

Pre-Service Teacher's Perspectives towards Teacher Education Programs: Multiple Case Study Analysis

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Abstract. This study aims to investigate problems in the 5-year pre-service teacher education programs (PTEP) and to study the solution to these problems at the three Rajabhat universities and four schools in the Northeastern region of Thailand as identified by forty pre-service teachers (PST). This study applies a qualitative research approach by using multiple case studies analysis; the setting involves 40 purposive sampling participants that were used to identify participants who had experiences of participation in the program. The study has three parts: (1) Part one identifies the problems found during the implementation of the 5 year program by individual interviews from the 12 PSTs in four main themes; students, instructors, curriculum, and learning management, (2) Part two reveals the four main outcomes concerning the needs by two focus group interviews of the 18 PSTs who attended the program, and (3) Part three deals with the collection of data by in-depth interviews from 4 participants who have graduated and are currently working in four selected high schools. Followed by a presentation of the responses in relation to the four different main aspects from the three universities and four schools; the results outcome could be concluded in three aspects which are as follows: The first aspect involves views on the problems of the program management. The second aspect deals with what is needed to improve the program. And the last aspect of the interview aims to find out from the subjects what should be improved or changed in terms of the implementation of the 5 year teacher education program. The subjects in this research specified two suggestions: Firstly, the university should consistently provide activities which support the teaching profession. Secondly, the university should encourage students to apply this professional learning in quality teaching practice.

Keywords: Pre-Service Teachers, Perspectives, Teacher Education Program, Multiple Case Study Analysis

Introduction

The “teaching profession” plays an important role in the future of every country because teachers are responsible for educating future generations. In Thailand, the responsibility of the teaching profession is twofold: Firstly, it is the teacher’s duty to facilitate learning and development; and secondly, to train the younger generations to be socially responsible citizens of the country and to lead the country in continual improvement in the future. Thai society accepts that teachers are important in educational development and at the heart of promoting human improvement through the development of social values.

Since 1892 (the reign of King Rama fifth) until 1999, there have been various types of professional development for teachers around curriculum and program development. Most recently, Thailand has created a new program structure for the training of pre-service teachers through a curriculum called the “Five-Year Teacher”. The motivation for this change has come from the Constitution of the Kingdom of Thailand (1997), Article 81, which 81 states that it is the Thai Government’s responsibility to provide opportunity for the improvement of the teaching profession. In addition, the Constitution of the Kingdom of Thailand (1997) Article 7, which is the Act of National Education, has been implemented in conjunction with the 1999 Act legislating the renaming of

Teacher's Colleges to Rajabhat Universities respectively. The word "Rajabhat" means the teachers of the King, as it was directly given by His Majesty the King of Thailand. This incident encouraged the government and educators to pay more attention to teacher education and educational development. In 2004 the newly developed "Five-Year Teacher" degree program was implemented with its focus on teachers' academic development.

Article 81 of the Constitution of the Kingdom of Thailand (1997) also discusses "Teacher Educator's Perspectives" in order to draw attention to the importance of the role of schools and teachers in the transmission and perpetuation of Thai social values. This is seen as important part of educational reform in Thailand, in which academic, social and spiritual dimensions of the teacher's character are addressed. It can be concluded that teachers have an important duty, that is, to shoulder the responsibility of society's expectations. The word "teacher" within the discourse of the 'teaching professional' has different expectations, for example, teaching, comprehending, being best model, and meeting society's expectations. Within the Thai context, the Teacher Educator's Perspectives have been outlined the personal characteristics and responsibilities of teachers in accordance with society's expectations. It is from the teachers that culture, values and tradition are being inherited. Therefore, the issue of teacher recruitment is critical to the development of the quality of the citizens of the country, and must be done with a high standard and diligence to recruit those who are likely to become good and effective teachers.

Today, the Educational Strategy Plan has been reformed through the Teacher and Educational Personnel Strategy Plan (2002-2006). There are 4 issues to this reformation. One of these 4 items is the Teacher and Educational Personnel Production System in which the study period of the Bachelor's degree in Education has been increased from 4 years to 5 years. The purpose of the extra 1-year internship is to produce teachers who are capable, experts in their major, with good skills in teaching, and a good attitude to being a teacher. This new project persuades good and smart students to study teacher education and rewards the newly graduated teachers with a job.

The purpose of this study is to investigate problems in the 5-year pre-service teacher education programs as identified by pre-service teachers and to study the solution to the problems at the Rajabhat universities.

Research Questions

1. What are the problems that occur during the attention to the new teacher education program in according to the learning process at Rajabhat universities?
2. To what extent do the ways in solving the problems that occur in the Rajabhat universities?

