

CHAPTER 1

Introduction

Health promotion is the process to empower individuals' ability in order to control factor that determines health and leads to a result as people are in good health, both physically, mentally, socially and intellectually. To live peacefully, the health promotion for children is important as it helps developing to meet the basic human rights. Schools, teachers, and education personnel have to aware and encourage the students and give them knowledge, attitudes and practices. This research aims to study and develop a competency management, learning and teaching of physical education for health promotion of primary students. Moreover, this research is to provide physical education teachers a good class to teach their students effectively. This chapter presents the background and significance of the problem, research questions, research objectives, the scope, definitions of specific terms, and expected usefulness. The details are as follows

1.1 Historical Background

Thai people are currently experiencing some health problems that are caused by inappropriate behavioral health. A lot of Thai people lack of exercise which contribute to obesity and the risk of many preventable diseases such as hypertension, diabetes, cardiovascular and cancer. This issue is such a risk which harms Thais' health and also costs a lot of medical expenses for both the household and public sectors. It is found that to educate and promote healthy behaviors are the important guidelines to prevent such problems. The mentioned health problems above are linked with the problem which shows that children by the age of six years and up who get an overweight may have a chance 50 percent being obesity. Overweight in childhood is also associated with heart disease and vascular diseases in adults. (Sherina Mohd Sidik & Ahmad Rozali , 2004; Office of The Consumer Protection Board, 2002) Currently, overweight problem in children becomes such a huge problem in many countries around the world. This serious issue needs to be solved and prevented. The concern sectors have to address urgently the policy of the World Health Organization, which Wang & Lobstein (2006)

estimates that in the year 2010 Southeast Asian children are overweight for 22.9 percent, 5.3 percent are obese, which links to data of the information given by Office of Basic Education Commission (2014), a survey of students from the academic year 2008- 2014 under the students are overweight threshold of 4.78, 5.83, 6.45, 7.23. 6.65, 12.90 and 13.96. This data showed that there is a disproportionate increase of growing trend since there are improper behaviors by consuming too much food, especially foods contained high energy, and lack of exercise. In contrast, the criteria to assess the health promoted for school's Department of Health by Ministry of Public Health was set up not over 7 percent (Ministry of Health, 2011).

According to the problem of overweight children mentioned above, the health education teachers are as the key person who mainly play role in promoting and supporting students to create a good health behavior. The teachers teach their students to learn significantly by acting and learning through their experiences. After studying, the students can use their knowledge, skills, and experience to apply in everyday life. This will also result in a better health overall. The students who were encouraged to exercise and play sports will become the adults who are in good health in the future. From the research by Kidkuan, Songwut (2005) found that students were happy and enjoyed physical education classes because they could play and move freely. Besides, the theory of Ericsson also found that children 6-12 years of age enjoy listening to emulate and follow the comments of others. It was such a good and proper opportunity to give them training activities in order to develop their skills in various ways as well. (Peenchob, Worsak, 2005; Erikson, 1995) In order to give children a good health behavior, teachers have to create and provide them more physical activity as well as arrange an environment conducive to the practice of physical activity on a regular basis. Also, teachers need to encourage them with various kinds of physical activities and sport. This will affect the character to build and maintain the body to be healthy spirituality and a great feeling for life. (Prenchob, Worsak, 2005) Physical activity can be divided into three kinds; Firstly, physical activity which associates with working and daily living. Secondly, activity during working and travelling, also a physical activity in schools, activity arranged by curricular, physical class, and after-school activity. Thirdly, physical activity in free time after finishing works as well as leisure activity which strengthens the body. (Nakornket, Kasem, 2011).

Basing on Core Curriculum of Basic Education 2008, it focuses on students' health because health relates to all aspects of life that everyone should learn about. Thus, it is required to instruct the Health and Physical Education which aims to develop the students to have perfect health in the physical, psychological, social and intellectual. Therefore, physical education teaching must be carried out systematically. It must be well organized both for teaching and learning, as well as conducting a theory, learning principles and methods of teaching materials, assessment, and evaluation of the course. Besides, the schools should arrange activity and curriculum including organized physical activity after school in order to achieve the same goal which is the students can play, practice, and then develop themselves holistically. It means they are healthy and have athletic skills. They bring the sport to play in their spare time with fun. They understand the basic principles of sport and exercise. They can play sports and exercise with safety as a moral discipline. They love and harmony sportsmanship, as well as have a positive attitude towards physical education, sport and physical activity. There are those who love and appreciate of physical education and sports training and exercise on a daily basis.

