knowledge of subject content.					
3. Understanding and using courses of study and curriculum guides.					
4. Planning learning activities with students.					
5. Evaluating pupil progress.					
6. Concern for individual differences of students.					
7. Handling disciplinary problems.					
8. Motivating pupils that seem disinterested.					
9. Use of teaching materials.					
10. Using a variety of teaching methods.					
11. Understanding extracurricular activities.					
12. Adapting to community.					

PART III. THE STRENGTHS AND THE WEAKNESSES OF THE ISTE PROGRAM.

Please answer questions number 1 to 4 in the space provided.

1. What do you like best about the ISTE program?

_____

_____

_____

2. What do you like least about the ISTE program?

_____

_____

_____

3. How could the ISTE program be improved?

_____

_____

_____

4. Your overall evaluation of the ISTE program is: Please check (✓) one which is the most appropriate.

__Satisfactory __Needs Improvement __Unsatisfactory

PART IV. INSERVICE TEACHER EDUCATION (ISTE) INFORMATION

Please rate the extent, degree, or quality of the inservice teacher education program placing a check (✓) in the appropriate box.

CATEGORIES	(5) Excellent	(4) Above Average	(3) Average	(2) Below Average	(1) Poor
1. ISTE program is of value to the learners.					
2. ISTE is directly related to instructional improvement.					
3. ISTE is based on the needs and interests of the learners.					
4. The techniques and methods used in ISTE are consistent with fundamental principles of effective teaching and learning.					
5. The curriculum content are adequate and appropriate.					
6. The time schedule of the ISTE program is convenient for the learners.					
7. Adequate instructional materials are available.					
8. Adequate faculty are available.					
9. The college faculty members have teaching skills.					
10. The classroom climate is conducive to learning.					
11. The evaluation technique is reasonable and appropriate.					
12. Most support services (library, guidance, remedial) help faculty and partitipants to achieve the objectives of the ISTE program.					

APPENDIX C

ADMINISTRATOR QUESTIONNAIRE

(ENGLISH VERSION)

A SURVEY

Perceptions of Participants, Administrators, and College Faculty members of The Inservice Teacher Education (ISTE) Program at Phra Nakhon Si Ayutthya Teachers' College, Thailand.

PART I. GENERAL INFORMATION

Please check (✓) the space that best applies to you.

Your status in participating in the ISTE is:

_____College Faculty Member, area of specialization___
_____Participant, area of specialization_____
_____Educational Administrator

PART II. PROFESSIONAL DEVELOPMENT INFORMATION

Whether participant, educational administrator, or college faculty member, please indicate your perception of the Inservice Teacher Education program by responding to the following statements.

Using the following scale, please check (✓) the appropriate degree that best describes the professional development.

PROFESSIONAL DEVELOPMENT	(5) Excellent	(4) Above Average	(3) Average	(2) Below Average	(1) Poor
1. Developing better personal qualities as a teacher (poise, emotional control, self-confidence, initiative and punctuality).					
2. Knowledge of subject content.					
3. Understanding and using courses of study and curriculum guides.					
4. Planning learning activities with students.					
5. Evaluating pupil progress.					
6. Concern for individual differences of students.					
7. Handling disciplinary problems.					
8. Motivating pupils that seem disinterested.					
9. Use of teaching materials.					
10. Using a variety of teaching methods.					
11. Understanding extracurricular activities.					
12. Adapting to community.					

PART III. THE STRENGTHS AND THE WEAKNESSES OF THE ISTE PROGRAM.

Please answer questions number 1 to 4 in the space provided.