Literature Review

Teacher Profession Development

It is generally admitted that the teaching job is an occupation with grace and honor. In the past, Thai society teachers deserved high admiration. At present, it is still widely accepted, especially in country areas because teachers are seen as having knowledge in academia and social characteristics. Therefore, the duty of a teacher is to handle the expectation of the society. The definition of teacher itself is filled with discourse on the profession such as teaching, being a knowledgeable person, being a good role model, and being dependable in the society. Teacher development should be directed to the same direction as society's expectations. In learning and teaching theories, it is necessary to use a distributed learning model which emphasizes multiple strategic teaching in order to promote cooperative and dynamic learning. There is no one formulation of efficiency teaching (Amornviwatana, 1990) Teachers are compared with conductors of a symphony orchestra where strategies and teaching guidelines in various aspects can be compared with musical instruments which develop the learning guidelines using a variety of methods. Teachers should receive the reinforcement to build a creative teaching model which is appropriate with context and self-status. In order to bring the distributed learning model to apply as the focusing point in the development, life long learning for teachers has to be developed.



Recruitment of a good and effective teacher would include 4 studies; these are a code of ethics and values to be a good model for teachers as follow: 1) ethics teaching techniques; 2) guideline for enhancing ethics; 3) moral teaching behavior of teachers; and 4) the development of a model to encourage morals and ethics for students (Na Chiang Mai et al, 2006; Bangthamai, 2009; Vongrakhorn, 2000; and Bupphawan, 2010). Firstly, ethics teaching techniques were studied by Na Chiang Mai et al. (2006) for Chiang Mai University Students. The results of this study indicated that teaching ethics are included in the classroom with activities as the most important aspect. In addition, there is no specific form of inclusion in the content, depending on how the teacher can evaluate when the students are ready by appropriate observation. Secondly, guidelines for enhancing ethics was studied by Bangthamai (2009) for e-Learning among university students. It was found that university students should develop triple ethical issues: responsibility, discipline, and honesty. Moreover, in terms of e-Learning, university students should develop their four roles and ethical skills such as studiousness, respect for the rights of others, responsibility, and class attendance. Thirdly, moral teaching behaviors of the teachers was studied by Vongrakhorn (2000) which was to investigate teaching behavior of the teachers who taught morals in primary schools, Amphur Muang, Udonthani Province, Thailand. The findings: Altogether seven aspects of teaching behavior and the morals of teachers' expectations were investigated and reported on in the order of the most-practiced level to least-practiced level as follows: 1) on the aspect of the personnel; 2) on the aspect of measurement and evaluation; 3) on the aspect of curriculum; 4) on the aspect of instruction; 5) on the aspect of relationships with the people within the community; 6) on the aspect of student activity; and 7) on the aspect of instructional media.

In Thailand, a large number of teachers are educated at Rajabhat universities, which are government institutions. These universities have a mandate from His Majesty the King of Thailand to produce effective teachers in line with society's needs. This is in accordance with His Majesty the King's speech that "Teacher education...is the heart of education management and development" (Tancharernrat, 2005). In conclusion a Teacher Educator's Perspective is an important key for maintaining the quality of the national citizens.

Rajabhat Universities and Teacher Profession Development

The Constitution of Thailand B.E. 2540 (1997), the highest law of Thailand, states in Article 81 that the government must provide "teacher profession development". At the same time the Act of Rajabhat University B.E. 2547(2004) states in Article 7 that Rajabhat universities have to "produce and support academic promotion of teachers". Therefore, it is a direct responsibility of Rajabhat universities to conduct the teacher profession development. What Rajabhat universities could immediately do is to improve the teacher training process to become more efficient to suit the time and period. The teacher profession development of Rajabhat universities in the past was managed creatively and has been passed on to the present day. There should be a review and maintenance of good points to be used as a base in order to support the new good things which will grow further.

Teacher profession development at present points to its highest target which is to build a new type of teachers called "The New Species of Teachers". The teachers would be truly knowledgeable and competent as the pioneers of wisdom. They should have specific qualifications, high potential, ability to provide instruction which corresponds to the current situation and the changes in the world. They should be able to create a supportive learning atmosphere, present challenging content, be analytical, and provide morals to learners. Teachers should be able to set up a good role model for students and people in the community. In order to have these types of teachers, it is necessary to improve and change the whole system of teacher training, especially the improvement of teacher production and teacher development of teacher training institutes. They should have an agreement to improve teacher-production curriculum to point directly to educational reform. They should agree to have a 5 year -study at the undergraduate level so as to intensify their knowledge, and competency in the teaching profession. They should attend a one year professional training course to become a

teacher after finishing their undergraduate degree. Before the assessment to get a teaching license, there will be a selection of candidates in order to find suitable persons to work as teachers. There is a motivation such as offering a scholarship and job guarantee after graduation. However, before the new generation-teachers graduate, Rajabhat universities as producers and stakeholders have to develop the knowledge and competence first so that they will possess the desired qualifications of a teacher. Students as pre-service teachers have to be developed in order to suit the quality required.

