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An Evaluation of Continuing Professional Development for Public Secondary School Teachers in Chiang Mai, Thailand

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ABSTRACT

Continuing Professional Development (CPD) for teachers is considered as an essential requirement in Education. In Thailand, the government has made an attempt to develop teachers through a scheme of CPD, which is seen as not yet reaching its intended goals. The aim of this study, therefore, is to examine the provision of CPD in Thailand and to search for practical ideas for CPD of teachers in the country.

An investigation was carried out of the perceptions of public secondary school teachers and school administrators toward CPD for teachers in Chiang Mai, Thailand. The objectives were to highlight teachers' perception of CPD, to study the needs of teachers, to explore the opportunities of CPD available for teachers, to reveal influential factors upon teachers, to investigate the problems and obstacles facing teachers, and to examine schools' problems, supports and school administrators' opinions toward CPD for teachers.

The major findings were: 1) the teachers saw CPD as an important part of the teaching career; 2) the needs of teachers for CPD were high; 3) teachers do not have equal opportunities in CPD; 4) teachers were influenced by school administrators and education policy; 5) finance is a major problem for teachers in CPD; 6) schools did not give enough support to teachers in CPD because the schools were lack of budget and planning, and school administrators viewed teacher development as an unimportant issue.

Based on these findings, it is recommended that: the management system of CPD must be improved; follow-up assessment activities should be conducted; opportunities of CPD should be widely opened to all teachers; and promotion, genuine supports, clear information and achievable incentives should be offered in order to encourage teachers to engage in continuing professional development.

ACKNOWLEDGEMENTS

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List of Abbreviations

CPD	Continuing Professional Development
CTEEG	Commission on Thailand's Education in the Era of Globalisation
ICT	Information and Communication Technology
LLE	Lifelong Learning
NESDP	National Education and Social Development Plan
NTQ	National Teacher Qualification
OECD	Organisation for Economic Co-operation and Development
OGED	Office of General Education Department
ONEC	Office of the National Education Commission
PGCE	Postgraduate Certificate of Education
QA	Quality Assurance
TARGET	Teaching Appraisal by Repertory Grid Elicitation Techniques
TERO	Teacher Education Reform Office
UK	United Kingdom
UNESCO	United Nations Educational, Scientific, and Cultural Organisation

Chapter One

Introduction

1.1 Overview

Societies throughout the world are constantly changing and developing; thus education can also be expected to change (Sikes, 1992: 36). Indeed, almost everything in education is apparently changing, and the rate of change is accelerating. Consequently, changes resulting from the development of knowledge are making existing knowledge out-of-date very quickly (Dean, 1991: 1). On the subject of such change, UNESCO (1998: 3) states that 'Changes in demographic, economic and technological environment have affected teachers, and require an improvement of teachers' motivation and performance'. Thus, changes are being introduced and imposed through governmental legislation. The extent to which they challenge the prevailing ethos and assumptions about how education should be delivered; and the degree to which they directly affect, or at least have implications for, the careers of all teachers and heads/principals (Sikes, 1992: 36) needs to be examined.

In such a changing environment, schools and teachers must inevitably face different types of problems, uncertainties, and challenges. Cheng and Tsui, (1999:141) argue that educational goals seem to be uncertain and complex. Equally the task of education is demanding. Expectations from the public are diverse; and public accountability is sought more than ever before.

Furthermore, Grauwe (1998:3) says teachers are an important force in societies, not only because of their sheer numbers, but much more because they are the guarantors of the education of future generations, especially in developing countries, where few other resources are made available to schools. This is particularly so in remote rural areas

where schools, as the major resources for education, and teachers, in particular, can offer models of good behaviour and have strong influences upon young people. Thus, teachers are seen as symbols or representatives of education and as such they are expected to provide knowledge necessary in helping young people to cope with changes and development in society.

Consequently, teachers are seen as the schools' greatest assets. However, they will only be able to fulfil their educational purposes if they are both well prepared for the profession, and able to maintain and improve their contributions to it through continuing career-long professional development. Day (1999:2) strongly argues that '...this is necessary for all teachers in order to keep pace with change and to review and renew their own knowledge, skills and visions for good teaching'. Teachers are, therefore, required to change themselves through continuous personal professional development and what they do must meet specifications laid down by policy makers. They may even be required to make changes, which they believe, on the basis of their professional experience are not in the best interests of education. In addition, Sikes (1992: 36-37) points out that teachers must inevitably be required to implement changes that have their origins in a variety or a combination of factors (i.e. economic trends, historical events, different political parties coming into power, social and cultural developments, demographic trends, or technological advances).

Whilst it is agreed that a fundamental purpose of education is to prepare young people for life in society, and that teachers have a crucial role in implementing that role, there is much debate as to how this can effectively be achieved. Within this context, one purpose or duty of teachers is to provide a package of knowledge and skills to serve their students. Generally, when students do not achieve the identified goals of the best

education, it is publicly believed that the weakness lies with teachers and their teaching abilities, which are considered to be inappropriate, inadequate and ineffective. A common interpretation is that many teachers are lacking in knowledge, skills, competencies, and suitable personalities. Changes are, therefore, being introduced in order to remedy the 'deficiencies' of teachers and their practices. Such changes are ostensibly to help teachers to 'develop' and 'improve'.

The effect of such changes is simply to add to the complexity and confusion teachers experience, because they are continually required variously to alter their administrative and organisational systems, their pedagogy, and their curriculum content, along with the resources and technology they use, and their assessment procedures (Sikes, 1992: 37). All of these changes focus on teachers' accountability. Therefore, many aspects of change have come together, placing a greater emphasis on the need for teachers to develop whilst learning and engaging in continuing professional development (CPD).

Based upon this emphasis, Donnelly (1992: 87) strongly argues that '...there is a need for teachers to research into what makes for effective learning along with the development of new technologies to assist with the learning process, since the skills and knowledge required for teaching effectively are always changing'. Therefore, in addition to personal continuing development, there is a need for teachers to be involved in classroom based research to identify effective learning strategies, as well as the usage of a range of appropriate supporting resources.

1.2 Background of the Research

In Thailand, because of concerns about ineffective teaching, therefore, there are continuous calls for raising standards of teaching and student learning. This requires the

improvement of teachers' quality in terms of professional knowledge and skills. However, despite the efforts of the Thai government to promote a professional development culture in schools, as well as to ensure that teachers continue to develop their knowledge and skills through giving them opportunities for the development of practice based upon observations, such practices remain very limited. These government's efforts are almost always at the level of planning or talking about professional teaching, rather than at the level of examining practice itself. With regard to professional development for teachers in public secondary schools, it is widely perceived that such development is ineffective, as it is not yet supported as a part of school culture. This is based upon the fact that many teachers are seen as working for personal gain and incentive, rather than to improve students' learning outcomes. Equally, many teachers declare an interest in research into teaching practice, but consider that such a role is more appropriately performed by academics. Therefore, most teachers work as a matter of routine, with little motivation towards improving their jobs. It is believed that the scheme of professional development for Thai teachers has not yet achieved any of the government's intended goals. The aim of this study, therefore, is to explore the perceptions of teachers in order to help inform, as well as enhance and encourage teachers to participate in continuing professional development (CPD) activities, in order more effectively to fulfil their obligations to their students as learners. Consequently, there is a need to examine the activities of continuing professional development with the aim of suggesting improvements.

1.3 Aims and Objectives of the Study

This study aims to investigate and evaluate the perceptions of public secondary school teachers and school administrators towards continuing professional development (CPD)

available for teachers in Chiang Mai, in the north of Thailand. This study focuses on public secondary teachers because

- the Thai government has attempted to encourage and support public school teachers to upgrade their teaching skills and abilities in order to improve their quality of teaching and professional status;

- teachers must have opportunities to develop their abilities and practices in order to cope with the demands of a changing world. Their responsibilities must match the needs of young people who are experiencing radical changes that will influence future generations;

- many secondary school teachers, at the present time, are conscientiously concerned with their career development;

- finding out the experiences and expert opinions of secondary school teachers with many years service will assist in a better understanding of the situation, circumstances and effectiveness of teaching, management and continuing professional development in schools, and how these can be enhanced.

The objectives of this study are:

1. to highlight teachers' perception of CPD;

2. to study the needs of teachers in CPD;

3. to explore the opportunities available for teachers to participate in the provided CPD activities;

4. to reveal the contextual factors that influence teachers in CPD;

5. to investigate the problems and obstacles facing teachers in CPD; and

6. to examine schools' problems, supports, and school administrators' opinions toward CPD for teachers.

The study explores teachers and school administrators' perceptions toward continuing professional development through an exploratory descriptive survey to answer research questions such as: How was the importance of CPD perceived by teachers? What were the needs of teachers in CPD? How and how often did teachers have opportunity to join the provided CPD activities? What were the contextual factors that influence teachers in CPD? What were the problems and obstacles that hinder teachers in CPD? What were the teachers' perceptions of classroom research for CPD? What were schools' needs and problems of teacher development? What were schools' supports for teacher development? And what were school administrators' opinions of CPD for teachers?

1.4 Significance of the Study

This study attempted to contribute towards a clearer understanding of the perceptions of teachers and school administrators to the usefulness, effectiveness and importance of CPD. The rationale behind the aim of this study is that there has not been similar research such as this has been undertaken to date, therefore, an investigation into the most effective ways to achieve goals, the resources available and the pathways open to teachers, is seen as necessary. In addition, it hopes to identify any similarities or differences between the experiences of teachers and school administrators. The findings from this study will produce useful discussion points on ways in which to encourage, sustain and enhance better participation in CPD.

1.5 Structure of the Thesis

The thesis is presented in nine chapters as follows:

- Chapter One gives an introduction to the research with its background, aims and objectives of the study.

- Chapter Two contains an overview of Thailand's education background, focusing on the development of general education, the educational management system and changes in the development of education in Thailand.

- Chapter Three explores teacher development, reform efforts to improve teacher quality, teacher as professional, and criteria for professional teacher.

- Chapter Four focuses on continuing professional development for teachers, the process of continuing professional development. It also explores the aims, methods, strategies and an evaluation of continuing professional development.

- Chapter Five outlines the research methodology. It explains in details of research design, construction of questionnaire, the validation and reliability of the questionnaire, study location and target population, a pilot study and the main fieldwork.

- Chapter Six presents the findings of the perceptions of teachers and school administrators toward CPD, based on a sample of teachers and school administrators in public secondary schools in Chiang Mai, Thailand.

- Chapter Seven is devoted to a discussion of the findings of the survey research. In the discussion, particular emphasis is placed on evaluation of continuing professional development for teachers.

- Chapter Eight contains conclusions drawn from the research, suggestions and recommendations on continuing professional development for teachers in Thailand.

Chapter Two

The Development of Education in Thailand

2.1 Introduction

Like the majority of developing countries and similar to its Southeast Asian neighbours, Thailand has experienced a rapid expansion and rapid changes in educational provision at all levels during the past 50 years (Watson, 1980: 55). It is seen as essential to explore why this has come about before proceeding to examine the continuing professional development of teachers. This chapter, therefore, seeks to explore why and how this expansion has taken place, and what are the changes that have affected the management of education, leading to a need for Thailand's teaching profession to be developed.

2.2 Background of Education

Education in Thailand began in Buddhist monasteries during the Sukothai era (1238-1350). Buddhism continues to have a direct influence upon Thai education, as it still permeates every aspect of Thai society: its art and architecture, language and literature, customs and ceremonies. Formerly, part of the training and expectation of Buddhist monks was to be adept at Pali grammar, fine arts, law, medicine, astronomy and arithmetic. They regarded reading and writing and the provision of knowledge to others as an essential religious act by which they would earn merit and reward (Watson, 1980:69).

Both teaching and learning were, therefore, seen as social and religious assets. Accordingly, wherever the Buddhist monks settled, they established monasteries with adjoined schools. A Ceylonese monk, one of the first Buddhist monks in Siam (the old

name of Thailand) was appointed to supervise public education in the kingdom of Sukothai during the reign of King Ramkamhaeng (1275-1317). The king placed Ceylonese monks in charge of public instruction and instructed them to invent a written form of the Thai language.

This resulted in the king addressing his people in written characters for the first time in 1292. This was on an obelisk, images of which can be seen today in school libraries throughout the country. An inscription on this famous stone informs us that '...both King Ramkamheang and all his people, high and low, men and women, without distinction of rank or sex' attended the Buddhist monastery of Wat Arannikka in order to obtain an education (Watson, 1980:70).

Today, over a fifth of Thailand's primary schools are still situated in Buddhist temples up and down the country. This is especially so in the rural areas. Because one of the requirements of Buddhist monks is that they earn respect from local people, they automatically offer guidance, help and support to these schools by teaching and helping to raise funds.

Although, today, the academic subjects taught in these schools are decidedly 'secular', nevertheless, they can claim a link with a tradition of education that has been unbroken for over seven hundred years, stemming from the principles of the first monastic schools in the Buddhist temples. This temple education continued for about six centuries from the beginning of Sukothai period (1238-1350) through the Ayuthaya period (1350-1767) and the Thonburi period (1767-1782), up to the beginning of the first stage of the Bangkok period (1782-1868). In short, the monastic system of education served the Thai people well for 600 years (Krurusapha, 1997b).

Although this monastic temple education was outstanding in many ways, it proved unable to withstand the strong external pressures from the European powers, which invaded Thailand in the nineteenth century. This was not because of its weakness. Nor was it replaced suddenly. Changes were gradual at first, as the existing system was modified into the present day education system. Historically these changes began in the 19th century, when Thailand was an absolute monarchy with a feudal social structure. King Mongkut (Rama IV) instituted reforms that were to affect and impact upon all facets of life. The king understood the challenges of western civilisation, so he took the unusual step of having his own children and those of his courtiers tutored by an English woman, Anna Leonowens (Wong, 1980:22). The historical fact has been popularised by the international film, 'The King and I'.

King Mongkut (Rama IV) also set up a Thai printing press, which later became one of the most important tools for educational change in Thailand's history (Wong, 1980:22). Thus, the foundations for the expansion and radical reform of education for all, were solidly laid down and in place before the subsequent reign of King Chulalongkorn (Rama V) (1868 -1910), who is claimed to have been one of the greatest of all the kings of Thailand. This claim is made because King Chulalongkorn successfully nursed Thailand from primitive feudalism into the twentieth century, whilst at the same time avoiding the fate of so many of the neighbouring countries to Thailand, which became colonies of Western countries. Watson (1980: 89) goes on to state that in addition to the above, King Chulalongkorn also succeeded in laying the foundations of the modern education system that can be seen in Thailand today. He achieved this by recognising the need for better-trained personnel in royal and governmental services, as well as seeing education as the main instrument of modernisation. Thus, the king established a

palace system of education that was to be spread into communities outside the royal palace precinct.

The government school, Saranromya School, which is sometimes referred to as the Palace School, since it was situated in the Royal Palace, was the first to be established on the instructions of King Chulalongkorn, in 1871. This was the first Thai school in the modern sense, as it had its own school building, lay teachers and a school timetable. The aim of the school was to provide the children of the nobility with a modern education in preparation for governmental services. The curriculum was basic and consisted of reading and writing, arithmetic, Thai customs and traditions, the duties and obligations of government officials, copy-work, letter writing, punctuation and grammar.

In the same year, 1871, the king arranged for Praya Srisoonthornwohan to write a set of textbooks for use in all government schools. The set of books was devised for use at the seven grade levels, although the seventh book was used only very rarely, as students did not reach this level very frequently. This set of books remained in use until 1888 (Watson, 1980:90).

Although, in 1871, immediately after the establishment of the first school, the Command Declaration on Schooling signified the advent of the provision of formal education, the fact remains that this education system was essentially for the elite. Consequently, the next stage in the modernisation of education was to develop and extend the provision of education to other classes of the populace, thereby giving control to more than just a few schools. Hence, subsequent to the establishment of an English school in the palace under the control of Anna Leonowens, to prepare princes

and the children of courtiers for further studies abroad, a number of schools outside the palace were established for the education of commoners' children.

During this time of radical reform, the king issued a decree of religious toleration whereby all Thai subjects might, in all freedom, profess any faith they chose. Subsequently, a system of missionary schools began to be established and flourished. Following on this, those Thai people, who could afford to do so sent their children to missionary schools, where they were taught English or French in addition to their own language (Wong, 1980:82). Hence, the educational system comprised three types of schools: local monastic schools, missionary foundations and royal government schools. Regarding equality of the sexes, the king also set up the first school for girls, namely, the Sukothai School, in 1880.

During the 1880s, King Rama V realised that not only should more schools be provided, but also there should be greater co-ordination of their curriculum and management under government control. In 1884, the king accordingly asked Prince Damrong to devise plans to enlist the collaboration of monks, and use temple buildings and the existing monastic schools as the basis of this expansion. In 1885, the first government school outside of the royal palaces was opened at Wat Mahannaparam.

Within the next few years, there was a steady significant expansion of government schools in Thailand. By 1886, 15 years after the first royal school was established, there were 35 public schools (21 in Bangkok and 14 in the provinces) based on monasteries, with 81 teachers and 1994 pupils. As a result of this, during the 1880s, government control of education was extended in other ways. On the 6th of May 1887 an Education Department was legally established as a department of the Civil Service. Two years

later, in 1889, the Education Department became a Ministry of Public Instruction, in control of five departments – Central, Ecclesiastical, Education, Hospital and Museums, and exercised total control over the curriculum and textbooks (Watson, 1980:93).

Paralleling the above, and by virtue of the 1892 Declaration, private schools also began to be established. Control of private schools, in their rudimentary form, was introduced resulting in a policy development whereby private sector shared educational responsibilities with the government (Watson, 1980:95).

2.3 The Roles of Education

As stated earlier, societies throughout the world are continually changing, resulting in changes in demographic, economic and technologies that affected many countries. Besides, the financial and economic crisis that hit Southeast Asia in 1997, which has had far-reaching consequences for thinking about development in globalisation, Thailand was faced with the situation of the 1996 export-slump (Witte, 2000: 223). Consequently, it has been asserted (Sangsubhan, 1998; Dwor-Fre'-Caut et al., 1998) that Thailand has lost its competitiveness[1] and that, in order to regain it and overcome the current crisis, it requires significant developments in many aspects of its internal economy, especially in the areas of technology and qualified technical labour.

At the same time, the consequences of the 1996 export-slump crisis have triggered fundamental reflection about the development path that the Thai society has taken. This

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[1] Competitiveness is the ability of an entire socio-economic system, including both private and public sector, to continuously define and redefine its position in the world economy. In other words, competitiveness is the ability to successfully manage and cope with interdependency and shifting comparative advantage. " The competitiveness advantage of a nation is no longer the richness of its natural resources but the richness of its well-educated manpower capable of living up to the challenges of an ever-changing world" (CTEEG, 1996, p. 2).

has raised much concern about preserving the national heritage in the face of globalisation[2] (ONEC 1992, 1997; Phongpaichit and Baker, 1998; CTEEG, 1996).

In addition, there is widespread concern related to claims of a change in Thai citizens' life-styles. This concern is predominantly cultural, not economic.

> *The massive influx of foreign culture and subcultures, couples with the weakening of traditional Thai values have necessitated a counter movement for a cultural regeneration and the preservation of Thai identity. Thailand may enter a period of massive cultural revitalisation so much needed as an antidote to the "identity crisis" and "moral confusion" now facing the new generation of Thai people.*

(CTEEG, 1996: 7)

It is argued that there has been a lack of adaptation and integration of western technology and culture into Thai society, resulting in a lack of conscious choice in the application of imported methodologies. Ekachai (1994) argues that this situation is partly to do with a weak institutional and legal framework that could not always ensure that foreign capital was used in ways that were beneficial for Thai people. It is argued that Thailand has to review and re-evaluate her developmental experiences, in order to find "The Thai Way", and avoid being forced into changes which may not be appropriate or advantageous to Thailand, by the growing problems of environmental deterioration, social and cultural disintegration, and income distribution gaps (Ketutat in CTEEG, 1996).

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[2] Globalisation is perceived to comprise predominantly economic forces such as the acceleration of growth in international trade and capital flows, the emergence of large multinational corporations with production facilities spread across the globe, and an increased pace of technological progress and of associated shifts in comparative advantage (Lall, 1990).

Consequently, King Bhumipol (Rama IX) has initiated a discussion on self-reliance, calling for more "sustainable" forms of development based on small-scale rural community life. This is referred to in Thailand as the "new theory", whose essence is that the majority of the Thai population, who are still working in agriculture, should first be able to nourish themselves, before producing for export. Success will depend upon recognising the family unit and the village community as important cornerstones of the Thai society.

Each of these concerns implies important roles for the education sector, both as a spearhead of modernisation and technological upgrading and as a protector of the national identity and traditions. From the perspective of self-reliance, the role of the education system is seen as to instil in the Thai youth knowledge and appreciation of the traditional Thai culture as manifested in the Thai language, architecture, dance, religion, festivals, costumes etc.

Witte (2000: 233) argues that a sense of self-reliance could also be enhanced by introducing modern approaches to teaching that emphasise independent judgement and analytical thinking, thereby coinciding with demands made by those concerned with competitiveness, in Thai economic, educational and cultural circles.

The education system must assume a principal role in the national development effort. Hence, under the Eighth National Education and Social Development Plan (NESDP) for 1997-2001, education is to be designed and developed in such a way as to concentrate on human resource development, not only to improve the quality of life, but also to contribute to the economic development of the nation as a whole. In this way, Thailand will gain competitive advantages within the international community.

Furthermore, the human resource development plan encompasses moral and ethical development affecting Thai culture, described by the Thai National Identity office as "... a blend of traditional court manners and ceremonies on the one hand, and traditional peasant life-styles and crafts on the other" (Phongpaichit and Baker, 1998).

Thus, current educational management must focus upon knowledge, morality, and learning processes and strategies. It is believed that everyone is capable of learning and personal development, which should be encouraged by an effective education process. At every level of education, appropriate integration should be made of self-knowledge and social relations, scientific and technological knowledge/skills in management, and the preservation of natural resources and the environment. Education should foster knowledge of religions, art, cultures, sports, and the Thai heritage with their application to the new world: knowledge of numeracy and literacy focusing on accurate use of the Thai language, and occupational knowledge/skills to enable people to attain a better standard of living (Education Acts 1992).

2.4 Educational Management

The education management system in Thailand, according to the National Education Act (Ministry of Education, 1997), is divided into three categories, namely, formal education, non-formal education and self-study. Formal education has a fixed study plan in terms of objectives, study methods, curriculum, measurement and evaluation. Non-formal education is more flexible in its forms of study, its period of study, system of measurement and evaluation and, curriculum, according to the problems and needs of individuals in each societal group. Self-study is focused on individual interests and, readiness, and aims to provide opportunities for people to enhance their potential whereby personal study is supported by experts in a specific field, the societal

environment, media and/or other educational resources. Leaning outcomes could be transferred across the categories to meet the needs of the individual, as well as to achieve government educational goals.

The structure of Education covering, formal and non-formal education is divided as follows:

Formal Education

Undertaken by educational institutions, this category of education is stratified into classes or grades, each with appropriate individualised specific curricula, so as to enable the learners to gain knowledge in accordance with the objectives of the curricula. Education under this category is classified into 4 levels – pre-primary, primary, secondary and higher education. (See Figure 1)

Pre-primary Education

Pre-primary education is provided in the forms of nursery schools or kindergarten, child-care centres or child development centres. This level of education is not compulsory, but is aimed at encouraging the preparation of young children to enhance their readiness to enter primary schools. The age range of children in this category is from three to five years.

Primary Education

Primary Education is compulsory according to the 1980 Primary Education Act. Children enrolled in this level are usually between 6-8 years old and must spend at least 6 years studying at this level.

Secondary Education

Secondary Education is divided into three years of lower secondary (12-14 years of age) and three years of upper secondary (15-17 years of age). This provides a good preparation for further study at higher education level or vocational level.

Higher Education

Higher Education is divided into post secondary education, graduate, and post graduate levels.

Non-formal Education or Life-long Education

This type of education is provided for those who have missed an opportunity to enrol in formal education. Learners can obtain knowledge from a variety of sources. This category of education not only compensates for what may have been missed in formal education, but also aims, alleviating total dependency on formal education, to engender a love for life long education. There is no age restraint for learners in this category. Consequently, their educational involvement and progression can be undertaken at any time throughout their life.

Figure 1: School System according to the National Scheme of Education in Thailand

Standard Ages

3 to 5 years	6 7 8 9 10 11	12 13 14 15 16 17	18 ➡
Pre-primary	Primary Education	Secondary Education	Higher Education
		Lower Upper	
Nursery			Universities
Or	1 2 3 4 5 6	1 2 3 ǀ 4 5 6	or
Kindergarten			other
		General School	Institutes of Higher
		or	Education
		Vocational	
		Colleges	

Please note: pre-compulsory-Compulsory Education is now extended to 9 years since 1997 and is expected to last 12 years.