1. What do you like best about the ISTE program?

_____

_____

_____

2. What do you like least about the ISTE program?

_____

_____

_____

3. How could the ISTE program be improved?

_____

_____

_____

4. Your overall evaluation of the ISTE program is: Please check (✓) one which is the most appropriate.

__Satisfactory __Needs Improvement __Unsatisfactory

APPENDIX D

DIRECTIONS FOR RESPONDING TO THE QUESTIONNAIRE (THAI VERSION)

คำชี้แจง

เรียน อาจารย์ที่นับถือ

กระผม นายสิงห์ทอง สุคมี นักศึกษาในระดับปริญญาเอก สาขาวิชาการศึกษาผู้ใหญ่และการศึกษาต่อเนื่อง ณ. Oklahoma State University กระผมมีความสนใจเกี่ยวกับบทบาทของมหาวิทยาลัยและวิทยาลัยในการจัดการศึกษาต่อเนื่องให้แก่บุคคลในชุมชน และขณะนี้กระผมกำลังทำวิทยานิพนธ์ ในหัวข้อ "การศึกษาความคิดเห็นของคณะอาจารย์ (ผู้ให้การอบรม), ครูและบุคลากรทางการศึกษา (ผู้เข้ารับการอบรม), และผู้บริหารการศึกษาในระดับท้องถิ่น (ผู้ใช้ครู) ที่มีต่อการจัดอบรมครู และบุคลากรทางการศึกษา (อกป) ณ. วิทยาลัยครูอยุธยา

กระผมได้จัดทำแบบสอบถามส่งไปยังคณะอาจารย์ผู้ให้การอบรม, ผู้เข้ารับการอบรม, และผู้ใช้ครู ซึ่งมีส่วนเกี่ยวข้องกับโครงการ อกป ณ. วิทยาลัยครูอยุธยา เพื่อศึกษาข้อคิดเห็นและคำแนะนำอันเป็นประโยชน์จากคณะบุคคล 3 กลุ่มนี้ กระผมขอความกรุณาจากท่านโปรดกรอกแบบสอบถามนี้และส่งคืนไปยังที่ อาจารย์อรธิรา บัวพิมพ์ หรือ อาจารย์ยุทธนา พูนทอง ที่วิทยาลัยครูอยุธยา ภายใน 2 วัน หลังจากที่ท่านได้รับแบบสอบถาม

การกรอกแบบสอบถามฉบับนี้ ท่านมิต้องกรอกชื่อของท่านในใบสอบถาม เพราะฉะนั้นกระผมใคร่ขอความร่วมมือจากท่าน โปรดตอบแบบสอบถามให้ตรงตามความคิดเห็นของท่านมากที่สุด กระผมหวังเป็นอย่างยิ่งว่าผลจากการศึกษาครั้งนี้ จะมีประโยชน์ต่อการพัฒนาและปรับปรุงโครงการ อกป. ของวิทยาลัยครูอยุธยา และของวิทยาลัยครูแห่งอื่น ๆ ในประเทศไทยอีกด้วย

ขอขอบพระคุณล่วงหน้าในความร่วมมือของท่านมา ณ โอกาสนี้

ขอแสดงความนับถือ

(นายสิงห์ทอง สุคมี)
อาจารย์วิทยาลัยครูกาญจนบุรี

APPENDIX E

PARTICIPANT QUESTIONNAIRE

(THAI VERSION)

แบบสำรวจ

ข้อคิดเห็นของอาจารย์ผู้ให้การอบรม ผู้เข้ารับการอบรม และผู้ใช้ครู ค. วิทยาลัยครูสวนดุสิตธนบุรี

ภาค ๑ ข้อมูลทั่วไป

โปรดทำเครื่องหมาย (✓) และเติมข้อความในช่องว่าง ให้ตรงกับสถานภาพของท่านที่เป็นจริงที่สุด ที่เกี่ยวกับการอบรมครูและบุคลากรประจำการ (อกป)

ท่านมีส่วนร่วมเกี่ยวกับการอบรมครูและบุคลากรประจำการในฐานะ

___อาจารย์ให้การอบรม ในวิชาเอก _____

___ผู้เข้ารับการอบรม ในวิชาเอก _____

___ผู้ใช้ครู

ภาค ๒ ข้อมูลที่เกี่ยวกับ ปัญหาการทางด้านการปฏิบัติงานของผู้เข้ารับการอบรม

ในฐานะที่ท่านเป็นผู้ให้การอบรม หรือผู้เข้ารับการอบรม หรือเป็นผู้ใช้ครูก็ตาม ท่านมีความคิดเห็นเช่นไรต่อปัญหาการทางด้านการปฏิบัติงานของผู้เข้ารับการอบรม