However, it is found that there are many problems in teaching physical education. Focusing on Prof. Dr. Phanwira Kwanburanachan's interview who is Dean of the Faculty of Physical Education of Sri Nakariniwirot University (2010), discussed problems of original teaching physical education to be taught to focus on sports and competition too much that impact on the growth and health of children. Comprehensibly, the article of Chansi, Satit (2004) also discussed that ways to teach the learner which is the students are given less activities and cannot practice their skills enough. This is consistent with the research of Onnum, Dhawatchai (2008) which found that physical education teachers lack of understanding on the course, appropriate evaluation, and supervision. Some teachers cannot adapt or adjust content of the development of teaching and learning to keep pace with changes in society. Students have low physical fitness and lack of health understanding. Also, students' parents do not give value to physical activity. Physical education teachers need to improve the quality of physical education teaching, exchange knowledge, go to seminar to determine the form, content, and teaching activities in order to develop innovative teaching up to

date. In consistent with the findings of the Office of the Education Council (2010), it was found that although the teaching contents must be kept in pace with the changing needs of society, but some teachers are not able to manage, develop their own teaching, and lack of monitoring and evaluation even they were fully trained. It also corresponds to the research of Pochanukul, Wuttisak (2010), mentioned that the procedures and model for teacher development used are approved by the original affiliation and that does not meet the needs of teachers. They lack of a good development, unified standard and effective supervision in order to provide advice on the development of teachers. Moreover, development cannot change the behavior of teachers teaching reform.

Ratanawong, Prawet (2010) has recommended policy to develop the model of teacher. He suggested that offices of education must be strong to support and promote the school as learning and teaching place for teachers. They can modify the approach by focusing on teacher training and the demonstration in various ways in order to take more practical use of technology and training, Site- Based Development, On the Job Training, Coaching, and Knowledge Management to improve on sustainability. They have to create faith, exchange ideas, and the process which is called goodwill, being in line with the research of Wattanaburanont, Aem-atcha (2007). It is suggested that the development of physical education teacher must be in accordance with local needs and problems. Besides, it was suggested in Taechakup's Pimpan and Kaengkan's Pornthip research (2007) that teachers should encourage and promote the development of the standards set by using multiple methods. The development model should come from analysis of individual teacher with planning, monitoring and evaluation of development. The development should be appropriate to the context of the school community. Therefore, the Office of the Education Council (2010) decided to accelerate development of teachers to achieve a paradigm shift for the professions pace with technology advances. The teachers should know how to manage and use their knowledge from its content. They have to be able to provide an effective class where students learn how to get knowledge by themselves rather than getting it from their teacher (teach less, learn more).

From the study of developed model by the Office of Basic Education Commission (2013), has developed teachers and educational personnel followed by Browser In-

service which create the process of creating a mentoring system. It aims to build up administrators, supervisors, and teachers to be good teachers who have competency moral qualities. The goal of all this matter is also to use the developed model at school in teaching, managing by using Coaching and Mentoring system, and developing a strengthening spirit and ideals of the teacher in Literacy, Numeric and Reasoning. However, it is found that the physical education teachers lack of the opportunity to be developed under the project.

Focusing on the research of Pleankham, Sakonwan (2007), it was found that the developed model of physical education teachers should consist of three components: 1) The goal, concept, and purpose of development. 2) The development process as a way of learning activities. 3) The evaluation of the development, also the assessment and monitoring of the development. Wittayaphitak, Sawang (2004) suggested that the good development of physical education teachers should be adapted to facilitate and develop a person physically, mentally and socially. The teachers are able to create a physical education curriculum and their learning process by not only relying solely on the curriculum of the Ministry of Education, but also develop the students to follow basic movements of each age. The physical education teachers must be knowledgeable about child development, physical education, and good teaching skills. They have to know how to speak and give a compliment. They have to provide a various kinds of teaching methods and incentives and let students participate more in order for students to learn.

