

# Development a Program to Enhance Curriculum and Learning Management Competency of Private Primary School Teachers

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## Abstract

The aims of this research were: 1) to study the factors and indicators to enhance curriculum and learning management competency of private primary school teachers, 2) to study current situations and desirable situations and techniques, 3) to develop a program and 4) to study the effects of a program. The study comprised 4 phases: Phase 1, Studying the factors and indicators to enhance curriculum and learning management competency, Phase 2, Studying current situations and desirable situations and techniques, Phase 3. Developing a program and Phase 4, Studying the effects of a program. The 32 subjects were the teachers of Aekpanya School, private school in Somdej district, Kalasin province. The instruments used for data collection were: a suitable evaluation form, a questionnaire, a satisfied evaluation form, a competency evaluation form and a test. The statistics used for data analysis were percentage, mean, standard deviation and data description presentation. The findings found that there were five factors including with 5 learning themes. The current situations of the curriculum and learning management competency was in 'moderate' level in overall, and the desirable situations of the curriculum and learning management competency of private primary school teachers was in 'very much' level in overall. The five techniques of development the curriculum and learning management competency were ranked as follows: workshop, self-learning, coaching, mentoring and supervision. The effects of a program to enhance curriculum and learning management competency found that it increased significantly and it was in 'very much' level.

**Keywords:** curriculum and learning, management competency, private primary school teachers

## 1. Introduction

The changeable economic, world society and technology advancement and globalization made the country to face up a high competition state. The country accelerated development in human resources effectively. In the past, all countries in the world have been developed and improve in new educational management system in term of 'Educational Reform'. This aims to develop an effective educational management, quality standards because it could produce quality manpower to social economic based knowledge involving in competition by using intelligence or knowledge based working. Besides, the current period focused on education development in order to support educated personnel of the country and could help them catch up with the changing world (Office of the Education Council, 2008).

National Education Act of B.E.1999 (Improved Issue: 2002) defines the objectives and principles of educational management "Education shall aim the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people". The intention of these could help learners to be virtue, intellect and happiness. And the Chapter 4, Sector 22 mentions that Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important". The teacher's burden is to be important. And most society has anticipated teachers to develop the quality of learners as civilized country. However, the results of National Tests or O-NET in 2014 showed that G.P.A of 5 main course subjects: Thai, Social studies, English, Mathematics and Science were in low level: lower 50% and some subjects had G.P.A lower than last year. It pointed clearly that Thai students had lower learning achievement, Furthermore; the results of international standard tests: Program for International Students Assessment (PISA), Trends in International Mathematics and

Science Study (TIMSS) were in lower scores. Besides, it was lower than neighboring countries, except Indonesia (Research Institute for Thailand Development, 2012). Even though, Thai students spent the time for the class more than other neighboring countries.

According to the problems above, it realized that “What is the cause and effect towards students’ learning achievement continuously? The findings of A Study The Quality of World Leader School System of Mckinsey and Company revealed that the important factor to effect to changing the school learners’ learning was the quality of teachers. It means that in the past ten years, an important study from data collection in Tennessee State, U.S.A. told that the implementation of two moderate proficiency students, one learned with a high performance teacher, and one learned with a low performance center teacher. After the past three years, the results found that there was difference in ‘very much’ between two of them, it was more than 50 percentile (Office of the Education Council, 2009).

Thus, if we want to develop the quality of learners effectively, we need to develop more teachers’ competency. However, Thailand had still encountered some problems of teacher development. The results of a research confirmed that teachers lacked of development effectively because of limited budgets, missing evaluation their development. They could not solve the real students’ problem.

In the past, development private school teachers still lacked of clear system of development teachers. Most teachers’ training came from Office of the Private Education Commission. The training was divided into each sector and there were a lot of trainers in each seminar. Most private schools often have a seminar in the school vacation because it does not effect to learning and teaching management. There is sometimes to have the training with The Primary Educational Service Area Office Kalasin in 2011-2013. Office of the Private Education Commission had the projects for each province to have training teachers. Besides, co-private schools had the training for teacher development for 1-2 days. However, there was still the lack of following it up about their advancement. These reasons above pointed that development teachers of private schools missed the system or the clear model. So, these made development teachers miss a continuous training and teachers lacked knowledge and ability to learning and teaching management effectively. Moreover, it could not solve the problem directly and correctly.