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความ ซึ่งตรงตามความคิดเห็นของท่านมากที่สุด

ผู้เข้ารับการอบรมมีปัญหาการทางด้าน	ระดับปัญหาการ				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยมาก (1)
๑. บุคลิกภาพ เช่น ความคิดริเริ่ม,ความมั่นใจ การตรงต่อเวลา และการอบรมศีลธรรม					
๒. เนื้อหาวิชา					
๓. หลักสูตร และประมวลการเรียน					
๔. วางแผนกิจกรรมการเรียนการสอน					
๕. การวัดและประเมินการเรียนรู้ของนักเรียน					
๖. การยอมรับความแตกต่างระหว่างบุคคลของนักเรียน					
๗. การควบคุมชั้นเรียน					
๘. การเร้าความสนใจ					
๙. การใช้อุปกรณ์การสอน					
๑๐. การใช้วิธีการสอนหลาย ๆ แบบ					
๑๑. การจัดกิจกรรมนอกหลักสูตร					
๑๒. การปรับตัวให้เข้ากับสังคม และชุมชน					

ภาค ๓. สำหรับคำถาม ข้อ ๑๓ ถึง ข้อ ๑๕ กรุณาเขียนคำตอบลงในที่ว่างที่จัดไว้

๑๓. สิ่งที่ท่านชอบมากที่สุด เกี่ยวกับโครงการ อคป.

_____

_____

๑๔. สิ่งที่ท่านชอบน้อยที่สุด เกี่ยวกับโครงการ อคป.

_____

_____

๑๕. ตามความคิดเห็นของท่าน วิธีการที่ดีที่สุดที่จะช่วยปรับปรุงโครงการ อคป. คือ

_____

_____

๑๖. ท่านมีความรู้สึกเช่นไรต่อคุณภาพโดยส่วนรวมของโครงการ อคป.
โปรดทำเครื่องหมาย (✓) ในช่องว่างใต้รูป

– เป็นที่น่าพอใจ

– ควรปรับปรุง

– ไม่น่าพอใจ

ภาค ๔ ข้อมูลที่เกี่ยวกับคุณภาพของโครงการการอบรมครูและบุคลากรประจำการ

ในฐานะที่ท่านเป็นผู้ให้การอบรม หรือเป็นผู้เข้ารับการอบรม ก็ตาม ท่านมีความคิดเห็นเช่นไรต่อคุณภาพของโครงการ อคป.

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความซึ่งตรงตามความคิดเห็นของท่านมากที่สุด

ข้อความ	ระดับคุณภาพ				
	ดีเยี่ยม (5)	ดี (4)	พอใช้ (3)	เกือบพอใช้ (2)	ไม่ดี (1)
๑. โครงการ อคป. มีคุณค่าต่อผู้เข้ารับการอบรม					
๒. การอบรมแนวทางด้านปรับปรุงคุณภาพการสอน					
๓. การอบรมคำนึงถึงความต้องการและความสนใจของผู้เข้ารับการอบรม					
๔. เทคนิคและวิธีการที่ใช้ในการอบรมตั้งอยู่บนรากฐานแห่งการเรียน–การสอนที่มีประสิทธิภาพ					
๕. หลักสูตรของการอบรมมีเนื้อหาที่เหมาะสม					
๗. การจัดตารางเวลาในการอบรมสะดวกแก่ผู้เข้ารับการอบรม					
๗. วุปกรณ์การสอนมีอย่างเหมาะสมและเพียงพอ					
๘. วิทยากรมีจำนวนเพียงพอ					
๙. วิทยากรมีความสามารถในการสอน					
๑๐. บรรยากาศของชั้นเรียนช่วยส่งเสริมการเรียน					
๑๑. เทคนิคและการวัดผลมีหลักการและเหตุผล					
๑๒. การจัดบริการที่ช่วยส่งเสริมการเรียน เช่น ห้องสมุด, ฝ่ายแนะแนว ช่วยให้ผู้ให้การอบรม และผู้เข้ารับการอบรม ประสบความสำเร็จตามวัตถุประสงค์ของโครงการ					