Why do we need to develop a new Generation of Teachers?

Thailand has produced a large number of the graduates in the education field in various higher education institutions with different names of the degrees, but with the same objectives: the production of capable teachers with teachers' spirits in different universities including Rajabhat universities which formerly produced teachers with qualifications lower than undergraduate degrees in education. However, according to the 1997 Constitution, it states that the government has to "produce and support the academic promotion of teachers" Therefore, all Rajabhat universities have produced graduates with a degree in teacher education and the emphasis is on those with 4 prominent characteristics of students majoring in education: (1) good human qualities, (2) being a good citizen, (3) being a good teacher, and (4) high capability person (Rajabhat Institutional Council, Office.2000)

Many people ask questions regarding Thai teachers' quality at present: whether or not it is really good, whether or not the teachers are able to be "professional". How many teachers will there be if we need to reform the learning process and restructure the teacher system according to the National Education Act 1999? More questions will be asked concerning the quality of teachers. The current situations are intensive and there are interesting points to study. How are they improved and developed? Therefore, there must be systems or methods to ensure that all Thai teachers who are working in both formal and non-formal education are equipped with qualities in order to develop the learning process of Thai education for the future of Thai people. Then, an attempt to upgrade teacher quality is a process to determine the new characteristics of new generation teachers and curriculum development with the standard criterion.

In conclusion the new generation teachers are professional personnel, working mainly on teaching and supporting learners with different techniques of teaching both in government and private institutions. They possess complete components, for example, knowledge as being a teacher and quality as a common citizen. They have ability and skills in teaching and creating learning activities as the personnel in an important profession should do. They have morality, ethics, and characteristics suitable to be a teacher. They have deep and wide knowledge in the subject matter that they teach which can lead them to become professional personnel who deserve to receive a teacher's license according to standards required by the Teacher's Council. The promotion of teacher education standards for teachers and education personnel to become a significant professional with recognition from the society should start from the improvement of the teacher production system so that it will correspond to the needed situations in quantity and quality by developing the curriculum of new generation teachers to be more intensified in courses offered and applications of a variety of teaching methods.

It can be concluded that "teaching" is the mission of teachers. Professional teachers have to create quality teaching because quality of teaching will create positive impacts on students and the youth of the country. The evaluation of teachers' quality should be done with students, which corresponds to the following statements "Students' quality reflects teachers' quality". Therefore, professional new generation teachers should have at least the basic characteristics: love, kindness, and friendship. The development of teaching is considered the main mission, especially of quality teaching. Professional teachers have to possess morality and images of being a good teacher in order to enhance dignity in the teaching profession.

Rationale of the Selection of the Multiple Case Study Analysis

Stake (2006) concluded that multicase research starts with a quintain. This word “quintain” explained the meaning by Stake as following, “A quintain (pronounced Kwin’ton) is an object or phenomenon or condition to be studied- a target, but not a bull’s eye. ...” (Stake, 2006, p. 6) To understand it better, we study one of its single cases—it sites or manifestation. But it is the quintain we seek to understand. We study what is similar and different about the case in order to understand the quintain better. Our planning for multicase research will be somewhat different from his planning for single-case study. The ultimate question shifts from “What helps us understand the case?” toward “What helps us understand the quintain (Stake, 2006). “Case study research is not sampling research. We do not study a case primarily to understand other cases. Our first obligation is to understand this one case”(Stake, 1995, p. 4). Besides, when we conduct a case study, “our time and access to fieldwork are almost always limited. If we can, we need to pick cases which are easy to get to and hospitable to our inquiry...” (Stake, 1995, p.4). Thus, the researcher had to define the boundary of the study and choose the case that was manageable and accessible while at the same time appropriate to achieve the objectives of the investigation.

It should note here that, at the beginning University A, University B, and University C were chosen as the research sites for this study. In order to understand the quintain and to confirm and completeness of data collection in this study the researcher decided to move further collecting the data in another university and high schools. There are three rounds of data collection in this study by using individual interviewing and focus group interviewing in three universities and four high schools in the northeastern region.

Data Collection & Analysis

Case studies often incorporate a variety of data-collection methods to build an in-depth picture of the cases and to increase the validity of the interpretation of the realities under investigation (Stake, 1995; Yin, 1989). Merriam (1998) claimed that data collection in a qualitative case study is a recursive, interactive process in which interviews, field observation, and document analysis are three primary means of data collection. There are three rounds of data collection in this study by using individual interviewing and focus group interviewing in three universities and four high schools in the northeastern region (Mahasarakram, Roy-Et, Sakhonnakorn, and Mukdaharn provinces).

