

The Activity Model of Characteristic Cultivation for Thai's Early Childhood Teachers at Early Childhood Centers Under Local Organization.

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Abstract. The purpose of this research was to develop the activity models of characteristic cultivation for Thai's early childhood teachers at Early Childhood Centers under Local Organization. The research was divided into 3 steps: Studying the database related to the development of characteristic cultivation for Thai's early childhood teachers, creating the models, trying out and assessing the satisfaction towards the activity models. The characteristic cultivation of Thai's early childhood consisted of 3 aspects. (1) Regarding psychology of children development, it was found that teachers should love children, take care of children, know individual difference and solve children's problems. (2) Regarding learning ability, it was found that teachers should know Project Approach Teaching, Brain Based Learning Teaching Thinking Process of Early Childhood, Media Production, Opened Question Techniques, The process of 6 main activities and classroom research. (3) Regarding good relationship it was found that teachers should know how to make a good relationship with parents and community. The conclusion of main principles of the characteristic cultivation consisted of (1) Loving children. (2) Good at teaching and instruction media. (3) Being knowledgeable person and working hard. (4) Having good relationship with community. The activity models of characteristic cultivation of Project Approach, story telling media, my good teacher, rhythmic and musical movement, easy classroom research, and studying and operating the activities with children in Foster Home. The model trial revealed that after using the six activities, the evaluation of self-assessment of teachers were at the high level ($\bar{X} = 4.68$) which was higher than before using the activities ($\bar{X} = 3.92$) and the satisfaction towards the activity models was at the highest level ($\bar{X} = 4.74$).

1. Introduction

The Cabinet and Parliamentary Liaison Officer in B.E. indicated all children must be developed. Thai constitution set the policy to take care of children. Parents, child keepers and related persons should know how to bring up children and develop them (Standard of Childhood Centers under Local Organization, 2008). The operation of children care must be under the responsibility of local organization in the budget and personnel development to carry on childhood education for children aged of 2-5 years [1]. Early Childhood Teachers were the most important factor to enhance children's growth. Children can learn by observation, experiment and problem. The B.E. 2003 indicates that early childhood teachers should change their roles from tellers or commanders to the facilitators in order to set the environment, the experiences, and the activities for children learning. Teachers must know and understand their children improve the management of activities, assess their teaching and children learning, cooperate with parents, and study the principle of the curriculum [2]

Moreover, Bencha Sangmali, expert on childhood education states that “Early childhood teachers are the most important persons who are with children. They understood children and allied with children. At first, early childhood teachers feel uncomfortable with children. Finally, they must understand children and children love them. Teachers love and try to solve children’s problems. Teachers are happy when they are with children. Early childhood teachers should know children’s psychology and be ready to take care of children both physical and mental aspects. Teachers should be a good model for children. Teachers should speak politely and had good manners because childhood children imitate them” [3].

Childhood is important because it is the period of fast development. Children must have got good cares from parents. However, the problems of educational management are that majority of childhood teachers do have agreed in early childhood. Some of them are high school graduates so they lack the knowledge of how to teach young children. This problem effects the process of early Childcare development centers have the similar problem. Childcare development centers have the similar problem. In Tak Municipality, there are 102 child keepers most of them do not know how to take care of children and they do not have support for their career development [1]. Administrators also do not know how to manage childhood education [1]. In addition, Ratchada Wanta [4] indicates that early childhood teachers must know and understand children development. Teachers should have a good attitude for working and try to develop children abilities.

Teacher problems effect on children care and children development. Good appearance and attention of teachers can boost children development. Therefore, researcher should have models which they can use as a guide for the cultivation of expected characteristics.

2. Methodology

The first step was to study the database related to the development of characteristic cultivation for Thai’s early childhood teachers at Early Childhood Centers under Local Organization. This step was a qualitative research. The research instruments were In-depth Interview and Focus Group Discussion. The informants consisted of (1) 5 experts in early childhood education (2) 7 administrators and leaders of Early Childhood Centers under Local Administrative Organization (3) 55 teachers in Childcare Centers of Chiangmai and KamphaengPhet, the representative of Northern Thailand. KhonKhaen and Loei, the representative of Northeastern Thailand. Samutsakhon, the representative of Middle Thailand. Prachupkhirikhan Province, the representative of Southern Thailand. Document analysis and research review were used as data analysis.

The research instruments were unstructured opened questions, for the development of characteristic cultivation for Thai’s early childhood children and the activities for the development. The data were analyzed using Analytic Induction and Analytical Description.

The second step was the creation of activity models of characteristic cultivation for Thai’s early childhood teachers at Early Childhood Centers under Local Organization

The conclusion from the first step and research review were analyzed for the creation of activity models of characteristic cultivation for Thai’s early childhood teachers. The experts checked the appropriateness and the possibility.

The third step was the trial and the assessment of the models. Satisfaction towards the activity models of characteristic cultivation for Thai’s early childhood teachers at Early Childhood Centers under Local Organization was analyzed.