ภาค ๕ ข้อมูลที่เกี่ยวกับผู้เข้ารับการอบรม

โปรดทำเครื่องหมาย (✓) และเติมข้อความลงในช่องว่างที่ได้จัดไว้ให้

๑. ในฐานะที่ท่านเป็นผู้เข้ารับการอบรม โปรดระบุวัตถุประสงค์หรือเหตุผลของท่านที่มาเข้ารับการอบรม โดยเรียงลำดับความสำคัญจากมากไปหาน้อย

_____

_____

_____

๒. ท่านเคยมีปัญหาเกี่ยวกับฝ่ายบริการของวิทยาลัยตามหัวข้อต่อไปนี้หรือไม่

ก. ศูนย์ส่งเสริมและพัฒนาการ อกป. : เคย_____ไม่เคย _____

ถ้าเคยโปรดระบุ _____

ข. ห้องสมุด : เคย_____ไม่เคย_____

ถ้าเคยโปรดระบุ _____

ค. แผนกแนะแนว : เคย_____ไม่เคย_____

ถ้าเคยโปรดระบุ_____

ง. โรงอาหาร : เคย_____ไม่เคย_____

ถ้าเคยโปรดระบุ_____

จ. บริการด้านอื่น ๆ ถ้ามี เช่น เกี่ยวกับอาคารสถานที่พักผ่อนและห้างานกรุ่ม เจ้าหน้าที่ธนาคาร ยานพาหนะ เป็นต้น เคย_____ไม่เคย_____

ถ้าเคยโปรดระบุ _____

APPENDIX F

COLLEGE FACULTY MEMBER QUESTIONNAIRE

(THAI VERSION)

แบบสำรวจ

ข้อคิดเห็นของอาจารย์ผู้ให้การอบรม ผู้เข้ารับการอบรม และผู้ใช้ผล ต. วิทยาลัยครูพระนครศรีอยุธยา

ภาค ๑ ข้อมูลทั่วไป

โปรดทำเครื่องหมาย (✓) และเติมข้อความในช่องว่าง ให้ตรงกับสถานภาพของท่านที่เป็นจริงที่สุด ที่เกี่ยวกับการอบรมครูและบุคลากรประจำการ (อคป)

ท่านมีส่วนร่วมเกี่ยวกับการอบรมครูและบุคลากรประจำการในฐานะ

___อาจารย์ให้การอบรม ในวิชาเอก _____

___ผู้เข้ารับการอบรม ในวิชาเอก _____

___ผู้ใช้ผล

ภาค ๒ ข้อมูลที่เกี่ยวกับ ปัญหาการทางด้านการปฏิบัติงานของผู้เข้ารับการอบรม

ในฐานะที่ท่านเป็นผู้ให้การอบรม หรือผู้เข้ารับการอบรม หรือเป็นผู้ใช้ผลก็ตาม ท่านมีความคิดเห็นอย่างไรว่าปัญหาการทางด้านการปฏิบัติงานของผู้เข้ารับการอบรม

โปรดทำเครื่องหมาย (✓) ในช่องว่างข้างข้อความ ซึ่งตรงตามความคิดเห็นของท่านมากที่สุด

ผู้เข้ารับการอบรมมีปัญหาการทางด้าน	ระดับปัญหาการ				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยมาก (1)
๑. บุคลิกภาพ เช่น ความคิดริเริ่ม,ความมั่นใจ การวางตัวเวลา และการควบคุมอารมณ์					
๒. เนื้อหาวิชา					
๓. หลักสูตร และประมวลการเรียน					
๔. วางแผนกิจกรรมการเรียนการสอน					
๕. การวัดและประเมินผลการเรียน					
๖. การแก้ไขปัญหาความแตกต่างระหว่างบุคคลของนักเรียน					
๗. การดูแลนักเรียน					
๘. การใช้แรงจูงใจ					
๙. การใช้อุปกรณ์การสอน					
๑๐. การใช้วิธีการสอนหลาย ๆ แบบ					
๑๑. การจัดกิจกรรมนอกหลักสูตร					
๑๒. การปรับตัวให้เข้ากับชุมชน และสังคม					

ภาค ๓. สำหรับคำถาม ข้อ ๑๓ ถึง ข้อ ๑๔ กรุณาเขียนคำตอบลงในที่ว่างที่จัดไว้

๑๓. สิ่งที่ท่านชอบมากที่สุด เกี่ยวกับโครงการ อคป.