2.5 Changes in Educational Management

As Thailand has partly shifted from an agricultural toward an industrial society and is faced with a shortage of qualified, technically-skilled labour, there is a need both to expand and to improve the quality of secondary education. Responding to these demands, the Thai Government has recently launched the Year 2000 Education Act, which requires all students to attend school for nine years. Prior to this Education Act, all primary schools provided basic education for six years and secondary schools provided six years of lower and upper secondary education. Today, however, many primary schools are expanding to provide nine years of basic education.

The curriculum, too, has been further adjusted, allowing students completing lower secondary schools to choose between general and vocational education at the upper

secondary level. General study programmes allow students to choose among three subject combinations, for example, science and maths, English and maths, English and a second foreign language. These programmes aim at preparing students for higher education in universities and colleges. Vocational programmes such as business, industrial studies and agriculture enable students to prepare for their future careers or to further study for certificates and/or degrees in colleges or universities. This restructuring has resulted in drastic challenges and changes in educational management in schools.

2.6 Education Reform

As stated above, social, economic, political, cultural, environmental, scientific and technological developments within Thai society have given rise to the necessity to upgrade and develop the base level of learning and knowledge of the Thai people. These changes have also encouraged the review and the reform of the Thai educational system, to make it more effective and compatible with the needs of society.

Accordingly, since 1966, the Ministry of Education has instigated education reforms, which aim to improve the quality of education with reference to the following areas:

- school reform;
- quality of teachers and educators;
- curriculum and teaching/learning reform, and
- educational management reform.

With these aspects foremost in mind, successive Education Acts have been introduced with the aim of achieving these goals in education along with quality improvement in the supporting management structures, in order to reach international standard by the year 2007.

Each of these education reforms focuses on improvements to the quality of content, the teaching/learning process, school ecology management and opportunities and strategies for the learners, and each development is informed by evaluation and reflection of the learning outcome results from previous Education Acts. There are five major strategic factors in the process of Thai educational reform:

- decentralisation and school empowerment,

- an achievable plan for every level of education,

- provision of opportunities to all stakeholders,

- quality assurance in education, and

- concentration on learners' potential.

Moreover, it is intended in these Thai Education Acts to establish an ethos conductive to accomplishing the desired educational reforms. This includes expectations regarding the personal development of school leaders, high expectations of learning outcome for all students; the clarity of teachers' instruction for implementing the national curricula; the quality and variety of the learning environment; continuing follow-up activities to ensure that students clearly understand the concepts being taught; and the participation of communities in order to engender a culture of life-long learning, thereby ensuring clear pathways for the continuity of study through the various formal education structures.

Some of these reforms have enjoyed a certain degree of success, whilst others are still in need of further exploration and development, especially in practical application, in order to ensure an improved quality of education. In the next section, therefore, educational improvement through quality assurance will be explored in detail.

2.7 Quality Assurance in Education

It is believed that any attempt to develop human resources through the educational process should not be preoccupied only with human potentials, but should also focus on management systems and supporting environments which help to enhance the development (OGED, 1999). Consequently, whilst it can be seen that Thai education has improved and has developed to a satisfactory level over the past decades, there is still a need to improve school management in order to reach the target of comparability with international education systems. Therefore, standards for inputs, processes and student outcomes need to be developed. This will require the participation of organisations and institutions concerned with education.

Although all schools and teachers are equipped with a common curriculum framework, teachers' skills, workshops, laboratories, libraries, and teaching/learning materials, parents and educational administrators can still identify a disparity in standards among schools. The quality of schooling differs between urban to rural schools, and even more so between one urban school and another. Laksana (1998) cites evidence that only certain schools produce students capable of passing the entrance examination for university studies. Those schools, that have a high success rate in terms of the number of students entering the universities, acquire status and are popular with parents and students. Thus, there is intense competition for enrolment in such schools. To increase their chances of securing a place, students attend extra tuition in the evening or weekends. Such classes can cause economic problems for families, as well as emotional pressures, tiredness and stress for students.

Moreover, according to current research, the major causes of schools failing to provide quality education, resulting in their being assessed as deficient are: the lack of

administrative leadership; poor management; poor performance of teachers; inappropriate learning process; lack of community and parental involvement; poor school assessment, and lack of external auditing (Laksana, 1998).

For success, a focus is needed on the quality of school management:

- The quality of graduated students has to be improved.

- There are calls for a standard model of school management to be followed.

- Because of decentralisation and school autonomy, there is inconsistency in the ways educational policies are implemented in different schools; therefore, clear guidelines are needed to ensure uniformity.

- There should be a continuing control system and follow up activities to assess the schools.

- Incentives should be offered for principals and teachers to engage in ongoing professional development and upgrade their qualifications.

Thus, there is a demand in Thailand for a reform policy based on educational improvement through quality assurance, to provide an educational process that can guarantee acceptable outcomes for secondary school graduates.

From all of these demands for an appropriate quality assurance framework to be set up to solve problems, there appear to be three inter-related but distinct objectives: firstly to improve the operation of schools in every area throughout the country to ensure the expected standard of basic education; secondly, to guarantee that the school's management is effective and its students reach nationally set academic standards; and

thirdly to provide organisations and school communities with the necessary financial and other resources to participate in each school's quality development plans.

As detailed in OGED (Office of General Education Department) (1999) schools in Thailand have begun to work towards these targets and are expected to reach the goal of improving educational management through quality assurance by the year 2007. As a consequence of this, all school principals and key head teachers have to be trained to conduct their own quality assurance (QA) assessments. The idea is that after spending a few days involved in the planning and preparation of related materials, school administrators can begin their QA assessment.

Equally, to a check on the school self-assessment, a system of external evaluation has been set up at the provincial or district level to assess the standard of school quality achievement. In this national assessment programme, conducted on a 2-year basis, on-going assessment is conducted of the key learning outcomes in the main academic subject areas in grades 6, 9, and 12, based on a randomly selected sample of schools. The Thai Government has announced that in the near future it intends to have the provincial authority conduct the external assessment of all schools. The result of this auditing will be used in two ways: to confer recognition of school achievement, and as a guide to school improvement.

2.8 Summary

This chapter has outlined the development of education in Thailand. Education has developed since the Sukothai era in 1238. Educational management was established firstly in the palace and monastic temples. In the past, the kings had the most influence upon educational provision. Education plays a major role in the social and economic

development of the country. In 1997, when an economic crisis hit the South East Asian countries, especially Thailand, there were calls for the education system to be developed to cope with the changes and problems. Education needs reform in specific areas: school reform, quality of teachers and educators, curriculum and teaching/learning reform, and educational management reform. There is also a demand in Thailand for a reform policy based on education improvement through quality assurance, including the development of teachers and schools in the country. Therefore, in the next chapter, the implications of teacher development will be discussed.

Chapter Three

Teacher Development in Thailand

3.1 Introduction

It is axiomatic that any educational system is only as good as its teaching force....

(Watson, 1980: ix)

This is true of Thailand as everywhere; teachers and their proficiency, enthusiasms, and skills are at the heart of the educational process (OECD, 1989). Well-trained teachers help in improving the quality of education. Teacher development is, thus, a key to educational changes leading to success in achieving goals, which in turn contribute towards lessening the gravity of social and economic problems.

This chapter presents teacher development in Thailand in terms of the necessity to improve teachers' competence with the existing problems in teacher development programme. It explains how the Ministry of Education has tried to reform teachers' quality. When the aim of teacher development is to upgrade teachers' status to be professional, the idea of the teacher as professional is explored through the set criteria that they are expected to be met.

Teachers need to be provided with opportunities and resources to develop themselves and/or to be developed in terms of knowledge, skills, morality, and status related to global changes in technologies or societal developments. Generally, teachers need to be kept informed and kept abreast of changes in new technologies, techniques for effective

teaching practice and educational management. This can be achieved through opportunities for study; opportunities to participate in a range of informal and formal activities that will assist them in the processes of review, renewal, enhancement of thinking and practice, and, importantly will focus upon personal and professional purposes, individual and collective, inquiry-based and technical needs (Darling-Hammond, 1993; Hargreaves, 1994). Such on-going commitment must inevitably improve teachers' understanding of competency and, at the same time, assist in the process of upgrading the status of teaching to that of a professional.

The Thai government acknowledges the importance of teacher development for improvement of teachers' competence in teaching and school management. Teacher development in Thailand, therefore, has been developed in conjunction with the government's social development plan to improve the quality of life and to alleviate the existing problems in society.

Thailand's Ministry of Education is aware of the necessity to improve teachers' competence in curriculum development, pedagogical skills and knowledge for teaching. Teacher training colleges and faculties of Education in many universities help to provide continuing programme courses for undergraduate teachers and Master Degree courses in academic specialities, educational technology and school administration, both full-time and part-time, and even summer courses.

The regional education advisory units contribute to supporting teachers' tasks. They plan and provide seminars and workshops to train teachers and school administrators to implement official commands such as those requiring teachers to put into practice: curriculum management planning, promoting a new teaching strategy or initiating a

project concerned with child behaviours (e.g. drug taking, sexual harassment). However, this type of development has traditionally been delivered away from the school by outside experts. Although it can be an extremely cost-effective and efficient way to train large numbers of people, there is no guarantee that the learning from the seminar or workshops will be translated into new or improved practices in the classroom (Garrett and Bowles, 1997: 29).

Another teacher development activity is a government-promoted scheme of teachers' action research in classroom practices, whereby teachers in public schools, both primary and secondary, all over the country, are encouraged to work on classroom research in their teaching activities. Such activities are expected to help enhance and support student learning as well as contribute to developing the local curriculum. An incentive is given to the teachers who participate in research and are recommended by a committee in the Ministry of Education. However, the scheme has not been successful because the participating teachers have experienced numerous problems, such as their own lack of research skill, inadequate study resources and insufficient school support.

According to a report released by Thailand's Ministry of Education (1997: 23-24), teacher development programmes in Thailand are neither seriously nor consistently implemented. It is said that Thai teachers tend to have low levels of academic competence, knowledge transmission skills and sense of professionalism. Even though a policy for teacher development is contained in Thailand's National Scheme of Education (1992) and its Eight National Education Development Plan (NESDB, 1997-2001), adequate teacher training has not yet been successfully implemented.

In the paper on Lifelong Education (Lifelong education of teachers, 2000: 3-5) of teachers, the major problems in Thailand's existing teacher development programme were identified as follows:

- Teachers are not provided with the necessary skills for Lifelong Education. It is viewed that pre-service teacher training emphasises rote learning, a process that does little to stimulate trainees' desire to learn new things. So they are not encouraged to develop the skills of independent thinking, analysis or self-initiated research. Classroom media are, also, old-fashioned and often irrelevant to the technological advances of today's modern world (Teacher Education Reform Office - TERO 1997: 3/3-3/5). Such conditions cause graduates from teachers' colleges to lack the basic skills necessary for Lifelong Education. When these teacher trainees enter the teaching profession, they lack the ability to elicit new knowledge on their own through self-learning, analysis and logic.

- Interest in lifelong learning is not promoted. This is because traditional Thai values, such as esteem for simple living, a heavy emphasis on entertainment and rejection of personal planning and discipline, hinder the development of the value of lifelong learning. Many Thais waste time in non-educational types of entertainment. Even educated Thais often lack the time management skills they need to learn new things. In general, Thais are not enthusiastic about studying or learning new things. Economic pressure also suppresses any desire teachers may have to develop themselves. Because of extremely low salaries (compared with

other professions), most Thai teachers are forced to moonlight to cover basic living costs. Therefore, Thai teachers do not willingly spend time in the library researching a new idea, because such activity has no economic benefit. Furthermore, the management style used in most educational institutions does not motivate teachers to develop themselves. School administrators rarely emphasise the importance of INSET programmes. Most administrators neglect the consideration of INSET in their yearly evaluation of teachers' remuneration and promotion benefits (ONCE 1996: 43). This causes most teachers to be unaware of the necessity of self-development.

- Teachers do not have equal opportunities. According to a recent summary of problems besetting Thai teachers (ONCE 1996: 43), there are some common weaknesses. They are a lack of academic skills, an inability to transmit knowledge, a lack of desire to learn and an absence of team spirit – caused by a lack of opportunities for teachers to develop themselves, particularly for teachers working in rural areas. Many city teachers can study for higher degrees because the supply of substitute teachers is adequate (Bunyanan, 1996: 5-6). On the other hand, teachers in rural areas have fewer opportunities to increase their knowledge because of insufficient resources. Tangkietwong (1997:24) concludes that it is difficult for teachers to leave their jobs for additional study. Teachers employed in larger schools were also judged as having more opportunities to develop themselves than those from smaller schools, because the larger schools have advantages of enough staff, a larger array of learning materials and a larger budget.

- Curricula fail to prepare Thai people to be successful in the workplace and living situations. Thai teachers are given few opportunities for development since the departments of education are constrained by budget limitations. The development activities, provided, are usually seminars or workshops lasting from one day to a month. Even though these programmes do benefit the teachers in terms of modest gains of knowledge and opportunities to exchange experiences with others in the same occupation, yet the problem remains. Most teachers are unwilling to leave their classes to participate in extra training. Moreover, the training process seems to be unrelated to the real working conditions experienced by most teachers. In turn, this lack causes in-service teachers to devalue the necessity of training. As a result, the teacher development promised by these limited programmes is not achieved as expected (Phosrithong, 1998:72).

- The systems and methods utilised are inefficient and ineffective. The problems in the Thai teacher development system begin at the teacher recruitment and training stages. In-service teacher development methods are obsolete, inconsistent with new knowledge and the needs of the teachers at each stage of their professional development. As a result, any ideas the teachers gain from in-service programmer cannot be fully applied. This causes INSET to be viewed as an ineffective way of improving teaching abilities. Some teachers attended short-term INSET sessions given by government organisations out of duty rather than to gain useful knowledge that might be applied in their own classrooms.

- There is a lack of support from all involved teacher development institutions. It is seen that no organisation is directly in charge of in-service teacher programme in Thailand. Responsibilities are subdivided and duplicated by two or more offices. For example, the Teacher Education Reform Office (under the ONCE), the Teacher Training Division (under the Office of Rajaphat Institutes Council) and the Teacher Development Branch (under the Office of the Teacher Civil Service Commission) share similar responsibilities. INSET programmes lack an efficient network that would co-ordinate the various teacher development organisations. This causes a lack of unified and definite working direction in the in-service teacher development. The design of some programmes fails to cater to the specific needs of teachers. For example, there is no recognition that teachers in rural areas, who play stronger roles in community development, must be given specific and additional types of training.

- There is no continuity in policy implementation. Each education-related department sets its own guidelines for teacher development. These guidelines often lack a practical long-term plan of implementation. When the head of a department leaves, its policies, then, must be redrafted. As a result, INSET plans are suspended or completely cancelled. The causes of the failure in this programme (ONEC 1996: 29) are insufficient knowledge, a lack of academic competence as well as low morale and professionalism.

- All possible sources of teacher development are not utilised. INSET programmes in Thailand maintain a strong emphasis on formal education. Teachers are rarely sent to study for higher certificates or offered time-off to attend non-formal programme such as short courses, distance education, etc. Because all INSET programmes are administered by bureaucratic mechanisms, they lack integration with other social institutions, which could add valuable input to teacher development. For example, there is no attempt to use resources from private homes, companies, universities, community centres, cultural institutions or organisations (such as museums and libraries), mass media, etc.

- Bureaucratic processes and structures are rigid. The Thai bureaucratic system is large and complicated. It is composed of numerous procedures and overlapping regulations. Such conditions lead to the inflexible administration of INSET programmes. The administrative system is, thus, unable to respond readily to teachers' needs to adjust to the increasingly global world.

3.2 The Reform of Teachers' Quality

After Thailand's economic crisis in 1997, there has been a pervasive campaign for social reformation among politicians, elite people, businessmen, and educators. Education has been targeted as a major area in need of reform. Therefore, the Ministry of Education gave an order for the reform of every aspect of educational affairs including Teacher quality development. The aim is to enhance and develop teachers' practice as a mean of improving students' quality in accord with Thai traditions and the changing world. A need has been expressed to improve the system of teacher

administration and new teacher recruitment. The curriculum in education has been expanded to five years study, after which a graduate who wants to become a teacher is required to practise for at least one year in a school recommended by the professional organisation. Those who graduated in fields other than education and who want to become teachers are required to study for one more year to obtain a certificate of education, like a PGCE, and also have to practise at least one more year in a school. After that, the teacher will be eligible for a teaching licence as required by the professional organisation and he/she will start a job with a salary at a level close to those of other professions. Teachers will be subjected to periodic assessment and salary review, as a result of which they may be promoted to successively higher ranks of teaching status (i.e. a skilful, an expert and a specialised expert teacher).

It is seen that there is an improvement in teacher development. Formerly, to be a teacher was less complex. When a school lacked teaching staff, the school committee or a principal could recruit anyone with a certificate or a degree from a college or university, even if he/she was not qualified in education. This raised problems when the government needed to expand the education management, for vocational studies in particular, since the schools were not ready to support such a policy. Teachers did not have a good understanding of how to plan a lesson for students, or how to deal with child behaviour, because they had studied only academic specialities, and lacked training in pedagogy or psychology. This is a good example of how quantitative expansion in the provision of education was achieved successfully, but at the expense of quality.

In view of the importance for educational development improving teachers' quality and upgrading teachers' status, there are continued calls for professional development of

teachers. Educators see the development of teachers to reach the desired standard levels as a way to improve the quality of education and to enhance teaching practice in schools. Not only policy of enhancing and improving teaching practice is promulgated, but also many schoolteachers are talking about conducting classroom research and collecting portfolios for an assessment in order to upgrade their professional status; this, at the same time, means additional remuneration.

3.3 Teacher as a Professional

When the aim of teacher development is to upgrade teachers to be professionals, the ideas of teacher as a professional, in terms of professional qualities and abilities, need to be clarified. The recognised professional status is essential for teachers to be aware of their performances. The criteria for professional teacher, therefore, were set by the Teachers Council of Thailand in order to assess teachers' performances and the expectations to be met.

In this and the following section (3.4), material is presented from a Western literature and the picture as given by the Teacher Council of Thailand is presented in section 3.4.

It must be noted that when teachers demand professional status or standing, this term is conferred on groups of people with highly trained skills, whose qualities and abilities are founded on a recognisable body of knowledge and research. Equally, members of these groups take much responsibility for an essential service performed in the public interest. Thus, Sayer (1996) argues that for teachers to gain professional status and recognition, teaching must be seen as the whole education service, including training, research, managing and developing aspects that inform teaching strategies, as well as teachers seeing themselves as professionals.

In Thai culture, for example, it is broadly believed that three occupations – doctor, teacher and lawyer, earn much respect and are generally considered as traditional professions as they work for the good of the public.

This is relevant to Carr's (2000) assertion that the criterion of professions is that they provide an important public service. It is recognised that the services provided by professionals – adequate health care, legal concerns, education provision, and so on – appear to constitute human necessities of a kind which the services of other general occupations do not. He makes a distinction between kinds of necessity. For example, people have 'basic' needs for food, shelter and clothing, and those trades and services, which supply these, are, to that extent, essential. Humans also need to be served by an adequate health service, educational or judicial system, or what are called 'civil' necessities.

From this aspect, therefore, teaching is regarded as a profession when it is accepted as a public service and has a social value with people. This is always true in Thai society. When anyone plays the role and is called a 'teacher', this means he is recognised and accepted for his abilities and level of competency. The respect accorded to teachers is manifested in the traditional opening ceremony for students, called "Wai Kroo"[1] which must be held at the beginning of study each year, in all schools and educational institutions.

However, in the researcher's experience in Thailand, teachers' status as 'professionals' has been affected by various factors, due to change in social circumstances. Firstly, it is

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[1] "Wai Kroo" is a traditional opening ceremony that Thai people have practised from the ancient time. The ceremony is held with a belief that for every theory of knowledge (this mostly refers to the arts than sciences, such as; teaching, dancing, boxing etc.) there must be original teachers who created it. Thus, in order to learn we must pay respect to those teachers. It is, also, believed that general teachers are the representatives of knowledge and morality, therefore, they should, also, be paid respect.

seen that to become a teacher nowadays is not as difficult as in the past, because the demand for teachers is high, and also, when some people have no choice, then, they decide to teach. Also, students who want to study in a university always make the faculty of education their last choice. It is said that many do not plan their college work with the intent of preparing for teaching. They merely drift into it at the end of their college work, taking only enough education courses to meet a certification requirements as a sort of job insurance in case they fail to get into more desirable occupations.

Secondly, when there are a lot of teachers, it is likely that teachers' abilities will vary and their practices not be of the same standard. If teachers cannot keep up standards of teaching, it is argued that teaching should not be counted as a full profession. Thus, the view of teaching as a profession is dimmed. Moreover, nowadays, in the era of information technology, students can also access knowledge through the use of the Internet and mass media. Students could learn by themselves, so a teacher may seem unnecessary.

Another problem concerns teachers' struggle for recognition. As we know, teachers' salary is low and teachers have to face economic problems. Thus, many have changed their roles to work in part-time jobs, such as a direct sales representative of a business or an insurance company, or a part-time teacher in the tutoring schools. All of these could change the belief that teaching is a profession. Teaching is viewed as a low level of profession and a teacher has to struggle for a living. As Goodson and Hargreaves (1996) say teachers are struggling for professional recognition and for the associated working conditions and rewards. More pay, higher status, greater autonomy, increased self-regulation and improved standard of training – these recurrent themes have underscored the individual and collective struggles of teachers for many decades.

Strain (1995) maintains that it is not only status and a higher level of reward that are at stake, nowadays, when a claim is made for a social activity to be regarded as 'professional'. Another assertion about the expectations, which others might properly hold in relation to all those admitted to the 'profession' is, also, claimed. To claim the standing of a professional, therefore, has come to mean adherence to an ethic, a moral principle, which derives from a freely undertaken commitment to serve others as individual human beings, worthy of respect, care and attention.

Teachers have to know how to behave as professionals if they claim to be 'professionals'. How teachers behave as professionals is fundamental to the quality of classroom teaching and learning and is the core of much research and writing which links purposeful, skilled caring with effective teaching (Day, 1999). Behaving as professionals, means

> *... displaying the degrees of dedication and commitment, working long hours as a matter of course and accepting the open-ended nature of the task involved, which often impinged upon home and personal life. It also entailed maximum effort to 'do the best you possibly can' and a constant quest for improved performance. At the same time it involved developing appropriate and caring relationships with students, which gave priority to their interests and well being, as well as dealing 'professionally' with colleagues, parents and other external agencies where appropriate. Finally, because of the complexities of the task of teaching and the obligation to meet varying individual needs, high levels of skill were necessary to respond intelligently to multiple demands in a complex and changing environment. ...*
>
> (Helsby *et al*, 1997: 9 –10)

Therefore, being a professional is inextricably bound up with widely shared values, understandings and attitudes regarding the social order and the rules by which others, in certain relationships, may instigate a claim on us (Strain, 1995).

3.4 Criteria of Professional Teacher

In Thailand, in 1994, the Teachers Council of Thailand, Khurusapha, developed standard criteria for professional teachers, and in 1996 the Ministry of Education legitimised these and applied them to schoolteachers and officers in educational departments (Khurusapha, 1997a). The criteria sets out eleven standards which professional teachers are expected to meet, as follows:

- *The professional teacher must be an active and productive member of teaching professional organisation.* The teacher has to continually make a contribution to the betterment of all members. The ultimate contribution is to generate knowledge, especially on best practice in teaching. The teacher usually conducts classroom research and the findings are reported, preferably in the seminars of professional teaching conventions. Professional teachers also serve as resource persons in various capacities.

- *The professional teacher judges all practices on the learners' benefit.* The teacher always makes decisions wisely, with a firm orientation toward learners' benefit. He has regard for the welfare of learners, and takes learners' needs and interest into consideration. In selecting practice, the teacher has to judge in terms of the good effect on the learners.

- *The professional teacher focuses on the aim of learners' optimum development.* The teachers' teaching goal is the well-rounded development of learners. His teaching, considering learners as

developing identities, is to enhance their development - physical, intellectual, social and emotional. Spiritual and moral development is also an aim, as part of the total development of learners' personality. The teacher must carry out systematic assessment of learners' potential, response to teaching and continuous improvement. Individual progress monitoring is the most desirable practice.

