

CHAPTER I

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INTRODUCTION

1.1 HISTORICAL DEVELOPMENT OF TEACHER EDUCATION
IN THAILAND

King Chulalongkorn, on October 12, 1892, for the first time established a teacher training school to train elementary teachers at the "Children's Home" in Bangkok. Since that time till 1927, teacher education continued to grow slowly but steadily.

During the year 1928, important changes were made in the training courses. A three-year elementary teacher training school, admitting graduates of Grade 10 or graduates of the pre-elementary teacher training schools, came into existence. On a higher level, there was a two-year secondary teacher training school, enrolling graduates of Grade 12, or the graduates of the elementary teacher training schools. During the same year, the then H.R.H. Prince Bhanivivat being the Minister of Education, extended teacher training throughout the metropolitan and the provincial areas.

From 1932 onward, the need for certificate teacher training courses was keenly felt, especially at the secondary level.

In 1954, teacher training underwent historical change. H.E. General Mongkorn Promyothi, the then Minister of Education realized the important role of teacher education. He managed to convince the Government and the National Assembly at that time to establish the

Department of Teacher Education and the College of Education, Prasarn Mittr. This college offered for the first time, a four-year course for Bachelor's Degree in Education.

During 1961-1966, the programme "Thailand-Unesco Rural Teacher Education Project" (TURTEP) was undertaken and 25 teacher training colleges were established, during this period, to co-operate and implement this programme.

At present, there are 36 teacher training colleges in Thailand. Fifteen teacher training colleges are situated in the Central region (6 are in Bangkok and 9 are outside Bangkok); 8 teacher training colleges are situated in the Northern region; 8 teacher training colleges are situated in the North-Easter region; and 5 teacher training colleges are situated in the Southern region.

1.2 TEACHER EDUCATION IN THAILAND

The responsibility for administration of education in Thailand is divided among the Office of the Prime Minister, the Ministry of Education and the Ministry of Interior affairs. The Ministry of Education is responsible for teacher training curriculum development, textbook preparation and production. Supervision of instruction is also done by the Ministry of Education. The Department of Teacher Training, under the Ministry of Education, is responsible for all teacher training colleges and the Colleges of Education.

Objectives of Teacher Education in Thailand

According to the catalogue of Teacher Education (1962 and 1965) formulated by the College / the Faculty of Education, the following are the objectives of the Teacher Education Programme in Thailand:

1. to prepare elementary, secondary, and vocational teachers for all the schools in Thailand;
2. to prepare college teachers for the teacher educational institutions all over the country;
3. to prepare educational leaders, administrators, and supervisors, who can work at all levels of education;
4. to prepare prospective teachers to develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and sound knowledge of the major and minor subjects in the field of education;
5. to familiarize student-teachers with the basic ethics, morals and culture of their own nation; and
6. to develop an individual as a person and a citizen.

Levels in the Teacher Training Programme

In Thailand, there are 3 levels in the teacher training programme:

1. The Certificate Level : two years training after the grade 10 of education.

2. The Higher Certificate Level : two years further training after the certificate level, or two years after the grade 12 of education.

3. The Degree Level : two years further training after higher certificate level, or four years after the certificate level or four years after the grade 12 of education.

Admission and Enrollment

Students are admitted to the training colleges on the basis of examination results. The Ministry of Education makes regulations for these examinations. Procedures of admission to teacher training for the upper secondary level include also an interview for eliminating those with gross physical or psychological defects. Admission tests include an achievement test battery with tests in English, Thai, mathematics and science, and the College of Education Scholastic Aptitude Test (CESAT). A physical examination is also required. Applicant must be between 16 and 25 years of age. Children of teachers are given some concessions.

Curriculum

The curriculum of teacher education is prescribed by the Ministry of Education, which also sets objectives, regulations and the required courses. The curriculum has four main components : general courses, special

courses (majors and minors); educational courses; and practice teaching.

Evaluation

All examinations are internal. Semester examinations and final examinations for each course are set by a group of instructors in the college. Assessment is continuous. Practice teaching is assessed by the co-ordinating teachers and moderated by the college supervisors, who will be visiting for supervising the student-teachers' work.

1.3 SIGNIFICANCE OF THE STUDY

A teacher is the key person in the total educational structure. This has been said by many. Pires (1959) says, "a teacher is the key to the quality of education, all significant changes in the educational process are governed by the extent of his receptivity and initiative". Kohli and Parmar (1968) say, "teacher is that who cares for and instructs us when we are young, he enlightens our ignorance, helps to form our characters and gives us the rudiments of manner, he turns us in fact, from little animals into human beings, he is literally the builder and maker of mankind". Desai (1970) says, "a teacher is the vessel in which our culture and civilization are carried from one generation to the next, and in that context it is the intellectual content of our civilization and to a significant extent, even some of the dimensions of the

development of our national economy". Katti (1970) says, "a true teacher is he who can come down to the level of the students and transfer his soul to the student and see through and understand him through his mind".

