



Strategies Of Teacher Preparation Development For Educational Institution In Eastern Economic Corridor Of Thailand

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Abstract. The objectives of this research were to study; (1) the role of the educational institution in Eastern Economic Corridor in teacher development, and (2) propose strategy for teacher development of the educational institution in Eastern Economic Corridor of Thailand. This study used qualitative research design. In-depth interview and focus group discussion were used for data collection. The 48 key informants were selected based on a purposive sampling. The results showed that; (1) the role of the educational institution for teacher development in Eastern Economic Corridor will consider the implementation of the process in 4 processes consisting of admission process as a teacher, teacher production process, teacher development process, and follow-up process, (2) strategies for teacher development of the educational institution in Eastern Economic Corridor consisted of 4 main strategies, namely strategy; 1 establish a cooperation center between the teacher production institute in Eastern Economic Corridor to train foreign languages and technology respond to lifelong learning, strategy 2; collaboration between the teacher production institute in Eastern Economic Corridor to grant the right to study at a network university, strategy 3; organize academic services as an educational community to increase skills and learning according to requirements of the community for students and teachers in the institute of teacher production, strategy 4 develop teacher production in Eastern Economic Corridor to have educational leadership for development in accordance with learning to change.

Keywords: Strategies of Teacher Preparation, Eastern Economic Corridor of Thailand, Educational Institution

INTRODUCTION

Teacher production in Thailand has changed and evolved a lot from the past, which was caused by the phenomenon of technological media penetration, foreign cultures, ideas, political beliefs, and economic situations have a widespread impact on all professions. Teacher professions, which are an important part of the education system and creating added value for the people of the nation, will also be affected. As the proposals for education reform in the second decade 2009-2018 have passed, it has not yet failed to keep up with the rapid changes in the lifestyle of people in Thai society and the change of the global society. (Office of the Secretary-General of the Education Council, 2011), which has identified the development of the quality of modern teachers as one of the issues that requires urgent reform aimed at developing teachers into learning directors, developing teacher professions as valuable professions. There is a system and production process and teacher development. Teachers have sufficient amounts of teachers, faculty and educational personnel to meet the criteria and can provide quality teaching and standards, have self-improvement and seek knowledge continuously, have quality of life, have stability in the profession and morale in work.

At the same time, Thailand is undergoing a paradigm-shifting economic structural reform in the country's development from the Thailand model 3.0 economic system driven by heavy industry to the Thailand model 4.0 economic system that focuses on creating value-based economies to ensure Thailand's stability, prosperity and sustainability. As a result, the Thai government, under the leadership of General Prayuth Chan-ocha, has initiated the Eastern Economic Corridor (EEC), a key strategy to drive the "Thailand 4.0" vision to become Asia's leading economic area and desirable city to support competitiveness. The country's economic expansion, including improving the quality of life and income of its citizens, and the implementation of the development of the Eastern Economic Corridor have resulted in the liberalization of labor movements. As a result, Thailand must prepare its man power and develop its man power to properly adapt to the effects of change (Office of the Secretary-General of the Education Council, 2016, page F).

For this reason, in the Eastern Economic Corridor, it is necessary to plan the development of education within the area and systematically integrate education in order to create a comprehensive development of human resources within the area, able to meet the needs of local workers appropriately, adequately and continuously. Education is an important task to create and prepare local people with a wide range of skills, add new skills to the workforce to achieve smooth and efficient work dynamics in line with economic development in the Eastern Economic Corridor and, more importantly, to have a process for producing qualified teachers because teachers determine the quality of the population in society, which predicts success in economic development. Society, Politics Governance Education, culture, science, technology and the environment, which will be an important factor for everything about education, are the heart and soul of the education system and will be a measure of which level of quality of education will go.

