

The Development of the Teachers Affiliated under the Office of Non-Formal and Informal Education (NFE)

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Abstract

This study has the following objectives: 1.To develop a training manual for the preparation and intensive development course for the assistant teachers; 2.To assess knowledge before and after the preparation and intensive development course for the assistant teachers; and 3.To study the relationship between the personal factors and the satisfaction in the training activities in the preparation and intensive development course for the assistant teachers affiliated under the Office of Non-Formal and Informal Education . The consistency evaluation form that experts use to evaluate has a consistency of 0.80-1.00. The reliability of the satisfaction evaluation form towards lecturers was 0.8642 and towards the project was 0.9251. Data analysis was performed using statistical software

The results show that the assessment of the professional NFE teacher manual is consistent in all issues. When the conformity index value is high or 0.80 to 1.00, which is consistent with the defined criteria. These criteria consist of national strategy, philosophy and objectives, aim, structure, content, and value added as well as value of activities. Moreover, teachers have better knowledge and understanding about practice and operation after training. In addition, personal factors in terms of ages are related to satisfaction towards training organizing significantly according to the statistical level of 0.05. Suggestions include activities that support teachers to apply knowledge efficiently, which should be supported to enable teachers to be ready and develop themselves continuously. This will directly affect educational quality and the effectiveness of teachers.

Keywords: Development, Teachers, NFE.

INTRODUCTION

Personnel are the most valuable and important resource so personnel development is essential to keep up with advancements in the economy, society, and technology. As the world at present and in the future is a world of knowledge and information with high competition, human quality is the most important variable to gain competitive advantages under the trends and changes known as globalization. In public administration, particular in the Ministry of Education, government teachers are regarded as the main mechanism of the government agencies, leading the development of young people in the country. If the government teachers are equipped with the knowledge and

capacity to work effectively, they are helpful for the public administration and the national development to achieve the goals in accordance with the national developmental strategies.

The Office of Non-Formal and Informal Education (NFE) is a government agency which manages non-formal and informal education to educate young people to become stronger manpower for the country's development. The main responsibility of NFE is in providing education, promoting occupations, and arranging informal learning for adults. To fulfil these objectives, human resources are an important factor for the NFE's public administration to make progress and achieve success.

The development of government teachers and educational personnel is implemented systematically according to the standards and objectives under the responsibility of the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC). In the official position appointment, the new government teachers are initially put in an assistant teacher position before they are appointed to a teacher position. The position appointment is in compliance with Article 19 (4) and Article 56 in the Government Teacher and Education Personnel Act, B.E. 2547 (2004), and the Amendment. Accordingly, OTEPC sets out the criteria and the methods for the preparation and the intensive development for the assistant teachers to possess attributes and capacity suitable for being good teachers. The preparation and the intensive development consists of 4 main components: 1) discipline, morality, ethics, and professional code of conduct; 2) participation in school development and professional learning community; 3) professional development in educational and classroom management according to the OTEPC standard at the assistant teacher level, and 4) skills in language and communication technology.

In such preparation and development, the first orientation is arranged by the affiliations within the first 30 days of official work to prepare the assistant teachers to be ready for their work according to the OTEPC criteria and methods, and to develop them to gain knowledge, skills, and attitudes for effective work operation.

With the results and the factors mentioned above, the researcher is interested in studying these matters and the study results will be useful for improving activities in the preparation and development of the assistant teachers.

Research Objectives

1. To develop a training manual for the preparation and intensive development course for the assistant teachers affiliated under the Office of Non-Formal and Informal Education
2. To assess knowledge before and after the preparation and intensive development

course for the assistant teachers affiliated under the Office of Non-Formal and Informal Education

3. To study the relationship between the personal factors and the satisfaction in the training activities in the preparation and intensive development course for the assistant teachers affiliated under the Office of Non-Formal and Informal Education

Scope of the Study

1. Population and sample in the study

1.1 Population in the study

The population in the study included 6,801 personnel who were government employees, temporary employees, permanent employees, and contract employees with eligibility to apply for the assistant teacher selection exam. These personnel were affiliated under the Office of Non-Formal and Informal Education.