According to the reasons above, the researcher realize that it is very important to develop teachers by development a program to enhance curriculum and learning management competency of private primary school teachers so as to enhance the quality of teachers in new period and it could reflect the results of the quality of learning management and the quality of learners.

## **2. Purposes of the Study**

- 1) To study the factors and indicators to enhance curriculum and learning management competency of private primary school teachers.
- 2) To study current situations and desirable situations and techniques to enhance curriculum and learning management competency of private primary school teachers.
- 3) To develop a program to enhance curriculum and learning management competency of private primary school teachers.
- 4) To study the effects of a program to enhance curriculum and learning management competency of private primary school teachers.

## **3. Literature**

This study is a research and development to develop a program to enhance curriculum and learning management competency of private primary school teachers. The theory and research involved were synthesized to develop the conceptual framework as follows:

1) The factors of curriculum and learning management competency of private primary school teachers as the concepts of Office of the Basic Education Commission (2010), Sunthornroj (2010), Khammanee (2005), Techakup (2008), Pилanthanon (2003), Karnjanawasee (2006), Phuwipadawn (2001), David and Johnson (2001), Posner, (1997), Sanders (1994), Walker (1992), Taba (1962), Darling-Hammond (2006), Kagan (1994), Henson (2001) state that the results of synthesis the factors of curriculum and learning management competency of teachers comprise of 1) to build and develop curriculum, 2) to design learning management, 3) to focus on learner in learning management, 4) to use media, innovation and information technology for learning management, 5) to measure and evaluate keywords.

2) The Approaches to build up curriculum and learning management competency of teachers as the theory and

research involved of Spark and Loucks-Horsley (1990), EL-Baz et al. (2003), Kwakman (2003), Robinson and Carrington (2002), Snoeyink and Rick (2009), Whittock and Trevor (1997), Office of the Education Council (2011), Erawan (2005), Siribanpitak and Pornseema (2003) refer that the approaches to build up the curriculum and learning management competency consist of 1) workshop, 2) self-study, 3) coaching, 4) mentoring and 5) supervision.

3) The Process of curriculum and learning management competency of private primary school teachers, as the concepts of the techniques to develop a program to enhance competency of private primary school teachers; Knowles (1980), Barr and Keating (1985), Houle (1996), Caffarella (2002), Barratt et al. (2013, online), Boyle (1981), Boone (1992) tell that the results of synthesis the process of curriculum and learning management competency of private primary school teachers comprise as follows: 1) need analysis, 2) defining the goal of a program, 3) planning to provide a program: using information of step1 and 2 to build a program, 4) building up a program for training, 5) usage a program and 6) evaluation a program to improve and develop it.

4) The factors of a program to enhance curriculum and learning management competency of private primary school teachers as Sukkarn (2000), Maneengam (2004), Khumlarn (2008), Jomhongpipat (2010), Chris Osborn (2013:online), Caffarella (1994), Tyler (1986), Knowles (1980) and Boone (1985) state that the results of synthesis the factors of a program to enhance curriculum and learning management competency of private primary school teachers consist as follows: 1) principles, 2) objectives, 3) model and techniques, 4) structure of program, 5) content and concept and 6) evaluation a program.

According to the concepts and theories above, it could be shown in conceptual framework of this research as in Figure 1.

