

Teacher preparation for local development project on students' self-conduct

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ABSTRACT

The research aimed at studying the effects of the teacher preparation for local development project on students' self-conduct. It was also comparing the conduct of students who studied in different years. The sample group of 189 was selected through multi-stage random sampling technique. The research instruments comprised the questionnaire and interview regarding the effects of joining the teacher preparation for local development project on the conduct of students. The collected data was analyzed using descriptive statistics and testing the differences by Multivariate ANOVA (MANOVA). The findings of the research revealed that the students joining the teacher preparation for local development project had self-conduct in the areas of characteristics, relationship with community, and spatial identity at high level. The means were 3.88, 3.72, and 3.81, respectively. The fourth-year students performed self-conduct at higher level than the second years with a significance level of .01. The third- and second-year students conducted differently in the areas of their attributes only. For the third and fourth years, there was no difference in their self-conduct.

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1. INTRODUCTION

The government's policy on teacher preparation item 4.6 stated that the system of teachers' preparation and development in order to develop teachers with quality and spirits needs to be developed. The focus is that teachers should have the right qualifications accordingly to the subject they teach [1], [2]. The system should be able to bring technology and appropriate tools into the classrooms as to assist teachers or learners' self-study, i.e., distance and electronics learning. The policy also includes the need to improve the competency assessment system which reflects teaching and learning efficiency and develops learners [3], [4]. That leads to the formation of teacher preparation and development strategy 1 (system and teacher preparation pattern reforms). Plans of preparing teachers in relation to the national plan of using teachers and the tendency for different groups of teachers of the nation are created. It also enhances the readiness and strengths for teacher preparation institutes in order to upgrade their quality of learning management to universal level. The scholarship allocation for Education students, system and format of teacher preparation in order to offer work for teachers in each level and type of education are set. The guidelines for teacher preparation before put in position in order to obtain good, qualified, knowledgeable teachers are assigned [5].

The policy and strategies show the importance of developing teachers. Since the factor effecting the changes of students' learning at schools is the quality of the teachers, it is essential that teachers and good assurance of teaching and learning should be developed [1], [2]. However, according to the studies [4], [5],

there have been problems in preparing and developing teachers in both quantity and quality and that effects the quality of education [6], [7]. On the other hand, the faith towards teaching profession is on crisis and that leads to disqualified students who attend education disciplines. From the information, it points out that there is a crisis in the teacher preparation and development system [8]. Although, there is an attempt to reform the education in some aspects that may lead to pass on the rights and educational opportunities to students substantially and there are also internal and external assurances in order to develop the quality of Education, it does not reflect the solutions of preparing and developing teachers [9].

The teacher preparation for local development project was established. The students receive scholarships and there is a guarantee for working positions in their hometowns after graduation. The institutes that produce teachers are able to create qualified teachers that are needed by the organizations who use teachers. The project was set up by the office of higher education committee. The students are selected to study at the qualified institutions. During their studies, both producers and users institutions work together to organize the activities for students to be able to adjust themselves into the environment of the institutions and succeed in developing their local communities while being teachers [1]–[3].

The cabinet approved the teacher preparation for local development on March 29, 2016. The aim of the project was to select qualified people to study in teaching profession disciplines in qualified institutes. After graduation, they would be positioned as government officials and be teachers in their hometowns [3]. The project will run from 2016 to 2027 with the purpose of creating 47,390 qualified teachers for teacher user organizations. The government invests with the Project with the courage that this will be the pilot project to reform the teacher preparation system, which is part of the education reform. The purposes are to make high quality teachers and to upgrade quality of local education, which will lead to manage the learning of Thai learners into universal level. The indicators for this improvement are O-NET scores, PISA scores, and students have skills essential for 21st Century and Thailand 4.0. These teachers are expected to bring the changes in Thai educational system [1], [2].