The teacher's work is often considered sacred. It is not mere transference of knowledge that the teacher is concerned with. His task is the great task of inspiring and guiding students towards cherished goals. A teacher's personality and his depth knowledge influence the students as well as the community. The teacher has to contribute more towards national development. Kabir (1959) remarks, "the future of a nation depends on the quality of the younger generations, and this quality depends on the quality of teachers".

The above discussion pinpoints the role of a teacher and expectations from him which requires a healthy growth of a teacher. Unless a teacher has a balanced and healthy personality and has ability to adjust himself to new environment and solve his problems he would not play his role satisfactorily. The healthy growth of a teacher's personality would require the healthy environment specially, when he is in training college.

The college period has some advantages. The student teacher is some what mature, yet young. He is still quite plastic so far as personality development is concerned.

His college environments will be a definite aid. Experiences in classroom, laboratory, library, and practicing school contribute to the personality of the student teacher. Successful adjustment in college is intended to contribute to the development of finer, more competent, and more effective personality.

When student teacher enters the college, he is confronted with many new complex environments and new experiences which may be gratifying and stimulating or which may lead him to stresses and strains. For normal functions, the stresses and strains created by difficulties in day-to-day adjustment are expected to be within the coping ability of the student teacher. A moderate degree of difficulty in adjustment in different areas of life usually acts to stimulate challenges provoking him to intensify his efforts. But having too many problems of adjustment would have a crippling effect on productive functioning.

At present, thousands of student teachers in Thailand encounter a variety of difficulties and adjustment problems. Some of these problems are minor problems which can be remedied by a little counselling and sympathetic help from the teacher. But some minor problems, sometimes, become serious problems because the student teachers cannot find the way out, the problems are prolonged and extended. Many student teachers show maladjustive behaviours, such as,

aggressiveness, resistance to authority, refusal to cooperate, cheating, lying, stealing, bullying or hurting others, destroying property, day dreaming, anxiety, worry, and extreme sensitiveness. Some student teachers, who have problems or difficulties, complain about frequent headaches, eyestrain, disturbed sleep, chronic fatigue, indigestion etc., the doctor cannot find the origin of these complaints. Some students show nervous habits, such as, obsessions, convulsions, stuttering, facial tics, fingernail biting, and excessive restlessness while sitting.

If these behaviour problems, mentioned above, have not been corrected, the student teacher, after completing the course, will become a teacher with behaviour problems which we may call "maladjusted teacher" who is doing much damage to the lives of children in his daily contact with them. He will be a serious concern to himself, to parents and to school administrators. Sometimes the maladjusted teacher exposed dramatically as in the case of a teacher who was discharged from a school district because of brutality. This teacher had been punishing children unjustly and cruelly for years. She was known to hit children with her baton, slap their faces, choke them, and pull their hair. The final act which led to her dismissal was that of striking a child over the head with a cello. More often, however, maladjusted teachers exert their influence within the classroom in ways which

do not come to public attention, but which are nonetheless devastating to children's emotional health. Altman (1941) observed the classroom teachers in New York City and found that some teachers indulged in vicious temper tantrums, other teachers humiliated and antagonized children through the use of sarcasm, nagging, and shouting, and some were almost sadistic in their disciplinary treating of children. Wall (1939) studied 50 women teachers who were hospitalized for psychoses disclosed found that while they were in the classroom, these teachers were intense, overactive, and unable to relax. They drove themselves and they drove the children. Allen (1953) studied psychotic male teachers. He found the classroom pattern of seclusiveness, irritability, overconscientiousness, overactivity and excessive worrying. Feuton (1943) studied maladjusted teachers in the California schools. He discovered teachers who had little interest in children and who were mean, sarcastic, moody, and irritable. Others were so dependent upon the principal that they would run to him several times a day for assurance. Some had frequent sick spells in the classroom, some made sexual advances towards children, and a few were so antagonistic toward children and toward their colleagues that no one could approach them. In addition to these cases, there are many teachers who must struggle so with their emotional problems that their teaching efficiency is seriously impaired. The problem of maladjustment among children

is accentuated by the number of teachers who are ill-equipped to offer them any help because of their own personality difficulties.

From the discussion, it may be summarized here that teacher is the key person who plays the important roles in the society. The healthy growth of a teacher's personality is necessary and this required healthy environments especially while he is in the college. The environments and experiences faced by the student teachers influence their personality development. The maladjusted student teachers, after completing the course, without any helping or treating, will become maladjusted teachers, who in their daily contact with children, will do much damage to their lives.