- *The professional teacher develops effective lesson plans to bring about empirical learning outcomes.* The teacher develops his own lesson plans with clear evidence of best instructional practices. The plans must indicate critical learning activities for specified learning objectives. They must be utilised properly so that the learning activities will bring about the desirable outcomes. Effective lesson plans also take into account the resources and constraints of the schools and the learners.

- *The professional teacher develops efficient and innovative learning materials that are responsive to learners' needs.* The teacher develops various kinds of learning materials that will be available for learners with different levels of learning capability, learning styles, and individual interest. Effective learning materials emphasise the learning process, learners' hand-on experience and use of local materials. Instructional innovation is clearly seen in the learning materials.

- *The professional teacher practises the best instruction for learners' latent development.* The teacher always emphasises human development in teaching. Character development is viewed as a final outcome of

learning. Good habits, spirit, morals and personality development must be the aim of all learning activities. Learners are encouraged to construct their own knowledge, plan strategically, and be able to anticipate future changes, so they can make an appropriate adjustment.

- *The professional teacher presents systematic reports on learners' development, based on objective and authentic measures.* The teacher can express his academic vision through the report on learners' needs, innovation to meet those needs, evidence of learners' progress and the intention of future improvement. The teacher is able to form new knowledge of effective instructional practices through these procedures. He, then, collects evidence in a file for future use and dissemination to other teachers.

- *The professional teacher is a good model for learners.* Learners are influenced by the teachers' day to day behaviour. Hence, the teacher should be a model of ethical codes of conduct, for learners, because ethical codes are essential for living in society and to enhance moral education.

- *The professional teacher is a co-operative and productive member of the school.* The teacher should contribute the advance of his organisation. He co-operates with colleagues and school administrators in working productively for the benefit of the learners and the school so that they become a learning organisation.

- *The professional teacher is a co-operative and productive member of the community.* The teacher makes a contribution to society and school community. He plays an active role in co-operatively and productively working with people in the community so that the community becomes a learning society.

- *The professional teacher is a competent member of an informative and learning society.* The teacher always looks for ways and means of improving his/her practices. He/she always learns to keep pace with world events and new knowledge. He is also capable of utilising information for development and best instructional practice.

Also, the Teacher Council of Thailand issues a framework of teaching practices for teachers' self-assessment and as a guide for administrators in assessing the teaching staff. The framework sets out the professional standards of National Teacher Qualification (NTQ) at five levels, relating to teaching practice and self-control. The first level is *a practical teacher,* which refers to the teacher who works under advice and commands, and follows formally the forms of practice. The second is *a skilful teacher* who is able to develop ideas and set aims of work through his/her working process. The process is, however, unclear and only somewhat effective. The third is *an expert teacher,* which refers to a creative and self-decisive teacher whose work has clear aims and is well organised according to a systematic process. The fourth is *a specialised expert teacher* who is able to analyse the utility of work. And the highest level is *a fully qualified teacher* who is creative, is competent in developing a working process, recognises the unity of work in harmony with people and whose work is compatible with environmental development (Khurusapha, 1997a).

It is arguable that this is an idealised ladder of practice and that teachers, perceiving these expectations, will face a big burden to achieve the high level of professionalism. At the same time, it remains unclear and devoid of explanations on how teachers can put the framework into practice. Furthermore, the framework does not take into account the significant element of ethical quality - professional ethics – which is likely to be an essential characteristic of a professional teacher.

It is seen that the requirements for the professional teacher in Thailand emphasised on teachers' practice and service rather than professional qualifications. In western literature, being a professional, in this a case teacher, is mainly focused on the body of knowledge, autonomy, responsibility and ethics. It is argued that the way to improve Thai teachers can not reach to be professional as in Western expectations. It is, thus, necessary to reform the process and criteria in order to improve the teachers to become professional as accepted by Western society.

3.5 Summary

This chapter has reviewed teacher development in Thailand. Teachers and their proficiency, enthusiasms, and skills are viewed as the heart of the educational process. Thailand's Ministry of Education is aware of the necessity to improve teachers' quality in curriculum development, pedagogical skills and knowledge for teaching. Teacher development programme in the country was found as not yet reached to have the intended goal because of various problems exiting in the provided programme.

The Ministry of Education in Thailand has tried to reform teachers' quality and to improve teachers' status to be as professional. Consequently, the teacher as professional was explored and the criteria of professional teacher have been presented. It is,

however, seen the criteria and process of developing teachers in Thailand did not ~~reach~~ match to the Western expectations of being professional. The next chapter, therefore, will explore ways of helping teachers to continuing develop as professionals.

Chapter Four
Continuing Professional Development

4.1 Introduction

This chapter explores Continuing Professional Development (CPD) in terms of teachers' knowledge and skill development, personal development and ecological development (Garrett and Bowles, 1997). It also discusses Continuing Professional Development for teachers as an integrated process, associated with three related factors - individual teacher, curriculum and school. There is an exploration of aims, methods, strategies and a discussion of how continuing professional development can be evaluated. Consequently, the Continuing Professional Development in Thailand is explored and discussed in terms of teachers' participation and their perceptions. Finally, there is a discussion of the application of the CPD strategies in the on-going scheme of Continuing Professional Development in Thailand, leading to the statement of the research questions.

Continuing Professional Development (CPD) is essential for teachers. It helps teachers to upgrade the profession and to update their knowledge to cope with new challenges and demands from the changing world. Teachers have a need to develop to be professionals. They need to learn and change for the better or to move from one stage to the next. Zuber-Skerritt (1992) states " ...Professional development might change teacher's personal constructs, which consist of thoughts and feelings, attitudes and values underlying their strategies and actions".

Continuing Professional Development is central to maintaining and enhancing the quality of teachers. It includes the largely private unaided learning from experience through which most teachers learn to survive, become competent and develop in

classrooms and schools, as well as informal development opportunities in school and the more formal learning opportunities available through internally and externally generated in-service education and training activities. It is the process by which teachers review, renew, and extend their commitment as change agents to the normal purposes of teaching. Teachers acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Regarding 'Continuing Professional Development' for teachers, Day says:

> " ... *Acquiring the qualifications to become a teacher has always been a necessary but insufficient condition to succeed as a professional over a career span. Inevitably, subject knowledge will need to be regularly updated, teaching organisation and methods and skills revisited. On the other hand, information becomes more accessible through advances in technology, whilst, on the other, teaching pupils who are less socially compliant in conditions which are less conducive to promoting learning becomes more challenging. .... The maintenance of good teaching, however, demands that teachers revisit and review regularly the ways in which they are applying principles of differentiation, coherence, progression and continuity and balance. .... Visions of themselves as educationists with broader purposes are likely to dim without continuing professional development. ...* "

(Day 1999: 7)

Further, Craft (2000) states that Continuing Professional Development covers a broad range of activities designed to contribute to teachers' learning after they have completed initial training. It is sometimes used in a broad sense and seen as covering all forms of learning undertaken by experienced teachers, from courses to private reading to job shadowing. It is also used in a narrower sense of professional courses. Taylor (1975) identifies the Continuing Professional Development of teachers into two aspects - staff development and further professional study. Taylor says further professional study is concerned with the need of individual teachers, and staff development is related to the needs of the institution.

4.2 Continuing Professional Development Process

Continuing Professional Development is a process involving three related factors: the individual, his/her work and the organisation. In the education context, these refer to teachers, curriculum and school developments. The three factors relate to and support each other in development. The following sections, therefore, will explore the development of the individual teacher and its relation to the other two factors – organisation and curriculum.

Hargreaves and Fullan (1992) argue that when a teacher wants to develop to be a professional, he/she has to be provided with sufficient opportunities. The opportunities involve three views:

1) opportunities to learn and acquire the knowledge and skills of effective teaching;

2) opportunities to develop the personal qualities, commitment and self-understanding essential to becoming a sensitive and flexible teacher; and

3) opportunities to create a supportive work environment considering class size and resources, and the opportunity to teach and teach well rather than merely survive.

Garrett and Bowles (1997) summarised the three views as knowledge and skills development, personal development, and ecological development.

Teacher development as knowledge and skills development

Hargreaves and Fullan (1992) state that one way of developing teachers is to equip them with knowledge and skills that will increase their ability to provide improved opportunities to learn for all their pupils. Teachers' professional knowledge refers to

'pedagogical content knowledge', which is an amalgam between content and pedagogy, representing the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented and adapted to the diverse interest and abilities of learners, and presented for instruction (Shulman, 1987a).

Teacher development as personal development

Donnelly (1992: 87) sees personal development is a prerequisite for professional development. Hargreaves and Fullan (1992) maintain that a process of personal developments marks an important step forward in improvement efforts. Self-knowledge and self-understanding are important as the key to professional growth in the teaching force.

Leithwood (1992) summarises three dimensions of personal development of teachers: development of professional expertise, psychological development, and career-cycle development.

- *Development of professional expertise*

Development of professional expertise is development of that expertise through which teachers contribute directly to the growth of students. There are six stages of development in this dimension. Each of the stages- beyond the first- includes expertise acquired in previous stages. They are:

1. Developing survival skills
2. Becoming competent in the basic skills of instruction
3. Expanding one's instructional flexibility
4. Acquiring instructional expertise
5. Contributing to the growth of colleagues' instructional expertise

6. Participating in a broad array of educational decisions at all levels of the educational system

Stages 1 – 4 are concerned with teachers' classroom responsibilities and based on an image of effective classroom instruction as requiring a large repertoire of instructional techniques. Expertise in these terms increases as teachers acquire greater skill in the application of a given teaching model and as an increasing number of such models are mastered. Teaching, however, involves more than the unthinking application of such models, although 'automaticity' is an important characteristic of expertise in most areas of human endeavour.

Stages 5 – 6 explicitly address the out-of-classroom and out-of-school roles of the 'mature teacher. These stages acknowledge the roles of teachers in school improvement and educational decisions beyond the classroom and school. Stage 5 places teachers in the role of evaluators who take on such aspects of expertise as peer coaching and mentoring. And stage 6 conceptualises the mature teacher as one who plays a formal or informal leadership role, in a variety of contexts both inside and outside the classroom and school. Teachers, according to this view, share in the responsibility for most decisions that directly or indirectly touch on students' experiences.

- *Psychological development*

Psychological development is a synthesis of three distinct and independently substantial strands of psychological stage theory: the seven-stage theory of ego development (Loevinger, 1996), the six-stage theory of moral development (Kohlberg, 1970), and the four-stage theory of conceptual development (Hunt, 1966).

The three strands of psychological development provide descriptions of teachers in various stages of growth. In stage 1, teacher has an overly simplistic view of the world and a tendency to see choices as black or white. Such a teacher believes strongly in rules and roles, views authority as the highest good and sees most questions as having one answer. In stage 2, teachers, as conformists, are especially susceptible to the expectations of others. Their wish is to be like their peers, and they may hold stereotyped, distrustful views of those 'outside' their immediate group. In the third stage, conscientious teachers have become much more self-aware and have developed an appreciation for multiple possibilities in situations (e.g. multiplex explanations for student behaviour). At the highest stages of psychological development, teachers are inner-directed but appreciate the interdependent nature of relationships in a social setting such as a classroom. Teachers at this stage understand the reasons behind rules and so can be wiser in their application: they maintain a broad perspective and are able to cope with inner conflicts as well as conflicting needs and duties.

- *Career-cycle development*

Career-cycle development is concerned with teachers' careers as viewed from a life-cycle perspective. There are five stages of development:

Stage 1, 'launching the career' encompasses the first several years of the teacher's classroom responsibilities.

Stage 2, 'stabilising', often coincides with receiving a permanent contract and making a deliberate commitment to the profession. In this stage, teachers feel at ease in the classroom, have mastered a basic repertoire of instructional techniques, and are able to select appropriate methods and materials in the light of students' abilities and interests.

Furthermore, teachers act more independently, are less intimidated by supervisors, and feel reasonably well integrated into a group of peers. Some teachers at this stage begin to seek greater responsibility through promotion or participation in change efforts.

Stage 3, 'new challenges and concerns'; teachers at this stage tend to be between the ages of 30 and 40 and their experience is substantial by this point, as is their physical and intellectual energy (Sikes *et al.,* 1985). Such energy, for some teachers, is channelled into intense professional effort. Teachers, at this stage, who actively diversify their classroom methods, seek out novel practices and often look outside their own classrooms for professional stimulation. Another group of teachers focus their efforts on seeking promotion to administrative roles or appointment to key district or area-wide projects (Huberman, 1989). A third group of teachers reduces their professional commitments (Sikes *et al.*, 1985).

Stage 4, 'reaching a professional plateau', occurs between the ages of approximately 40 and 50-55 (Sikes *et al.*, 1985). At this stage many teachers are re-appraising their successes in all facets of their lives. It is said that teachers' respond to this stage in two ways. One group of teachers stops striving for promotion and simply enjoy teaching. These teachers may become the backbone of the school, the guardians of its traditions. Another group, however, stagnates. They may become bitter, cynical, and unlikely to be interested in further professional growth.

Stage 5 is 'preparing for retirement'. Teachers in this final stage may behave in quite different ways, which involve some type of contraction of professional activity and interest. Huberman (1989) identifies three patterns of teachers' behaviour in this stage. 1) 'Positive focusing' involves an interest in specialising in what one does best. 2)

'Defensive focusing' has similar features to the first. Teachers, however, exhibit a less optimistic and generous attitude toward past experiences with change, their students, and their colleagues. 3) 'Disenchantment' is the pattern in which teachers become bitter towards past experiences with changes and the administrators associated with them, which makes them tired and may become a source of frustration for younger staff.

Teacher development as ecological development

Hargreaves and Fullan (1992: 13) say that the process and success of teacher development depends very much on the context in which it takes place. Therefore, it is an important priority for teachers, administrators and researchers to understand and attend to the ecology of teacher development. The context of teachers' working environment provides conditions in which teacher development initiatives succeed or fail and there are many factors that may help or impede teacher development initiatives. For example, shortage of planning time or time away from class may make it difficult for teachers to plan together or to act as peer coaches for each other, or to serve effectively as mentors for their junior colleagues. Meagre resources can also restrict access to supply cover and therefore opportunities for release time to work together, to attend workshops or to see other teachers teach.

Leadership is another particularly important contextual factor, which affects the success of teacher development efforts. Effective leadership can help provide a supportive context for teacher development efforts in general. Relevant strategies include involving staff in decision-making processes, valuing staff contributions and initiatives, and developing school cultures in which teachers work closely together and support each other in the improvement and change process. Not only do contextual factors that improve the possibilities for success in teacher development initiatives, but they are

among the most important. The absence of a supportive work context, of appropriate resources and positive leadership, can create serious and perhaps insurmountable difficulties for specific teacher development and ecological change initiatives.

4.3 Three Dimensions of Continuing Professional Development

Zuber-Skerritt (1992) argues that in education, professional development is understood in its meaning of academic development or educational development. It is the self-development and the institutional development of academic staff at all levels, with reference to their activities and responsibilities.

Therefore, Continuing Professional Development is an idea of teacher development relating to school and curriculum developments. This is because the individual teacher who is employed as a member of staff in the school inevitably has the role of fulfilling school development and serving the need for changes and improvements, whereas the work relates to curriculum development. The three points represent three 'ideal types' or extreme cases. Thus, continuing professional development is an interactive process composed of three dimensions - the teachers, the curriculum and the school – that are related in an implicit triangularity of professional development. Figure 2 suggests that professional development in education lies among three relating points in an implicit triangle: the teacher, the school and the curriculum.

Teacher

School   Curriculum

Figure 2: An implicit triangle of professional development

Individual and Organisation Development

Human beings are the greatest resource of the organisation. Thus, individual development relates to the promotion of the organisation. Kydd (1997) states that professional development is crucial not only to the individual but also to the promotion of effective and efficient organisations. Knowledge and skills are individual qualities, but their practice is dependent on the culture of particular organisational settings. The interplay between individual capability and organisational requirements will make CPD both challenging and exciting. Individual and organisation developments are not separate, but related in a supportive relationship. If the people working in an organisation are encouraged to develop professionally themselves, the organisation will also carry out its functions more efficiently. Organisational development will only happen if the individuals within are developing (Kydd, 1997: 1).

Bell (1991) also states a reason behind the general support for the approach of professional development in educational organisations. It is based on the assumption that the interdependent relationship of the school and the teacher is crucial. A teacher cannot improve his performance consistently if the organisation is in poor health, and the total functioning of the school rests on the sum of the individual teachers' contributions. A teacher is employed as a member of staff in school. The school has education policies, aims and objectives, while staff have a responsibility to students and a concern with the community. The teacher, as a member of staff, holds different values from the teacher as an individual. Teachers should have sufficient time and resources to follow their own professional education interests as well as give a full commitment to the school. Educators express a similar idea that staff development relates to organisational development. For example, Dean (1991) points out that the term professional development tends to be used interchangeably for both the process of

individual development and that of organisational growth. Williams (1982) maintains that staff development is the process by which individuals, groups and organisations learn to be more effective and efficient. Dillon-Peterson (1981) says staff development is the basis of institutional improvement, which, in turn, leads to personal growth and a better atmosphere for effective change in the institution.

Watson (1976) says that '...The terms staff development refers to the activity of ensuring the personal and professional development of the staff of the school'. This definition identifies the fundamental role of the individual within the institution and implies the need to devise processes for professional development. The processes attempt to secure the professional growth of the teacher while improving the performance of both teachers and schools. Similarly, O'Sullivan and Johns (1997) argue that staff development is concerned with a range of staff training activities. It emphasises the need for an institutional approach to staff development. The individual and institution should agree with the aims and obligations of policy statements in respect of staff development.

Hall and Oldroyd (1997) suggest that staff have to identify their needs in relation to the requirements of the institution's plan and government policies. The needs of individual development must be judged alongside the needs of the development of the institution as a whole. The institution has to take the needs of individual or staff into account. The staff needs to consider how to analyse and identify the collected information to form the process of management: planning the programme and designing activities for professional development. If the organisation can harmonise the individuals' interests and wishes for personal and career development with the requirements of the organisation as derived from its educational aims, it will improve both individual and

organisational performance. The teacher, the school and the pupils will benefit from such a process.

In short, Bell (1991) concludes that professional development in these terms implies the involvement of the whole staff in the operation and management of the school. It also implies that much of the work of staff development must be directed towards the improvement of the school, as well as the professional advancement of individuals.

Staff and Curriculum Development

Coles (1978) says, 'Staff development is a prerequisite for curriculum development. If staff continuously involve in curriculum development and justification for their actions, they indirectly engage in professional development as teachers in the widest sense'. Professional development must relate to the subject taught rather than to the generalisations about learning and teaching. Teachers themselves can generate their own personal theories based on their experiences with teaching a subject (Kelly, 1955; Lewin, 1952; Kolb, 1984).

Tanner (1980) states that all teachers engage in curriculum development. Teachers can make crucial decisions about what is taught and how it is to be taught. Curriculum improvement depends on teachers being more thoughtful about their work. Teachers must act on their own initiatives, and have the ability to take hold of a situation themselves. This is a more important factor in judging teachers than any particular set method or scheme. In the progressive education movement the teachers must be architects of the core curricula. That is, teachers must be allowed to face problems and find the answers to those curriculum problems.

Teachers' involvement in curriculum development also involves their relationship with staff administrators. This relationship is responsible for bringing about the improvement of curriculum. Curriculum improvement programmes begin with problems identified by teachers. If teachers have problems, they could discuss them with the senior staff and let them help in solving them. Administrators must also encourage teachers to seek answers to their curriculum problems in the institution. While administration is a maintenance operation in the institution, teachers have to initiate curriculum change, leading to the improvement of the curriculum. Teachers must be involved in major curriculum decisions at the higher level of the educational system. As Lindsey (1962) points out '.... if decisions are to have meaning for the individual teacher and to provide direction for his work, he must be personally involved in making them. ....'

In curriculum development, two major issues - curriculum content and its delivery, should be considered for change. Lawton (1989) states that curriculum content is concerned with aims and objectives which curriculum planners generally set, based on the culture of the society: specifically political, economic, moral and aesthetic understanding and awareness. The teacher is responsible for the delivery system of a curriculum related to the whole teaching-learning process in the school as part of curriculum analysis. Curriculum development, hence, will not be successful if it ignores the role of the teacher in achieving the aim of curriculum development.

Hargreaves and Fullan (1992) also say that the teacher is the ultimate key to educational change and school improvement. Teachers do not merely deliver the curriculum. They develop it, refine it and reinterpret it, too. Curriculum development is obviously related to teacher development, as Stenhouse (1975) claimed: 'No curriculum development without teacher development'. He also says that curricula are resources to help teachers

reconstruct their view of knowledge and, in the light of this, their pedagogical relations with students in the classroom. The teacher's role is a forming of practice to implement a set of external curricular requirements or plans. Curriculum development suggests the continuing reconstruction of the forms in which teachers represent knowledge in classrooms as they, in collaboration with their students, reflect about their teaching (Elliott, 1998). The implementation of curriculum changes makes it necessary for teachers to have a wider range of skills and improved opportunities for professional development. For learning to be effective:

> ' ..... the teacher has to have greater understanding of the subject matter. This is partly a question of insight into the 'structure' of the discipline or subject, including the ability to identify key concepts, ideas and generalisations. Teachers must also be able to transmit this more abstract knowledge to the pupils, which is much more difficult than the presentation of facts to be stored. .....'
>
> (Lawton, 1989: 84)

When the role of teachers is important in curriculum development, teacher development is seen as necessary and has to be implemented in terms of Continuing Professional Development in schools for the benefit of pupils and the teachers themselves.

In summary, professional development is the process associated with the improvement of teaching, learning and evaluation of teachers. The teacher has the key role in education. The teacher is a decisive influencing factor in the effectiveness of curriculum development. In other words, the development of curriculum is the development of the academic staff working on it. As the staff movement responds to what is taught and what ought to be taught, it is actually beneficial to develop the curriculum as well.

4.4 Aims of Continuing Professional Development

Continuing Professional Development for teachers has the ultimate aim of improving the quality of learning and teaching. Teachers can achieve this aim if they have opportunities to update and extend their knowledge and skills as professionals (Garrett and Bowles, 1997).

Reasons for teachers engaging in Continuing Professional Development include updating themselves in new developments in knowledge, materials, law, technology or procedures; training themselves for additional roles being demanded of them; and to help in providing wider job-satisfaction and personal effectiveness. Blandford (2000) maintains that Continuing Professional Development may enable practitioners to gain a wider understanding of society, in particular of information and communication technology (ICT).

Vaughan (1991) points out that teachers may have various motivations for undertaking CPD, for example: to defend a professional area against encroachment by other professions, to satisfy requirements for a licence to practice, to seek new positions in their professions, or to serve their personal interests. Craft (2000) concludes that there are many reasons for teachers to undertake Continuing Professional Development, such as:

- to improve the job performance skills of the whole staff or groups of staff
- to improve the job performance skills of an individual teacher
- to extend the experience of an individual teacher for career development or promotion purposes
- to develop the professional knowledge and understanding of an individual teacher
- to extend the personal or general education of an individual

- to make staff feel valued
- to promote job satisfaction
- to develop an enhanced view of the job
- to enable teachers to anticipate and prepare for change
- to clarify the whole school or development's policy.

4.5 Methods and Strategies of CPD

Educators (Kydd *et al*, 1997) have designed a number of methods and strategies to help teachers develop teaching as a profession. Methods and strategies, considered to be effectively practical and widely discussed, are:

- seminars and workshops
- appraisal and self-appraisal of teaching
- action research
- portfolios

Seminars and Workshops

An effective way of learning, developing or coming to know is through active problem solving and a discussion, especially when confronted with new problems in uncertain situations. This same principle of learning through discussion and problem solving applies to student learning as well as to professional development. This method involves selecting professional consultants to facilitate discussion for staff teachers. Teachers will come to insight and understanding through critical discourses with their colleagues and can then design their own teaching strategies and methods. The two common forms of discussion are in seminars and workshops.

Appraisal and Self-appraisal of Teaching

Poster (1997) says that appraisal is a means of promoting through the use of certain techniques and procedures. The aim is to accomplish the organisation's mission of maintaining or improving what it provides while at the same time seeking to maintain or enhance staff satisfaction and development. Appraisal is designed to promote the integration of the individual into the organisation. Appraisal may have some aspects centred on the needs of the organisation, some on those of the individual, some on both. While it is concerned with personal professional development, appraisal will also include procedures for assessing the individual's performance in discharging specific and agreed responsibilities.

Bound (1980) described the peer consultant method of appraisal, which concentrates on the individual staff member and his/her needs, rather than on a course, a subject, a teaching method or a problem. This approach to self-appraisal utilises the support of peers, as in the peer consultant, in small groups of up to ten members. Such self-appraisal groups are conceived as working together voluntarily, in informal settings, and agreeing on a common area or topic.