_____

_____

๑๔. สิ่งที่ท่านชอบน้อยที่สุด เกี่ยวกับโครงการ อคป.

_____

_____

๑๕. ตามความคิดเห็นของท่าน วิธีการที่ดีที่สุดที่จะร่วยปรับปรุงโครงการ อคป. คือ

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๑๖. ท่านมีความรู้สึกเช่นไรต่อคุณภาพโดยส่วนรวมของโครงการ อคป.
โปรดทำเครื่องหมาย (✓) ในช่องว่างใต้รูป

– เป็นที่น่าพอใจ

– ควรปรับปรุง

– ไม่น่าพอใจ

ภาค ๔ ข้อมูลที่เกี่ยวกับคุณภาพของโครงการการอบรมครูและบุคลากรประจำการ

ในฐานะที่ท่านเป็นผู้ให้การอบรม หรือเป็นผู้เข้ารับการอบรม ก็ตาม ท่านมีความคิดเห็นเช่นไรต่อคุณภาพของโครงการ อคป.

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความซึ่งตรงตามความคิดเห็นของท่านมากที่สุด

ข้อความ	ระดับคุณภาพ				
	ดีเยี่ยม (5)	ดี (4)	พอใช้ (3)	เกือบพอใช้ (2)	ไม่ดี (1)
๑. โครงการ อคป. มีคุณค่าต่อผู้เข้ารับการอบรม					
๒. การอบรมเน้นทางด้านปรับปรุงคุณภาพการสอน					
๓. การอบรมคำนึงถึงความต้องการและความสนใจของผู้เข้ารับการอบรม					
๔. เทคนิคและวิธีการที่ใช้ในการอบรมตั้งอยู่บนรากฐานแห่งการเรียน–การสอนที่มีประสิทธิภาพ					
๕. หลักสูตรของการอบรมมีเนื้อหาที่เหมาะสม					
๗. การจัดการจางเวลาในการอบรมสะดวกแก่ผู้เข้ารับการอบรม					
๗. อุปกรณ์การสอนมีอย่างเหมาะสมและเพียงพอ					
๘. วิทยากรมีจำนวนเพียงพอ					
๙. วิทยากรมีความสามารถในการสอน					
๑๐. บรรยากาศของชั้นเรียนช่วยส่งเสริมการเรียน					
๑๑. เทคนิคและการวัดผลมีหลักการและเหตุผล					
๑๒. การจัดบริการที่ช่วยส่งเสริมการเรียน เช่น ห้องสมุด, ฝ่ายแนะแนว ช่วยให้ผู้ให้การอบรม และผู้เข้ารับการอบรม ประสบความสำเร็จตามวัตถุประสงค์ของโครงการ					

APPENDIX G

ADMINISTRATOR QUESTIONNAIRE

(THAI VERSION)

แบบสำรวจ

ข้อคิดเห็นของอาจารย์ผู้ให้การอบรม ผู้เข้ารับการอบรม และผู้ใช้ครู ณ.วิทยาลัยครูพระนครศรีอยุธยา

ภาค ๑ ข้อมูลทั่วไป

โปรดทำเครื่องหมาย (✓) และเติมข้อความในช่องว่าง ให้ตรงกับสถานภาพของท่านที่เป็นจริงที่สุด ที่เกี่ยวกับการอบรมครูและบุคลากรประจำการ (อคป)