Data analysis is an ongoing process that starts from the very beginning of a study to final compilations (Stake, 1995), "consisting of extensive reading, sorting, and searching through materials; comparing with categories, coding, and adding key words and concepts; and then writing mini summaries of categories" (Altheide, 1996, p. 43). Miles and Huberman (1994) defined data analysis as continuous, interactive process, a concurrent flow of analytic activities: “data reduction,” “data display,” and “conclusion drawing or verification” (pp. 10-11). In this study the researcher uses manual coding. There were totally 40 participants in this study, twelve (12) individual interviews in the first round, two focus group interviews in the second round, nine (9) participants of the second year students and second focus group are the five year students, fifteen (15) participants; four (4) participants who are graduates in this program and are currently working in the high school involved at the third round of data collection.

Triangulation

Triangulation means using multiple sources of data in order to strengthen individual findings. It is a commonly suggested research strategy used to strengthen the reliability of research results and enhance the data interpretation (Creswell, 1998; Stake, 1995; Yin, 1989). Yin (1989) pointed out that a major strength of case study data is to use many different sources of evidence. It allows the investigator to develop converging lines of inquiry—a process of triangulation. Also it allows the researcher to address a broader range of issues related to the topic under investigation. Thus,

any finding or conclusion in a case study is likely to be much more convincing and accurate if it is based on several different sources of information, following a corroboratory mode. In this manner, the potential problems of construct validity can also be addressed, because multiple sources of evidence essentially provide multiple measures of the same phenomenon. (Yin, 1989, p. 97)

To this end, this study uses multiple sources of data (i.e., Individual interviews, focus group interviews, and documents) to reduce the risk of chance association and oversimplification (Merriam, 1998).

Findings

The researcher used structured interviews with six students from university A. In addition, structured interviews, recorded interviews with six students from university B were analyzed and then presented the results of the structured interviews. The answers from both the six students from university A and the six students from university B are then presented. The findings sought to identify the problems found during the implementation of the five year program. 12 participant's responses in relation to students, teachers, curriculum, management, and a section called 'other aspects'. In terms of students, most of the students who enrolled in the program expressed similar problems regarding their personal feelings, namely that the program took too long and the fact that some students were slow to adapt to the curriculum because of the overwhelming nature of the courses. Concerning the instructors, most of the students expressed that the teachers lacked teaching experience and knowledge of the content of the courses that they taught. Some instructors did not give equitable attention to the sponsored and the non-sponsored learners. With regard to the curriculum, most of the students thought that the content of the courses was too broad, but some students thought that the problems with the content of the courses were due to the structuring of courses in sets of subjects. As a consequence of this structuring, the students found themselves unable to keep up with the presentation pace of the lessons and were unable to study them in depth. As for the management itself, most of the students identified no problems with the management. However, they did mention a lack of variation in the activities provided by the program. For other aspects, the students pointed out that IT learning resources in the classrooms were not sufficient, and that the atmosphere in the classrooms did not support learning.

The interviews from the first round with 12 participants from both universities A and university B addressed the needs of the students attending the program. The answers revealed five main outcomes. Concerning the students, most of the respondents expressed the view that when the students received adequate preparation before coming to class they paid more attention during the lessons. Pertaining to the instructors, the students expressed the wish that future selection of teaching staff be based markedly on competency in both content and teaching methodology. As for the curriculum, the students voiced the view that what they needed most was for the university to improve the approaches to learning and teaching. They felt that the curriculum should provide more balance, situating the most challenging courses more sporadically throughout the semester. They also thought that there should be a greater emphasis on topics that promoted professional standards in the teaching profession. For other aspects, most of the students did not provide comments.

The questions dealt with the collection of data from the structured interviews, followed by a presentation of the responses in relation to the four different main aspects from both universities A and university B. The results can be concluded as follows:

The first aspect involved views on the problems of the program management as expressed in both universities. University B students found that they often felt stressed because they had to be able to maintain their grade point average to reach the level set by the university. University A students, on the other hand, indicated no problems in this area. Concerning the instructors, University B students expressed the view that many instructors did not cover all the content in the lesson plans, while the University A students felt that the instructors did not have sufficient knowledge or experience in the courses that they taught, and, as a consequence, they felt they had not learned much from them.

Regarding the curriculum, the students from both universities highlighted a similar problem, namely, that the content of the courses was not in-depth, it was too broad. Pertaining to the management, some

students from both universities specified some problems. University B students thought there was inequality between sponsored and non-sponsored students. University A students commented that they felt that the course content activities did not provide them with sufficient preparation for their future as classroom instructors.