Then, the researcher focused on the mentioned problems above and decided to concentrate on development of physical education teachers are capable of teaching the adverse health effects of learners. The performance of the teaching of physical education teachers means the ability to perform the duties of responsibility as a result of the knowledge, skills, attitudes and personal features that can create outstanding

Thus, the researcher chose to study the Synthetic Theory of Human Resource Development Principles of Swanson (2001) and Adult-Learning of Knowles (2005) which using the principles based on the available resources and cost savings. Regarding to the adult learning, its principles can be applied to Swanson's by creating a capable of self-directed (Self - Directing) and use the experience to learn and solve problems in

life. Beside, a principles and self-esteem of the development of professionalism in teacher by Clarke (1994) is to create a sense of participation in the development by the teachers themselves by using a voluntary basis based on group rather than the individual. It is about the development based on the obstacles that may arise in the development process, the development based on the experience of learning with practicality to get support and experience from friends, also from the management to improve their teaching constantly. Moreover, it is the development of contemplation which focuses on monitoring the performance of the teachers in order to create a various kinds of learning behavior of the students. The teachers will have an opportunity to review, reflect, ponder, plan, and think about the success or failure in order to practice the teaching to diagnose problems, find the right choice, and exchange of new methods to be applied to solve problems.

More than that, the researcher chose to use the theory of 7 Participation by Hord et al. (1987) to create a sense of involvement between teachers and innovation. 1) The teachers are aware of the change but they are still keeping normal on work. 2) The response is that the teachers become interested in new innovations with more inquiries and questions. 3) The teachers begin to realize the importance and the need of innovation. 4) The teachers are committed to bringing innovations to use. The behavior of teaching and learning are changed. 5) The teachers interest in the results of the innovation taking place with the students, and then they evaluate their students to study to result. 6) The teachers want to share their experiences and give a comment on the most appropriate choice to others. They have a requirement to publish their works as well as giving advice to others. 7) The teachers enjoy and confidence in their abilities that can change the behavior of teaching and learning in the better way as well as to be able to create a new innovation by themselves. It is also committed to the basic concept of the development of professionalism in teacher of Sparks and Louks - Horley (1990). The teachers will learn most effectively when teachers want to or want to perceive problem or solve the problem. It is consistent with the development based on good will by Amornvivat, Sumon (2004) which claimed that one's faith is to build trust and acceptance of development by building a relationship with the teacher who is developed. Moreover, teamwork is sincere in driving development towards desirable directions. It is also important to contribute both the teachers who are developed and

who give support the development. The teachers have perseverance, strenuous, and efforts in the development, also manage the clear system to support the plan. The researcher also studied the method of Mentoring by Ibrara (2008) which focused on advising clients to develop individualized and small-group to achieve goals. The teachers learn and join the analysis of reflection together in order to study the situation happen in a creative atmosphere.

As the result, this development will be formed how to develop physical education teachers that affects learning. They understand the principles of teaching physical education for health students which can be applied to concrete practice as well as create the network of physical education teachers. More than that, the students can improve their holistic health including physical health, a good physical behavior, psychological, good attitude towards exercise, and sport movement. They also have a good relationship towards family members and friends.

1.2 Research questions

1.2.1 What are context and needs assessment in competency management, learning, and teaching of health and physical education teachers in elementary schools based on eight Northern provinces?

1.2.2 How should a model of physical education teachers' teaching competency development model for promoting primary students' health be considered by experts?

1.2.3 What is the efficiency of a model of physical education teachers' teaching competency development for promoting primary students' health towards the teachers themselves and students' health?

1.3 Research objectives

1.3.1 To study the context and needs assessment to develop teaching provision competency to promote primary students' health

1.3.2 To construction and quality improvement for A Physical Education Teacher's Teaching Provision Competency Development Model for Primary Student's Health Promotion.

1.3.3 To study on effectiveness of A Physical Education Teacher's Teaching Provision Competency Development Model for Primary Student's Health Promotion.

1.4 Scopes of the research

1.4.1 Scope of Content

The research aims to study the model of physical education teachers' teaching competency development for promoting primary students' health as the content below.