1.2 Sample in the study

The sample in the study was recruited by using the purposive sampling method. They were 208 government employees, temporary employees, permanent employees, and contract employees who passed the selection exams and were affiliated under the Office of Non-Formal and Informal Education.

2. Course syllabus

The course syllabus consisted of 2 parts: conduct and work operation.

2.1 Conduct was concerned with knowledge about position standards, academic standing standards, academic standing promotion, professional standards, morality and ethics, code of conduct, and the teaching occupation. It also included official rules and regulations about leave, bureaucratic implementation, and rights.

2.2 Work operation was concerned with knowledge about the NFE education management, i.e., non-formal education, informal education, continuing education, long-distance education, education for societies and communities, adult education, kidpen (knowing how to think) philosophy, literacy, lifelong

learning, and self-study. It also included the learning management process, curriculum management, student development activities, educational management models, roles of teachers and students, testing and evaluation, and course transfer.

The Study Results

1. The results on developing the training manual for the preparation and intensive development course for the assistant teachers affiliated under the Office of Non-Formal and Informal Education

It was found that the training manual for the professional NFE teachers had the structure in accordance with the components of the assistant teacher development criteria in line with the following description.

1) Conduct consisted of knowledge about position standards, academic standing standards, academic standing promotion, professional standards, morality and ethics, code of conduct, and the teaching occupation as well as official rules and regulations about leave, bureaucratic implementation, and rights.

2) Work operation consisted of knowledge about the NFE education management, i.e., non-formal education, informal education, continuing education, long-distance education, education for societies and communities, adult education, kidpen (knowing how to think) philosophy, literacy, lifelong learning, and self-study as well as the learning management process, curriculum management, student development activities, educational management models, roles of teachers and students, testing and evaluation, and course transfer.

2. The evaluation results on the congruence of the training manual for the development course for the assistant teachers

affiliated under the Office of Non-Formal and Informal Education

According to the validation by 5 experts, the manual structure of the NFE assistant teacher development was congruent in all 7 aspects: 1) national strategies, 2) philosophy and objectives of the NFE and the OTEPC criteria, 3) objectives of the orientation, 4) structure of orientation activities, 5) contents and activities in the orientation, 6) orientation activity model, and 7) valued added and worthiness of the orientation activities. The congruence indices were found to have high values in the range of 0.8 – 1.00 compliant to the criteria.

3. The results on studying the training activity arrangement for the NFE assistant teacher development

3.1 The evaluation results on pre-training knowledge and post-training knowledge of the NFE assistant teachers

3.1.1 The pre-training knowledge about conduct of 208 NFE assistant teachers was different from their post-training knowledge at the significance level of .01. The assistant teachers gained higher knowledge about conduct after the orientation training. This was consistent with Hypothesis 1 that after the orientation activities and training, the assistant teachers would understand more about conduct.

3.1.2 The pre-training knowledge about work operation of 208 NFE assistant teachers was different from their post-training knowledge at the significance level of .01. The assistant teachers gained higher knowledge about work operation after the orientation training. This was consistent with Hypothesis 2 that after the orientation activities and training, the assistant teachers would understand more about work operation.

Table 1 and Table 2 present the comparison of pre-training knowledge and post-training knowledge about conduct and work operation respectively.