The second aspect dealt with what was needed to improve the program. From the four main aspects, namely, students, teachers, curriculum, and learning management, the students gave the following views. With respect to the students, University A and University B students had different opinions. Most of the students expressed the view that prospective students in this new program should prepare themselves well before enrolling so that they might be better able to understand and learn more effectively. For the instructors' aspects, University B students expressed that they would like the instructors to conduct activities which enhanced their professional development. University A students presented a similar view and emphasized the need for the instructors to engage them as students. Concerning the curriculum, the two groups provided similar comments, namely, that there should be an adaptation of the curriculum from sets of courses to individual courses so that each course could be studied in depth. As for the management, students from both universities agreed that there should be a balance of simple and difficult courses in each semester. Most of the students expressed the view that the universities should conduct activities which support the vocational aspects of the profession and emphasize quality teaching.

The last objective in the interview aimed to find out from the subjects what should be improved in terms of the implementation of the five year teacher education program. The subjects in this research specified two suggestions: Firstly, the university should consistently provide activities which support the teaching profession. Secondly, the university should encourage students to apply this professional learning in quality teaching practice. It can be concluded that, according to this research study of the implementation of the five year teacher education program in Thailand, most of the students in the five year teacher education program have realized the importance of self-preparation before attending the program. Most of them expressed the need for more qualified instructors, further emphasis on self-development, and development of the teaching profession in general, with an emphasis on upgrading ICT skills, so as to keep abreast of global standards in quality teaching. It was felt that the program needs to correspond to the guidelines of the educational reform as stated in the National Education Act in 1999 and the revised version in 2002. This would support the vision of UNESCO which states that 'the education management is for people and everyone has an equal chance to study with quality'. (UNESCO, 1999, cited in Office of National Education Committee, 2000, p.52)

Discussion of the Study and Its Major Findings

Research Question One: *"What are the problems that occur during the attention to the new teacher education program in according to the learning process at Rajabhat universities?"*

To responses to this research question, problems that the new teacher production program have faced, the major finding are four sections to this study as follows (1) Student as Pre-service Teachers (2) Instructors (3) Curriculum (4) Learning Management

Students as Pre-service Teachers

In terms of students, most of the students who enrolled in the program expressed similar problems regarding their personal feelings, namely that the program took too long and the fact that some students were slow to adapt to the curriculum because of the overwhelming nature of the courses. In the issue, the researcher agreed with the students because of the pre-service teacher education program looks like a constructivist perspective. On this point Campoy (1992) stated that education is perceived as a process of knowledge construction rather than a body of knowledge. Therefore, learners are encouraged to bring their special talents and skills to a situation so that they can discover what is meaningful or useful to them.

However, on the point some students stated that a 5- year program was too long:
S2: "It takes too long to finish the program, I prefer 4 years. It will be better." and
S6: "It takes a long time, 4 years is better."

From the interviews with pre-service teachers, some of the responses were different from those of others. Some said that "I can't catch up with the lessons because there is too much content". Another's students said that "Me too, it is quite stressful to maintain my GPA to correspond to the set standard. The other students said that they had had no problems.

When the results were presented with those from pre-service teachers, it was found that they had no problems studying in the five year program. Regarding other aspects such as the adaptation, students asserted that they had experienced a slow adaptation to an overwhelming amount of subject matter. Other students said that a five year study program seemed to be too long. From responses to both the interviews and questions, it was found that the pre-service teachers from both universities commented on similar problems.

According to the findings from the focus groups, students who were majoring as teachers have been evaluated unfairly. (Grade result is not good). Students who study in the 5-year program have a disadvantage compared to the four year program. Students who studied the mathematics education major in English from the instructor, did not understand. Delivery time is out. Studying a major subject, and other courses with the other faculties also have problems. Studying both major subjects and teacher subjects are more stressful. Observation and experimental fields have problems. (No time to study). There are a lot of students who enrolled in the first year majors, but later on in the second-year students will decrease or drop out.

According to the findings from the participants who are currently working after graduating from this program *participant X2* expressed that the program is not available for academic students in the first year. It is a new program. The study should be provided data feed back and analyze that strength and or weak point for development this curriculum in further.

The Instructors

Concerning the instructors, most of the students expressed that view that the teachers lacked teaching experience and knowledge of the content of the courses that they taught. Some teachers did not give equitable attention to the sponsored and the non-sponsored learners. In the overview of the students, the researcher followed according to Ketutat (1990) that the instructors should be truly knowledgeable and competent as the pioneers of wisdom. They should have specific qualifications, high potential, ability to provide instruction which corresponds to the current situations and the changes of the world. They should be able to create a supportive learning atmosphere, present a challenging content, be analytical, and provide morals to learners. Teachers should be able to set up good role models for students and people in the community.

Most students commented that the instructors lacked teaching experience and knowledge of the content that they taught. The answers were:

S4: "I hope you will not get angry because of my answers. I think some of the lecturers just do not have enough experience in the courses that they taught such as in teaching methodology, the teacher mostly depended on the textbook. There was no teaching demonstration for the students".

This was similar to the following comment from another student.

S5: "Some teachers have little knowledge and experience in teaching. They usually stick to the textbooks more than practical applications."