Keen (1981) has designed an alternative method of self-appraisal that does not require a pre-specification of criteria. It is a mechanism to raise the teacher's perceptual awareness of his/her strengths and weaknesses and to become a more effective teacher. This teaching appraisal system has become known as TARGET (Teaching Appraisal by Repertory Grid Elicitation Techniques). TARGET is important in professional development since the teachers themselves are the 'experts', motivated to change or to modify their practices in the light of their own perception of their teaching style relative to their own perception of effective teaching. On comparing the two teaching style

profiles, a teacher may conclude that there is some inadequacy or deficiency in his/her own teaching style that needs improvement. It is at this point that help has to be provided. The primary aim of using this technique is to raise the perceptual awareness of teachers to facilitate the improvement of teaching effectiveness.

Action Research

Action research is another form of professional development through curriculum development. This approach seems to be the deepest and most effective form of professional development, for it relates to teaching and subject expertise, course improvement and the improvement of teaching.

The term 'action research' is understood mainly as research by teachers into their own teaching practice, with the aim of improving learning, teaching and the curriculum. Action research starts with a teacher or teachers defining a particular problem and its dimensions in some detail, looking carefully at the relevant facts of the situation. This leads to the formation of an action plan to meet the situation and then implement it. The outcomes of the implementation are then evaluated, leading to further planning and action.

Action research is an integrated approach of a common philosophy and methodology. It is a learning process and on-going spiral of cycles of enquiry consisting of systematic planning, acting, observing and reflecting. It is based on the fundamental concepts of action learning, adult learning and holistic, dialectical thinking, and on the principles of experiential learning and critical thinking (Zuber-Skerritt, 1992).

There are four fundamental steps of action research linked dynamically in a cycle: to plan, to act, to observe and to reflect (Kemmis and McTaggart, 1982; 1988). The main benefits of action research are the improvement of practice, the improvement of the understanding of practice by its practitioners, and the improvement of the situation in which the practice takes place.

Action research in the teaching context is not only possible, but particularly appropriate for at least five reasons (CRASP model): it promotes a Critical attitude, Research into teaching, Accountability, Self-evaluation, and Professionalism, all of which are important goals in education (Zuber-Skerritt, 1992). Through systematic, controlled action research, teachers can become more professional, more interested in pedagogical aspects of education, and more motivated to integrate their research and teaching interests in a holistic way.

Portfolios

A portfolio is purposively used in order to assemble a career record, reflect on the past, formalise key experiences, judge their value and effectiveness, for appraisal and staff development, and to be able to use the experience to help and encourage others. It is also used to help in application for promotion or new jobs, to plan for the future, and to acquire new skills.

Hall (1994) says that a portfolio is a collection of materials made by a professional, which records, and reflects on, key events and processes in that professional's career. The main characteristic of a portfolio is reflection. It reflects an experience and relates that experience to other aspects of the teacher's life. This reflection is fundamental to three important aspects of portfolios: 1) to assist the process of learning, 2) to help

teachers through the experimentation, and 3) to use a reflective writing portfolio to attract accreditation.

A second important distinguishing characteristic is structure. Portfolios are much more than chronological records of events; they are organised around themes or types of activity.

4.6 An Evaluation of Continuing Professional Development

Nebesnuick (1990) states that evaluation is the process of conceiving, obtaining, analysing and communicating information and forming judgements for the guidance of educational decision-making with regard to specified aspects of education.

In Continuing Professional Development, it is important for institutions to evaluate their own programmes. Evaluation is not something to be left to the end of a programme. An element of evaluation is required at the beginning in assessing needs and as a part of appraisal. Then there is value in formative evaluation while the course is running. The evaluation of any particular programme should be planned as the programme is planned, and time and resources allowed for it (Dean, 1991).

If evaluation is to be planned from the beginning of any professional development activity, the professional development committee must be aware of the need to do this and prepared to allocate funds for the purpose. Responsibility for evaluation should be clearly taken to see that there is access to expertise, either by ensuring that a member of staff is trained for the purpose or by training staff to undertake evaluation.

Hall and Oldroyd (1997) suggest a number of questions that need to be considered in relation to evaluation. They are:

1) the purpose of the evaluation (proving, improving or learning),

2) the audience of a report (the administrator or the staff),

3) the questions about the aims, techniques and strategies, needs and expectations of the participants, evidences related to practice, budget and the result of the programme,

4) the methods of collecting evidence (i.e. from documentation, observation or people),

5) the source of information, and

6) the time available and the deadline.

In addition, evaluation techniques are important to represent varying degrees of subjectivity and objectivity. There are a number of useful evaluation techniques:

1)   questionnaires,

2)   discussion,

3)   interview,

4)   observations,

5)   evidence from students, and

6)   value for money assessment.

In selecting the techniques to be used, an institution should have in mind the time involved both during the course and the time involved for evaluations, as well as the cost in money. The amount of evaluation that can be done is limited but some should be done for every course. Expensive courses should be accorded a large evaluation budget, so that value for money can be kept in mind.

4.7 Continuing Professional Development for Teachers in Thailand

In Thailand, the Ministry of Education has attempted to improve all Thai teachers' competencies and performances through introducing a scheme for Continuing Professional Development (CPD). The CPD scheme includes provision for serving teachers to study full-time, or part time in higher institutions whilst still receiving their full salaries. Both the Regional Education Bureau and the Thai High Education Institutions contribute to CPD activities, which are sometimes sponsored by private publishing companies.

Also, teachers are encouraged to participate in Continuing Professional Development activities, which include seminars, workshops and intensive short courses, which last from one day to a month. The activities cover topics such as the new teaching techniques, lesson planning for a new reformed curriculum, and how to conduct classroom research for the improvement of teaching and learning activities.

The CPD scheme also covers teachers' working portfolios. The working portfolio is a continuously updated record of achievement, courses attended and other relevant information and documents illustrating advancement. Working portfolios are seen as an important record and as such are a basic requirement for promotion to academic positions, as well as senior management positions and increases in salary. In Thailand this requirement, known as '*a product of academic achievement*', entitles the holder to be promoted to the higher academic position of professional teacher, and to receive annual increments in recognition of the teacher's continued success.

In recent years, Thai primary and secondary teachers have acknowledged and recognised the value of working towards gaining 'a product of academic achievement'

awards in their career structure. This is especially so among teachers in public primary and secondary schools, particularly those working in rural areas, where there are fewer opportunities for career advancement and development. Consequently, teachers in these rural areas are extremely interested in ways in which to improve their teaching activities and ways in which to upgrade their status. Through the CPD scheme they gain the title of 'professional teacher'. This is instantly recognised by others outside and within the teaching profession as reflecting a commitment of at least three years' dedicated hard work involving research or an extra school activity, such as boy scouts, girl guides, or moral camp, in addition to professional updating.

However, it has become a two edged sword. Because of such narrow perceptions of the aim of the CPD scheme, some teachers' view the 'product of academic achievement' simply as a vehicle to improve their professional career and/or an opportunity to increase their salary. Others see their academic position in terms of *power* and *right,* rather than a growing responsibility to support and encourage their students' learning through a high quality delivery of teaching. As a consequence, these narrow perceptions have produced problems for school administrators in Thailand. Examples can be found in schools where teachers are assessed and have conferred on them the academic position of professional teachers, and in consequence consider that this entitles them to select preferred jobs and refuse to be involved in mundane and less desirable duties. Moreover, because the professional teacher's salary scale is equal to that of the school administrator and/or an academic position, when a professional teacher is promoted, this can cause conflict of status and differences of opinions. Primarily these conflicts and differences of opinions centre around the perception that the title 'professional teacher' gives the holder *powers* and *rights* that were never intended. Consequently, within the education structure, there need to be much more clearly defined roles, responsibilities

and duties, as well as clearly understood lines of command and authority. This view is supported by a critical review of the concept of profession in which Hoyle and John (1995) state that when one considers the ideological use to which the term is put, it often gives greater emphasis to rights rather than responsibilities. There is a temptation to treat the term as little more than part of the rhetoric of an occupation which is seeking to improve its status, salary and conditions.

Although Hoyle and John (1995) give a clear indication that the term *professional* can be viewed ambiguously by many teachers, there must be opportunities throughout a teacher's career to enhance the view that the role of the professional involves first and foremost the quality of teaching delivery, rather than as a vehicle of right and power. There is a need throughout Thailand for clear distinctions and acceptable teaching input and learning outcomes, to be made and if necessary repeated annually, in order that there is a clear understanding of why there is a need to undertake professional teacher studies.

It could be argued that the scheme of Continuing Professional Development in Thailand did not reach to the intended goal of improving teachers' quality for the benefit of students' learning that will lead to the achievement of the educational management for the country. The scheme of CPD for teacher was seen as a top-down model that was expected by higher authorities and which required teachers to participate. In addition, the teachers perceived the scheme as a way to upgrade their status and to gain incentives rather than improving the quality of education for their students. CPD approaches adopted from the Western experiences were seen as inapplicable to a Thai context because there were many problems existing in the management system of teacher development as cited in the report paper of Lifelong Learning. Further, there were also

some problems related to the CPD programme for teachers that can be summarised as follows:

- *CPD programmes were initiated and managed by higher authorities.*

The higher authorities perceived the problems of the CPD programmes in terms of educational management rather than teachers' quality. Most of the provided activities, therefore, were concerned with school management, child behaviour and community services. Although there were CPD activities, provided by public agency (i.e. the local Educational Supervisory Unit), concerned with teacher performance, most activities were seminars or workshops on lesson planning for a new curriculum. Further, school or administrators did not support the activities that helped teachers to improve their teaching strategies provided by private agencies (i.e. Publishing Company and Teaching Associations).

- *Teachers did not have opportunity in their career development.*

Teachers could not express their needs in their career development. Teachers had to struggle for their career development, for example the teachers who wanted to study further had to sacrifice their own time, money without a support from school or higher authorities.

- *Teachers were not acknowledged and prepared for CPD.*

Most teachers were not aware of the necessity of continuing professional development. The teachers who were concerned with career development tended to seek CPD for their own benefit. In doing teachers' portfolio, most teachers collected papers and evidences of their participation in CPD activities and community services as stated in an aim of CPD rather than to be a cumulative record of their improvement and progress in the

teaching career. In doing classroom research, many problems occurred in terms of teachers' perception and provisions for teachers. For example, there was a lack of research supervisors to help teachers. Teachers did not take the benefit of students' learning as the major issue in doing a research. Therefore, most research outcomes were not applicable and acceptable in teachers' wider sense in the same and other schools. Teachers were not provided with enough support such as time, materials and facilities. Teachers, in doing the research, were seen as using school time for their benefit not for the organisation.

All of these problems could be seen as obstacles of CPD for teachers in Thailand. It is essential that these should be studied with those concerned with the existing problems. It is necessary to explore and assess the CPD activities. The perceptions of teachers and school administrators are to be investigated in relation to CPD for teachers. Therefore, the public secondary school teachers and school administrators in the second biggest province, Chiang Mai, in Thailand were selected to study CPD for teachers. The teachers, the school administrators and the schools in Chiang Mai are assumed to be appropriate for studying CPD for teachers. For example, there are different sizes of schools both in rural and urban areas in the province. Extra large and large schools are similar to schools in other big provinces, including the capital city – Bangkok, and medium and small schools in suburban and rural areas are also similar to many schools in medium and small provinces in terms of number of teachers, school management, facilities, communication and transportation.

4.8 Summary

The idea of CPD investigated in this chapter is important and closely related to the main purpose of this research study, the main questions of which can be stated as:-

- How was the importance of CPD perceived by teachers?

- What were the needs of teachers in CPD?

- How and how often did teachers have opportunity to join the provided CPD activities?

- What were the contextual factors that influence teachers in CPD?

- What were the problems and obstacles that hinder teachers in CPD?

- What were the teachers' perceptions of classroom research for CPD?

The responses to these questions can be related to the teachers' gender, background of education, years of working experience and teaching subjects because these variables might affect their perceptions. Therefore, in this study these variables were analysed.

Chapter Five

Research Methodology

5.1 Introduction

This study was carried out to explore the perceptions of teachers and school administrators in public secondary schools regarding Continuing Professional Development (CPD). The rationale behind the aim of this study is that no research such as this has been undertaken to date in Thailand; therefore, an investigation into the most effective ways to achieve goals, the resources available and the pathways open to teachers, was seen as necessary.

This chapter explains the methods adopted to achieve the aims of the study. There is an explanation of the research design, the construction of the data collection instrument, the selection of the study location and target population, the pilot study, the main fieldwork procedures and data analysis methods.

5.2 Research Design

The researcher considered various different methodologies for collecting data related to involvement in CPD. Because the principal purpose of this study was to explore various aspects of CPD, it was desired to obtain the views of people in the concerned populations (teachers and school administrators) and to interpret these in relation to similarities and differences between the groups.

Consideration was given to issues related to research design, such as choosing an appropriate research strategy; selecting method(s); developing research questions; collecting data and preparing for, and carrying out analysis. Robson (1998:52)

highlights important points that must be considered when embarking upon research. They are:

1. a *strategy* (i.e. a stance or approach, rather than a method, such as observation or interview concerned with *research)*, taken in a broad sense and including, for example *empirical* evaluation in the sense of relying on the collection of evidence about what is going on about the *particulars,*

2. a study of that specific case (the issue of what kind of generalisation is possible from the case, and of how this might be done, will concern us greatly) focused on a *phenomenon in context*, typically in situations where the boundary between the phenomenon and its context is not clear, and

3. use of *multiple methods* of evidence or data collection.

This study was basically descriptive and quantitative. Since the intention was the deductive testing of relevant theories, as well as the conceptualisation of reality in terms of variables (e.g. gender, levels of education, years of experience and subject teaching) and the relationships between research questions and these variables, a survey approach was adopted, which rests on measurement, and therefore pre-structures data, research questions, conceptual frameworks and design (Punch, 1998: 242).

As Oppenheim (1996:1) indicates, '... survey research is a form of planned collection of data for the purpose of description or prediction as a guide to action or for the purpose of analysing the relationships between certain variables'. A survey's general purpose must be translated into a specific central aim. The survey gathers data at a particular point in time with intention of describing the nature of existing conditions and

identifying standards against which existing conditions can be compared (Cohen and Manion, 2000: 94).

The researcher focused on this particular type of research because the research question - *What are the perceptions of teachers and school administrators toward CPD?* - implied a need to address a large number of respondents, for which a quantitative approach was more feasible than a qualitative approach, due to time and resource constraints. The predominantly quantitative approach means that the research did not deal with cases and to some extent lacked sensitivity to context and process, to lived experience and to local groundedness. It did not aim for an in-depth and holistic understanding, which could do justice to the complexity of social life. However, there are strengths and advantages in this exploratory type of study because quantitative data enable standardised, objective comparisons to be made, and the measurements of this research permit overall descriptions of situations or phenomena in a systematic and comparable way. In this research, certain types of important questions can be systematically answered (i.e. choosing from the alternatives given), opening the way to the development of useful knowledge (Punch, 1998:243).

Guided by literature, the researcher aimed to investigate the numbers of respondents who participated in the scheme of CPD for teachers. Since the research question did not require in-depth responses, the researcher could provide alternative answers to be selected by respondents, and standardised and systematic responses could be made in percentage terms' comparisons. Resources including time, money, the availability of samples and data, the researcher's familiarity with the situation being studied, access to the situations and the need to gain the co-operation of others, were all considered and were instrumental in the choice of research design (Punch, 1998: 244-245).

After discussions with the appointed supervisor and other academics within the Institute for Learning and researching various research methodologies, the researcher decided that the most appropriate way to investigate the perceptions of public secondary school teachers and administrators regarding CPD would be to use two questionnaires.

5.3 Construction of Questionnaires

The principal reason for using questionnaires was the fact that they are easier and quicker for researchers than interview. Questionnaires can be used and re-used with a vast sample, so geographically there is no limit to their use. They also offer the flexibility to compare a vast number of responses in similar and different sampling variables (Robson, 1998: 53).

Construction of questionnaires is very important. A questionnaire is not just a list of questions or a form to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data (Oppenheim, 1966: 2). Oppenheim (1966:24) also states that '...a questionnaire has a job to do, its function is measurement, and the specification should state the main variables to be measured'. The questions must be used in such a way as to obtain the necessary information without influencing people taking part (Cohen *et al.*, 2000), and 'statements on questionnaires collected through investigation must be relevant to the specific objectives of the investigation' (Evans, 1965 and Oppenheim, 1966). Therefore, at the design stage the researcher ensured that questions focused on the specific purpose of this research and its objectives.

In order to ensure that the questionnaires used in this research was not biased or open to confusion for participants when completing them, the following was heeded: '...a well-

designed questionnaire is one that can produce the information that is needed. It should be designed to be relatively easy to administer, analyse, and interpret, so that it can provide feedback on perceptions of the issues' (Bell, 1993: 75). These issues are related, because if a questionnaire is designed for ease of answering by the participant, and its content is of importance and relevance to the respondents, they will feel it is worthwhile taking time to answer it, and it is possible to achieve a good response rate.

Bearing these in mind, the researcher constructed two questionnaires. Items were written to address the research survey question *'What are the Perceptions of Public Secondary School Teachers and School Administrators toward Continuing Professional Development?'* Based on the guidelines from Cohen *et al* (2000), outline items included personal details of the respondent were followed by questions asking about the respondents' attitude towards CPD. This background information was asked before survey questionnaire items related to personal perceptions and experiences of participating in CPD were asked.

Once the primary objective of the survey had been decided upon and specified, the second phase of the planning involved the identification and itemising of subsidiary topics. The subsidiary issues concerned with teachers' perceptions included: (1) the importance of CPD; (2) teachers' needs; (3) teachers' opportunities; (4) contextual influences upon teachers; (5) teachers' problems and obstacles; and (6) classroom research in CPD for teachers. For school administrators' perceptions, subsidiary issues were: (1) opportunities provided for teachers; (2) the needs of the school in relation to CPD; (3) problems of the school in CPD; (4) school supports for CPD; and (5) opinions of school administrators toward CPD for teachers. The third phase of construction involved formulating specific information requirements relating to each of these issues.

The questionnaires consisted of closed questions with a multiple choice response format. The closed question is one in which the respondent is offered a choice of alternative replies. The questions are often cruder and less subtle than open questions. Although closed questions may lead to loss of spontaneity and expressiveness, they are easier and quicker to answer; require little writing; and quantification is straightforward (Oppenheim, 1966: 40-43). The main advantage of the closed question format is that it provides a uniform frame of reference for respondents to use in determining their answers to the question (Weisberg and Bowen, 1997:49). By using a "closed" approach, the researcher ensured that the results of several groups could readily be compared and that all respondents would have considered the same area of content before giving their replies.

With regard to the closed-ended format, care was taken in writing the possible answers so that (1) they were not biased, (2) all possible opinions were accounted for, and (3) none of the answer categories overlapped (Weisberg and Bowen, 1997:49). Aware of a problem of the multiple choice technique, that there might be situations and opinions unaccounted for in the alternatives offered, the researcher put an 'others' option in each item for respondents to specify by themselves and provided spaces for comments or suggestions concerned with CPD in the last section of each questionnaire.

Ethical issues

This study survey rests on the need for participants who filled in the questionnaire to have confidence and a clear understanding of what was expected of them, and be assured that at all times total confidentiality was guaranteed. Questionnaire type research is intrusive into the lives of people responding. Therefore, Hull University's Code of Ethics was implemented to ensure confidentiality, anonymity and non-

traceability of all participants related to the research. Moreover, the researcher ensured by the careful wording of a covering letter to accompany the questionnaire that all the participants in his investigative survey knew their rights.

Steps were undertaken to ensure that everyone taking part clearly understood that the completion of the questionnaire was done with their informed consent, and that they had the right to withdraw from the study at any stage, whether the questionnaire was completed or not. The people filling in the questionnaire were assured of total confidentiality, therefore, no harm could come to them or their families. Further guarantees of anonymity and non-traceability in this dissertation were given. Moreover, although every care was taken to be sensitive to the content, structure, and bias of responses required in the questionnaire, it was made clear that should there be any question or aspect during the administration of the questionnaire that a person considered caused offence, was intrusive, misleading, biased, misguiding, irritating, inconsiderate, impertinent or obtrusive, he/she had a right to refuse to answer the question or withdraw from the study, without any comeback, embarrassment, or force being applied by the writer (Morrison,1996).

5.4 Validation of Questionnaire

As mentioned, the principal aim of this research was to collect and collate baseline date related to CPD. Cohen (1989: 82) points out that 'a good questionnaire should be easily understood, short, uncomplicated, reliable and valid'.

Good and Brophy (1990:68-9) state that 'at the most basic level a test is said to be valid if it measures what it is supposed to measure'. This implies that the questionnaire items should all be relevant to the content of the domain under investigation. Moreover, they

should be expressed clearly and unambiguously, so that all respondents will interpret them in the same way. In this study, efforts were made to ensure the validity of the questionnaire in two main ways: by care in the construction process and by subsequent reference to expert evaluators.

In the construction phase, the researcher took steps to ensure the content validity of questions by referring to the CPD literature and to documents related to demographic information of teachers and schools, and statistical data concerned with provided programmes of CPD activities and number of participants.

Moreover, as indicated above, items in the questionnaires provided a free option for respondent to specify his/her own answer. This is because the most valid way to obtain an estimate of a respondent's attitude would be to ask him/her some free-answer questions and let him/her take his/her time and state his/her views in his/her own way. This approach stresses the richness of the data and the need to obtain a full and rounded picture of the respondent's attitude on a complex matter. Such data have a high degree of 'face validity' – much more than a few checks on alternatives given (Oppenheim, 1966:76).

Once the questionnaire items had been drafted, the researcher gave two copies of the questionnaire to two academics with experience in questionnaire research, who worked within the University of Hull, United Kingdom. One of the academics was of Professor level and had an international reputation in survey questionnaire research. The other academic taught on Master degree modules in Social Science and Education. Both had published nationally and internationally using survey research methodologies. They were asked to comment on whether the items in the questionnaire were suitable for each

question. These two specialists were asked to assess the questionnaire in the following way.

     *   to make an assessment on a 3 – point scale for each item, that is, extremely important, moderate, and not at all important;

     *   to suggest any additions or corrections for the items, which could be considered important to the present study;

     *   to make any other suggestions which might be helpful for the present study.

There were no restrictions as to how many changes the two academics could make to the draft questionnaire.

In line with the suggestions of Cohen *et al.*, (2000), the evaluators' responses were scored as follows:

     *   important   =   3

     *   moderately important   =   2

     *   not at all important   =   1

Then the researcher added up the scores and divided them by the number of evaluators to get the mean (average) for each item. Any item with a mean of below 2 was removed from the questionnaire. All items that scored 2.0 or above were kept in. The researcher noted any comments and suggestions the experts made, and re-arranged and corrected the items according to their recommendations.

On the subject of questionnaire design, Weisberg and Bowen suggest

> ' ... *Questions should be examined carefully to see if such unintended double meanings exist. ..... It is also important to consider whether the wording of the question will lead to reliable answers. If the question is asked in a confusing manner, then the answer will not be reliable. For this reason, questions should be kept short and direct. ...*'
>
> Weisberg and Bowen (1977: 47)

Therefore, changes were made to ensure the questionnaire content was related to the literature, to remove questions that did not focus on the principal aim of the research, to adjust response alternatives offered to avoid bias, to amend wordings that might confuse respondents, and to eliminate superfluous detail that made the questionnaire longer without necessity. For example, the changes of wordings in the questionnaire, on item 6 *'How do you rate the importance of CPD activities in improving your work?'* was changed from *'How could the CPD activities help improving your work?'* and on item 7 *'How high is the level of opportunity for CPD?'* was changed from *'What is the opportunity of developing your teaching profession?'*.

After these changes, the writer discussed and double-checked all the changed statements with colleagues. All these procedures were taken to ensure that the questionnaire would have content validity, as urged by Cohen, Manion and Morrison (2000).

5.5 Ensuring the Reliability of the Questionnaire

Reliability is defined as the level of internal consistency or stability of the measuring device over time (Borg and Gall, 1983: 281). Cohen, Manion and Morrison (2000: 117-118) cite that reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. There are three principal types of reliability: stability, equivalence and internal consistency.

- Reliability as stability is a measure of consistency over time and over similar samples. A reliable instrument for a piece of research will yield similar data from similar respondents over time. This type of reliability will have to choose an appropriate time scale between the test and re-test (Cohen, Manion and Morrison, 2000: 117).