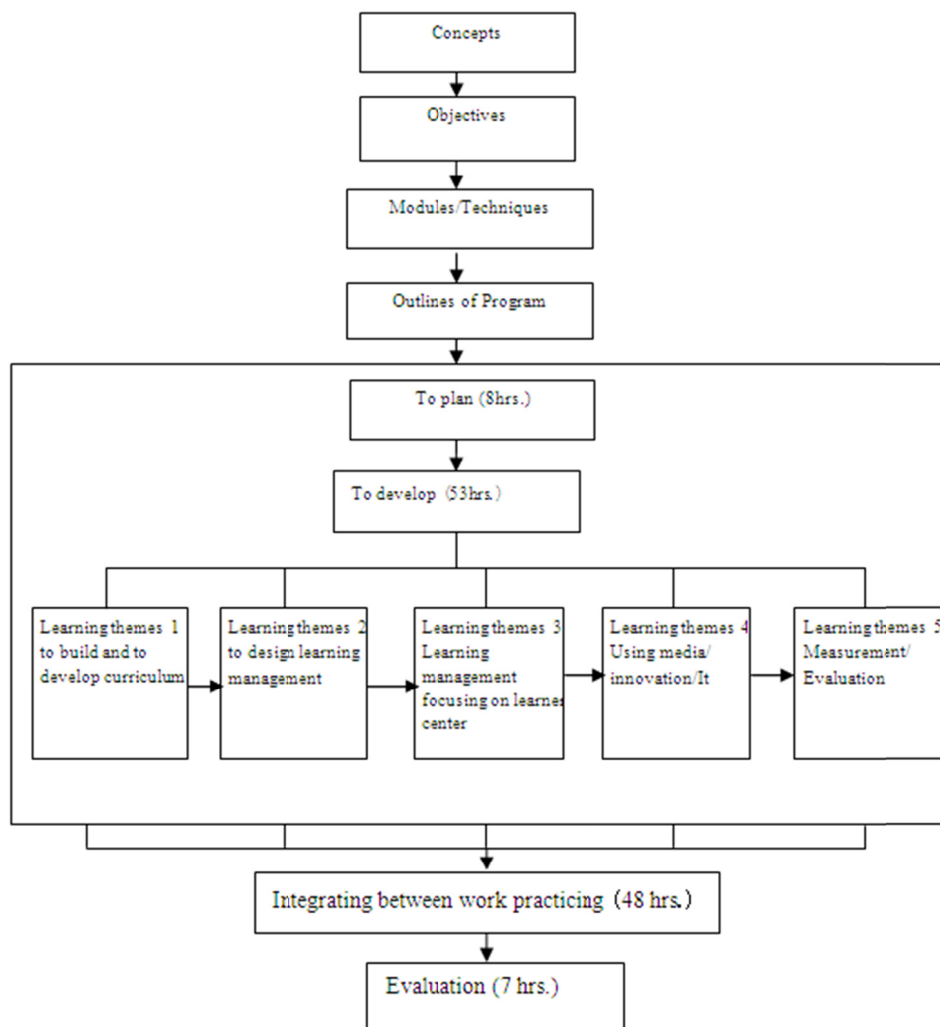


Figure 1. Draft a program to enhance curriculum and learning management competency

#### 4. Method

This research was comprised of 4 phases as follows:

Phase 1 Studying the factors and indicators to enhance curriculum and learning management competency of private primary school teachers, the researcher had studied the theory, research involved in this study. And they had been synthesized the factors and indicators of competency, Then they had been confirmed by 9 experts.

Phase 2 Studying current situations and desirable situations and techniques to enhance curriculum and learning management competency of private primary school teachers, the information studied from phase 1 had been provided the questionnaire about the current situations, desirable situations and techniques to enhance curriculum and learning management competency. And then it was administered by the subjects of the study.

Phase 3 Developing a program to enhance curriculum and learning management competency of private primary school teachers, this stage was to draft a program and manual. Then, the program and manual were checked and confirmed about the feasibility and suitability by 9 experts. The researcher improved them according to experts' comments and suggestions.

Phase 4 Studying the effects of a program to enhance curriculum and learning management competency of private primary school teachers, the program was tried out by private primary school teachers, Aekepanya School, a private school in Somdej district, Kalasin province. Lastly, the program was evaluated in order to study its effects.