Another student commented on the course content delivered by the instructors. He said:

M6: "The courses offered each semester did not support each other. I was confused."

M4: "The teacher could not follow the course outline, and the outline also did not cover necessary content. The teacher couldn't catch up with the teaching schedule."

Another student pointed out that:

M3: "The teacher usually ignored non-sponsored students."

The answers from the subjects revealed that the teachers lacked experience and knowledge in the courses they taught and they did not treat sponsored and non-sponsored students equally.

According to the findings from focus groups, the main problems are instructors' lack of technical skills. Concerning ethics and morals of teaching, some instructors teach and earn the extra

income from their students. Instructors have bias in terms of providing a grading scale. Instructors also do not give students enough knowledge. The new graduate teachers do not match the fields of study, and have little experience. Instructors lack technical skills of how teachers should teach. Students do not understand teachers teaching in English.. More importantly, the findings from the participants who are currently working after graduating from this program, *participant X1* stated that instructors who taught the major subject did not change their teaching style. The teaching tasks were assigned to students, but instructors did not let the students know the results. The students did not comprehend what the instructor taught especially instructors who had completed a doctoral degree. They taught mathematics in English which was difficult to understand. And *participant X2* provided more information, the instructors often changed because some instructors were employed, and got a scholarship to study abroad. The instructors in the university are not really lecturers in the Faculty of Visual Arts. The instructors have to be able to teach all three aspects: music, art, dancing and drawing and painting etc. The instructor ignores students' tasks and do not return the results. Further, *Participants X3 and X4* provided more specific details; the teaching methods do not change. Most teachers taught the same method and the same techniques. The instructor cannot teach and transfer the knowledge to the students. For example, the teacher graduated in Physics, but he teaches computing (some) teachers teach only the theory. She or he cannot demonstrate the practical field, so the students cannot practice in an authentic situation.

The Curriculum

With regard to the curriculum, most of the students thought that the content of the courses was too broad, but some students thought that the problems with the content of the courses were due to the structuring of courses in sets of subjects. As a consequence of this structuring, the students found themselves unable to keep up with the presentation pace of the lessons and were unable to study them in depth.

Most of pre-service teachers provided similar answers in terms of curriculum in the sense that the contents were too broad, with little depth. They gave similar responses on this issue as following:

S2: "It seems like the curriculum was constructed by combining different courses together, which looked like a variety, but there was no deep detail."

M4: "The implemented curriculum was very broad, it looked like a collection of different courses together. In fact, it would be better if there would be an in-depth study in each course."

S3: "The curriculum put too much emphasis on theories, it was too academic and did not focus on processes to apply in the profession."

S5: "The 5 year curriculum was too long."

According to the findings from the focus groups, the curriculum for foundation education is out of date. The curriculum of 5 years is too long. The teacher curriculum 5-year course gives much more information, and it is very difficult. In addition, the findings from the participants who are currently working after graduating from this program, for example: Participant X1 commented that disadvantages of a 5 years curriculum in the case of students who study in a Master degree. The four year course adds a two-year study period of 6 years in order to graduate, but the course of 5 years has to add more 2 years, a total of 7 years. The assessment does not match in the course (Course Syllabus). This course is defined as a method of evaluation criteria but is back to group-based assessment. And *participant X2* expressed about teacher education courses for students who learn together are not of much value.. The course does not focus on learning to authentic practice such as writing lesson plans, research and insights focused on the individual. More importantly, the courses for students who learn the teaching profession do not prepare for obtaining a teacher license (*Participants 3 and 4*).

Management

As for the management itself, most of the students identified no problems with the management. However, they did mention a lack of variation in the activities provided by the program. Some students pointed out that IT learning resources in the classrooms were not sufficient, and that the atmosphere in the classrooms did not support learning.

As for the problems in management, there were similar responses from both universities. Subjects from the 2 universities said they had no problems with management. However, a reverse response was also evident:

S1: "Why did the university provide tough courses in the same semester? The balance between the tough and easy courses should have been made. I don't want to be very stressful. I am afraid that I will not get good grades." A similar view was evident.

M3: "For the problems in management, the difficult courses were offered in the same semester. I was very worried about my grades. It might be better to change to a new management."

According to the findings from the focus groups, there is no budget or scholarship to support the students who do not receive a scholarship. The distribution of instructors of each major is not enough. There is no supervision to control the teachers' behavior. Therefore, someone who learned the others major or does not learn teacher education they can be entered to be teachers of this curriculum easily. Those persons who have not a teacher's culture and then can not understand the culture of professional teacher. This is affect to the quality of teaching. This course is a disadvantage to the other groups. There are not enough teachers at school who matched with their Major. People who graduate from other fields become teachers, so the support teachers have a problem. And the findings from the participants who are currently working after graduating from this program, for instance, *Participant X1* shared that the classroom management of a classroom is too big for the class room. Some classes have up to 100-300 people, so students do not understand. *Participant X2* said that the capital budget in education is not enough in today's economy.