- Reliability as equivalence may be achieved, firstly, through using equivalent forms of a test or data-gathering instrument. If an equivalent form of the test or instrument is devised and yields similar results, then the instrument can be said to demonstrate this form of reliability. Secondly, this reliability may be achieved through inter-rater reliability. If more than one researcher is taking part in a piece of research then, human judgement being fallible, agreement between all researchers must be achieved through ensuring that each researcher enters data in the same way. This would be particularly pertinent to a team of researchers gathering structured observational or semi-structured interview data (Cohen, Manion and Morrison, 2000: 118).

- Reliability as internal consistency demands the instrument or tests run through the split-half method. In doing so, the tests items are divided into two halves, ensuring that each half is matched in terms of item difficulty and content. Each half is marked separately. If the test is to demonstrate split-half reliability, then the marks obtained on each half should be correlated highly with the other (Cohen, Manion and Morrison, 2000: 118).

In the case of present research these approaches could not be completely applied to the questionnaire. Test and re-test would require more time and could annoy the respondents who were always busy. To design the two equivalent forms and the split-half test might cause the problem of language use in terms of inconsistent meanings

because the questionnaire in Thai might make the respondents confused and complicated. However, the researcher still needed at the very least to ensure the reliability of this questionnaire.

Therefore, the researcher designed the instrument to contain two items, which would enquire about the same matter or issue but in different ways. If responses were dependable, then it would be expected that replies to these two items would coincide. In the questionnaire for teacher, therefore, there were two items asking about the opportunity for CPD provided for teachers. For example, *'How high is the level of opportunity for CPD?'* and *'How often have you had the opportunity to participate in CPD activity in the last three years?'* The researcher also used similar questions to ask teachers and school administrators. For example, the questions *'What is the most important problem that prevents teachers participating in CPD activities?* was used in the questionnaire for teacher, and *'What is the most important problem in developing teachers?'* and *'What is the school administrator's main reason for not giving permission to teachers to join the CPD activities?'* were put in the questionnaire for school administrator. In the pilot study, data collected using this technique was used to check the reliability of the instruments. These data are presented below in Section 5.9. In addition, the researcher provided space in the last section of questionnaire for respondents to write their own ideas about CPD for teacher, which was expected that they would give details of CPD for teacher relating to the items in the questionnaires.

5.6 Translation

Once the questionnaire: *The Perceptions of Public Secondary School Teachers and School Administrators to Continuing Professional Development,* (in English) (Appendices 4 and 5), which had been designed in the UK, was translated into Thai

(Appendices 6 and 7). The two copies of questionnaire in Thai, with letters stating the purpose of the survey study, were also given to two Thai academics with experience in questionnaire research, who work within the university in Thailand to assess the accuracy of the translation, before the questionnaires were sent to schools in Chiang Mai, Thailand, for distribution.

5.7 Location and Target Population

In this study, the researcher specified the target population as those teachers and administrators employed in public secondary schools within Chiang Mai, in the northern part of Thailand. Chiang Mai was chosen because it is a large province and the centre of northern part of the country. It is an administrative centre for developmental efforts in economics, social, education, tourism, art and culture; therefore, such efforts directly influence the educational development of the area. There are various higher educational institutions, such as Technical Colleges; Teachers' Training College; Institution of Technology; Vocational Colleges; and Universities. It is a principal ambition of secondary school pupils to attend one of these institutions. This places a responsibility on secondary school teachers to lay an appropriate foundation for later studies. These facts influenced the researcher to select teachers and school administrators in public secondary schools as part of the sample for this study.

There are 34 public secondary schools situated in urban and rural areas in Chiang Mai (See a map in appendix 2). There are four sizes of school – small, medium, large and extra large- classified by numbers of students enrolled (i.e. small school = 500 – 1,000, medium school = 1,001 – 1,500, large school = 1,501 – 2,000 and extra large school = 2,001 and over). Each school has one administrator. Consequently, the total number of

administrators in the target population was 34. The teacher population totalled 2265

(See Table 5.1).

Table 5.1 Numbers of survey populations

SCHOOL SIZE	SCHOOLS	TEACHERS	SCHOOL ADMINISTRATORS
Small	17	495	17
Medium	7	519	7
Large	6	645	6
Extra large	4	606	4
Total	34	2265	34

5.8 Pilot Study

Before starting the main study, the researcher carried out a pilot study in order to try out

the questionnaires, test the administrative procedures and to identify any problems with

the data sources. According to Wiersma's suggestion,

> ' ...*Before preparing the final form of questionnaire, the items should be tried out with a small group in a pilot study. The group need not be a random sample of prospective respondents, but the members of the group should be familiar with the variables under study and should be in a position to make valid judgements about the items. ...... The result of the pilot study should identify misunderstandings, ambiguities and useless or inadequate items. Additional items may be suggested, and mechanical difficulties in such matters as data tabulation may be identified. Difficulties with the directions for completing the questionnaire may also be uncovered. ...*'
>
> Wiersma (1986: 192-194)

Specifically, the researcher tried out the questionnaires in this study with the aim of

exploring the feasibility of distribution procedures, reliability of the questionnaires, and

any problems that might occur during the survey study, and to seek ideas, comments

and suggestions from the questionnaire respondents.

The researcher selected three public secondary schools of different sizes (small, medium and extra large) in Lamphun, a neighbouring province of Chiang Mai in Thailand, for pilot study (See the map in appendix 3). The schools in Lamphun were chosen for piloting because they are very similar to those in Chiang Mai. The schools share similar responsibilities in terms of graduate students. Teachers are also encouraged to participate in CPD activities in which the provision of CPD and the teachers' opportunities are similar to the teachers in the main study. The schools also have similar problems in school management and teachers' development.

Therefore, contacts were made with the selected schools. The questionnaires, with a general letter of invitation, which described the intended research study, were sent to the schools. A person assigned by the school administrators distributed the questionnaire within each school. A sample of 45 teachers and 3 school administrators was selected to complete the questionnaires. They were also asked to provide comments and suggestions related to the design, content, wording and accessibility of the questionnaires. The pilot sample had similar qualifications to the teacher population in Chiang Mai, but they had no contact with the Chiang Mai teachers.

From pilot study, the researcher received advice and suggestions regarding the questionnaires. It was found that the design of questionnaire was interesting and easy to answer, and the content was understandable. The researcher also found interesting suggestions and comments related to two major issues: classroom research and school management.

During the course of the pilot study, the researcher encountered some difficulties regarding the data collection:

- Contact with administrators and teachers in extra large schools were not as convenient as in medium and small schools.

- The collection of questionnaires in the extra large school was slow and some were missed.

- The questionnaire distributors had to follow up some teachers to collect the questionnaire because the teachers were busy at work. Consequently, distributors had to spend a few days in order to collect many responses as possible.

The pilot study enabled the researcher to become familiar with the type of data to be expected and prepared him for the difficulties that might be faced in the main study. Most importantly, the pilot study provided important indicators including:

1. factors, e.g. size and distance of schools;

2. Teacher and school administrator factors, e.g. age, sex, years of experience, teaching subject, and their willingness to co-operate; and

3. Time School factor, e.g. school timetable (e.g. a sport day), the time needed for collecting the questionnaire, and the need to make appointments with schools and contributors.

In the lights of the problems and difficulties from the pilot study, the researcher changed and adapted the questionnaires to be more practicable. The comments and suggestions written by respondents were also taken into account in preparing a coding book for analysis. Preparations were also made for delays and difficulties in the main study.

5.9 Demonstration on the Reliability of the Instruments

The pilot study informed the researcher about the reliability of the questionnaires. By comparing teacher responses to item 5 with those to item 6 asking about the CPD

opportunity in similar questions, the researcher was able to demonstrate that teachers showed a high percentage of their opportunities (See Table 5.2).

Table 5.2 Teachers' responses to Item 5 and 6 (N = 30)

Items	Teachers' responses			
7. How high is the level of opportunity for CPD?	Very high 33.3%	High 46.6%	Low 16.6%	Very low 3.3%
8. How often have you had the opportunity to participate in CPD activity in the last 3 years?	> 3 times 36.6%	3 times 46.6%	2 times 13.3%	Once 3.3%

In view of these outcomes, the questionnaires were accepted as yielding dependable, reliable results.

5.10 The Main Fieldwork

The main fieldwork began in December 1999, The procedures were as follows:

Sample

In total, 2265 teachers and 34 school administrators in Chiang Mai were the target population. The teachers and school administrators from all 34 schools were selected since it was desired to identify needs, opportunities and influences upon teachers in CPD from all sizes of schools and to cover both urban and rural schools in the province. The latter was important since the differences in resources, or transport difficulties, could affect the provision and take-up of CPD.

Since each school has only one administrator, all 34 administrators were included in the sample. In the case of teachers, in order to strike a balance between representatives and practicality, it was decided to select 25% of the population in each school. This sample was stratified with respect to the study variables, that is gender, educational background years of working experience and subject teaching (see distribution procedures below).

Distribution procedures

Three letters asking for permission to distribute the questionnaires were sent to the authorities in the Department of General Education, the Supervisory Unit of General Education and the Office of General Education in Chiang Mai (Appendix 10). The researcher, also, sent letters to each school to ask for their co-operation and an appointment date. Within each school a local contact was identified by the individual administrator for each school to distribute and collect the questionnaires. The questionnaires and letters asking for permission and stating the purpose of the survey study were handed to most schools by the researcher, but in some distant rural schools the questionnaires were sent by post.

The questionnaire for school administrator was sent directly to his/her office. The questionnaires for teachers were sent to an assigned official in each school. According to the purpose of sample random, the assigned official grouped teachers in terms of teachers' years of experience in school. Then, he/she selected 25% of teachers from different years of experience before distributed the questionnaires to teachers with different teaching subjects.

A cover letter stating the aim of study research; an invitation to participate and thanks for co-operation, together with a code of practice and a questionnaire were handed to teachers during school time in each subject department. Teachers were given 10– 15 minutes to reply the questionnaire privately in their offices. After that each school distributor made the collection.

The researcher went to collect the answered questionnaires from most schools. For distant schools in rural areas the school administrators sent the questionnaires back to

the researcher by post. When the researcher received the questionnaires from schools, letters of thanks were sent to the schools. The data collection was completed in January 2000.

Response rate

Because of distance and a problem of communication, 5 schools did not return any of the questionnaires and 14 schools did not return the questionnaires for the school administrator. Replies were received from 29 schools: 508 teachers and 20 administrators – see table 5.3.

Table 5.3 Numbers of sample respondents

SIZES OF SCHOOL	SCHOOLS	TEACHERS	ADMINISTRATORS
Small	13	112	8
Medium	6	125	6
Large	6	132	4
Extra large	4	131	2
Total	29	500	20

Data analysis

The 20 returned questionnaires from school administrators and 500 returned questionnaires for teachers were completely answered. Initially, the researcher used Excel, a computer program, to analyse the raw data and show percentages of teachers and school administrators responding in particular ways.

SPSS program was used to explore associations between the independent variables and responses to items in the questionnaire.

5.11 Summary

This chapter has described the research design, and the rationale for selection of the questionnaire used in this investigative exploratory survey. The usage of questionnaires as a sound technique was discussed and evidence put forward as to their validity. This chapter has also detailed the methods used in this survey, the location of study, sample both in the pilot study and the main fieldwork. The pilot study informed the researcher about the reliability of the instrument. There were also some difficulties and indicators, which were taken into account in the main fieldwork. An explanation was given of the main fieldwork research procedures and the analysis of data concerned with the findings. The findings derived from analysis of the information in the questionnaires are presented in the next chapter.

Chapter Six

Presentation of Findings

6.1. Introduction

The survey findings obtained are presented below. Section 6.2 presents general descriptive data on the two sample groups, that is gender, education levels, years of working experience, and the academic subjects taught by the teachers. In sections 6.3 and 6.4, the findings on respondents' perceptions of CPD are presented. The distribution of responses was analysed in relation to gender, education levels, years of working experience and subjects taught by teachers.

6.2 Description of the Sample

The demographic details of respondent teachers, along with demographic details of the school administrators, are presented below.

Respondents' gender

The majority of the respondent teachers were female (364 = 72.8 %), and 136 (27.2%) were male, reflecting the fact that female teachers outnumber males in Chiang Mai as a whole (Office of Chiang Mai General Education, 1999). The majority of school administrators were male (16, 80%), with 4 female (20%).

Respondents' completed level of education

The majority of teacher respondents (412 or 82.4%) had an initial teacher qualification (a bachelor degree and a certificate level), and 88 teachers (17.6%) had a master's degree. School administrators were equally divided in terms of education level, between those with an initial teacher qualification (10, 50%), and those with a master's degree (See Table 6.1).

Table 6.1 Education level of surveyed respondents

LEVEL OF EDUCATION	FREQUENCY	PERCENTAGE
Initial Qualification	412 (10)*	82.4 (50%)
Master's Degree	88 (10)*	17.6 (50%)
Total	500 (20)	100 (100%)

*Brackets ( ) indicate the school administrator respondents

Respondents' years of working experience

The largest group of teacher respondents had been teaching for 20 years and over (259 teachers or 51.8%). 178 teachers (35.6%) had 10-19 years of experience. 63 teachers (12.6%) had taught less than 10 years of working experience.

Similarly, years of working experience of school administrators varied. Nine school administrators (45%) had been in the post less than 10 years, 6 school administrators (30%) for 10–19 years and 5 school administrators (25%) had 20 years and over of working experience (See Table 6.2).

Table 6.2 Years of working experience of respondents

YEARS OF EXPERIENCE	FREQUENCY	PERCENTAGE
Under 10	63 (9)*	12.6 (45%)
10 – 19	178 (6)	35.6 (30%)
20 and over	259 (5)	51.8 (25%)
Total	500 (20)	100 (100%)

*Brackets ( ) indicate the number of school administrator respondents

Respondents' teaching subject

Respondent teachers were classified into eight groups according to their different teaching subjects. These are shown in table 6.3 below.

Table 6.3 Distribution of teachers teaching in different subjects

TEACHING SUBJECT	NUMBERS OF TEACHERS	PERCENTAGE
Thai	66	13.2
Foreign Language	123	24.6
Social Studies	70	14.0
Science	67	13.4
Mathematics	52	10.4
Vocational/Art Studies	87	17.4
Physical Education	24	4.8
Computer Studies	11	2.2
Total	500	100

The next sections will present the results related to teachers' and school administrators' perceptions of CPD.

6.3 Results related to the Teachers' Perceptions

In the questionnaire for teachers, there were seventeen items asking about teachers' perceptions of CPD related to the objectives of the research study. The frequencies and percentages of teachers' perceptions of CPD are presented below with regard to each item in the questionnaire (See table 6.4).

Table 6.4 The frequencies and percentages of teachers' perceptions of CPD to items 5-21 in the questionnaire (N = 500)

Teachers' Perception	Findings Frequencies and Percentages				
5. The importance of CPD in improving teachers' work.	Very high 155 31.1%	High 336 67.2%	Low 9 1.8%	-	-
6. The level of opportunity for CPD.	Very high 74 14.8%	High 317 63.4%	Low 109 21.8%	-	-
7. The frequency of opportunity in joining CPD activities.	Once 95 19.0%	2 times 99 19.8%	3 times 75 15.0%	> 3 times 209 41.8%	Others 22 4.4%
8. How the teachers received the opportunity to join CPD activities.	Self apply 90 18.0%	Commands 202 40.4%	Assigned 78 15.6%	Others 130 26.0%	-
9. The influential person upon teachers in CPD.	School head 208 41.6%	Colleagues 40 8.0%	Students 147 29.4%	Others 105 21.0%	-
10. The influential factor upon teachers in CPD.	Educational policy 167 33.4%	School management 150 30.0%	Students' outcome 104 20.8%	Others 79 15.8%	-
11. The need of types of CPD activity.	Seminar 47 9.4%	Workshop 289 57.8%	Intensive course 88 17.6%	Others 76 15.2%	-
12. The need of topics of CPD activity.	Subject Content 18 3.6%	Teaching Strategies 192 38.4%	Educational Innovation 159 31.8%	Computer For Education 54 10.8%	Others 77 15.4%
13. Need to change role from teaching to administration.	Yes 110 22.0%	No 390 78.0%	-	-	-
14. Need to study further.	Yes 392 78.4%	No 108 21.6%	-	-	-
15. Problems with regard to further study.	No money 170 34.0%	Chance of entrance 97 19.4%	No annual promotion 48 9.6%	Lack of support 10 2.0%	Others 175 35.0%
16. Problems of not wanting to join CPD activities.	Boring job 87 17.4%	Ability 34 6.8%	CPD not importance 70 14.0%	Economic 156 31.2%	Others 153 30.6%

Teachers' Perception	Findings Frequencies and Percentages				
17. Obstacles in joining CPD activities.	No support 62 12.4%	School lacks of budget 158 31.6%	Problems of communication 62 12.4%	Not Convenience 77 15.4%	Others 141 28.2%
18. Reason for not wanting to attend CPD activities.	Uninteresting Topics 157 31.4%	Boring activities 121 24.2%	Ineffective Speakers 47 9.4%	No effect of improvement 41 8.2%	Others 134 26.8%
19. Classroom research concerns.	Not planned 147 29.4%	Planning 200 40.0%	Working 101 20.2%	Presenting 11 2.2%	Completed 41 8.2%
20. Problems of doing classroom research.	Research knowledge 85 17.0%	Lack of Expert 129 25.8%	No time and money 114 22.8%	Others 172 34.4%	-
21. Classroom research benefits.	Status and incentives 115 23.0%	Teaching effectiveness 110 22.0%	Students' Achievement 158 31.6%	Others 117 23.4%	-

The associations between the independent variables (i.e. gender, education level, years of working experience and teachers' teaching subject) and the responses to each item in the questionnaire were explored. The SPSS program was used to calculate Kendall's tau-$\underline{b}$ correlation and the Pearson Chi-square where appropriate.

Kendall's tau-$\underline{b}$ correlation was calculated for items 5 and 6 because the responses were ordinal data. The responses to item 7 to 21 were nominal data, therefore, they were investigated by the Pearson Chi-square (Siegel and Castellan, 1988).

'Very low' and 'low' categories were collapsed due to small cell number in items 5 and 6 as were 'Certificate' and 'Bachelor' categories in the independent variable, education level.

The statistical analysis for all items by each independent variable in shown in Appendix 8. The text that follows identifies the findings for each of the questionnaire items in turn.

Item 5: The importance of CPD activities in improving teachers' work

The majority of teachers had a positive attitude toward the provided CPD activities. There were no statistically significant differences for any of the independent variables.

Item 6: The level of teachers' opportunity for CPD

Overall, the majority of teachers reported a high level of CPD opportunity that teachers had in the years 1998 – 2000. The Kendall's tau-b test between the item and the independent variables showed there were statistically significant differences in the scores of respondents with years of experience. It was found that the teachers who had many years of experience (20 years and over) felt that they had higher level of opportunities than others.

Item 7: The frequency of teachers' opportunity in joining CPD activities

The responses showed the majority of teachers had had such opportunities more than 3 times in the past three years (1998 – 2000). There were no statistically significant differences in the responses of any of the categories.

Item 8: How teachers received the opportunity to join CPD activities

The highest percentage of teachers (40.4%) indicated they were encouraged to attend by the school administrators. The Chi-square test between the item and the independent variables showed statistically significant differences in the respondents' education levels. The finding showed the school administrators encouraged the teachers with initial qualifications only more frequently than those with Masters degree.

Item 9: The influential person upon teachers in CPD

The largest group of teachers indicated the school administrator had influence upon them. The Chi-square test between the item and the independent variables showed statistically significant differences for the respondents' years of experience. The teachers in the category of fewer years of experience tended to be influenced by the school administrators more than those with many years of experience.

Item: 10 Influence of related factors upon teachers in CPD

A third of teachers overall indicated that the education policy was the main influence upon them in CPD. There were no statistically significant differences in the responses of any of the categories.

Item11: Teachers' need of types of CPD activity

The majority of teachers (57.8%) indicated that workshop activity was their first preference to improve their effectiveness at work. There were no statistically significant differences in the responses of any of the categories.

Item 12: Teachers' need of topics of CPD activity

Most teachers (38.4%) indicated teaching strategies could help them improving their jobs. The Chi-square test between the item and the independent variables showed statistically significant differences for the respondents' gender and teaching subjects. Female teachers indicated a need for support in teaching strategies more than male teachers and the highest percentage of teachers were those teaching Mathematics.

Item 13: Teachers' desire to change to an administrative role

Most teachers did not want to change their roles from teacher to school administrator. The Chi-square test between the item and the independent variables showed statistically

significant differences for the respondents' gender, years of experience and teaching subjects. The highest percentage of teachers were female, in the category of 20 and over years of experience, and those teaching Mathematics and Foreign Languages.

Item 14: Teachers' need for further study

The majority of teachers felt they needed to study further. The Chi-square test between the item and the independent variables showed statistically significant differences in the respondents' years of experience. The highest percentage of teachers was in the under 10 years of experience category.

Item 15: Teachers' problems of not wanting to study further

The majority of teachers (35%) indicated varieties of problems with studying further such as their family responsibilities, old age and the combined effect of all the alternatives offered in the questionnaire. The Chi-square test between the item and the independent variables showed statistically significant differences for the respondents' years of experience. The highest percentage of teachers indicating the problems was in the category of 20 and over years of experience.

Item 16: Teachers' personal problems of not wanting to join CPD activities

Nearly a third of teachers indicated economic problems for not wanting to join CPD activities. The Chi-square test between the item and the independent variables showed statistically significant differences in the respondents' years of experience. The highest percentage of teachers who found the problems was in the category 10 – 19 years of experience.

Item 17: Obstacles to teachers joining CPD activities

The largest group of teachers indicated that the obstacle was the schools' lack of budget to support the teachers in joining CPD activities. The Chi-square test between the item

and the independent variables showed statistically significant differences for the respondents' gender, and teaching subjects. Female teachers showed higher per cent than male, and the teachers who teach Foreign Languages.

Item 18: Teachers' reasons for not wanting to attend CPD activities

Most teachers thought the topics of CPD activities were not interesting as the reason why teachers did not want to join the CPD activities. There were no statistically significant differences in the responses of any of the categories.

Item 19: Teachers' concern with classroom research

The majority of teachers responded that they were planning classroom research. The Chi-square test between the item and the independent variables showed statistically significant differences for the respondents' levels of education and years of experience. The high responses were those teachers with initial teacher qualifications with fewer years of experience.

Item 20: Teachers' problems of doing classroom research

The majority of teachers indicated 'other' problems concerning classroom research, namely, that they did not have enough time for doing classroom research, and further, they lacked research knowledge and no expert to supervise them. The Chi-square test between the item and the independent variables showed statistically significant differences for the respondents' gender and education levels. Female teachers and those with a master's degree tended to indicate these problems more than other groups.

Item 21: Teachers' opinions of benefit of classroom research

Most teachers indicated classroom research was beneficial for students' achievement. There were no statistically significant differences in the responses of any of the categories.

6.3.1 Teachers' opinions and comments on CPD

In the last section of the questionnaire for teachers, there was an open-ended question, which asked teachers to indicate their opinions with regard to the CPD programme. Almost a third of teachers (151 = 30%) wrote interesting comments and suggestions.

The majority of teachers favoured participating in CPD programmes, because it helped them to cope with educational changes and student needs. A number of teachers expressed the opinion that they needed to develop and improve their jobs, as the development of their country was dependent upon them. This also involved their need to develop within a supportive environment. There was also an acknowledgement that the parents and students needed quality teaching for sound education. Thus, CPD was seen as an essential, challenging task. However, many of the teachers indicated that they faced many problems in participating in CPD, which needed to be addressed to meet their needs and circumstances.

The teachers' responses could be classified into three major categories: problems of CPD management, problems concerned with school administrators, and teachers' opinions of classroom research. This section will summarise teachers' responses as follows:

- *Problems in CPD management*

The majority of teachers stated that CPD was liable to be concerned with changes of belief and attitudes of teachers to face educational innovation and new technology. Some respondents perceived CPD to be concerned with upgrading teaching status and career. Also, CPD was viewed as a way of encouraging teachers to be aware of the crucial role they play within their society. It was suggested, also, that government and school managers had to share a sound, common understanding of the value of CPD, as well as its benefits and contribution towards students' learning outcomes.

From the opinions expressed, there seemed to be an acknowledgement that in general teachers do not have a clear understanding of the hierarchy of management with responsibility for their career and professional development. Some teachers suggested that it would be helpful if there was a direct-controlled organisation that had responsibility for and management of CPD programmes exclusively for teachers. Within such an organisation, there should be a responsible agency that should emphasise the importance of CPD activities as well as provide clear, easily communicated information for teachers, especially in distant schools. All teachers ought to be quickly informed of up-to-date strategies and current innovations.