The operation of the Project focuses on areas making the educational institutions work together as consortium. They need to change the roles and methods of preparing and developing teachers in order to respond to the educational reform [10]. They work to upgrade the quality of area-based education. They seek for cooperation between the institutions and local organizations to promote the power of teacher preparation and development. They have mutual responsibilities in producing teachers continuously as well as develop and follow up as mentors for teachers from the Project. Consequently, the Project is going to be a very crucial mechanism and pilot project which will enhance the cooperation of the area-based network. The production institutes work with teacher user organizations in the assigned area to set up the demand in both quantity and quality. The production institutes set up the methods and supplies to meet the needs of both sides [1].

There are conditions for the teacher production institutes to make agreement. The institutes must be responsible for the students joining the project by creating and putting teachers' spirits into them, developing them to have teacher competency throughout their study periods. They will collaborate with the consortium in each region for strong teacher preparation to develop their local communities [5]. The universities in the northeast have formed their teams to help prepare and develop teachers in their assigned areas. The responsibilities fall on each major subject to make sure that they meet with the needs of the local community. The faculty of education, Mahasarakham University is the network leader for lower northeastern area. From the survey, it showed that there were 681 students joining the Project in 4 academic years. There were 281 students in academic the second-year 018, 120 students in 2017, 154 students in 2016, and 126 in 2015. As assigned by the office of higher education commission, the students must have at least 3.00 for their grade point average (GPA) in their major subjects and teaching profession subjects. They also have to pass the English exam.

From what have been mentioned and its significance, the researchers was interested in studying the effects of joining the teacher preparation for local development towards students' self-conduct in faculty of education, Mahasarakham University. The aim of the study was to find out how students develop themselves in terms of their characteristics, creation of community relation, and spatial identity [11], [12]. The data collection was carried out using mixed research methods [13]. The researcher hoped that the results of the research would be beneficial to improve and develop the qualifications of the students of the project.

2. RESEARCH METHOD

The purpose of this research was to study the effects of joining the teacher preparation for local development project on students' self-conduct and compare self-conduct of students studying in different years. The mixed method research was employed in the current study which included quantitative and qualitative studies and triangulation design convergence model was utilized [13], [14]. The quantitative

research was carried out to collect overall data regarding self-conduct of the students joining the Teacher Preparation for Local Development Project. The qualitative data was collected from administrators, advisors, and classmates of the students joining the Project. The qualitative data was used to extend the findings of quantitative data.

The population of the study consisted of 681 students from seven majors joining the teacher preparation for local development project since academic years 2015 to 2018. The sample size was taken from Yamane's calculation [15] and multi-stage random sampling technique was employed for sample selection: i) 189 students were divided into seven majors namely, Thai, English, Mathematics, Social Studies, General Science, Early Childhood, and Computer Studies. The number of students from each major was 27; ii) The sample was divided into three groups i.e., the second-year students, the third-year students, and the fourth-year students. There were nine students from each year and 27 students altogether; and iii) The simple random sampling technique was applied to select the sample of the students of Faculty of Education, Mahasarakham University who joined the Teacher Preparation for Local Development Project and According to the assigned criteria, the total number of participants were 23 which consisted of two administrators, seven students' advisors, and 14 students' classmates.

The research instrument used was a questionnaire on the effects of joining the teacher preparation for local development project on students' self-conduct, in Faculty of Education, Mahasarakham University. The discrimination value of the questionnaire was between 0.55 and 0.70 and its reliability value was 0.95 [13], [14]. Meanwhile, interview record which consisted 15 questions was used as research instrument to collect the qualitative data. The survey research was carried out by using questionnaire by asking for opinions of 189 students who joined the teacher preparation for local development project and conducting the interview accordingly to the prepared questions. The researcher monitored the interview and followed the answers that were not related to the prepared questions and purposes by arousing, explaining, and making the interviewees answered the questions willingly. Mean and standard deviation are utilized to analyze the collected data. MANOVA was employed to test the differences of self-conduct of students studying in different years. The collected qualitative data was analyzed using the following techniques including data reduction, data display and conclusion and verification.