Table 1. *The comparison of pre-training knowledge and post-training knowledge about conduct*

Comparison of Knowledge about Conduct	\bar{X}	S.D.	S.E.	Paired Differences (n = 208)								
				\bar{X}	S.D.	S.E.	95% Confidence Interval of the Difference		t	df	P-value	
							Lower	Upper				
1. Pre-training knowledge	3.44	0.920	0.064	-	0.88	0.06	-1.29	-1.05	-	19.098*	207	0.000
2. Post-training knowledge	4.61	0.537	0.037	1.17	2	1			*			

** Statistical significance level at .01

According to Table 1, the pre-training knowledge about conduct of 208 NFE assistant teachers was found at the mean and standard deviation (= 3.44, S.D. = 0.920) whereas their post-training knowledge was at (= 4.61, S.D. = 0.537).

In the comparison, the NFE assistant teachers' post-training knowledge about conduct was higher than their pre-training knowledge at the significance level of .01 with a t-value at -19.098.

Table 2. *The comparison of pre-training knowledge and post-training knowledge about work operation*

Comparison of Knowledge about Work Operation	\bar{X}	S.D.	S.E.	Paired Differences (n = 208)								
				\bar{X}	S.D.	S.E.	95% Confidence Interval of the Difference		t	df	P-value	
							Lower	Upper				
1. Pre-training knowledge	3.45	0.879	0.061	-	0.82	0.057	-1.27	-1.04	-	20.219*	207	0.000
2. Post-training knowledge	4.60	0.546	0.038	1.15	2				*			

** Statistical significance level at .01

According to Table 2, the pre-training knowledge about work operation of 208 NFE assistant teachers was found at the mean and standard deviation (= 3.45, S.D. = 0.879) whereas their post-training knowledge was at (= 4.60, S.D. = 0.546).

In the comparison, the NFE assistant teachers' post-training knowledge about conducts was higher than their pre-training

knowledge at the significance level of .01 with a t-value at -20.219.

3.2 The analysis of results on the relationship between the personal factors and satisfaction in the developmental training activities

The results were found as follows.

3.2.1 The personal factor of age had a relationship with satisfaction in the

developmental training activities at the statistical significance level of .05.

with satisfaction in the developmental training activities.

3.2.2 The personal factors of gender and educational level did not have a relationship

These results are shown in Table 3.

Table 3. *The relationship between the personal factors and satisfaction in the training activities for development*

Personal Factors	Satisfaction Level (n = 208)			Total	χ^2	P-value
	Moderate	Much	Most			
Gender					1.488	0.475
Male	0(0.0)	22(33.3)	44(66.7)	66(31.7)		
Female	3(2.1)	49(34.5)	90(63.4)	142(68.3)		
Total		3(1.4)	71(34.1)	134(64.4)	208(100)	
Age					14.872*	0.021
20-30 years	2(10.5)	9(47.4)	8(42.1)	19(9.1)		
31-40 years	1(0.8)	43(33.1)	86(66.2)	130(62.5)		
41-50 years	0(0.0)	16(32.7)	33(67.3)	49(23.6)		
More than 50 years	0(0.0)	3(30.0)	7(70.0)	10(4.8)		
Total		3(1.4)	71(34.1)	134(64.4)	208(100)	
Educational Level					3.577	0.167
Bachelor's degree	2(1.3)	57(38.0)	91(60.7)	150(72.1)		
Master's Degree	1(1.7)	14(24.1)	43(74.1)	58(27.9)		
Total		3(1.4)	71(34.1)	134(64.4)	208(100)	

* Statistical significance level at .05

According to Table 3, the personal factor of age has a relationship with satisfaction in the developmental training activities at the statistical significance level of .05. However, the personal factors of gender and educational level did not have a relationship with satisfaction in the developmental training activities.

Result Discussion

The study results on the NFE teacher development are discussed as follows.