Equally, it was pointed out that the management of CPD should concentrate on the whole school system in order that educational improvements can be implemented consistently and with continuity. To achieve this, it was said that it was necessary for the planning of CPD to be done collaboratively, between school administrators, managers and all teachers. Through such co-operation, the needs and opinions of teachers should be taken into account, especially as bureaucratic rules, lacks of support and budget were barriers to successful outcomes.

There was a plea for CPD activities to be focused on strategies for improving teaching styles for positive students' learning outcomes. It was viewed that this could best be achieved through workshop activities, focusing on practicable ideas, provided they were made interesting and related to vocational as well as academic subjects. Equally, many respondents pleaded for structured follow-up activities supporting the content of the CPD programmes. In this way, CPD could be developed into specially structured continuous programmes that are evaluated as well as officially inspected, in order to ensure quality.

Also, teachers argued that such opportunities have to be made available to teachers in small and medium schools, particularly those situated in distant and rural areas. It was pointed out that another barrier to attending CPD programmes was that many teachers are not expected not only to fulfil their contractual teaching duties but also to be active in school administrative duties such as student registration, school finance, etc.

In addition, some of the respondents gave strong opinions related to further studying during their teaching career. Some of the suggestions were that the government needed to promote teachers' in-service courses and be much more concerned with the quality of teaching and practising teachers, if future economic needs are to be achieved. Some respondents even suggested that permission should be given for them to attend classes in college or university during school hours, when they had any free periods. Others expressed a strong desire to attend an intensive course during their summer vacation, because many of the CPD programmes did not provide the topics needed by all teachers. If such a scheme was seen to be feasible, they suggested that tuition fees, scholarships and supporting materials should be made easily available at a cheap rate for those studying at higher education institutions. One of the rewards of such

participation could be promotion, which would encourage the participants as well as future teachers to attend CPD programmes.

- *Problems concerned with school administrators*

The problems of CPD related to school administrators were mostly concerned with a need for positive support in order to encourage a change in the culture within schools at this time. There was a need for school administrators to have a vision, as well as be sincere in their commitment to CPD programmes for teacher development. This was because many respondents felt that some school administrators viewed CPD simply as a teacher incentive, and nothing to do with school management. Thus, CPD was viewed as benefiting teachers, rather than as a tool to improve the quality of teaching, which in turn should influence the quality of students' learning outcomes. On the whole, it was reported that school administrators and/or managers seemed to ignore CPD activities and therefore, did not support teachers who expressed a wish to study further or to join in CPD activities.

The teachers indicated that they needed school administrators to encourage them in CPD. Therefore, CPD should automatically be part of the overall school plans and should be within the school budget. This in turn would help to raise the morale of teachers. Consequently, it was also strongly felt that the onus was upon the administrator to create a positive culture of CPD and teacher development within the school.

- *Teachers' opinion on classroom research*

The teachers in the sample were very interested in participating in classroom research. However, the major concern raised was the time factor, given that many had not only their daily teaching commitment but also administrative duties. Classroom research was

their daily teaching commitment but also administrative duties. Classroom research was seen to involve collecting information for a portfolio; preparing worksheets for teaching; attending CPD activities regularly, and presenting their work. After the work was assessed, the teacher would receive incentives and be promoted to a higher teaching position.

Whilst this seems to be a good goal to work towards, some teachers reported that they could not work on CPD activities as well as performing all their other duties. Others reported that they were behind schedule but still working on it, and others reported that they had already completed all the assignments and tasks. Their opinions of classroom research varied; while some viewed CPD as a positive experience of working towards incentives and promotion, others felt strongly that by focus on classroom research, essential teaching routines were disrupted. They described teachers who put classroom research related to CPD activities before or equal to routine teaching duties as being selfish and non-ethical. Others considered that, as most classroom research remained uncompleted, it was ineffective and therefore a waste of government money. Equally, it was argued that whilst many teachers did participate in classroom research and did complete all tasks and assessments, their method of teaching did not change, so it was felt that there ought to be follow-up activities and assessments to ensure the continuance of change for the better.

Other respondents emphasised the fact that the school policy related to research should be made clearer, as well as the principles and rationale it was to be based upon. Further, some respondents reported that they found it very difficult to pass an assessment, while others found that they could pass easily, depending on the demands of their different academic subjects. Also, there was much emphasis on paper work rather than on the

application of the activities; therefore, many respondents felt that the assessment of teaching practice was nothing more than the collection of paper work.

It was suggested that work should not be assessed only by examiners in a central department in Bangkok, but that examiners should also be appointed from regional education offices to assess teachers' practice. Also, experts from central departments or universities were seen as a valuable asset in helping to inform and guide teachers. It was also suggested that research outcomes should be presented widely to teachers in all schools, in order to generate new ideas related to effective teaching strategies. Seminars and exhibitions of teachers' research should be organised from time to time to promote teacher participation in CPD.

From the responses, it was clear that teachers were aware of their duties and responsibilities, but were not clear as to the career structure within their own schools, or even within their own region. Thus, there was a need for support, clear information and achievable incentives in order to encourage teachers to participate in classroom research.

6.4 Results related to the School Administrators' Perceptions

In the questionnaire for school administrators, there were nineteen items asking school administrators about their perceptions of CPD for teachers (See table 6.5 below).

Table 6.5 The frequencies and percentages of school administrators' perceptions of CPD to items 4 -22 in the questionnaire (N = 20)

School Administrators' perceptions	Findings Frequencies and Percentages				
4. The existence of school plan for teacher development	Yes 19 95%	No 1 5%	-	-	-
5. The reason for having no school plan for developing teachers (related to item 5 above)	Lack of budget 0 0%	Lack of information 0 0%	No policy from government 1 5%	Teachers lack of interest 0 0%	Others 0 0%
6. Frequency of CPD activity provided for teachers	Never 0 0%	Once 0 0%	2 times 2 10%	3 times 1 5%	> 3 times 17 85%
7. Topics of CPD activities provided for teachers	Lesson planning 2 10%	Teaching Strategies 0 0%	Educational Innovation 0 0%	Computer For Education 0 0%	Others 18 90%
8. The important CPD topics needed to develop teachers	Content Knowledge 0 0%	Teaching strategies 10 50%	Educational Innovation 2 10%	Computer For Education 0 0%	Others 8 40%
9. Problems of CPD for teachers	Budget 6 30%	Lack of speaker 3 15%	Lack of teachers' co-operation 3 15%	Lack of planning 2 10%	Others 6 30%
10. Factors make teachers ineffective	Lack of Teaching skills 0 0%	Lack of study 6 30%	Lack of opportunity to study 0 0%	Lack of enthusiasm 12 60%	Others 2 10%
11. Frequency of permission giving to teachers to join CPD (activities by public agencies)	Every time 7 35%	Usually 11 55%	Sometimes 2 10%	Never 0 0%	-
12. Frequency of permission giving to teachers to join CPD (activities by private agencies)	Every time 1 5%	Usually 6 30%	Sometimes 13 65%	Never 0 0%	-

School Administrators' perceptions	Findings Frequencies and Percentages				
13. Reason for not giving permissions to teachers to join CPD activities	No budget 6 30%	Shortage of teacher 2 10%	Teachers had no interest 1 5%	Activities did not help 3 15%	Others 8 40%
14. Reason for not giving permission to teachers to study further	Teachers' shortage 5 25%	Subject not related 2 10%	No quota for Teachers 2 10%	Teachers' knowledge is sufficient 0 0%	Others 11 55%
15. School support teachers in doing classroom research	Provide textbooks 2 10%	Provide experts 0 0%	Provide materials 1 5%	Provide Seminars 3 15%	Others 14 70%
16. Teaching effectiveness should be continuously developed.	Strongly agreed 20 100%	Agreed 0 0%	Disagreed 0 0%	Strongly Disagreed 0 0%	Don't know 0 0%
17. Teaching effectiveness should be regularly evaluated.	Strongly agreed 15 75%	Agreed 5 25%	Disagreed 0 0%	Strongly Disagreed 0 0%	Don't know 0 0%
18. Teachers should join CPD activities.	Strongly agreed 12 60%	Agreed 8 40%	Disagreed 0 0%	Strongly Disagreed 0 0%	Don't know 0 0%
19. CPD activities could help improving teachers' performance.	Strongly agreed 11 55%	Agreed 9 45%	Disagreed 0 0%	Strongly Disagreed 0 0%	Don't know 0 0%
20. Teachers should be encouraged to study further.	Strongly agreed 10 50%	Agreed 9 45%	Disagreed 1 5%	Strongly Disagreed 0 0%	Don't know 0 0%
21. Teachers should encouraged to do classroom research.	Strongly agreed 13 65%	Agreed 7 35%	Disagreed 0 0%	Strongly Disagreed 0 0%	Don't know 0 0%
22. Classroom research could help improving teacher effectiveness.	Strongly agreed 13 65%	Agreed 5 25%	Disagreed 1 5%	Strongly Disagreed 0 0%	Don't know 1 5%

Item 4 and 5: A school plan for teacher development in school

Nineteen school administrators indicated that the schools had a plan for developing teaching careers and abilities within their school. But one school specified that there was no plan for developing teachers because there was not a clearly stated policy of teacher development from the Department of General Education.

Item 6: Frequency of CPD activities provided for teachers in the last three year (1998 – 2000)

The majority of schools had CPD activities for teachers and most school administrators indicated that these had been offered more than three times over the last three years.

Item 7: The topics of CPD activities provided for teachers

Eighteen school administrators specified that they provided 2 or 3 topics such as Lesson Planning, Teaching Strategies, Educational Innovation and Computers for Education, as well as other topics such as Educational Assurance, Behavioural Science, Teacher's Portfolio, and Classroom Research Management.

Item 8: The important CPD topic needed to develop teachers

Related to developing the skills and expertise of teachers to meet the needs of the school, the majority of school administrators indicated the most important topic of teacher development was teaching strategies.

Item 9: Problems of CPD for teachers

Most school administrators indicated the school had no budget and other problems included a lack of speakers, a lack of teachers' co-operation, and a lack of planning in developing teachers in school.

Item 10: Factors of teachers' ineffectiveness

The majority of school administrators indicated that teachers lack enthusiasm that made them ineffectiveness.

Item 11 and 12: School permission for teachers to participate in CPD activities

The majority of the school administrators indicated that they *usually* gave permission to teachers to participate in the CPD activities managed by public agencies, and they *sometimes* gave permission to teachers if the activities were managed by private agencies.

Item 13: Reasons for not giving permission to teachers to participate in CPD activities

The Majority of school administrators indicated many reasons for not giving teachers permission to participate in CPD activities such as shortage of teachers, teachers had no interest in activities, and the activities did not help improving teaching.

Item 14: Reasons for not giving permission to teachers to study further

The high percentage of school administrators indicated different reasons for not giving permission to teachers to study further. They were a problem of teacher shortage, unrelated subjects and the school having no quota for teachers.

Item 15: School support of CPD for teachers in doing classroom research

The majority of school administrators indicated that they supported teachers who were conducting classroom research, for example providing documents and textbooks for doing research, helping the teachers to meet research experts, facilitating and providing materials for doing research, and providing seminar activities. One school administrator also specified that he motivated teachers to do research by offering an extra annual promotion to successful teachers.

Items 16 - 22 Opinions of school administrators toward CPD for teachers

Majority of school administrators indicated their opinions of strongly agreed to the given statements related to the aims of CPD promoted by the government.

6.4.1 School administrators' comments on CPD

In an open-ended question, school administrators were asked to write their comments on CPD for teachers. In nine out of the twenty returned questionnaires, the school administrators made comments on CPD programmes for teachers as follows.

Many school administrators favoured CPD for teachers. They said that teachers' work needs continual development and teachers should be aware of the importance of educational development to keep up with changes. Some teachers need to change their teaching behaviours, since some still teach as they have done for years. Some pointed out that a high salary or a high level of education can not guarantee teaching effectiveness. Others stated that the most important thing was for teachers to develop a good sense of being a teacher. Teachers must have suitable qualifications and recruitment of teachers should also concentrate on this.

A school administrator said activities of teacher development should be arranged frequently and set up for 3-5 days. Then teachers would have opportunities to share their experiences with colleagues. The activities should not affect teaching time and the school budget, particularly for small schools, that tend to have a problem of shortage of teachers and budget. Some said that teachers' classroom research was also good for development if teachers worked for the students' benefit, but they claimed that in their experience, some teachers worked for incentives.

Most school administrators pointed out that the crucial problem of teacher development was related to the school budget. They needed the government to provide enough funds for schools to finance teacher development. Some said many teachers had to work in part-time jobs because teachers' salaries were low. They expressed the view that the government should provide enough money for teachers to help them concentrate on teaching. The government should also provide other staff to perform non-teaching duties (i.e. student registration, school finance) because teachers had no time for teaching development.

This chapter has presented the findings from the descriptive survey study. These are analysed in the next chapter.

Chapter Seven

Discussion of Findings

7.1 Introduction

This chapter will discuss the findings from this survey, and offer possible explanations for the various results.

From the outset it is important to stress that because this survey was conducted in the northern region of Thailand, and within only one of the provinces in that region, caution must be exercised when attempting to generalise from these results. This is because, whilst there is a governmental standardisation of teacher training, quality of teaching, and CDP, there is no standardised enforcement of government policies. Therefore, each school board within each district of each province may interpret the government guidelines to meet the needs of the local community.

7.2 Discussion on Demographic Details of Respondents

In this exploratory investigation, female teachers heavily outnumbered males participating in this study. Similarly, in relation to the data provided by the school administrators, there were four times more male school administrators (80%) than female administrators (20%). Therefore, caution needs to be exercised because of the significant imbalance in gender distribution, as there may be an unintentional gender bias.

The respondents included a highly significant majority of teachers holding an initial teacher qualification (82%) only, compared with 17.6% holding a masters level degree. On the other hand, there was an equal distribution of bachelor and masters degree level education in the school administrator sample. This may be explained by the fact that

school administrators are required by government policy to pursue a master level of academic attainment, whereas this is not required of teachers. There are numerous barriers to teachers pursuing higher degrees, even if they wished to do so.

The majority of the teacher respondents had completed 20 and more than 20 years of service, whereas most of school administrators had completed under 10 years of service. This means that there are likely to be variations in the quality of experience which teachers and school administrators can bring to their job. This in turn could significantly influence the responses to their needs and awareness of importance of CPD. If length of service is equated to gainful experience, this fact must be borne in mind when evaluating and generalising from the data.

Also, a large proportion of the teachers in the survey was involved specifically in the teaching of foreign languages and vocational/art making a combined total of 42%. After this there is a reasonably even distribution of teachers teaching in other subjects making a combined total of 51.8%. There were few teachers of computer studies and physical education. Again, the significant skew towards the teaching of foreign languages and vocational/art may well influence perceptions and needs for CPD, as these may be specific to the needs and abilities of teaching specific academic subjects. Therefore, again, caution must be exercised when attempting to generalise from the results of this survey.

In the remainder of this chapter, the researcher will discuss the findings according to the main objectives of the study. The discussion will cover the teachers and school administrators' perceptions of all items in the questionnaires. It is related to the importance of CPD activities in improving teachers' work, teachers' needs for CPD,

opportunities to participate in CPD activities, contextual influences upon teachers in CPD, problems and obstacles in CPD, and to examine schools' need, problems and support, and school administrators' opinions of CPD for teachers.

7.3 Discussion against the Objectives of Study

Teachers' perception of CPD

It could be said that teachers saw CPD as essential because the majority of teachers showed positive attitudes toward CPD activities. This is in contrast to the paper of Lifelong Learning and to the findings that authorities and school administrators viewed the teachers as lacking of enthusiasm. The teachers were seen as passive practitioners. This might be because most of CPD activities were organised and planned top-down by authorities in the department of education and the teachers did not have opportunity to express their needs. When the authorities did not provide activities to serve the needs, it might be that the teachers did not pay a lot of attention to CPD activities.

In this study, teachers were not passive nor lacked enthusiasm. It was found that the majority of teachers were planning, doing and some had completed classroom research. The majority of teachers also felt they needed to study further. This can be seen when a large number of teachers spend their time on summer or weekend courses although they were not supported by the government and their schools for their tuition fees or promotion.

Teachers felt they needed to improve their work and upgrade themselves despite being faced with many problems in doing so. It could be said that teachers lacked opportunities to receive information and to be supported for CPD. The school administrators did not see the importance of developing teachers. They tended to see

teacher development as an individual interest. They saw the provided CPD activities as a waste of school funding. The school budget was spent on school improvement rather than on developing teachers. School administrators would support CPD activities only if the activities were provided by public agencies and commanded by higher authorities. This was seen when they indicated the permissions given to teachers to join CPD activities in the questionnaire.

Although some teachers saw CPD activities as unnecessary and a waste of funds, this is because they saw the topics provided in CPD were not applicable to their practice. This could help the authorities to reconsider and try to make the activities more interesting, practical and beneficial to all teachers in improving their work.

The needs of teachers in CPD

It is arguable that the needs of teachers were not appropriately supported. Whereas the majority of teachers needed to study further, there were few opportunities given to them. There were not enough school quotas for teachers to study further. The schools could give permission for only 10% of teachers in school to leave for further study while the needs of teachers were higher than that. Further, universities did not provide the subjects needed by the teachers. Many universities provided courses such as school management, educational technology, educational psychology and others that the teachers felt that they did not want to study or to be a school administrator. The teachers needed to study teaching strategies. This might be because authorities saw management as a cause of school failure. Thus, universities were requested to provide such courses. Also, universities might find a problem in providing courses for teachers (i.e. a lack of lecturer in specific subjects).

The majority of teachers did not want to be a school administrator. This is because the teachers saw the work of administration, particularly in Thailand, as a big burden. Anyone who wants to be a school administrator must sacrifice his/her money, time and personal privacy to the job. However, when universities provided such courses and the teachers who wanted to upgrade themselves did not have other options, many teachers studied management courses and the others provided. It was viewed that this could not help teachers to improve their current jobs but merely to upgrade their status.

Regarding CPD topics of *teaching strategies* and *educational innovation,* most teachers indicated these being the most important topics for training. Light was shed on the reason for these needs by discussions with the teachers while attending CPD activities. Many teachers found that the teaching strategies they had studied in college and university were not enough, and were impracticable for classroom practice, as times had changed. Thus, they wanted new ideas and teaching methods to improve their work. It is arguable that this is because most teachers in this study had completed only initial teacher qualifications that provided only one or two courses on teaching methods. Such courses give only a general idea of teaching strategies. Although, the teachers had on-site teacher training, they had practised only one or two methods of teaching.

The majority of teachers needed workshops because they are practical and allow teachers to express their ideas about teaching practice and, at the same time, give them a chance to discuss ideas with other teachers from different schools. Workshops also provide opportunities for teachers to design teaching materials, for example, worksheets, and to use the materials in peer group demonstration. This activity gives the teachers confidence in their teaching practice, since the peer group, the guest speakers

and the activity organisers are on hand to monitor and help them to assess their achievement.

Opportunity available for teachers to participate in CPD activities

It was found that teachers had a high level of opportunities to participate in CPD. However, teacher development did not reach intended goals because there were some problems in providing opportunities for teachers as follows:

Teachers did not have equal opportunities. This is also cited in the report of Lifelong Learning. It was found that the teachers who had many years of experience received higher level of opportunities than others and the majority of those teachers taught in larger schools and in urban locations. Further, rural teachers found other problems that prevented them from joining CPD activities involving inadequate communication, inconvenience and poor transportation. Besides, there were problems of teacher shortage and school budget in small and medium schools in rural areas. Rural teachers also faced problems in doing classroom research. These were lack of time, research knowledge and expertise to supervise them while teachers in large and extra large schools in urban area could have more advantages.

The provided CPD opportunities did not respond to the needs of teachers. Although the school provided CPD activities for teachers more than 3 times in the past three years (1998 –2000), the topics did not help in improving teachers' jobs. The topics were mostly concerned with school management instead of teaching techniques and strategies in spite of the teachers and the school administrators indicated that teaching strategies and educational innovation were essential.

Teachers faced problems in participating in CPD. If the teachers leave for further study, they do not receive an annual promotion and there is no incentive for them after study. If the teachers wanted to do a classroom research, they did not have enough support from schools. They also had to spend a lot of time and money. These factors discouraged teachers from continuing professional development.

The contractual factors that influence teachers in CPD

The school administrator was the most influential person upon teachers' participation in CPD, particularly for the inexperienced teachers. This could be interpreted as a feature of Thai culture, where respect is accorded to bosses, teachers and older people, and they are deferred to in decision-making. Thus, the teachers preferred to leave most decision making to their head of school and his/her management upon their CPD.

Teachers' students were the second influence upon their decision to join CPD. From this, it is reasonable to state that whilst school administrators had a significant influence on decision making, teachers demonstrated a professional attitude towards CPD because of their students and their wish to give their students the best quality of teaching possible.

However, other teachers specified both the school head, students and students' outcome equally influenced them in CPD. It could be said that there are two rewards in doing a job - encouragement by the boss and the job outcome.

Education policy was viewed as the most influential factor on CPD. This reflects the fact that the teachers have to pay respect to the regulations of government and school. With this in mind, Thai teachers who are concerned with teachers' principles and ethical

rules of performance are likely to follow what is requested in the regulations, because teachers must behave in an acceptable way, to provide people in society with role models as principled and ethical professionals.

Problems and obstacles facing teachers in CPD

Problems and obstacles that hindered teachers in participation in CPD activities were primarily economic, closely followed by other problems. Three major issues can be identified: the obstacles of CPD, the problems of CPD and teacher personal problems. These will be discussed below.

The main obstacles preventing teachers from participating in CPD activities was the school budget. This may account for the reason teachers identified no support from the school administrator. It can be argued that because the school administrators saw school management as a means of school success, they saw the CPD as a matter of the personal need and responsibilities of teachers. Therefore, the school budget was used for improving school management rather than for improving teachers' qualities.

This is because, in Thailand, school administrators' capability is assessed on the basis of school improvement in management of students' behaviour, teachers' responsibilities, budget and school environment, rather than teacher's competence and students' outcomes. School administrators have to concern themselves with various affairs: educational management, school facilities and environment, and community engagement. Therefore, some school administrators focus their interest on the school landscape and school facilities. Ironically, some schools provide a language laboratory, science laboratories and a computer room, without a capable teacher or technician to operate those facilities efficiently. The same pressures and priorities explain the large

participation may reflect a problem of a top-down model of CPD activities, in which the teachers had no chance to express their needs to choose the topics and activities. Also, the provided activities were mostly concerned with government policy on educational management, which most teachers found to be a burden to put into practice alongside their normal teaching responsibilities.

Teachers also had personal problems in participating CPD. This was lack of money. This is because teachers' salaries in Thailand are very low compared with other occupations. When a teacher wanted to study further, he/she had to spend his/her own money. Besides when a teacher continues a full-time study, he/she will not get an annual promotion. This is a problem of the policy of teacher development. It is seen as an area that should be addressed in order to encourage all teachers to be active in CPD. This, in turn, will enhance the quality of teaching and, hence, the learning outcomes of future students.

In doing classroom research, the teachers had problems of workload. If classroom research is expected, heavily burdened teachers will not be readily motivated to take on more work, especially if such work is viewed as being not properly supported, or not associated with a clear incentive in terms of career prospects. However, although classroom research was seen as adding to the workload of teachers, many teachers were still interested in upgrading and improving their profession with this scheme of teacher development which the government has initiated in an attempt to benefit students' learning outcomes.

Some teachers had family responsibilities. The majority of teachers in the category of 10 - 19 years of experience found problems in joining CPD activities. These teachers

tend to be married with family responsibilities and school-aged children. As they indicated in the comment section in the questionnaire, their concern was to give study opportunities to their children, rather than to study themselves. In addition, the teachers who taught in rural schools had family responsibilities and found problems of inconvenience and transportation. Hence, most of them preferred not to join CPD activities provided in the city.

Schools' problems, supports and school administrators' opinions toward CPD

It can be argued that schools lacked planning for CPD for teachers. Although the majority of school administrator respondents stated that there was a school plan for CPD, the plan was seen as unimportant for school. This might be because there was no clearly stated policy of teacher development from the Department of General Education that left teacher development to school management. Consequently, many teachers seemed to be unaware of any such plan, and saw lack of forward planning as a barrier to successful participation in CPD. This problem may arise because school administrative boards set up most school plans, and teachers are seen as practitioners. In the researcher's experience as a member of a school administrative board, work related to setting the school plan that has to follow the central department's policy. It was found that most schools did not set out a specific teacher development plan, but only stated the fund allocated for teacher development activities (i.e. seminars, workshops etc.). Moreover, most teachers are not aware of teacher development funds, as they are the concern of the school's financial management. Thus, the teachers do not have a right and opportunity to use the fund, but leave all decision-making in participation of CPD activities to school administrators.