The present investigator realized the need for undertaking a research study that would be of a great practical value to the student teachers as well as their teachers, college authorities and the community. As a matter of fact, in Thailand, there is very little research work done in this field. The present study on adjustment of student teachers would help the student teachers to have better understanding of themselves and their problems, to have an insight into the problems and difficulties, and to be able to solve their own problems and adjust themselves to their existing environments. These would help the student teachers to have a healthy

growth. The present study would help the college teachers and college authorities to have better understanding of their students and help the student teachers to solve their problems and to be able to deal with these students appropriately. These would also help in minimizing the problems in the educational institutions as well as in the community.

1.4 STATEMENT OF THE PROBLEM

The problem of this investigation is stated as follows:

"A Study of Adjustment Among Different Groups of Students in Colleges of Education in Thailand".

In this statement there are some terms which need explanation and clarification. These terms are:

1. Adjustment
2. Student
3. College of Education
4. Thailand

1. Adjustment: For this study adjustment refers to the process by which the student tries to get along well and satisfy the demands of his environmental situations, while fulfilling his personal needs by the modes of adaptation, mastery and conformity, during the period of training in the teacher's training college.

2. Student: For this study student means a person, male or female, who has passed standard twelve and is enrolling as a fulltime student in Teachers' Training College in Thailand.

3. College of Education: For this study College of Education means Teachers' Training College which is training a person, who has passed standard twelve, for four years. The training of four years includes both theory and practice in subject matters and pedagogy which is called integrated teachers' training programme, leading to the degree of Bachelor of Education.

4. Thailand: For this study Thailand means modern Thailand, a small country in South-East Asia with population of about 48 millions. She declared herself in the constitution as the democratic country under supervision of the kind since 1932.

1.5 SCOPE AND LIMITATIONS OF THE STUDY

In past the investigators tried to study the relationship between adjustment and a number of variables like sex, socio-economic status of parents, urban-rural background, age, stream of education, intelligence, self-concept, etc. Few of them have tried to study the effect of therapy on adjustment.

The present investigator selected the variables like sex, stream of education, urban-rural background from the

past studies and some other variables such as, level of education, type of residence, attitude towards teaching profession and student control ideology were added to them. Moreover she picked up the thread from the past investigations and tried to study the effect of guidance interviews on adjustment of the students.

The present study was limited to 500 student teachers from four teachers' colleges in Thailand. Two of the colleges are situated in proper Bangkok (the capital of Thailand) and the other two colleges are situated outside Bangkok. Two hundred fifty first year student teachers and 250 fourth year student teachers were selected. The second year and the third year student teachers were not included in this study.

The adjustment inventory which was used to know the problems of the first year and the fourth year student teachers includes ten categories, namely, health and physique, sensitivity and confidence, economic and lack of facilities, self schedule and independence, mild neurosis, self and self-image, sex and marriage, social aspect, family and education. Besides the adjustment inventory three more tools - personal proforma, attitude scale to measure attitude towards teaching profession and student control ideology scale were used.

To study the difference in the adjustment of different groups of student teachers a chi-square technique

was used.

The case study was limited to five student teachers from the Nakorn Pathom College of Education. The guidance interviews provided to them was also limited to twelve sessions for a period of three months.

1.6 SUMMARY

In this chapter an attempt has been made to give historical perspective of the development of the teacher education programme in Thailand. The first teacher training school was established in 1892. Till 1927 teacher education continued to grow slowly. In 1928 there were separate training for elementary and secondary school teachers. In 1954 the department of teacher education was established. During 1961-1966 more and more teacher training colleges were started. At present there are 36 teacher training colleges.

Ministry of education is responsible for the teacher training programme. At present there are three levels in teacher training programme, namely, certificate level, higher certificate level and degree level. The teacher training programme aimed to prepare elementary, secondary and vocational teachers, for schools, to prepare college teachers for the teacher educational institutions, to prepare leaders, administrators and supervisors who can work at all the levels of education.

A teacher is a key person in a total educational programme. He is a builder of the nation. He is important. Hence, the healthy growth of a teacher's personality is necessary. This should be taken care of when he is in college otherwise he would come out as a teacher with problems and sometimes with maladjusted personality which would damage the personality of the young pupils. Therefore the present investigation is an attempt to study the adjustment problems of the first year and the fourth year student teachers and to help atleast few student teachers how to solve their problems. The study is limited to 500 student teachers - 250 from the first year and 250 from the fourth year. They are from four colleges of education - two from Bangkok and two from outside. The differences in the adjustment of the different groups of student teachers were studied by using chi-square technique. Five cases were studied in detail. They were provided with the 12 guidance sessions for the period of three months.

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