ท่านมีส่วนร่วมเกี่ยวกับการอบรมครูและบุคลากรประจำการในฐานะ

___อาจารย์ให้การอบรม ในวิชาเอก _____

___ผู้เข้ารับการอบรม ในวิชาเอก _____

___ผู้ใช้ครู

ภาค ๒ ข้อมูลที่เกี่ยวกับ พัฒนาการทางด้านการปฏิบัติงานของผู้เข้ารับการอบรม

ในฐานะที่ท่านเป็นผู้ให้การอบรม หรือผู้เข้ารับการอบรม หรือเป็นผู้ใช้ครูก็ตาม ท่านมีความคิดเห็นเช่นไรต่อพัฒนาการทางด้านการปฏิบัติงานของผู้เข้ารับการอบรม

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความ ซึ่งตรงตามความคิดเห็นของท่านมากที่สุด

ผู้เข้ารับการอบรมมีพัฒนาการทางด้าน	ระดับพัฒนาการ				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยมาก (1)
๑. บุคลิกภาพ เช่น ความคิดริเริ่ม,ความพ่นใจ การตรงต่อเวลา และการควบคุมสติอารมณ์					
๒. เนื้อหาวิชา					
๓. หลักสูตร และประมวลการเรียน					
๔. วางแผนกิจกรรมการเรียนการสอน					
๕. การวัดและพัฒนาการของนักเรียน					
๖. การยอมรับความแตกต่างระหว่างบุคคลของนักเรียน					
๗. การควบคุมชั้นเรียน					
๘. การสร้างแรงจูงใจ					
๙. การใช้อุปกรณ์การสอน					
๑๐. การใช้วิธีการสอนหลาย ๆ แบบ					
๑๑. การวัดกิจกรรมนอกหลักสูตร					
๑๒. การปรับตัวให้เข้ากับชุมชน และสังคม					

ภาค ๓. สำหรับคำถาม ข้อ ๑๓ ถึง ข้อ ๑๔ กรุณาเขียนคำตอบลงในที่ว่างที่จัดไว้

๑๓. สิ่งที่ท่านชอบมากที่สุด เกี่ยวกับโครงการ อคป.

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๑๔. สิ่งที่ท่านชอบน้อยที่สุด เกี่ยวกับโครงการ อคป.

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๑๕. ตามความคิดเห็นของท่าน วิธีการที่ดีที่สุดที่จะช่วยปรับปรุงโครงการ อคป. คือ

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๑๖. ท่านมีความรู้สึกเช่นไรต่อคุณภาพโดยส่วนรวมของโครงการ อคป.
โปรดทำเครื่องหมาย (✓) ในช่องว่างใต้รูป