1. It was found that the assistant teachers gained higher knowledge and understanding about conduct and work operation after the development. This might be because the developmental training made them

more familiar with guidelines and work principles so they feel assured as a part of NFE. In addition, the knowledge reinforcement about philosophies and concepts in non-formal and informal education made them gain more understanding with positive attitudes and suitable experience which form the internal knowledge-base of the teachers. According to Somchart Kityuenyong and Ajari Na Takuathung (2007), the factor to facilitate the highest learning effectiveness was the trainee conditions before the training. If the trainees are ready and motivated to join the training, they will learn better than those who lack readiness and motivation. Learning well from the training leads them to good work operation. In addition, Kriengsak Khiewying (2009) states that the orientation can modify the new personnel's attitudes in a correct and suitable way for the

organizational work by enhancing impressions and satisfaction in the organization and job responsibility. Adding further weight, Chuchai Smithkrai (1997) suggests that training is the process of systematic learning management to build and increase knowledge, skills, ability, and attitudes useful for improving work operation in an effective way. Furthermore, Sclafani (2015: 8-13) studied the teacher selection and appointment process in Singapore and found that the preparation was arranged in the form of orientation and training in the first year of work operation. The new teachers spent about 80% of their time on observation and learning from the existing experienced teachers in planning their lessons, and the experienced teachers were in the coaching roles for giving advice, before they could fully work in a teaching role.

In this study, the personal factor of age had a relationship with satisfaction in the developmental training activities at the statistical significance level of .05. This might be because most trainees were adult learners so they had a relationship with “workload”, “operators”, “work or duties”, and “learning”. Accordingly, the trainees aimed to apply knowledge from the training to make their work operation effective under the conditions of situations and time. According to Kriengsak Khiewying (2009: 136), the personnel should understand their work before they start to do it, and the existing personnel should give importance to changes. Before the new personnel start their job, they should understand the organizational culture and the main work conditions. This is useful for the new personnel in adaptation and encouragement. It is also useful for linking the organizations to reality and for reducing the turnover rate to prevent the resource loss. This is consistent with the concept of Sanong Lohitwiset (2001: 28) that a person’s learning ways can be expanded from formal education to non-formal education and informal education which has an important role in human ways of life. Such education provides opportunities for lifelong learning to increase knowledge, skills, occupational stability, and occupations. According to Beach (1970), the developmental training is the process to increase the knowledge, skills, and capacity of all people in the society to change their behaviors in a desirable direction. The developers should give advice and evaluate the trainees’ performance through the group process to develop the group

members to possess knowledge and skills, and to work in collaboration with other people. In addition, Bayar (2014) studied the factors of the developmental activities for the effectiveness of specialization in the form of attitude contracts for teachers in Turkey. He found that the teachers’ work readiness had a relationship with the students’ achievement, and training should be arranged to develop teaching specialization.

Suggestions

1. Suggestions for using the research results

1.1 Consideration should be on the activities with the focus on the assistant teachers to apply knowledge in their school work operation in efficient and effective ways.

1.2 In teacher developmental training, experienced trainers and experts should be carefully selected. They should be qualified with their in-depth knowledge and understanding of the related contents as well as techniques to encourage the trainees to pay attention and participate in activities. Accordingly, the activity arrangement will be effective.

1.3 The training contents should be integrated with suitable work operating methods, concepts, attitudes, and adaptation in order to build positive attitudes and to foster the organizational culture in the new teachers. The contents should also consist of work responsibility, objectives, duties, safety, workplace, colleagues, and related units. The trainers should support the trainees to cultivate knowledge in an informal way.

2. Suggestions for policy planning

2.1 The Office of Non-Formal and Informal Education can use the study results as guidelines for the preparation and the intensive development of the teachers affiliated under the NFE.

2.2 The government sector and other agencies can use the study results about the preparation and the intensive development of the NFE assistant teachers as a model for personnel development in other positions of the organizations.

3. Suggestions for future research

3.1 The in-service training courses should be developed for the teachers affiliated under the NFE in terms of general administration, training management, training for particular functions, or on-the-job training in flexible periods of time as desired.

3.2 The follow-up research should be implemented continuously within 2 years to follow up the trainees in the training orientation through the preparation and the intensive training courses for the NFE assistant teachers.

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