CHAPTER 1

Introduction

1.1 Historical Background

Every country gave precedence to education as prosperity and growth of all developed countries involved with education as an important factor. Education was a process of developing lives and societies which were considered significant factors in developing the countries sustainably so that they could depend on themselves and each other. This allowed them to be able to compete internationally (Phreuk Siribanphitak et. al.: 2004). For these reasons, accessing into knowledge-based economy and society was an important condition in changing a paradigm and strategy in developing the countries, especially policy determination in education in order to develop knowledge or human intellectual capital. Due to the fact that this new economy and society gave precedence to creating knowledge and new technology, research and development was employed to enhance strength for knowledge bases of the countries. Every sector of an organization had to adjust to being a learning organization in order to create innovation for developing knowledge, skills, and people so that they developed themselves to be able to seek knowledge, adjust themselves, and be literate toward changes (the Office of the National Education Commission: 2010).

The promulgation of the National Education Act of B.E. 2542 was considered a paradigm shift and key operational change of Thailand's education. It was an overall paradigm change covering teaching content, instructional processes, management, and evaluation (Phaitoon Sinlarat: 2000). In terms of teaching, it was clearly identified in Section 22 that "Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being more important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality." Additionally, in Section 24, it determined that in organizing

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the learning process, it was supposed to "provide substance and arrange activities in line with the learners' interests and aptitudes, bearing in mind individual differences, provide training in thinking process, management, how to face various situations and application of knowledge for obviating and solving problems, organize activities for learners to draw from authentic experience; drill in practical work for complete mastery; enable learners to think critically and acquire the reading habit and continuous thirst for knowledge," and enable instructors and learners to benefit from research as part of the learning process (the Office for National Education Standards and Quality Assessment (Public Organization): 2004). This reflected the importance and necessity of the new paradigm and revolution which would exist in all levels of education.

In terms of educational management in higher education, it was identified clearly in Section 28 that "higher education curricula shall emphasize academic development, with priority given to higher professions and research for development of the bodies of knowledge and society" (the Office for National Education Standards and Quality Assessment (Public Organization): 2004). For these reasons, higher education was considered the education that provided readiness for students so that they could encounter academic challenges that kept growing unceasingly. It focused on producing and developing qualified manpower for the countries. These people could adjust themselves into duties happening in their lifetime. Higher education was supposed to develop its potential in creating knowledge and innovation in order to increase capability of national competition in globalization (the Office of the Higher Education Commission: 2008).

The educational management in the higher education under Thai educational revolution many years ago continuously expanded while the First Higher Education Plan was arranged when there were few universities. This was not in line with 255 universities in 2007 (the Office of the Higher Education Commission: 2008). This led to low educational quality, competitive student recruitment in the same areas, unemployed graduates, and poor governance and effectiveness in administrating higher education in an overall picture. According to the nine-year-operation summary of the education revolution, it was identified that research quality, student-centered approach, and international ranking was not in line with producing man power at higher education level and technological changes in the establishment. In terms of the first-round external assessment of the Office

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for National Education Standards and Quality Assessment (Public Organization) from 2001 to 2005, it revealed that there were 124 universities (out of 260 universities) or 47.69 percent recognized as possessing standards, 115 universities recognized with conditions, and 21 universities unrecognized. As for the second-round external assessment from 2005 to 2008, it was found that there were 154 universities or 94.80 percent recognized (the Secretariat Office of the Teachers Council of Thailand: 2008).

According to the analysis of the aforementioned problems, it revealed that the Thai educational revolution guidelines did not determine clear goals regarding student attributes. This resulted in managing learning for learners with no directions in educational institutions. Setting learners' attributes widely in that they had to possess lifelong learning was not obvious in terms of goals and directions. Therefore, the revolution systems were performed separately under unclear revolution goals (Phaitoon Sinlarat: 2010). As a result, the goals of the Thai educational revolution had to emphasize on adjusting learners' qualification and quality. Provided that the educational revolution could not improve learners' strength, the educational revolution would not be successful.

For these reasons, the educational management of higher education needed to analyze the roles and objectives of themselves once again, especially those universities whose duties had to produce teachers. Teachers were considered key people in educational revolution processes as they were key frontage and mechanism in improving learners' quality. Therefore, the quality of educational systems was not able to be higher than that of teachers. On condition that the educational management in higher education could not produce qualified teachers, it could not expect that the education would be in good quality. Due to changeable social conditions, it was necessary to improve the teachers' quality so that it possessed high potential in improving learners to be able to face various situations in the present and in the future.