3. RESULTS

It was found that the students joining the Project performed self-conduct on part of 'characteristics' at high level ($M=3.88$, $SD=1.01$). The result corresponded to the finding in the qualitative study. That is, students agreed that joining the Teacher preparation for local development project was advantageous to them. They were developed in many aspects as set by the office of the higher education commission, i.e., life and adaptability skills, positive attitude towards teaching profession, critical thinking skills, basic knowledge in digital technology and in computing science, Thai and English language skills, activity leaders and good role model, ability in designing learning activities with community and schools, knowledge in finance and health care, and knowing their duties, roles, and responsibilities. These data are represented in Table 1.

For the level of students' self-conduct on part of 'creating community relation', it was shown that the students joining the project performed at high level ($M=3.72$, $SD=1.08$). The findings also corresponded to the results of the qualitative study. The students approved that joining the Teacher Preparation for Local Development Project was important. They had chances to create the relationship with the community in various forms such as they had good attitudes towards the community. They were satisfied with, accepted, and respected the diversity of community and society. They attended the activities for teacher reinforcement in the Faculty of Education, schools, and community. They were trained to be activity leaders and able to analyze and design the assessment of activities for community education. They were able to analyze the community and find appropriate ways to solve problems. They understood the roles of teachers with community development. They learned how to be leaders in designing, carrying out activities, and evaluating the projects conducted with community. They could also solve problems of learning management in schools and community.

Table 1. The analysis of the effects of Mahasarakham University students joining the teacher preparation for local development project

Self-conduct	M	SD	Performed self-conduct
Characteristics	3.88	1.01	High level
Creating community relation	3.72	1.08	High level
Spatial identity	3.81	1.05	High level
Total	3.81	1.03	High level

On part of ‘spatial identity’, it was revealed that the students joining the Project performed at high level ($M=3.81$, $SD=1.05$). The findings corresponded to the results of the qualitative study. They had both academic and professional knowledge after joining the teacher preparation for local development project. They gained life skills, and learned morality and ethics. The other areas were academic services related to the need of the local and community, preserving and propagating art and culture, customs and traditions, and local wisdom, being aware of their own duties, respecting others’ opinions, living with others happily, having service mind and helping society and community, being responsible to the assigned jobs and society, having unity, being diligent, economical, punctual, modest, sharing, good leaders and followers, and determined to help each other to get the job done.

The comparison between students’ self-conduct in terms of characteristics, creating community relation and spatial identity contribution indicates the following issues: i) In terms of characteristics, the fourth-year students and the third-year students showed significantly higher self-conduct in characteristics than the second-year students at a statistical level of .01; ii) In terms of creating community relation, the fourth-year students showed significantly higher self-conduct in creating community relation than the second-year students at a statistical level of .01; and iii) In terms of spatial identity, the fourth-year students showed significantly higher self-conduct in spatial identity than the second-year students at a statistical level of .01. this data are shown in Table 2. The comparison of the students’ years of study in the faculty of education at Mahasarakham University revealed that the fourth-year students had higher level of self-conduct than the second-year students with a significance level of .01. The third-year and the second-year students conducted differently in the areas of their characteristics only. For the third-year and the fourth-year students, there was no difference in their self-conduct in any areas.

Table 2. Comparison of the students’ years of study in the faculty of education at Mahasarakham University

Self-conduct	M	Year level	Year level	Std.E	p
Characteristics	4.10	Second-year	Third-year	0.04	0.00**
			Fourth-year	0.05	0.00**
	3.98	Third-year	Second-year	0.04	0.00**
			Fourth-year	0.05	0.18
	4.03	Fourth-year	Second-year	0.05	0.00**
			Third-year	0.06	0.18
Creating community relation	3.72	Second-year	Third-year	0.05	0.09
			Fourth-year	0.06	0.00**
	3.75	Third-year	Second-year	0.05	0.09
			Fourth-year	0.06	0.24
	3.68	Fourth-year	Second-year	0.06	0.00**
			Third-year	0.06	0.24
Spatial identity	3.88	Second-year	Third-year	0.05	0.09
			Fourth-year	0.07	0.00**
	3.53	Third-year	Second-year	0.05	0.09
			Fourth-year	0.07	0.25
	3.73	Fourth-year	Second-year	0.07	0.00**
			Third-year	0.07	0.25