It should be noted here that one of the main problem issues addressed from the participants who graduated from the five year teaching program and are currently working, *participants X3 and X4* suggested that there are not enough scholarships in today's economy. People who would like to study the teaching profession should study teachers. It should not provide for other students to study professional education in the short term (Like a stealing other people's careers).

In short, there are four main issues found in this study. It relates to the National Education Act in 1999 which the government tries to reform Thai School Education. Because of the needs of the society to get rid of the weaknesses of past education management in order to create the enhancement of quality and effectiveness in education management, the following related components have to be reformed such as the curriculum and learning process, administration and management structures, quality of the education audit and evaluation system, budgets and resources for the education system, and participation of the society in education management.

The important principles in education management are the distribution of power in every aspect, unity of policy but variety of performances, standardization, and student-centered learning. Tansiri (1999, p. 3) stated that we are unable to take away education from our lives. Education is very important even in commerce and the economy. It can be said that education is the need of human resources.

Research Question Two: *"To what extent are the ways in solving the problems that happen in the Rajabhat universities?"*

From the interviews related to problems of the five year teacher production in relation to *curriculum management*, the problems identified, are divided into four aspects, as mentioned earlier, namely students, instructors, curriculum, and management, yielded views that focused on outcomes which proved inconsistent with the Education Reform goals. For example, according to the Education Reform Office (2001:4), the teacher and education reform policy and planning goals have expressed the following aims: (1) A production system which corresponds to the future needs of teachers specializing in different fields as well as their teacher's spirits should be taken into consideration, (2) Production processes which encourage teachers who graduate from a 5- year program (i) to utilize a variety of activities and methods, (ii) to emphasize student-centered learning activities, and (iii) to focus more on students' direct experiences in teaching practice, (3) A quality teacher production curriculum which meets the requirements of



the Teacher's Council should be created, (4) The acceleration of a new body of knowledge in instruction by using Thai wisdom, in combination with local wisdom, in order to develop sustainable education for the future.

From the in-depth interviews with students from each university it was evident that some of goals of the Education Reform Office were not being met. For example, teaching did not focus on learner-centeredness. An aim of tertiary instruction should be to provide pre service teachers with direct experiences in teaching by promoting a range of methodologies, according to the requirements of the Education Reform Office, as mentioned earlier.

In responding to this research question, the ways to solve problems, the subjects in this research specified two suggestions:

Firstly, the university should consistently provide activities which support the teaching profession. According to the points of providing activities to support the teaching profession, Sooksai (2010) presented condition of instructional management in Working, Occupation, and Technology Learning Substance titled "Program Usage for Presentation" for Pratomsuksa 4 to Pratomsuksa 6. The students had no basic background in using continuous computer program skill. The teachers didn't have skill in using basic computers correctly and appropriately in Bankumkam School. They need to obtain continuous computer understanding and skill for 2 hours a week.

As a result, the instructional process and interaction between students and teachers didn't facilitate learning. Besides, learning couldn't be completely performed. Moreover, there was a lack of computer facilities for learning and teaching. Therefore, the instructional management by using computer skill practice lessons in presenting work included: the worksheet and skill exercise so that the students could develop their computer skill in Working, Occupation, and Technology Learning Substance, a sub-project in the package of the development of Knowledge.

In addition, activities to support the teaching profession there are problems of opportunity and equality in education, especially at secondary school level and traditional learning which focuses on rote memory. From all of the mentioned problems, it can be assumed that fundamentally the results mostly come from teachers and the teaching profession. Therefore, a duty of a teacher is to handle the expectations of the society, because of teachers are seen as knowledge in academia and social characteristics. That is, universities should be supported consistently (IEA, 2004, pp.2-4).

Secondly, the university should encourage students to apply this professional learning in quality teaching practice. Amornviwatana (1990) linked the quality teaching practice to teacher development which should be in the same direction as society's expectation. In learning and teaching theories, it is necessary to use a distributed learning model which emphasizes multiple strategic teaching in order to promote cooperative and dynamic learning. There is no one formulation of efficiency teaching. Teachers are compared with conductors of a symphony whereas strategies and teaching guidelines in various aspects could be compared with musical instruments which show the learning guidelines with a variety of methods. Teachers should receive reinforcement to build a creative teaching model which is appropriate with the context and self-status of teaching professional who teach in this curriculum. In order to bring the distributed learning model to apply as the focusing point in the development, life long learning for teachers has to be developed.