Therefore, the teachers' expected roles regarding the educational revolution and the National Education Act B.E. 2542 included studying, searching, constantly creating in order to be able to give suggestions, facilitating and enhancing students' learning by giving precedence to the student-centered approach, practicing skills and thinking processes for students so that they could apply knowledge to defend and solve problems correctly, arranging surroundings, employing learning media so that the learners

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possessed learning, being well-rounded, and being able to apply research methodology as a part of learning processes to improve new instructional methods that were qualified and effective. They were supposed to enable learners to possess skills in solving facing problems, thinking, managing, learning, and improving to be qualified resource (Nongluck Wiratchai: 2004). According to the aforementioned teachers' roles, it was supposed to be used as guidelines in renovating student teachers in the changeable current of the global society regarding economy, society, information, and technology. This would construct overwhelmingly new knowledge leading to the adjustment among those relevant in instruction, namely teachers, instructors, and students, in that they needed to change their instructional behavior to be in line with time so that they could keep up with new situations and knowledge happening constantly. Therefore, teacher roles were not limited to giving knowledge and learners were not just listeners as performed in the past. Due to the fact that new knowledge was originated constantly, teachers and instructors could not inform all knowledge to learners. As a result, the current instruction was considered the cooperation among teachers, learners, and those relevant. All parties had to cooperate in solving problems happening in classes. Moreover, the searching procedure for solutions had to be quick, prompt, and immediate in order to lead to improved quality of the instruction (Suwimol Wongwanit: 2000). Those relevant in producing teachers had to determine goals and policies in clear practice. Student teachers were supposed to be produced through knowledge construction processes which allowed teaching and research to be operated concurrently (Freeman: 1998). This was in line with Boote's concept (2006) mentioning that policy determination was a guideline leading to good practice and profoundly professional improvement. Moreover, it could be able to create unity in producing qualified teachers.

In terms of generating and improving student teachers to possess desired attributes, it was necessary to rely on qualified producing systems and internship. According to the report on the educational revolution of the Office of Education Reform (the Office of the Higher Education Commission: 2008), it proposed the preparation to reform producing systems and teacher institutions in order to shape good, knowledgeable, and ethical teachers. Meanwhile, they were supposed to possess academic abilities in arranging learning processes so that learners could meet the set goals prior to entering their profession or being regular teachers. This could improve and upgrade professional standards to be

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higher. Producing teachers who were able to improve learning through research methodology needed to perform urgently with an emphasis on giving a chance to the students in learning research methodology constantly (Phinsuda Siritrangsri: 2009). The frames and directions in teaching in order to employ research into improving learning, among student teachers were supposed to be established so that they were determined and proud in their roles of being research teachers who improved learning. These were considered thoughts and direction determination in producing more qualified teachers when compared to teacher production from a five-year curriculum. The learning of student teachers had to be set through activities focusing on processes that led them to learn from authentic experience.

The educational management to develop student teachers to be research teachers through learning from authentic practice instead of learning in university classrooms (Phreuk Siribanphitak: 2003) could contribute to expertise in line with the knowledge body which rapidly changed in society. By searching for knowledge based on reliable theories and supporting information and connecting theoretical knowledge, student teachers could possess an attribute in seeking for knowledge via employing research methodology into their instruction (Phaitoon Sinlarat: 2000).

However, student teachers currently lacked readiness in stepping into teacher profession. When considering previous teacher curriculum, it could be seen that it was not in line with authentic practice due to the lack of coordination between production units and employers (the Secretariat Office of the Teachers Council of Thailand: 2009). Moreover, the subjects relevant to research based on education curriculum were taught merely in academic research which consisted of rigorous research principles and methodology. This caused the students not to have adequate research methods in operating research in authentic situations.

These current problems in instruction and research production, namely separate activities regarding instruction and research (Suwimol Wongwanit: 2012) and the lack of practice focus between instruction curriculum and operational connection, led to the fact that graduates lacked key attributes that employers required (the Secretariat Office of the Teachers Council of Thailand: 2008). This was in line with Saowarot Phuphaphorn (2000) and Kamolwan Tangchareonbumrungsuk (2002) who mentioned about the

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problems of student teachers in that they could not apply their theoretical knowledge into the practice. As a result, they needed support in additional knowledge in action research. Moreover, those who could supervise and consult on research were highly needed. The lack of systems and mechanism in enhancing research and constructing knowledge body was also identified. This was in line with Kietsuda Srisook (2009) who mentioned that the operation of teacher professional internship still lacked the model in supervising student teachers so that they could do the action research for developing instruction. This was also in line with the guideline for developing teacher practice curriculum of Rajabhat Institutes (the Office of Rajabhat Institutes: 2000) identifying the lack of model teachers in teacher professional internship and supervision systems that enhanced research capability of students.