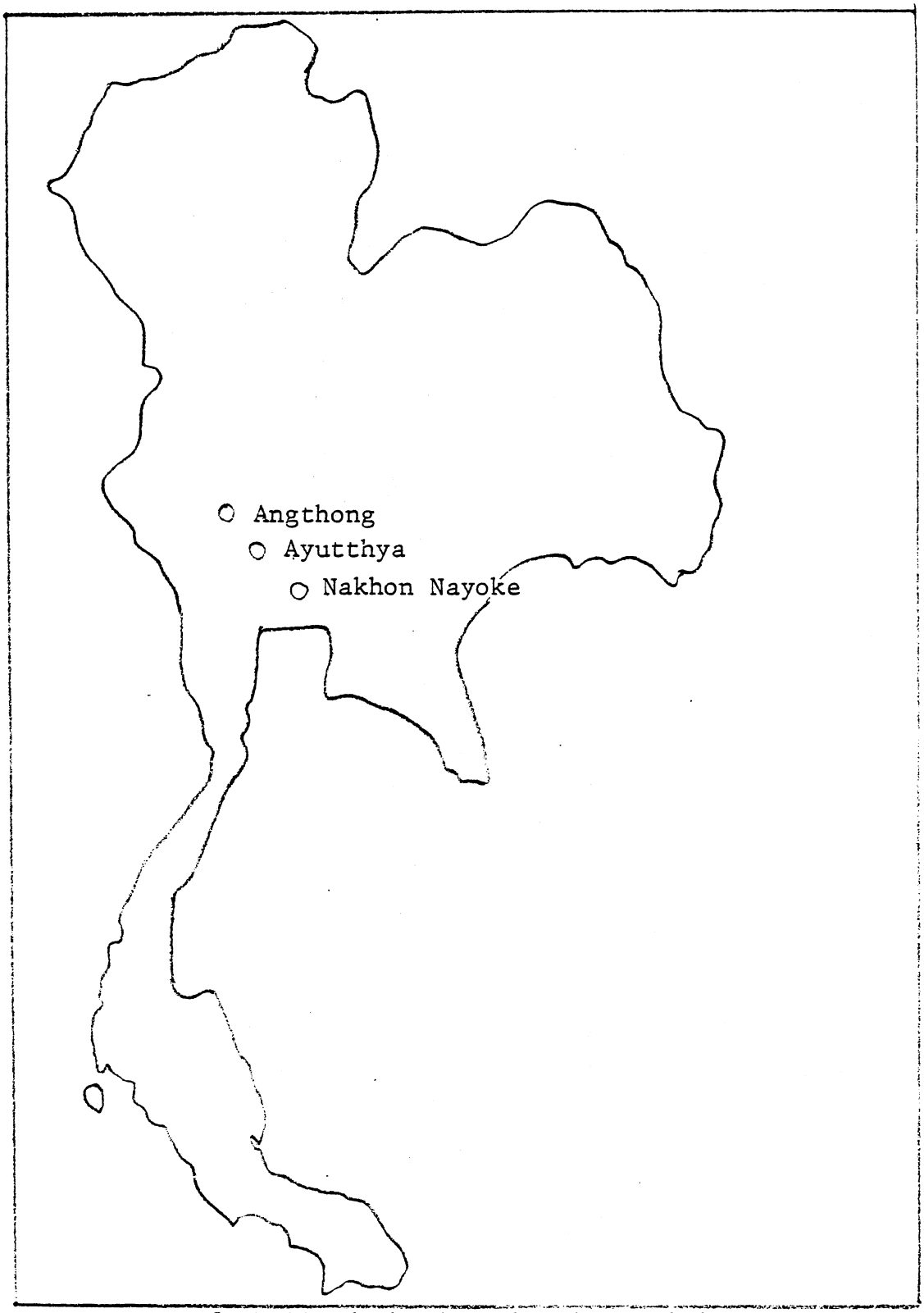
– เป็นที่น่าพอใจ

– ควรปรับปรุง

– ไม่น่าพอใจ

APPENDIX H

MAP OF THAILAND SHOWING THE THREE CITIES IN WHICH AN ISTE CENTER IS LOCATED



Map of Thailand Showing the Three Cities
in Which an ISTE Center Is Located

VITA

Singthong Sudmi

Candidate for the Degree of

Doctor of Education

Thesis: INSERVICE TEACHER EDUCATION AT PHRA NAKHON SI AYUTTHYA TEACHERS' COLLEGE, THAILAND: A STUDY OF THE PERCEPTIONS OF PARTICIPANTS, ADMINISTRATORS, AND COLLEGE FACULTY MEMBERS

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Biographical:

Personal Data: Born July 25, 1944, Chainat, Thailand, the son of Sa-ngiam and Kluab, wife Nilavan Siricharutas.

Education: Received Bachelor of Education degree in Secondary Education from Srinakharinwirot University, Chonburi, Thailand, 1970; received Master of Education degree in Educational Administration from Southwestern Oklahoma State University, Weatherford, Oklahoma, 1977; completed requirements for the Doctor of Education degree in Occupational and Adult Education at Oklahoma State University in December, 1982.

Professional Experience: Secondary school teacher, Chainat, Thailand, 1965-1967; Secondary school teacher, Chonburi, Thailand, 1968-1970; Thai Language Instructor at Chombung Village Teachers' College, Rajburi, Thailand, 1970-1973; Thai Language Instructor at Nakhonsawan Teachers' College, Nakhonsawan, Thailand, 1973-1976; Head of Instructional Supervisory Section at Kanchanaburi Teachers' College, Kanchanaburi, Thailand, 1978-1979; Staff member in the Section of Instructional Supervision at Kanchanaburi Teachers' College, Kanchanaburi, Thailand, 1979 to present.

Professional Organization: Thailand's Teacher Organization (Kuru Sabha).