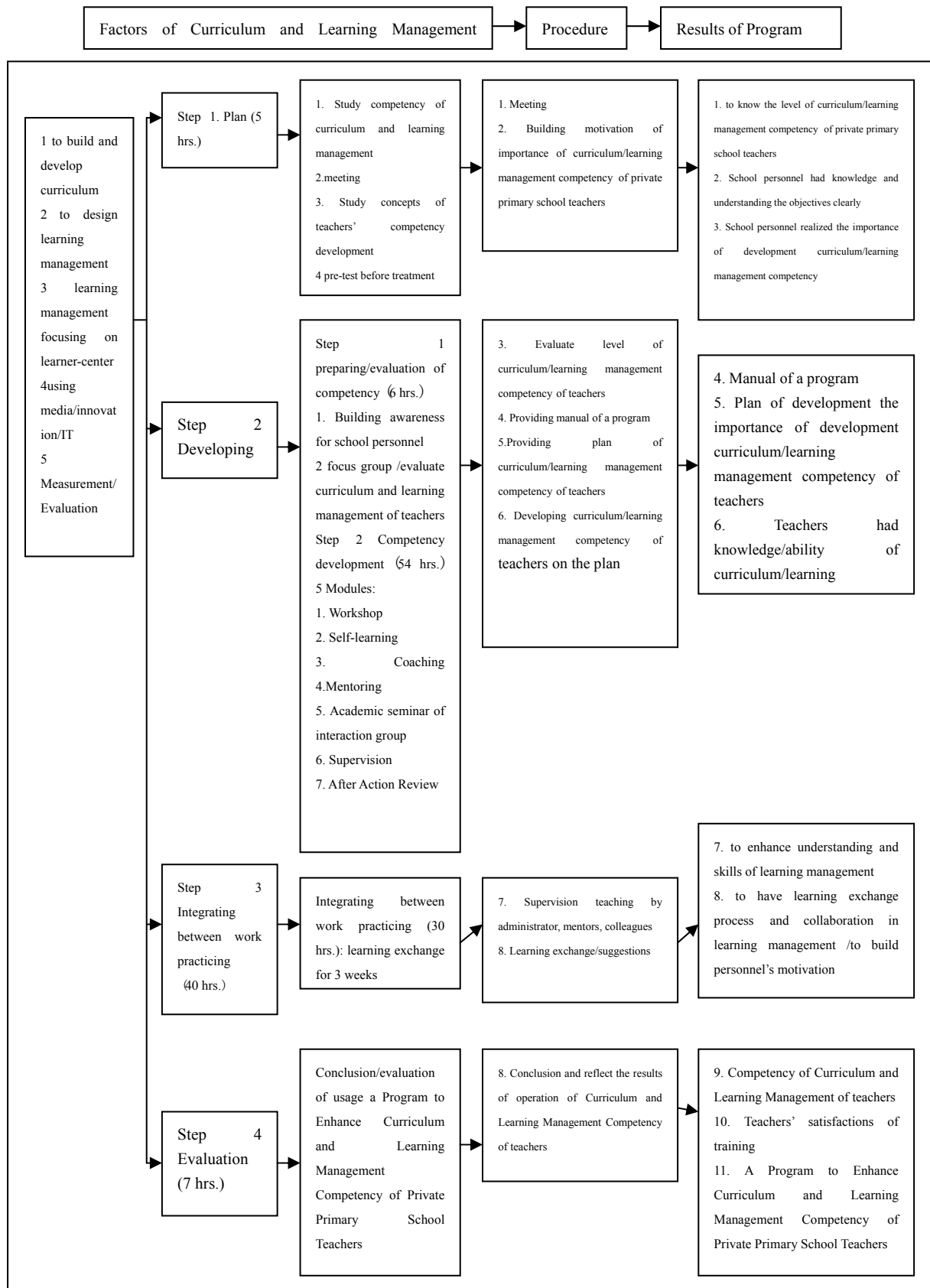


Figure 2. Outline and content of development to enhance curriculum and learning management competency

## 5. Results

1) The findings of studying the factors and indicators to enhance curriculum and learning management competency of private primary school teachers; by experts.

1.1) The findings of studying the factors to enhance curriculum and learning management competency of private primary school teachers was in 'very much' level in overall. Considering each factor, it was ranked from very much to little: designing learning management, learning management focusing on learner center, building and developing curriculum, measurement and evaluation respectively.

1.2) The results of studying the indicators to enhance curriculum and learning management competency of private primary school teachers was in 'very much' level in overall.