In addition to those aforementioned problems, the obstacles found in developing student teachers to possess research capability included problems regarding policies, school management, cooperation coordination among organizations, individual problems regarding administrators' visions that oversaw importance and understanding toward academic development, students' misunderstanding toward research in that it was not in line with instructional development, the lack of students' motivation in adjusting learning techniques, and the lack of learning sources and research consultation (the Secretariat Office of the Teachers Council of Thailand: 2009).

Therefore, student teacher development was supposed to aim at managing learning for student teachers so that they possessed direct experience with practice in schools. The origin of developing research capability for developing instruction was considered valuable learning experience which likely led to practice when they stepped into the teaching profession in the future. This could be accompanied with cooperation from those relevant – university instructors and teachers – in supervising, giving advice, monitoring, and evaluating in order to give feedback to student teachers immediately. As a result, the gaps of getting supervision through social media network were minimized.

For these reasons, in order to generate potentials that were in line with operation in authentic situations, the guideline in developing this model to solve those aforementioned problems was derived from the concept that viewed schools as a unit of producing professional teachers. They were produced from learning through practical processes in

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schools, leading to the guideline in developing the teacher profession together based on cooperating in developing research capabilities for developing instruction within the Education Faculty of Rajabhat Universities and schools as the sources of teacher professional internship. They would collaborate in adjusting and improving the supervision systematically so that students changed their teaching behavior via effective research processes. The cooperation from all relevant parties, namely mentor teachers, university supervisors, and other factors relevant at school and university levels would enable student development processes to be clearly directed and be in line with professional requirements. The students could also achieve the potentials of being research teachers with evidence authentically reflecting their professional practice based on goals, importance, and emphasis needed to be improved as mentioned previously. The model aimed to allow students to develop their research capabilities through authentic practice via shared learning among student teachers, university supervisors, and mentor teachers until they could create knowledge by themselves.

1.2 Research Questions

1.2.1 What would the appropriate model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers be like?

1.2.2 When trying out the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers in an authentic situation, would the research capabilities for developing instruction of student teachers pass the evaluation criteria or not? What did those relevant think about them?

1.2.3 When trying out the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers in an authentic situation, would the learning quality of students be better or not?

1.3 Research Objectives

1.3.1 To develop the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers.

1.3.2 To explore the utilization results of the model of supervising, monitoring, and evaluating research capabilities for developing instruction of student teachers.

1.4 Scope of the Study

1.4.1 Population Scope

The population employed in each step was as follows:

(1) The population employed in exploring conditions, problems, and needs in supervising, monitoring, and evaluating research capabilities in developing instruction of student teachers was student teachers in Academic Year 2011, university supervisors, and mentor teachers from 40 Rajabhat Universities.

(2) The population that was employed in developing the model of supervision, monitoring, and evaluation research capabilities in developing instruction of student teachers was connoisseurs in supervision, connoisseurs in measurement and evaluation in education, and connoisseurs in developing mentoring models. They possessed knowledge and abilities in measuring, evaluating, and researching in education. They also possessed experience in supervising student teachers or produced research relevant with developing the model of supervising student teachers.

(3) The population that was employed in identifying the quality of the model of supervision, monitoring, and evaluation research capabilities in developing instruction of student teachers was student teachers in Academic Year 2013 from Lampang Rajabhat University, general university supervisors, mentor teachers, and students taught by the student teachers.