* $p<0.05$, ** $p<0.01$

4. DISCUSSION

The findings of the research revealed that students joining the teacher preparation for local development project performed themselves in the areas of ‘characteristics’, ‘creating community relation’, and ‘spatial identity’, at high level. The reason for this is because the office of the higher education commission had set the rules and conditions for the students who received the scholarships to follow [16]. In the area of ‘students’ characteristics’, they needed adaptability skills, positive attitude towards teaching profession, critical thinking skills, basic knowledge in digital technology and in computing science, Thai and English language skills, activity leaders and good role model, ability in designing learning activities with community and schools, knowledge in finance and health care, and knowing their duties, roles, and responsibilities. For the area of ‘creating community relation’, they must have good attitudes towards the community, be satisfied with, accepted and respected the diversity of community and society, must attend the activities for teacher reinforcement in the Faculty of Education, schools, and community, be trained to be activity leaders and able to analyze and design the assessment of activities for community education, were able to analyze the community and find appropriate ways to solve problems, understood the roles of teachers with community development, be leaders in designing, carrying out activities, and evaluating the projects conducted with community. They must also solve problems of learning management in schools and community [17], [18]. In the area of ‘spatial identity’, they students joining the project must have both

academic and professional knowledge as well as life skills, and morality and ethics. The other areas were academic services related to the need of the local and community, preserving and propagating art and culture, customs and traditions, and local wisdom, being aware of their own duties, respecting others' opinions, living with others happily, having service mind and helping society and community, being responsible to the assigned jobs and society, having unity, being diligent, economical, punctual, modest, sharing, good leaders and followers, and determined to help each other to get the jobs done [19]–[22].

According to the analysis of the quantitative study, after the Education students had joined the Project, they had higher self-conduct in the areas of 'characteristics', 'creating community relation', and 'spatial identity'. Most of them agreed that joining the Project was a guarantee for the official positions after graduation, which could be a life security. Moreover, the office of the higher education commission had funds to pay for courses to develop those who joined the Project such as training their English online (EchoEnglish), training PLC: professional learning community (TrainFlix), and organizing extra-curricular activities including summer camps. All of which developed the students and made them realize the significance, roles, and duties of being students of the teacher preparation for local development.

The comparison of the self-conduct of the Education students studying in different years at Mahasarakham University revealed that the fourth-year students had higher level of self-conduct than the third-year and the second-year students. This could be because the fourth-year was the last year of studying on campus before they left for their teaching practicum. They had more experiences, knowledge, teaching profession in terms of teaching trials, making teaching plans, learning assessment and evaluation, and classroom research [23], [24].

The principles of developing the students in the teacher preparation for local development were; i) Preparing them in all aspects for teacher competency throughout their study period; ii) Monitoring and following up for them to develop the main and focused competency for local development; iii) Developing spirits of teachers during their studies; iv) Having chances for integrated learning in authentic area at the university and learning resources in the community; v) Having life skills and being good citizens are the main power to create quality people for society; vi) Working together with the organizations related to education; vii) Preparing teacher-innovators who can design and create educational innovation that promotes learning which is from being trained from educational institutes; and viii) Preparing modern professional teachers for local development to correspond with the current context and situation as well as preparing them for the future [25]–[27]. The main purpose is to plan the preparation and development for Education students who receive the short-term and long-term scholarships. The plan includes designing the extracurricular activities in order to build concrete knowledge and innovations for sustainable development [28]. The plan also includes designing the activities to develop Education students who receive the scholarships and joined the Teacher Preparation for Local Development Project in the institutions and cooperate with other five institutions as educational network [29]–[32]. They will monitor, follow up, and creating inspiration for students so that they can develop and cooperate among educational networks [33]–[35].

5. CONCLUSION





Teacher education in Thailand has to emphasize recruiting processes for competent students with adequate GPAs and faith in teaching occupation. Moreover, appropriate curriculums need to be provided as well as academic activities that could allow the recruited to develop themselves in such aspects as teaching identity, community relationship, and regional identity. With these components, the Bachelors of Education will be able to educate students and take part in local development to their full potential.

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