Schools did not provide enough budgets to support CPD. This is because the school administrators saw the work of school improvement was more important than the improvement of teachers' quality. Therefore, the schools tended to provide a small budget for CPD for teachers. In addition, as mentioned earlier that teacher development was viewed as personal interest, thus CPD activities were also seen as a waste of school budget.

Most schools had a problem of teacher shortage. When teachers asked permission to participate in CPD activities, they sometimes preferred not to give permission to teachers. This is because the school administrators viewed teachers' participation in CPD activities as a waste of time, where the class would lack a teacher, which could lead to a problem for school management in replacing of teaching staff. Also, there was a lack of follow-up activity to assess teachers who participated in CPD activities, so once a teacher had joined the activity, the school administrator saw no improvement in teaching.

School administrators would support CPD activities only if commanded by higher authorities. It was found that the majority of the school administrators gave permission every time to teachers to participate in CPD activities managed by public agencies. This could mean the school administrators viewed CPD activities essentially to serve the commands from higher authorities, and at the same time they also officially had a right to give permission and expenses for teachers' participation. In contrast, when the school administrators saw CPD activities as a waste of school budget where they did not have to respond to the higher authorities, they preferred not to give permission to teachers.

The school administrators viewed CPD differently from teachers. It was found that only 10% of the school administrators indicated educational innovation as the most important topic for CPD, while the teachers were more interested in educational innovation. It could be said that school administrators saw educational innovation as a need to change the whole school educational system, which was beyond their responsibility. Change would also require participation of teachers, the whole school management and a large amount of budget. School administrators saw teaching problems in terms of teachers' quality rather than system-related issues; thus, the school administrators placed educational innovation as a low level of importance.

The school administrators did not give permission to teachers to undertake further study for the reasons that schools would have a shortage of teaching staff; the subjects were not related to teachers' work; the school had no quota for teachers, and teachers were qualified enough for teaching. This suggests that school administrators assumed that teachers' qualification (most teachers had a bachelor degree) was enough for teaching in secondary school. In addition, there could be a problem of human management in school. When a teacher had an opportunity to get a qualification that was higher than that of the school administrator, the administrator might feel threatened. Consequently, when a teacher gained a higher degree in a specific subject, he/she might be ambitious to move to a higher institution for better incentives and status. This might face school administrators with the risk of losing capable staff.

Most school administrators were interested and supported teachers in classroom research. It can be said that classroom research requires teachers to work hard for the school, whereas school administrators do not have to provide any special support because the facilities (i.e. computer, materials and textbooks) they provide are already

available in school. Also with regard to seminars and workshops, they command the teacher's attendance but have little or no other involvement. On the other hand, when teachers achieve the professional status of expert teacher, conferred by the Ministry of Education, the school reputation is enhanced. Thus, while the school administrator does almost nothing in relation to classroom research, he/she can gain a good reputation for the school and him/herself.

The majority of school administrators strongly agreed that teaching effectiveness should continue to be developed and that teaching should be regularly evaluated. However, they agreed less strongly in relation to teachers' joining CPD activities to help improve teachers' performances, and the encouragement of teachers to study further for career development. This could be interpreted that the school administrators were interested in the effectiveness of teaching, but they did not see the importance of improving teachers. As mentioned above, this is because the school administrators had to consider the school budget and the time taken up by teachers to participate in CPD activities.

7. 4 Summary

This chapter has discussed the findings from Chapter 6, so as to get an overall picture regarding the perceptions of the teachers and school administrators toward continuous professional development (CPD). The researcher discussed the findings against six objectives of the study in relation to the teachers' and school administrators' perceptions. Overall, it was found from the survey study that both teachers and school administrators saw CPD and upgrading as an important part of the teaching career. However, there were still some problems and obstacles that hindered CPD for teachers, that teachers and school administrators had different views. In the next chapter, the conclusions from all these findings will be presented, and recommendations offered.

Chapter Eight

Conclusion and Recommendations

9.1 Conclusion

In order to evaluate the perceptions of teachers and school administrators toward Continuing Professional Development (CPD), the researcher has discussed the findings against the six objectives of the study. They can be summarised as follows:

The teachers saw CPD as an important part of the teaching career. The majority of teachers were interested in improving and upgrading their jobs by participating in CPD activities, studying further and doing classroom research. These findings are in contrast to the perceptions of authorities and school administrators who viewed teachers as passive practitioners and lack of enthusiastic.

The needs of teachers for CPD were high. However, the teachers' needs were not encouraged. This is also indicated in the literature (The report of *Lifelong Learning*) that the provided CPD activities failed to cater to the needs of teachers. The management style used in educational institutions does not motivate teachers to develop themselves, and teacher development methods are obsolete, inconsistent with new knowledge and the needs of teachers.

This study can confirm the literature (The report of *Lifelong Learning*) that the teachers do not have equal opportunities in CPD. Teachers' opportunities were dependent on schools' sizes and areas, teachers' years of experience and their education levels.

Teachers were influenced by school administrators and education policy. This supports the report of *Lifelong Learning*. The teachers work under a bureaucratic system that has a rigid process and structure and the administrative system is unable to respond readily to teachers' need. Therefore, the teachers have to be under the influence of their heads and their policy.

Finance is a major problem for teachers in CPD. Teachers could not afford their further study and doing classroom research to improve their jobs. This is because the teachers' salary is low compared to other professions and economic pressure also suppresses any desire teachers may have to develop themselves. Another problem is the that the teachers saw CPD activities as boring since most CPD programmes were not related to teachers' working conditions. These problems are also cited in the literature (The report of *Lifelong Learning*).

Schools did not give enough support to teachers in CPD because the schools were lack of budget. This is because the departments of education were constrained by budget limitations. School administrators viewed teacher development as an unimportant issue, thus they rarely emphasise the importance of the CPD programmes

9.2 Scope and Limitations of the Study

It may not be possible to generalise the results of the study to the rest of Thailand, or to the western world because the sample for the questionnaire being used is entirely from one province in Thailand.

The use of questionnaires, rather than conducting interviews, might allow for greater flexibility of access and caused less disruption to the people taking part.

Despite these limitations, the researcher believes that this survey will still be useful to collect baseline data related to measuring the sample's perceptions of effectiveness and usefulness of participating in CPD.

9.3 Suggestions for Further Research

Based on the limitations of this study, some suggestions should be considered for future research. They are:

- There is a need for future research in other provinces in order to compare the perceptions of teachers toward the CPD promoted by the government, and so have a complete picture of the achievement of the scheme of professional development for teachers in the country.

- If possible, it would be desirable to select a random sample of teachers stratified by sizes of school in rural and urban areas, to see if there are differences in terms of teachers' needs, opportunities and problems toward CPD activities.

- It is suggested that in depth qualitative research, for example, using an interview technique would be desirable to elicit more information and gain a richer picture.

- It is suggested that it would be useful to investigate the provisions of CPD for teachers by related organisations. This might be studied in depth in the topics, the implications of CPD programmes, the budget and how they could help to improve teachers' job.

9.4 Recommendations

The findings of this study lead to the following recommendations.

- The government must consider how to improve the educational management system in order to help continuing professional development for teachers in the country. There should be more teachers in the schools that have a problem of teacher shortage. Schools should be provided with ancillary staff to carry out non-teaching duties to cut down the burden of teachers' workloads in order to provide more time for teachers to participate in the provided CPD activities for the benefits of teaching improvement and student outcomes.

- There should be a clear understanding of the hierarchy of management responsible for career and professional development in teaching and/or a direct-controlled organisation for CPD programme management, exclusively for teachers. Within such an organisation there should be a responsible agency that would emphasise the importance of CPD activities, as well as providing clear and easily communicated information for teachers, who ought to be quickly informed of up-to-date strategies and current innovations. There should also be follow-up activities and assessments to ensure that new skills and knowledge are implemented in the classroom.

- The management of CPD should concentrate on the whole school system in order that educational improvements can be implemented consistently and with continuity. To achieve this it is necessary for the planning of CPD to be carried out co-operatively between school administrators, managers and all teachers. Through this co-operation, the needs and opinions of teachers should be taken into account (i.e. types and topics of CPD activities), especially as bureaucratic rules, a lack of support and a lack of budget are seen as barriers to successful outcomes. The school

should provide a plan of CPD activities for teachers. School administrators need to have vision, as well as to be sincere in their commitment to CPD programmes for teacher development, and they must also help to support and promote the CPD culture within the school

- Permission should be given to teachers to attend classes in college or university during term time when the teachers have any free periods. Co-operation between school and local colleges and/or university should be initiated with the aim of providing intensive courses in all areas of teaching during summer vacations. Teachers should also be encouraged to study further, because they have a need to upgrade their status and improve their knowledge to cope with changes. Besides, there should be promotion for teachers who study further. Also, tuition fees, scholarships and supporting materials should be made easily available at a cheap rate for those studying at higher education institutions, especially teachers with a first degree, who have a crucial need to improve their teaching performance.

- The opportunity for CPD should be widely opened to all teachers. Teachers should have the opportunity to attend CPD activities more than once in a year, because such activities are essential to make them aware of educational changes and encourage improvement. The teachers could also be involved in decisions on activities that are necessary and beneficial to their work, and have a right to participate.

- There is a need for genuine support, clear information and achievable incentives in order to encourage teachers to participate in classroom research. The school policy should be made clearer, as well as the principles and rationales on which it is based. Teachers' classroom research should focus on teaching techniques and educational
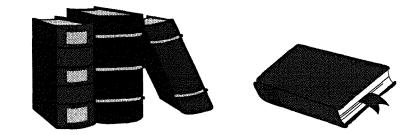
innovation, and its results could help in improving the effectiveness of the teachers. Schools should work in collaboration with higher institutions, which can provide CPD activities, and experts from central departments or universities, who were seen as a valuable asset in helping to inform and guide teachers. In return, the lecturers from the higher institutions can contribute educational theories to schools, which offer a fieldwork setting for research studies. The research outcomes should be presented widely to teachers in all schools in order to generate new ideas related to effective teaching strategies. Seminars and exhibitions of teachers' research should be organised from time to time to promote teachers' participation in CPD.

The following Figure 3 gives a summary of the above recommendations.

Figure 3: Summary of recommendations

SUMMARY OF RECOMMENDATIONS

1. The government should improve the educational management system to help Continuing Professional Development for teachers in the country.

2. The hierarchy of management for professional development should be made clear for teachers and the management should concentrate on the whole school system in order that educational improvements can be consistently implemented with continuity.

3. Follow-up activities and assessments should be carried out to ensure the continuance of professional development and change for the better.

4. The opportunity should be widely opened to all teachers with their own rights and decisions to participate in CPD activities that are essential and beneficial for improving their work.

5. There should be promotion, genuine support, clear information and achievable incentives in order to encourage teachers to participate in CPD activities, study further and do classroom research.

6. Schools should work in collaboration with higher institutions, which can provide CPD activities, and experts who could help to inform and supervise teachers.

7. Classroom research outcomes should be presented widely in seminars and exhibitions that should be organised from time to time in order to generate new ideas related to effective teaching strategies for all teachers.

8. Continuing professional development is essential for all teachers, to improve their work and so achieve the goals of education for the students' achievement.

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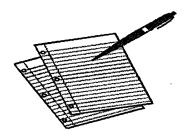
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Appendices
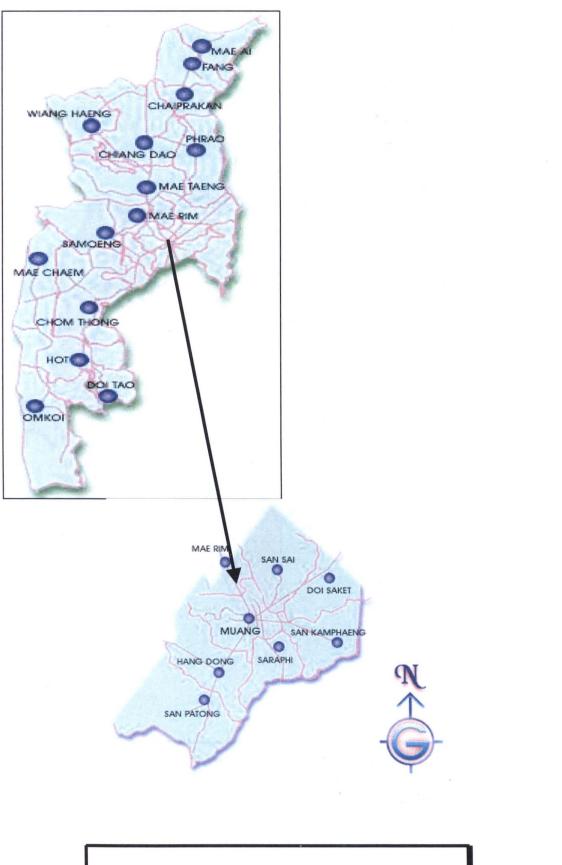
Appendix 1: Map of Thailand

Appendix 2: Map of Chiang Mai

Appendix 3: Map of Neighbouring Provinces of Chiang Mai

Appendix 4 Questionnaire for Teachers (in English)

Questionnaire: The Perceptions of Public School Teachers upon Continuing Professional Development in Thailand.

Purpose: To evaluate the continuing professional development for teachers in public secondary schools in Chiang Mai, Thailand.

Dear Teacher,

We are always looking for new ways to improve our educational service to our clients (pupils), the generation of tomorrow. You can help us to plan what is necessary by completing this questionnaire. It should not take more than ten minutes. Each returned questionnaire could help to decide in the nature of continuing professional development in the future.

Thank you.

Please tick (/) in front of your selections:

I. Personal Information:

1. Sex: _____ a) Male
_____ b) Female

2. Education: _____ a) Certificate level
_____ b) Bachelor degree
_____ c) Master degree

3. How long have you been teaching?

_____ a) under 10 years
_____ b) 10 —19
_____ c) 20 years and over

4. What subject do you teach? (Please, select the subject you teach for most periods)

_____ a) Thai
_____ e) foreign language
_____ b) Social Studies
_____ c) Sciences
_____ d) Mathematics
_____ e) Vocational/Art Studies
_____ f) Physical Education
_____ g) Computer studies

(2)

II. Questions about continuing professional development (CPD):

Please select the most important answer from the alternatives given

5. How do you rate the importance of CPD activities in improving your work?

     _____ a) very high
     _____ b) high
     _____ c) low
     _____ d) very low

6. How high is the level of opportunity for professional development?

     _____ a) very high
     _____ b) high
     _____ c) low
     _____ d) very low

7. How often have you had the opportunity to participate in CPD activity in the last 3 years?

     _____ a) once
     _____ b) 2 times
     _____ c) 3 times
     _____ d) more than 3 times
     _____ e) others

8. How did you receive the opportunity to participate CPD activities in the last 3 years?

     _____ a) by self application
     _____ b) a command of the administrator
     _____ c) assigned by head of department
     _____ d) others (please specify) _____

9. Who has the most influence upon your professional development?

     _____ a) school administrator
     _____ b) colleagues
     _____ c) students
     _____ d) others (please specify) _____

10. What is the most influential factor upon your professional development?

     _____ a) educational policy
     _____ b) school administration
     _____ c) students' outcomes
     _____ d) others (please specify) _____

(3)

11. What type of CPD activity do you need in improving your work?

_____ a) seminar
_____ b) workshop
_____ c) intensive course
_____ d) others (please specify) _____

12. What topic of CPD activity do you need to improve your work?

_____ a) Content knowledge
_____ b) Teaching strategies
_____ c) Educational technology
_____ d) Computers for education
_____ e) Others (Please specify) _____

13. Do you wish to change your role from teaching to school administration?

_____ a) Yes
_____ b) No

14. Do you want to study further?

_____ a) Yes
_____ b) No

15. What is your problem with regard to further study?

_____ a) No money
_____ b) A few opportunities
_____ c) No annual promotion
_____ d) No support from school administrator
_____ e) Others (please specify) _____

16. What is the most important problem that you have in CPD?

_____ a) Boring job
_____ b) My ability
_____ c) CPD is not important.
_____ d) Economic problem.
_____ e) Others (Please specify)_____

17. What is the most important problem that prevents you participating in CPD activities?

_____ a) No support from school
_____ b) School lacks of budget
_____ c) A problem of communication
_____ d) Inconvenience
_____ e) Others (please specify) _____

(4)

18. What is your most important reason for not attending the CPD activities?

      _____ a) Uninteresting topics
      _____ b) Boring activities
      _____ c) Inefficient speakers
      _____ d) No effect of improvement.
      _____ e) Others (please specify) _____

19. How are you concerned with classroom research?

      _____ a) Not planned
      _____ b) Planning
      _____ c) Doing
      _____ d) Presenting
      _____ e) Completed

20. What problem do you face in doing classroom research?

      _____ a) Lack of research knowledge
      _____ b) No expert to supervise
      _____ c) No time and money
      _____ d) Others (Please specify) _____

21. What is the benefit of classroom research?

      _____ a) Incentives to teachers
      _____ b) Teachers' effectiveness
      _____ c) Students' achievements
      _____ d) Others (Please specify) _____

Comments/suggestions on CPD for teachers:

_____
_____
_____
_____
_____

Appendix 5: Questionnaire for school administrators (in English)

Questionnaire: The Perceptions of Public School Administrators upon Continuing Professional Development in Thailand.

Purpose: To evaluate the continuing professional development for teachers in public secondary schools in Chiang Mai, Thailand.

Dear School Principal,

We are always looking for new ways to improve educational service to our clients (pupils), the generation of tomorrow. You can help us to plan what is necessary by completing this questionnaire. It should not take more than 10 minutes. Each returned questionnaire could help to decide the nature of continuing professional development in the future.

Thank you.

Please tick (/) in front of your selections:

I. Personal Information:

1. Sex: _____ a) Male
_____ b) Female

2. Education: _____ a) Bachelor Degree
_____ b) Master Degree

3. How long have you been the school principal?

_____ a) under 10 years
_____ b) 10 — 19 years
_____ c) 20 years and over

(2)

II. Information on Continuing Professional Development (CPD):

Please select the most important answer from alternatives given

4. Is there a school plan for teacher development?

_____ (a) Yes
_____ (b) No   (If no, please answer number 6)

5. What is the reason for having <u>no</u> school plan for developing teachers?

_____ a) School lacks of budget.
_____ b) School lacks of information
_____ c) No order/policy from government
_____ d) Teachers are lack of interest
_____ e) Others (Please specify) _____

6. How often did you provide CPD activities for teachers in the last 3 years?

_____ a) never
_____ b) once
_____ c) 2 times
_____ d) 3 times
_____ e) more than 3 times

7. What topic of CPD activities did you provide for teachers (if any)?

_____ a) Lesson planning
_____ b) Teaching strategies
_____ c) Educational innovation
_____ d) Computer for education
_____ e) Others (please specify) _____

8. What is the most important topic of CPD to develop teachers in school?

_____ a) Content knowledge
_____ b) Teaching strategies
_____ c) Educational innovation
_____ d) Computer for education
_____ e) others (Please specify) _____

9. What is the most important problem in developing teachers?

_____ a) Lack of budget
_____ b) No speaker or trainer
_____ c) Lack of teachers' participation
_____ d) Lack of planing
_____ e) Others (please specify) _____

(3)

10. What is the most important factor that makes teachers ineffective?

       _____ a) Lack of teaching skill
       _____ b) Lack of continuing study
       _____ c) Lack of opportunity to study
       _____ d) Lack of enthusiasm
       _____ e) Others (please specify) _____

11. How often do you give permission to teachers to participate CPD activities provided by public agencies?

       _____ a) Every time (100%)
       _____ b) Usually (80%)
       _____ c) Sometimes (50%)
       _____ d) Never (0%)

12. How often do you give permission to teachers to participate CPD activities provided by private agencies?

       _____ a) Every time (100%)
       _____ b) Usually (80%)
       _____ c) Sometimes (50%)
       _____ d) Never (0%)

13. What is your main reason for not giving permission to teachers to join the activities?

       _____ a) No budget to support
       _____ b) Class will lack a teacher
       _____ c) Teachers have no interested.
       _____ d) The activities did not help to improve teaching.
       _____ f) Others (Please specify) _____

14. What is the main reason for not giving permission to teachers to study further?

       _____ a) Shortage of teacher
       _____ b) The subject was not related to teachers' work.
       _____ c) School had no quota.
       _____ d) Teachers' knowledge is sufficient.
       _____ e) Others (please specify) _____

15. How did you support the teachers who do classroom research (if any)?

       _____ a) Provide textbooks
       _____ b) Provide experts
       _____ c) Provide materials
       _____ d) Provide seminars
       _____ e) Others (Please specify) _____

(4)

Number 16 — 22 please tick (/) in front of a, b c or d for:

a) Strongly agreed

b) Agreed

c) Disagreed

d) Strongly disagreed

e) Don't know

__ a __ b __ c __ d 16. Teaching effectiveness should be continuously developed.

__ a __ b __ c __ d 17. Teaching effectiveness should regularly be evaluated.

__ a __ b __ c __ d 18. Teachers should join CPD activities to cope with educational changes.

__ a __ b __ c __ d 19. CPD activities could help improving teachers' performance.

__ a __ b __ c __ d 20. Teachers should be encouraged to study further for career improvement.

__ a __ b __ c __ d 21. Teachers should be encouraged to do classroom research.

__ a __ b __ c __ d 22. Classroom research could help in improving teaching effectiveness.

Comments/suggestions on CPD for teachers:

_____

_____

_____

_____

Appendix 6: Questionnaire for Teachers (In Thai)

คำชี้แจงในการตอบแบบสอบถาม

- โปรดตอบแบบสอบถามทุกข้อจากข้อมูลและข้อคิดเห็นของท่านโดยใช้เวลา
  ตอบประมาณ ๑๐ - ๑๕ นาที

- แบบสอบถามนี้ประกอบด้วยคำถามจำนวน ๒๑ ข้อ จำแนกเป็น

  หมวด ก. ข้อมูลส่วนตัว

  หมวด ข. ข้อมูลและข้อคิดเห็นในการพัฒนาวิชาชีพครู

- โปรดแสดงความคิดเห็นต่อการพัฒนาวิชาชีพครูโดยเสรี หากท่านมีข้อเสนอแนะ

  หรือข้อคิดเห็นใดๆ โปรดระบุเพิ่มเติมท้ายแบบสอบถาม

หมายเหตุ การพัฒนาวิชาชีพอย่างต่อเนื่องสำหรับครู (Continuing Professional

Development for Teachers) หมายถึง การที่ครูมีโอกาสเข้าอบรม สัมมนา

การทำผลงานวิชาการหรือศึกษาต่อชั้นสูงเพื่อพัฒนาประสิทธิภาพ

ในการจัดการเรียนการสอนในโรงเรียน

แบบสอบถามสำหรับครู - อาจารย์

โปรดทำเครื่องหมาย / หน้าข้อที่ตรงกับข้อมูลหรือข้อคิดเห็นของท่าน

หมวด ก ข้อมูลส่วนตัว

1. เพศ .... ก. ชาย

.... ข. หญิง

2. วุฒิการศึกษา .... ก. ต่ำกว่าปริญญาตรี

.... ข. ปริญญาตรี

.... ค. ปริญญาโท

3. อายุราชการ .... ก. ต่ำกว่า 10 ปี

.... ข. 10 - 19

.... ค. 20 ปีขึ้นไป

4. ท่านสอนวิชา หรือกลุ่มวิชาใด

(หากสอนมากกว่าหนึ่งวิชาให้เลือกวิชาที่มีคาบสอนมากที่สุด)

.... ก. ภาษาไทย .... จ. คณิตศาสตร์

.... ข. ภาษาต่างประเทศ .... ฉ. อาชีพ/ ศิลปะ

.... ค. สังคมศึกษา .... ช. พลานามัย

.... ง. วิทยาศาสตร์ .... ซ. คอมพิวเตอร์

11. กิจกรรมพัฒนาวิชาชีพครูในข้อใดที่จะช่วยพัฒนางานของท่านได้ดีที่สุด

.....ก. การอบรมสัมมนา
.....ข. การอบรมเชิงปฏิบัติการ
.....ค. การเรียนหลักสูตรระยะสั้น
.....ง. อื่นๆ (โปรดระบุ).........

12. ท่านต้องการพัฒนาวิชาชีพในเรื่องใดมากที่สุด

..... ก. เนื้อหาวิชา
..... ข. ยุทธวิธีการสอน
..... ค. นวัตกรรมการศึกษา
..... ง. คอมพิวเตอร์เพื่อการศึกษา
..... จ. อื่นๆ (โปรดระบุ).........