2) The findings of studying current situations and desirable situations and techniques to enhance curriculum and learning management competency of private primary school teachers.

2.1) The current situations to enhance curriculum and learning management competency of private primary school teachers was in 'moderate' level in overall. Considering each factor, it was ranked from very much to a little i.e. designing learning management, measurement and evaluation of learning, using media and IT innovation for learning, learning management focusing on learner center, building and developing curriculum accordingly.

2.2) The desirable situations to enhance curriculum and learning management competency of private primary school teachers was in 'very much' level. Considering each factor, it was ranked from very much to a little: learning management focusing on learner center, designing learning management, measurement and evaluation of learning, building and developing curriculum, using media and IT innovation for learning subsequently.

2.3) The techniques to enhance curriculum and learning management competency of private primary school teachers by content analysis, it was ranked of frequency from very much to a little i.e. workshop, self-learning, coaching, mentoring, seminar of group interaction activity, supervision, after action review.

3) The results of developing a program to enhance curriculum and learning management competency of private primary school teachers.

3.1) The factors of a program to enhance curriculum and learning management competency of private primary school teachers: 1) concepts of a program to enhance curriculum and learning management competency of teachers, 2) objectives of a program, 3) model and techniques to develop, 4) outline of program, 5) content of a program including with five modules: building and developing curriculum module, designing learning management module, learning management focusing on learner center module, using media and IT innovation for learning module, measurement and evaluation of learning module. The duration of development spent 150 hours or about five weeks. The aims of a program were to use variety of techniques so as to make trainers to know and understand learning skills deeply and to apply it to self-development in their own situation continuously. And the techniques to develop a program were as follows: workshop, self-learning, coaching, mentoring, seminar of group interaction activity, supervision, after action review.

3.2) The findings of usage the manual of a program to enhance curriculum and learning management competency of private primary school teachers was comprised of four sectors: sector 1. Introduction, sector 2. A program to enhance curriculum and learning management competency of private primary school teachers, sector 3) Development a program to enhance curriculum and learning management competency of private primary school teachers and sector 4. Measurement and evaluation.

4) The findings of the effects of a program to enhance curriculum and learning management competency of private primary school teachers.

4.1) The results of test of knowledge of curriculum and learning management competency of private primary school teachers showed that pre-test of treatment was scores average 16.95 in 30 full marks, it was 56.52%. And post-test of treatment was average 24.64 in 30 full marks, it was 82.12%. This indicated that their the post-test marks was higher than the pre-test marks and all of them met of the criterion in 80%.

4.2) The results of evaluation of learning management competency of private primary school teachers revealed that the pre-development was in 'moderate' level but the post-development was in 'very much' level.

4.3) The results of evaluation of satisfactions of private primary school teachers found that it was in 'very much' in overall.

## 6. Discussion

According to the findings of this study, the issues were interesting to discuss as follows:

1) The factors of curriculum and learning management competency of private primary school teachers were confirmed by experts, they were in 'very much' level in overall. And the results of indicators of curriculum and learning management competency of private primary school teachers were confirmed by experts, they were in 'very much' level. It was supported by Wright (2001: 20) in a research "A Study Performance Capabilities of Human Resources" revealed that competency was an important sector to develop human resources and it was an indicator of human growth that was the human cost. It was to support the service duty and an important strategy to follow up working and it was a driving force to get through success.

2) The current situations of curriculum and learning management competency of private primary school teachers were in 'moderate' level in overall. And the desirable situations of curriculum and learning management competency of private primary school teachers were in very 'much level' in overall. And the techniques to develop of curriculum and learning management competency of private primary school teachers by content analysis, they were ranked from very much to a little i.e. workshop, self-learning, coaching, mentoring, seminar of interaction group activities, supervision, after action review. As Sukanya (2006, p. 17) defined the competency means the knowledge, skills, personal characteristic of attributes to help person work more responsible than others. And it was related to the concepts of Department of General Education (2001, p. 4) addressed the importance of learning management that 'the goal of learning management is to develop skills and capabilities that could promote each person to learn independently and to be a lifelong learning. Besides, it could help learners are capable of learning on their own pace and to the best of their potentiality.