From the interviews' results of the five year curriculum, the researcher suggests to improve to practice on educational personnel, curriculum, and management in that program as follows:

Educational Personnel's Quality

The five year pre-service teacher (PST) education program is a provision to give education to all PST in that program. All PST should have desirable characteristics as citizens of the country and the world, which will lay a sufficient foundation for their life-long learning, including development pertaining to their occupation and the quality of their personal and family life, and which will build a strong foundation for the creation of Thai society as a learning society for the country's sustainable development in the future.(OBEC, MOE, 2006, p. 3) Therefore, the program should be improved in two ways, educational personnel's quality; namely, instructors and pre-service teachers (PST).

Curriculum Improving

Educational institutions, Rajabath Universities, should have learner-centered curricular and learning processes. Rajabath Universities have to develop curricula suitable for learners and communities, and arrange diverse subjects/ activities for learners to choose according to their interests; especially, all stakeholder/context, for example, instructors, students, institutional, procurers, users, experts, Ministry of Education (MOE), and others.

Management Improving

Educational institutions should have organizational and structural improvement to the arrangement, administrative systems and organizational development that are holistic and systematic. Managing systematic and continuous improvement of times, budgets, and instructional instruments.

Additional ways to solve problems from participants 'view points in this study as follows:

It is about Student Problem issues

The solution is a big deal for the executive level. It should not be ignored, and there should be tactical and strategic measures for monitoring and solving this problem very seriously. Students often get poor grades from instructors because instructors evaluate the students. Students may initially get an A. When the Office of the Registrar reports they become a grade B. The students follow up and inform both sides, but there is no adjustment. It shall remain in the grade B. The students should appeal to senior management, to examine both sides to give a clear result (*Participant X1*).

The program is not available for academic students in the first year. It is a new program. The study also provides data feed back and analyze that strength and or weak point for development this curriculum in the future. This issue, students should have a class meeting and let the teachers know, so they will consider further changes (*Participant X2*).

It is about Instructor Problem Issues

Teachers who teach major subject do not change teaching methods but use traditional methods. A teacher should be a good model to change the teaching style not an obstacle to educational reform. Teachers should be aware of their own strengths and weaknesses and develop themselves. A university should have a survey to check the facts, and then the processes changed and developed as required. Teachers assign student grades works, but do not let them know the results.

This problem, the instructor did not care about the assignment and did not advice students. Students see that this as unsatisfactory. Management should have supervision of instruction to check the results of teacher teaching. And also instructors teach without comprehension especially instructors who complete a doctorate teaching mathematics in English. The students who are interviewed offer guidance on how to solve this problem (*Participant X1*).

The instructors often change because some instructors are employed with temporary status that they did not state officers, and someone who get a scholarship to study abroad.

Implications

The findings from three rounds of data collection in the relevant document reviews that relate to this study discuss responses to two main questions which may be used as guidelines for higher education institutions especially the 5 year teacher program to implement and plan for their policy, curriculum development and teacher training, especially program management.

The results of this study find that the pre-teacher program is very important for the graduate teacher students who are the most crucial human capital of the Thai education field. Therefore, the higher education institutions should provide curriculum and develop some special programs as needed

for their students in order to gain more knowledge and skill with quality and high qualification of an instructors. According to the results in this study there are four main issues: (1) Students Problems issues, (2) Instructor Problems issues, (3) Curriculum Problems issues, and (4) Managing Problem Issues. One of the important issues is curriculum as most of the participant expressed that the 5 years program is too long to study at the undergraduate level compared to other programs. More importantly, the results of this study concerning the quality of instructors who teach in this program for graduate pre-teacher students under this study will be more valuable for academic programs that have currently opened in many universities.

Indeed, there is more educational complexity that the government has been trying for educational reform. Thai TBS News is one of the TV channels which is also trying to Thai school teaching by providing several programs for education in every level particularly in the program of “the Next Two Decades of Thai Education System in 2562”. However, it seems there is still a long way to go with respect to the political problems which currently complicate Thai society.

From the findings and discussion of this study, it is clear that teacher students are very important human resources. The policy maker should be aware of the constitution laws to provide the appropriate support and the curriculum adaptation technology with the quality of the instructors and maintain good management in all aspects. Education is a long term human capital investment (Baker 1964). The University that has an education program especially a pre-teacher program should be given special support from the Ministry of Education and/or the government not only financial support. One of the very important suggestions from participants who are graduates from this program and currently working in the education field suggests that preparation and encouragement of the students; building their knowledge and skills, and attitudes to become effective teachers. Understanding the students and learning more about innovative educational materials, and educational information is important. The students are able to try these techniques out during their semester before they go out to teach a course.

Recommendations for Further Research

Education management remains an important priority. As education is essential, many universities, both private and government in Thailand, have realized the importance of implementing quality teacher education programs and offering such courses to the public. Rajabhat Universities, located throughout the country, have an established Faculty of Education. They have produced teachers for a long time and have been responsible for the five year teacher education program reform. Future studies need to include greater focus on the processes and components needed to ensure improvement in the quality education goals of this program.

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