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## Teacher Training through School-Based Program in Participatory Learning Promotion

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### Abstract

This research aims to study the learning of teachers and teaching behavior change of those trained to teach life skills and attitudes to AIDS prevention, to study factors and conditions of teacher development in training form through school-based program, and to create an indicator of success in teacher training through the School-based Program. The research is a kind of mixed method research treated by an investigation into the questionnaires of the samples including 22 educational supervisors, administrators and teachers under 22 school programs and 4 of which selected for participating observation, deep interview, and focus group. The results show that there are five factors effecting the efficacy of teacher training through school-based program: 1) readiness of the school, 2) external school factor, 3) good training plan, 4) training process, 5) supervision process of supervisors. The learning of teachers trained is classified into 4 phases: 1) Trial and error in teaching and learning activities through PL process, 2) Confronting classroom problems related to students' learning behaviors and teachers' teaching roles, 3) Improved knowledge and understanding on learning management process and 4) A change of teaching and learning behaviors to PL.

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*Keywords:* Teacher Training, School-based Program, Mixed Method Evaluation

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### 1. Introduction

Although a teacher development in agency may be done in various ways, the in-service teacher development, especially in its training form, done previously, was not found satisfying enough. In addition, there were varieties of

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problems such as expenses, activities unrelated to real needs and non-beneficial to teacher's work performance development or called as "Take the teacher out of the class". It was also the cause of disturbance over school activities that most of the teachers trained thought of it as the biggest burden to them and the school. Moreover, the evaluation results of many training projects revealed that though the teachers had got benefits from training, they were less useful to the school. The reason was that the teachers who had got their own potential development never changed their behaviors to optimize work performance (UNESCO, 1986). This can be seen from the fact that teachers with knowledge and abilities could pass the evaluation criteria or were in the satisfactory evaluation level, including the expectation of employing knowledge in work performance. On the other hand, since they had been back to work, they almost applied less knowledge and got less change in their behavior.

The problem of not changing behavior after being trained is very interesting as the outcomes are not in accordance with the target that is "The training aims to optimize work performance". If the cause of the problem is analyzed, it might be because training performances are conducted only in a part of the system, lack of continuity and are not covering all sections of personnel. The training on either executive or operational level would make the standard of knowledge and understanding in work performance going in different directions that causes less efficacy of the work performance.

The training program on teaching life skills and attitudes to AIDS prevention is a kind of which needs teachers to develop the method of teaching life skills and attitudes to AIDS prevention through Participatory Learning: PL with the basis on belief that PL is able to shape life skills and attitudes of the students very well. And it also forms sex value appropriately since students are in their childhood, and age where attitude can be easily adjusted and shaped as well as proper sex behavior before entering adolescence. The program began with the lecturers who were supervisors being trained for training procedure of teaching life skills and attitudes to AIDS prevention over teachers from many provinces. They have expanded the training outcomes continuously throughout the country and about 2,000 teachers under grade 5 and grade 6 have been trained for over a decade. Based on the research by Suwanakhetnikhom and Warasan (1995) who found that after being trained, all teachers wished to teach the students but they faced the problem of lacking time for teaching. Therefore, they had to insert it while teaching different subjects, moreover, they felt lonely and lacked advises, team work, work performance network as well as systematic supervision. That's why the learning management was not continuous and met the target inefficiently.

It can be seen that the form used in training conducted to behavior change after training to develop the efficacy of work performance. Hence, the Ministry of Education has reformed the training to School Based Training conducted for all teachers and both administrators and teachers in schools have got together for brainstorming and managing the method of teaching life skills and attitudes to AIDS prevention most efficiently.

## **2. Statement of the Problem**

The form and method of training conducted to learning and teaching behavior change of teachers. Therefore, their changes must be under the management and supervision systems of school to assist and support the learning of teachers continuously for a long time. This research aims to study the learning of teacher and teaching behavior change of teachers who were trained to teach life skills and attitudes to AIDS prevention, to study factors and conditions of teacher development in the form of training through school-based program, and to create an indicator of success in teacher training through school-based program for knowledge in teacher development onwards.

## **3. Method**

The research design was under mixed method evaluation through quantitative method and qualitative method for data covering in overall as well as deep information of the case. Bamberger and others (2010) noted that mixed method approaches combine quantitative approaches that permit estimates of magnitude and distribution of effects, generalization and tests of statistical differences with qualitative approaches that permit in-depth description, analysis of processes and patterns of social interaction. These integrated approaches provide the flexibility to fill in gaps in the available information, to use triangulation to strengthen the validity of estimates, and to provide different perspectives on complex, multi-dimensional phenomena. The following are some of the specific ways that mixed methods can strengthen the impact evaluation design when working with real-world constraints. In this study, the

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