The researchers set the draft of the activity models of characteristic cultivation for Thai’s early childhood teachers and try out with One Group Pretest Protest Design [5]. The informants were the 19 voluntary teachers at Early Childhood with 4 times of activity setting. The experiment lasted 6 days. The research Instruments were (1) the assessment form of training. (2) Self-assessment form of characteristic cultivation. (3) The questionnaire for teacher’s opinions towards the models. The data were analyzed using percentage, mean, standard deviation, t-test Dependent and Content Analysis.

3. Result and Discussion

The characteristic cultivation of Thai's early childhood consisted of 3 aspects. (1) Regarding psychology of children development, it was found that teachers should love children, take care of children, know individual difference and solve children's problems. (2) Regarding learning ability, it was found that teachers should know Project Approach Teaching, Brain Based Learning Teaching Thinking Process of Early Childhood, Media Production, Opened Question Techniques, The process of 6 main activities and classroom research. (3) Regarding good relationship it was found that teachers should know how to make a good relationship with parents and community.

The researchers synthesized all the data and created the activity models to develop characteristic cultivation for Thai's early childhood teachers at Early Childhood Center under Local Organization. There were 6 activities which consisted of:

The first activity was Project Approach. The principles of instructional activity consisted 3 periods: 1) Beginning 2) Developing and 3) Conclusion. In three periods children studies interesting stories. They could learn by doing. There were various learning resources. Many skills were integrated. Teachers were the facilitators.

The second activity was story telling. The process of the activity was reviewing previous knowledge for story telling in the classroom and story telling techniques. The media production for story telling included 3 activities: of funny wooden dummy, verbal blown, and stretched books.

The third activity was my good teacher. Teachers presented successful activities that they used to solve children's problem or improved children learning for example distance instruction by phone technique and making good relationship with community.

The fourth activity was rhythmic and musical movement. Which included (1) Based movement. (2) Imitating animals or things. (3) Movement to songs. (4) Exercise with songs. (5) Creative movement. (6) Descriptive show. (7) Commanding Performance. (8) Rule Performance. (9) Leader and follower Performance.

The fifth activity was easy classroom research which included (1) Studying research problem. (2) Writing the title and the purpose of the research. (3) Studying related research. (4) Determining the research instrument and analyzing the data. (5) Writing the research conclusion.

The results showed that teachers were diligent, patient and took care of children. These was in accordance with Bencha Sangmali who states that taking care of children was the hardest work and it was the most important to move the nation forward. Early childhood teachers were the first teacher of children [6]. Moreover, the ministry of Education indicated that [7] teachers should have love for children, must improve activity management, assess both their teaching and children learning, plan how to provide experience to children in order for them to grow.

After studying all database, the researcher drafted the activity models of characteristic cultivation. The data were obtained by various sources of learning management, administrators' opinions. The research instruments were In-depth interview and Focus group which Chai Phusita [8] state that the interview which is used in qualitative research can make the informants disclose the experiences[9]. The obtained data was grounded theory so the data was reliable. According to Bencha Yoddamnern-Attick and Kanchana [3], using Grounded Theory, research collect data and analyze it systematically to make the theory. Main Principle of Grounded Theory consists of (1) Systematic data collection and analysis. (2) Theory making based on the data analysis, and (3) comparison of previous data with new data [10].

The activity models of cultivate characteristics of Thai's early childhood teachers at Early Childhood Centers under Local Organization was created by well-managed process so the obtained data was reliable. All of the six activities composed of good matters which were in consistent with each other. Each activity focused on how to develop children's abilities and cooperate with community. After having the activities with children in Foster Home and exchanging their experiences with many experts they could increase self-assessment of Thai's early childhood

teachers (from $\bar{X}=3.92$ to $\bar{X}=4.68$). The satisfaction towards the activity models of characteristic cultivation for Thai's early childhood teachers at Early Childhood Centers under Local Organization was at the high level ($\bar{X}=4.74$).

Based on a good process of data collection and related theories such as Friedrich Wilhelm Froebel believed that doing with various toys effected children learning, Maria Montessori who focused on learning by touching and smelling. Jean Piaget who said that children should be allowed to learn by touching, surveying and doing and Sunee Boonphithak who believes that teachers learn how to cultivate characteristics by their performances [11], teachers could create new knowledge themselves which consistence with the theory of experience learning that Colb adapted from John Dewey learning theory [12].

Teachers' opinions towards the activity models revealed that they were good activities and were useful for Early Childhood Centers, that real experiences and places, and cooperation with experts could make teachers kind and love children, that the Obtained knowledge could be adapted in daily life, and that the activities could motivate teachers to improve their centers.

4. Conclusion

The six model activities were with children in Wiangping Foster Home, Maerim District, Chiangmai Province. The conclusion of self-assessment of Thai's early childhood teachers at Early Childhood Centers under Local Organization revealed that using the activities teachers' opinions were at the high levels ($\bar{X}=4.68$) which was higher than before ($\bar{X}=3.92$). The satisfaction towards the activity models was at the highest level ($\bar{X}=4.74$)

Teachers' opinions towards the activity model was good and teachers could understand the matters easily. Each activity was useful for children development. The activities could enhance teachers' inspiration. Teachers also had good attitude toward teaching careers. All experiences were improved for their progress.

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