1.4.2 Content Scope

The content scope of this research focused on exploring the model of supervision, monitoring, and evaluation research capabilities in developing instruction of student teachers. The content studied was shown as follows:

(1) According to the synthesis of concepts and theories in order to be employed in developing the model of supervision, monitoring, and evaluation research capabilities in developing instruction of student teachers, they included the concepts of human resource development of Swanson (2001) which relied on development concepts regarding experience and reinforcing items to stimulate and persuade learning into development through scarce resource. It aimed to utilize the existing resource for the

sake of maximum benefits. The concepts of professional development of Clarke (1994) which created a sense of participation in developing oneself voluntarily were included. The principles of creating a sense of participation of Hord and others (1987) and the principle of creating a sense of participation for developing the profession of Sparks and Louks-Horley (1990) mentioning that learning could be highly effective when there was a desire in learning, perceiving problems, and solving problems were also applied. By combining experience with learning through the theory of adult education of Knowles (2005) emphasizing that adults desired, possessed the capabilities in directing themselves, and employed experience to learn, Knowles' theory was added. Additionally, the principle of opening mind in giving consultation for individuals and sub-groups through developmental supervision (Glickman, Gordon, and Ross-Gordon: 2010) and clinical supervision was combined. This motivated the success of the research for developing instruction as planned in the objectives. The learning was shared between program university supervisors, general university supervisors, mentor teachers, and student teachers. They coordinated in analyzing and reflecting ideas and whereabouts through social media networks in creative atmosphere. This was in accordance with Ibarra's concept (2007) and the evaluation before, during, and after operating the research (Tay Chiengchee: 2006).

(2) The quality of the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers covered four standards which were utility, feasibility, appropriateness, and accuracy.

(3) The trying-out results expressed the research capabilities in developing instruction of student teachers and students' learning quality. The students were developed through the research processes in order to develop instruction and achieve research objectives. The effectiveness in operating the development based on the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers covered four standards which were utility, feasibility, appropriateness, and accuracy.

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1.5 Definitions of Terms

The model referred to a relationship structure of developing research capabilities for developing instruction of student teachers. It consisted of three elements which were (1) directions in developing research capabilities, (2) processes in developing research capabilities consisting of two steps – Step 1: preparation of readiness among student teachers, program university supervisors, general university supervisors, and mentor teachers and Step 2: operation of professional practice, consultation, and sharing knowledge, and (3) evaluation of research capability development results.

Research capabilities in developing instruction referred to research performance of developing instruction of student teachers in analyzing, selecting problems, identifying solution guidelines, planning research, operating research, gathering data, analyzing data, and summarizing research findings. These could be considered from the followings:

(1) The research capabilities of students: these were evaluated before, during, and after the development by considering the research performance for developing instruction of student teachers. They would be evaluated in three issues which were as follows:

1.1 Research proposal: the capability in designing research was evaluated in nine parts which were research titles, historical background, research objectives, research scopes, definitions of terms, expected benefits of the study, documents and research relevant, research methodology, reference, and appendixes. A form used to evaluate the proposal of the research for developing instruction was a five-rating scale. It was employed to evaluate before operating the research by program university supervisors, general university supervisors, and mentor teachers.

1.2 Research operation: the results of operating research based on research plans were evaluated. This expressed an effort in operating the research as planned in order to achieve success. The data were accurately gathered on a basis of fact. The research methodology was improved or modified as suggested in the research proposal. The evaluation form of the research operation as planned was in a record manner. It was used to evaluate during the research by program university supervisor, general university supervisors, and mentor teachers.

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1.3 Research reports: they focused on evaluating the results of research findings, communication, and transferring. The results in applying research processed into developing instruction were evaluated in three parts which were introductory, body, and final parts of the reports. The evaluation of research reports for developing instruction was in a format of a five-rating scale. It was evaluated after the research operation by program university supervisors, general university supervisors, and mentor teachers.

(2) Learning quality of students: this was evaluated within students who were developed by research processes for developing instruction that achieved research objectives.

Model quality referred to the standards of the model of supervision, monitoring, and evaluation of research capabilities for developing instruction of student teachers in terms of utility, feasibility, appropriateness, and accuracy.

1.6 Expected Benefits of the Study

There were benefits gained from this study, and the research results were utilized as follows:

1.6.1 Expected Benefits of the Study

(1) The knowledge body on supervision, monitoring, and evaluation of research capabilities for developing instruction of student teachers was obtained.

(2) The model of supervision, monitoring, and evaluation capabilities of research capabilities for developing instruction of student teachers was obtained.

1.6.2 Expected Benefits of Utilizing the Research Results

(1) The information and recommendations were gained in order for administrators and those relevant to make decision on planning and improving the research capabilities for developing instruction of student teachers.

(2) The developed model of supervision, monitoring, and evaluation capabilities of research capabilities for developing instruction of student teachers was considered a preliminary model in order for researchers, educators, and those relevant to

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improve and adjust into another model which could yield useful and qualified information about evaluation. In addition, the evaluation results helped gain the guidelines in improving and correcting for further development.