1) The synthesis of theoretical concepts to be used to develop the model such as the Development of Human Resources by Swanson (2001) which is about the principles to manage the available resources economically and effectively, Adult Learning by Knowles (2005) which focuses need and ability of adult, the Professional Development for Teachers by Clarke (1994), the principles of Participation by Hord et al. (1987), the Professional Development for teachers by Sparks and Louks-Horley (1990), the Amicable Development by Amornvivat, Sumon (2004), and the Mentoring by Ibrara (2008) which focused on advising clients to develop individualized and small-group to achieve goals. The teachers learn and join the analysis of reflection together in order to study the situation happen in a creative atmosphere.

2) The context and the needs assessment to develop a physical education teacher's teaching competency for primary students' health promotion.

3) The model of physical education teachers' development, performance management, learning and teaching to promote primary school students' health.

4) The quality of the model of physical education teachers' teaching competency development for primary students' health promotion that covers four aspects including a feasibility, appropriateness, correctness and sufficiency, and usefulness.

5) The efficiency of the model of physical education teachers' teaching competency development for promoting primary students' health towards the teachers themselves and students' health.

1.4.2 Scope of Population

The population in the study of the model of physical education teachers' teaching competency development for promoting primary students' health is divided as followed:

1) Physical education teachers who were under the Office of the Basic Education Commission of Thailand in 8 northern provinces including Chiang Mai, Chiang Rai, Lamphun, Lampang, Phayao, Phrae, Nan and Mae Hong Son.

2) Experts who provided information on the appropriate and possible competency items, including experience in field of Research and Development , Curriculum and Instruction of Education, Education Supervision Teaching, Physical Education, Sports Science And professional development for teachers, and education personnel.

3) The population who were samples and studied of the effectiveness of the model of physical education teachers' teaching competency development for promoting primary students' health towards the teachers themselves and students' health were the physical education teachers and primary students who were under Chiang Mai Primary Educational Service Area Office.

1.5 Operational definition

1.5.1 The development model of teaching competency refers to the relationship of the development of performance management of physical education teachers which consists of three components including development direction, the development process which consists of vision adjust, filed work, and knowledge sharing, and the evaluation of the development.

1.5.2 Quality of the development model refers to features of the model of physical education teachers' teaching competency development for promoting primary students' health which were assessed by qualified experts.

1.5.3 The efficiency of the development model refers to the result of using the development model which assists health and promote students' health as well as associates with teachers' development.

1.5.4 Physical education teachers' teaching competency management for promoting primary students' health refers to five competencies in teaching management which are analyzing the overall condition, preparing the lesson plans, teaching practices, measuring and evaluating of learners, and feedback based on the performance evaluation of the learning and teaching of physical education teachers to promote student health, both before and after using the development model.

1.5.5 Students' health refers to students' wellness that reflects the health of students which consist of four parts as follow

1) Physical Health refers to movement, exercise and, sport behavior which is based on the questionnaire measured the students' movement exercise and sport behavior of students both before and after using the development model.

2) Mental Health refers to mental representing the feelings or opinions of students towards movement exercise and sport.

3) Social Health refers to the attitudes or opinions of students towards friends, family members, and other people around which is based on the questionnaire measured the students' movement exercise and sport behavior of students both before and after using the development model.

4) Intellectual Health refers to ability to critical thinking, synthesis thinking, problems solving thinking and creative thinking. The measure is designed to measure cognitive skills both before and after the development model.

1.6 Research outcomes

1.6.1 Significance for the research as it makes note issue and understand the needs of the development model. The organizations, the Office of the Basic Education Commission of Thailand or other organizations can put to good use in the development of physical education teachers.

1.6.2 Significance for physical education teaching as it helps getting development model and the qualified teaching performance for physical education teachers. It also refers to the task that teachers and organizations are responsible for producing and teacher professional development and can be applied to develop the competencies of the learning and teaching of physical education teachers according to their context.

1.6.3 Significance for students' health as it gives methods of the model of physical education teachers' teaching competency development for promoting primary students' health including physical, mental, intellectual, and social wellness. The students can experience from learning to use in everyday life in order to live peacefully and happily.

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