13. ท่านต้องการเปลี่ยนจากผู้สอนไปเป็นผู้บริหารโรงเรียนหรือไม่

..... ก. ต้องการ
.....ข. ไม่ต้องการ

14. ท่านต้องการศึกษาต่อชั้นสูงเพื่อพัฒนาวิชาชีพหรือไม่

..... ก. ต้องการ
..... ข. ไม่ต้องการ

15. ท่านมีปัญหาอะไรที่ทำให้ไม่ศึกษาต่อชั้นสูง

..... ก. ไม่มีทุนการศึกษา
..... ข. โอกาสในการสอบเข้าเรียนมีน้อย
..... ค. เสียสิทธิในการเลื่อนขั้นเงินเดือน
..... ง. ผู้บริหารโรงเรียนไม่สนับสนุน
..... จ. อื่นๆ (โปรดระบุ).........

16. อะไรคืออุปสรรคหรือปัญหาส่วนตัวของท่านในการพัฒนาวิชาชีพ

..... ก. เบื่อหน่ายต่อวิชาชีพ
..... ข. ไม่มีความสามารถทางสติปัญญา
..... ค. ไม่เห็นความสำคัญของการพัฒนา
..... ง. ปัญหาทางเศรษฐกิจ
..... จ. อื่นๆ (โปรดระบุ).........

17. อะไรคืออุปสรรคในการเข้าร่วมกิจกรรมพัฒนาวิชาชีพ

..... ก. ผู้บริหารโรงเรียนไม่สนับสนุน
..... ข. โรงเรียนขาดงบประมาณ
..... ค. มีปัญหาในการติดต่อสื่อสาร
..... ง. การเดินทาง ที่พักไม่สะดวก
..... จ. อื่นๆ (โปรดระบุ).........

18. ท่านไม่ต้องการเข้าร่วมกิจกรรมพัฒนาวิชาชีพเพราะเหตุใด

..... ก. หัวข้อกิจกรรมไม่ตรงกับความสนใจ
..... ข. กิจกรรมน่าเบื่อและนำไปใช้ไม่ได้
..... ค. วิทยากรผู้ให้ความรู้ไม่มีความเชี่ยวชาญ
..... ง. ไม่มีผลต่อการพัฒนางานและความก้าวหน้า
..... จ. อื่นๆ (โปรดระบุ).........

19. การทำผลงานวิชาการเพื่อพัฒนาวิชาชีพของท่าน

..... ก. ยังไม่ได้วางแผน
..... ข. กำลังวางแผน
..... ค. อยู่ในช่วงดำเนินการ
..... ง. อยู่ในช่วงเสนอผลงาน
..... จ. ผลงานเสร็จเรียบร้อยแล้ว

20. ท่านมีปัญหาอะไรในการทำผลงานวิชาการ

..... ก. ขาดความรู้ในการทำงานวิจัย
..... ข. ขาดผู้เชี่ยวชาญให้คำปรึกษาแนะนำ
..... ค. ต้องเสียเงินและเวลามาก
..... ง. อื่นๆ (โปรดระบุ).........

21. ท่านคิดว่าการทำผลงานวิชาการให้ประโยชน์ในด้านใดมากที่สุด

..... ก. ตำแหน่งและเงินพิเศษของผู้ทำผลงาน
..... ข. ประสิทธิภาพในการสอน
..... ค. ผลการเรียนของนักเรียน
..... ง. อื่นๆ (โปรดระบุ).........

ข้อเสนอแนะหรือข้อคิดเห็นเกี่ยวกับการพัฒนาวิชาชีพครู

_____
_____
_____

Appendix 7: Questionnaire for School Administrators
(In Thai)

คำชี้แจงในการตอบแบบสอบถาม

- โปรดตอบแบบสอบถามทุกข้อจากข้อมูลและข้อคิดเห็นของท่านโดยใช้เวลา ตอบประมาณ ๑๐ - ๑๕ นาที

- แบบสอบถามนี้ประกอบด้วยคำถามจำนวน ๒๓ ข้อ จำแนกเป็น

  หมวด ก. ข้อมูลส่วนตัว

  หมวด ข. ข้อมูลและข้อคิดเห็นในการพัฒนาวิชาชีพครู

- โปรดแสดงความคิดเห็นต่อการพัฒนาวิชาชีพครูโดยเสรี หากท่านมีข้อเสนอแนะ หรือข้อคิดเห็นใดๆ โปรดระบุเพิ่มเติมท้ายแบบสอบถาม

หมายเหตุ การพัฒนาวิชาชีพอย่างต่อเนื่องสำหรับครู (Continuing Professional Development for Teachers) หมายถึง การที่ครูมีโอกาสเข้าอบรม สัมมนา การทำผลงานวิชาการหรือศึกษาต่อชั้นสูงเพื่อพัฒนาประสิทธิภาพ ในการจัดการเรียนการสอนในโรงเรียน

แบบสอบถาม สำหรับผู้บริหารโรงเรียน

โปรดทำเครื่องหมาย / หน้าข้อที่ตรงกับข้อมูลหรือข้อคิดเห็นของท่าน

หมวด ก ข้อมูลส่วนตัว

1. เพศ   .... ก. ชาย

                    .... ข. หญิง

2. วุฒิการศึกษา .... ก. ต่ำกว่าปริญญาตรี

                    .... ข. ปริญญาตรี

                    .... ค. ปริญญาโท

3. ท่านเป็นผู้บริหารโรงเรียนมาแล้ว...

                    .... ก. ต่ำกว่า 10 ปี

                    .... ข. 10 - 19

                    ....ค. 20 ปีขึ้นไป

หมวด ข ข้อมูลเกี่ยวกับการพัฒนาวิชาชีพครู

4. โรงเรียนของท่านมีแผนพัฒนาครูหรือไม่

..........ก. มี

..........ข. ไม่มี (ถ้าเลือกข้อนี้โปรดตอบข้อที่ 5)

5. สาเหตุสำคัญที่โรงเรียนไม่ได้กำหนดให้มีแผนพัฒนาครู

..........ก. โรงเรียนขาดงบประมาณ

..........ข. โรงเรียนขาดข้อมูลในการดำเนินการ

..........ค. ไม่มีนโยบายจากกรมฯ

..........ง. ครูขาดความสนใจ

..........จ. อื่นๆ (โปรดระบุ) ....

6. ในรอบ 3 ปีที่ผ่านมาท่านเคยจัดกิจกรรมพัฒนาวิชาชีพครูกี่ครั้ง

..........ก. ไม่เคยเลย

..........ข. 1ครั้ง

..........ค. 2ครั้ง

..........ง. 3ครั้ง

..........จ. มากกว่า 3 ครั้ง

7. โรงเรียนเคยจัดกิจกรรมพัฒนาครูในหัวข้อใด

.... ก. การเขียนแผนการสอน

.... ข. ยุทธวิธีการสอน

.... ค. นวัตกรรมทางการศึกษา

.... ง. คอมพิวเตอร์เพื่อการศึกษา

..........จ. อื่นๆ (โปรดระบุ) ....

8. หัวข้อใดที่สำคัญในการพัฒนาครูในโรงเรียน

.... ก. เนื้อหาวิชา

.... ข. ยุทธวิธีการสอน

.... ค. นวัตกรรมทางการศึกษา

.... ง. คอมพิวเตอร์เพื่อการศึกษา

..........จ. อื่นๆ (โปรดระบุ) ....

9. ปัญหาสำคัญในการพัฒนาครูในโรงเรียนคือ

.... ก. ขาดงบประมาณ

.... ข. ขาดวิทยากร

.... ค. ครูไม่ให้ความร่วมมือ

.... ง. ขาดการงางแผน

..........จ. อื่นๆ (โปรดระบุ) ....

10. สาเหตุสำคัญที่ครูขาดประสิทธิภาพคือ

...........ก. ขาดทักษะในการสอน

.... ข. ขาดการศึกษาค้นคว้าเพิ่มเติม

.... ค. ขาดโอกาสในการศึกษา

.... ง. ขาดความกระตือรือร้น

.... จ. อื่นๆ (โปรดระบุ) ....

11. โรงเรียนอนุญาตให้ครูเข้าร่วมกิจกรรมเพื่อพัฒนาประสิทธิภาพ

ที่ทางราชการจัดขึ้นบ่อยแค่ไหน

.... ก. ทุกครั้ง

.... ข. เกือบทุกครั้ง

.... ค. บางครั้ง

.... ง. ไม่อนุญาตเลย

12. โรงเรียนอนุญาตให้ครูเข้าร่วมกิจกรรมเพื่อพัฒนาประสิทธิภาพ

ที่เอกชนจัดขึ้นบ่อยแค่ไหน

.... ก. ทุกครั้ง

.... ข. เกือบทุกครั้ง

.... ค. บางครั้ง

.... ง. ไม่อนุญาตเลย

13. เหตุผลที่ไม่อนุญาตให้ครูเข้าร่วมอบรม สัมมนาเพราะ

.... ก. ขาดงบประมาณ

.... ข. ห้องเรียนขาดครูสอน

.... ค. ครูไม่สนใจร่วมกิจกรรม

.... ง. กิจกรรมไม่ได้ช่วยพัฒนาการสอนของครู

.... จ. อื่น ๆ (โปรดระบุ) ....

14. เหตุผลที่ท่านไม่อนุญาตให้ครูลาศึกษาต่อเพราะ

.... ก. โรงเรียนขาดครู

.... ข. สาขาวิชาไม่เกี่ยวกับงานของครู

.... ค. โรงเรียนไม่มีโควต้าให้ครู

.... ง. คุณสมบัติของครูเพียงพอแล้ว

.... จ. อื่น ๆ (โปรดระบุ) ....

15. ทางโรงเรียนสนับสนุนครูที่ทำผลงานวิชาการอย่างไร

.... ก. จัดหาเอกสารและตำราเพื่อการค้นคว้า

.... ข. ช่วยครูหาอาจารย์ที่ปรึกษา

.... ค. จัดหาวัสดุอุปกรณ์ในการทำงาน

.... ง. จัดอบรม สัมมนาให้ความรู้แก่ครู

.... จ. อื่น ๆ (โปรดระบุ) ....

ข้อ 16 – 22 โปรดกาเครื่องหมาย / หน้าข้อ

ก. เห็นด้วยอย่างยิ่ง

ข. เห็นด้วย

ค. ไม่เห็นด้วย

ง. ไม่เห็นด้วยอย่างยิ่ง

จ. ไม่ทราบ

16. ครูควรพัฒนาประสิทธิภาพการจัดการเรียนการสอนอย่างต่อเนื่อง

.... ก .... ข. .... ค. .... ง. .... จ.

17. การจัดการเรียนการสอนของครูควรมีการประเมินอย่างสม่ำเสมอ

.... ก .... ข. .... ค. .... ง. .... จ.

18. ครูควรเข้าร่วมกิจกรรมพัฒนาวิชาชีพเพื่อให้ทันกับการเปลี่ยนแปลงทางการศึกษา

.... ก .... ข. .... ค. .... ง. .... จ.

19. กิจกรรมพัฒนาวิชาชีพครูช่วยปรับปรุงการจัดการเรียนการสอนของครู

.... ก .... ข. .... ค. .... ง. .... จ.

20. ครูควรได้รับการส่งเสริมให้ศึกษาต่อชั้นสูงเพื่อพัฒนางานให้มีประสิทธิภาพ

.... ก .... ข. .... ค. .... ง. .... จ.

21. ครูควรได้รับการส่งเสริมให้ทำผลงานวิชาการเพื่อพัฒนางานให้มีประสิทธิภาพ

.... ก .... ข. .... ค. .... ง. .... จ.

22. การทำผลงานวิชาการช่วยเพิ่มประสิทธิภาพในการจัดการเรียนการสอนของครู

.... ก .... ข. .... ค. .... ง. .... จ.

ข้อคิดเห็น หรือ ข้อเสนอแนะเกี่ยวกับการพัฒนาวิชาชีพครู

_____

_____

_____

Table 1: Kendall's tau-<u>b</u> test from items 5 and 6.

The data are ordinal.

Variables	5.The Importance of CPD		6. The level of opportunity	
	Kendall's tau-<u>b</u>	sig.	Kendall's tau-<u>b</u>	Sig.
Gender	0.004	0.925	0.004	0.924
Education Levels	0.034	0.448	0.001	0.974
Years of Experience	0.001	0.982	0.085	0.042*
Subj. Teaching	0.035	0.359	0.062	0.100

* p = <0.05

From items 7 and 21 in the questionnaire, the data are nominal.

Table 2: The Chi-square test value, degrees of freedom and significance from items 7 -11

Variables	7.The frequency of opportunity			8. How the teachers received the opportunity			9. The influential person upon teachers			10. The influential factor upon teachers			11. The need of types of CPD		
	$\chi 2$	df	sig.	$\chi 2$	df	sig.	$\chi 2$	df	sig.	$\chi 2$	df	sig.	$\chi 2$	df	sig.
Gender	3.260	4	0.515	3.953	3	0.267	5.933	3	0.115	3.617	3	0.306	0.351	3	0.950
Education Levels	5.828	4	0.212	13.624	3	0.003*	0.379	3	0.945	3.849	3	0.278	2.950	3	0.399
Years of Exp.	14.360	8	0.073	11.549	6	0.073	18.303	6	0.006*	6.490	6	0.371	2.907	6	0.820
Subj. Teaching	35.137	28	0.166	30.767	21	0.078	16.232	21	0.756	26.766	21	0.179	20.685	21	0.478

* $P = <0.05$

Table 3: The Chi-square test value, degrees of freedom and significance from items 12 -16

Variables	12. The need of topics of CPD			13. Need to change role.			14. Need to study further			15. Problems of study further			16. Problems of not wanting to join CPD		
	$\chi 2$	df	sig.	$\chi 2$	df	sig.	$\chi 2$	df	sig.	$\chi 2$	df	sig.	$\chi 2$	df	sig.
Gender	11.886	4	0.018*	5.980	1	0.014*	1.724	1	0.189	4.990	4	0.288	4.258	4	0.372
Education Levels	3.921	4	0.417	1.730	1	0.188	2.042	1	0.153	4.358	4	0.360	3.670	4	0.453
Years of Exp.	13.378	8	0.099	8.481	2	0.014*	32.442	2	0.000*	26.407	8	0.001*	20.469	8	0.009*
Subj. Teaching	52.377	28	0.003*	16.610	7	0.020*	6.809	7	0.449	28.209	28	0.453	22.080	28	0.778

* p = <0.05

Table 4: The Chi-square test value, degrees of freedom and numbers of significance from items 17 - 21

Variables	17. Obstacles in joining CPD activities			18. Reason for not wanting to attend CPD activities.			19. Classroom research concerns.			20. Problems of doing classroom research.			21. Classroom research benefits.		
	χ^2	df	sig.	χ^2	df	sig.	χ^2	df	sig.	χ^2	df	sig.	χ^2	df	sig.
Gender	10.431	4	0.034*	1.975	4	0.740	2.900	4	0.575	13.441	3	0.004*	2.476	3	0.480
Education Levels	3.889	4	0.421	3.527	4	0.474	12.833	4	0.012*	16.445	3	0.001*	2.536	3	0.469
Years of Exp.	9.100	8	0.334	8.836	8	0.356	35.282	8	0.000*	9.168	6	0.164	12.600	6	0.050
Subj. Teaching	43.462	28	0.031*	35.948	28	0.144	39.948	28	0.067	29.652	21	0.099	25.378	21	0.231

* $p = <0.05$

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TO WHOM IT MAY CONCERN

This is to certify that Mr Piroon JANTAWAT is a registered student at the University of Hull reading for the Doctor of Philosophy (Ph.D.) degree. He is researching in the areas of <u>Continuing Professional Development – For Teachers in the Public Secondary Schools in Chiangmai.</u>

He is returning to Thailand to collect data for his thesis and I shall be grateful for any help or assistance you may be able to give in facilitating the collection of the necessary information for his thesis.

Yours sincerely

Dr A Ghazzali
Supervisor

Appendix 10: Letters asking for permissions to do the research

๓๖ หมู่ที่ ๒ ต. หนองหอย

อ.เมือง จ.เชียงใหม่ ๕๐๐๐๐

โทรศัพท์ (๐๕๓) ๘๑๖๐๖๓

วันที่ ๑๐ มกราคม ๒๕๔๓

เรื่อง ขออนุญาตศึกษาค้นคว้าเพื่องานวิจัย

เรียน อธิบดีกรมสามัญศึกษา

สิ่งที่ส่งมาด้วย ๑. สำเนาหนังสือรับรองอาจารย์ที่ปรึกษา

๒. โครงร่างงานวิจัย

ด้วยข้าพเจ้า นายพิรุณ จันทวาส นักศึกษาปริญญาเอกโดยทุนรัฐบาลสังกัดสำนัก งานสภาสถาบันราชภัฏกำลังศึกษาหลักสูตรระดับปริญญาเอกทางการศึกษา สาขาหลักสูตรและ การสอน ณ มหาวิทยาลัยฮัลล์ ประเทศอังกฤษ ได้ทำการวิจัยเรื่อง การพัฒนาวิชาชีพอย่างต่อเนื่อง สำหรับครูในระดับมัธยมศึกษา (Continuing Professional Development for Teachers in Secondary Schools) มีความประสงค์ขอความอนุเคราะห์ศึกษาค้นคว้าในเรื่องเกี่ยวกับการ พัฒนาวิชาชีพสำหรับครูมัธยมศึกษา ตามหน่วยงานต่างๆและในส่วนที่เกี่ยวข้อง ในการศึกษาวิจัย ในครั้งนี้จะเป็นประโยชน์ต่อการพัฒนาวิชาชีพครูในอนาคต และไม่มีผลกระทบต่อการปฏิบัติหน้า ที่ของผู้บริหาร เจ้าหน้าที่ ครู-อาจารย์ หรือหน่วยงานแต่อย่างใด

ข้าพเจ้าจึงหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน จึงขอ ขอบพระคุณมา ณ โอกาสนี้

จึงเรียนมาเพื่อโปรดทราบและพิจารณาอนุเคราะห์ต่อไป

ขอแสดงความนับถือ

(นายพิรุณ จันทวาส)

นักเรียนทุนรัฐบาลสังกัดสำนักงานสภาสถาบันราชภัฏ

๓๖ หมู่ที่ ๒ ต. หนองหอย
อ.เมือง จ.เชียงใหม่ ๕๐๐๐๐
โทรศัพท์ (๐๕๓) ๘๑๖๐๖๓

เรื่อง   ขออนุญาตศึกษาค้นคว้าเพื่องานวิจัย

เรียน   หัวหน้าหน่วยศึกษานิเทศก์ กรมสามัญศึกษา

สิ่งที่ส่งมาด้วย   ๑. สำเนาหนังสือรับรองอาจารย์ที่ปรึกษา
                  ๒. โครงร่างงานวิจัย
                  ๓. แบบสอบถามหัวหน้าสถานศึกษา ๑ ชุด
                  ๔. แบบสอบถามครู – อาจารย์ ๑ ชุด

            ด้วยข้าพเจ้า นายพิรุณ จันทวาส นักศึกษาปริญญาเอกโดยทุนรัฐบาลสังกัดสำนัก
งานสภาสถาบันราชภัฏกำลังศึกษาหลักสูตรระดับปริญญาเอกทางการศึกษา สาขาหลักสูตรและ
การสอน ณ มหาวิทยาลัยฮัลล์ ประเทศอังกฤษ ได้ทำการวิจัยเรื่อง การพัฒนาวิชาชีพอย่างต่อเนื่อง
สำหรับครูในระดับมัธยมศึกษา (Continuing Professional Development for Teachers in
Secondary Schools) มีความประสงค์ขอความอนุเคราะห์ศึกษาค้นคว้าในเรื่องเกี่ยวกับการ
พัฒนาวิชาชีพสำหรับครูมัธยมศึกษา ตามหน่วยงานต่างๆและในส่วนที่เกี่ยวข้อง ในการศึกษาวิจัย
ในครั้งนี้จะเป็นประโยชน์ต่อการพัฒนาวิชาชีพครูในอนาคต   และไม่มีผลกระทบต่อการปฏิบัติหน้า
ที่ของผู้บริหาร เจ้าหน้าที่ ครู-อาจารย์ หรือหน่วยงานแต่อย่างใด

            ข้าพเจ้าจึงหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน   จึงขอ
ขอบพระคุณมา ณ โอกาสนี้

            จึงเรียนมาเพื่อโปรดทราบและพิจารณาอนุเคราะห์ต่อไป

ขอแสดงความนับถือ

(นายพิรุณ จันทวาส)
นักเรียนทุนรัฐบาลสังกัดสำนักงานสภาสถาบันราชภัฏ

เรื่อง   ขออนุญาตศึกษาค้นคว้าเพื่องานวิจัย

เรียน   ผู้อำนวยการสามัญศึกษาจังหวัดเชียงใหม่

สิ่งที่ส่งมาด้วย   สำเนาหนังสือรับรองอาจารย์ที่ปรึกษา

        ด้วยข้าพเจ้า นายพิรุณ จันทวาส นักศึกษาปริญญาเอกโดยทุนรัฐบาลสังกัดสำนัก
งานสภาสถาบันราชภัฏกำลังศึกษาหลักสูตรระดับปริญญาเอกทางการศึกษา สาขาหลักสูตรและ
การสอน ณ มหาวิทยาลัยฮัลล์ ประเทศอังกฤษ ได้ทำการวิจัยเรื่อง การพัฒนาวิชาชีพอย่างต่อเนื่อง
สำหรับครูในระดับมัธยมศึกษา (Continuing Professional Development for Teachers in
Secondary Schools) มีความประสงค์ขอความอนุเคราะห์ศึกษาค้นคว้าในเรื่องเกี่ยวกับการ
พัฒนาวิชาชีพสำหรับครูมัธยมศึกษา ตามหน่วยงานต่างๆและในส่วนที่เกี่ยวข้อง ในการศึกษาวิจัย
ในครั้งนี้จะเป็นประโยชน์ต่อการพัฒนาวิชาชีพครูในอนาคต และไม่มีผลกระทบต่อการปฏิบัติหน้า
ที่ของผู้บริหาร เจ้าหน้าที่ ครู-อาจารย์ หรือหน่วยงานแต่อย่างใด

        ข้าพเจ้าจึงหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน จึงขอ
ขอบพระคุณมา ณ โอกาสนี้

        จึงเรียนมาเพื่อโปรดทราบและพิจารณาอนุเคราะห์ต่อไป

ขอแสดงความนับถือ

(นายพิรุณ จันทวาส)
นักเรียนทุนรัฐบาลสังกัดสำนักงานสภาสถาบันราชภัฏ

36 หมู่ที่ ๒ ต. หนองหอย
อ.เมือง จ.เชียงใหม่ ๕๐๐๐๐
โทรศัพท์ (๐๕๓) ๘๑๖๐๖๓

เรื่อง   ขออนุญาตเก็บข้อมูลเพื่องานวิจัย

เรียน   หัวหน้าสถานศึกษา โรงเรียน ....

                ด้วยข้าพเจ้า นายพิรุณ จันทวาส นักศึกษาปริญญาเอกโดยทุนรัฐบาลสังกัดสำนัก
งานสภาสถาบันราชภัฏ ซึ่งกำลังศึกษาหลักสูตรระดับปริญญาเอกทางการศึกษา สาขาหลักสูตร
และการสอน ณ มหาวิทยาลัยฮัลล์ ประเทศอังกฤษ ได้ทำการวิจัยในหัวข้อเรื่อง การพัฒนาวิชาชีพ
อย่างต่อเนื่องสำหรับครูในระดับมัธยมศึกษา (Continuing Professional Development for
Teachers in Secondary Schools) มีความประสงค์จะขอสำรวจข้อมูลและข้อคิดเห็นเกี่ยวกับการ
พัฒนาวิชาชีพสำหรับครูมัธยมศึกษาจากท่านและครู-อาจารย์ในโรงเรียนโดยการตอบแบบสอบ
ถาม

                ในการศึกษาวิจัยในครั้งนี้ จะเป็นประโยชน์ต่อการพัฒนาวิชาชีพครูในอนาคต
และไม่มีผลกระทบต่อการปฏิบัติหน้าที่ของท่าน ครู-อาจารย์และหน่วยงานแต่อย่างใด

                ข้าพเจ้าจึงหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็น และขอ
ขอบพระคุณมา ณ โอกาสนี้

                              ขอแสดงความนับถือ

                              (นายพิรุณ จันทวาส)
                    นักเรียนทุนรัฐบาลสังกัดสำนักงานสภาสถาบันราชภัฏ