3) A Program to Enhance and Learning Management Competency of private primary school teachers developed by researcher was consisted of factors as follows: 1) concepts of a program to enhance curriculum and learning management competency of teachers, 2) objectives of a program, 3) model and techniques to develop, 4) outline of program, 5) content of a program including with five modules: building and developing curriculum module, designing learning management module, learning management focusing on learner center module, using media and IT innovation for learning module, measurement and evaluation of learning module. The duration of development spent 150 hours or about five weeks. The aims of a program were to use variety of techniques so as to make trainers to know and understand learning skills deeply and to apply it to self-development in their own situation continuously. And the techniques to develop a program were as follows: workshop, self-learning, coaching, mentoring, seminar of group interaction activity, supervision, after action review. The processes of development had four steps: step1 pre-test before development; step 2 developing a program; step 3 integrating knowledge and step 4 post-test after development. And the results of providing the manual of usage a program to enhance and learning management competency of private primary school teachers effected as follows: The test of knowledge about learning management competency of private primary school teachers showed that average scores of pre-test was 16.95 in full marks 30, it was 56.52%. And average scores of posttest was 24.64 marks in full marks 30, it was 82.12%. This pointed that their the post-test marks was higher than the pre-test marks and all of them met of the criterion in 80%. The results of evaluation of learning management competency of private primary school teachers found that the pre-development was in 'moderate' level but the post-development was in 'very much' level. The results of evaluation of satisfactions of private primary school teachers found that it was in 'very much' in overall. As the research of Hansa (2000, p. 41) concluded the factors of development program comprised 3 sectors as follows: 1) Context, 2) Goal, and 3) Plan or methods. Three of them had to be suitability and fit each other in order to get success of working. As Janthakarn (2007, p. 74) in a research "The New Leader of Thai Government" had developed learning through practice e.g. case study, simulations, proactive game and role plays, the results were in 'much' level. It had been spent the time of treatments for two weeks to one month. Their needs were in 'much' level. It was supported to Parinya (2009, p. 89) in a research "The Effects Design a Participatory Professional Development Program of Teachers" found that most teachers had been trained in 8 the professional development models: workshop, observation, participatory development process, group-study as whole school, action research, self-learning, mentoring and study further in graduate.

## 7. Suggestions

According to this research, the suggestions were as follows:

1) The suggestions of the results of the study.

1.1) The results of this research had the factors and indicators of curriculum and learning management competency of private primary school teachers that could be helpful towards administrators and teachers of private school. They could have a plan and operation involved in curriculum and learning management.

Moreover, it could be useful to the high administrators of Office of the Private Education Commission to provide the policy involved and they had known the current situations, desirable situations, techniques of curriculum and learning management competency of private primary school teachers. And they could adapt and adopt the variety strategies to train the teachers. Besides, they could realize the trends of competency development for the teachers in the future. So, the findings of this research were the most useful to apply it in further research.

1.2) A Program to Enhance and Learning Management Competency of private primary school teachers was research and development. The researcher and subjects were in the field research; this could be helpful to meet the real problems and limitation of research. So, this program could solve the problems by real practice in the fieldwork. The results was very satisfied and the researcher could describe the results of research procedures deeply and clearly in 4 steps: step1 pre-test before development; step 2 developing a program; step 3 integrating knowledge and step 4 post-test after development. These are the process of development a program.

2) Suggestions for future research

2.1) Researchers should study compare the usage more other strategies or various strategies so as to examine comparing the results of development. And they could seek for the best way of competency development for teachers effectively and efficiently.

2.2) The schools should provide the research and development of development a program for teachers in the institutions and follow it up closely and continuously.

2.3) A Program to Enhance Curriculum and Learning Management Competency of private primary school teachers should be a model to apply in other private primary schools and should be provided it into the website for self-access learning by internet for teachers. It is very easy and convenient for them to develop by own self.

2.4) The schools should study other models or other factors of enhancing curriculum and learning management competency of private primary school teachers so that the schools might have a clear and effective learning guideline for development teachers further.

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