In order to get good quality teachers, the Education Institute or the Teacher Production Institute must be the main institution in the process of incubating and developing that the country's new teachers, who are in accordance with the role of the Global Education Institute, include: Creating and incubating teacher graduates into society developing knowledge for teachers in the education system. The development of academic knowledge and research related to education, and the addition of modern cognitive roles in the present and future worlds in the 21 centuries. Education is one of the reformed issues, especially in the field of teacher production and development, so it is important to seek knowledge and good practices to support change, allowing Thai educational institutions to perform their duties and roles to the fullest, to progress in time for the changing global society in the globalization era.

The main goal is to prepare workers who are able to respond appropriately to local needs, have a wide range of skills, add new skills to the workforce to achieve changes in work and further link them in line with the direction of development of the country with the teacher production of educational institutions in the Eastern Economic Corridor. In addition to meeting the framework of higher education qualification standards, teacher production must focus on building critical capacity to support manpower development in accordance with the Eastern Economic Corridor Development Policy. Therefore, in order to improve the quality of teacher production of educational institutions in Eastern Economic Corridor, there must be a strategy that can produce teachers in line with the goals of the labor market in the eastern special development zones that need now and, in the future, to produce teachers who have graduated and worked and have truly standardized performance.

OBJECTIVE

- 1.To study the role of educational institutions in the teacher production development in the Eastern Economic Corridor of Thailand.
- 2.To propose a strategy for the teacher production development of educational institutions in the Eastern Economic Corridor of Thailand.

IMPLICATION

1. Contributor Scope

Key informants include 1) 30 teachers, teachers and professional groups in educational institutions with 3 years of experience in teaching. 2) Dean, Deputy Dean, Head of Department and 9 Chairperson of Curriculum in Education Institute. and 3) Provincial Education Director, Director of Primary Education Area Office, Director of Secondary Education Area Office in Eastern Economic Corridor and Instructor in The Education Institute involved in the production of 9 teachers, including 48 persons.

2. The scope of the content studied includes:

2.1 Impact of the development of the Eastern Economic Corridor on teacher production, current conditions, problems, obstacles, trends of teacher production in the Eastern Economic Corridor and the capacity required for teachers in the Eastern Economic Corridor of Thailand.

2.2 The role of teacher production institutions, strengths, weaknesses of teacher production in the Eastern Economic Corridor of Thailand and development strategies.

3. Area boundaries

The scope of the research area is the Institute of Education in the Eastern Economic Corridor of Thailand, consisting of Rajabhat Rajanagarindra University, Chachoengsao. Burapha University, Chonburi, and Rampaipanee Rajabhat University, Chanthaburi.

METHODS

1. Study the role of educational institutions in the teacher production development in the Eastern Economic Corridor of Thailand.

2. Propose a strategy for the teacher production development of educational institutions in the Eastern Economic Corridor of Thailand.

Step 1: Study the current condition of teacher production of the Education Institute in the Eastern Economic Corridor of Thailand from an in-depth interview to summarize the key points.

Step 2: Take the data provided by the summary in Step 1 to analyze the environment and determine external and internal environment factors and then configure the weighting and environmental scores to rank the importance of each issue.

Step 3: Discuss the group to confirm the draft strategy
Bring the draft strategy to the teacher production stakeholders of the Education Institute in the Eastern Economic Corridor, improve the draft strategy and summarize it as a complete strategy for developing the production of teachers of the Education Institute in the Eastern Economic Corridor of Thailand.

Key informants

Key informants include executives, deans, associate deans, Head of Department and chairpersons Program of The Institute of Education in the Eastern Economic Corridor of Thailand. The tools used in the research are semi-structural in-depth interviews. Collect data through in-depth interviews and analyze data by means of content analysis.

RESULTS

The role of educational institutions in teacher production development in the Eastern Economic Corridor of Thailand found that most informants have consistent opinions

based on actions in 4 processes, including: the process of being a teacher, teacher production process, teacher development process, and a follow-up process.

Teacher Production Development Strategy of The Education Institute in the Eastern Economic Corridor of Thailand, the results of the study with the conceptual framework of SWOT analysis can be summarized 4 strategies for developing teacher production of educational institutions in the Eastern Economic Corridor of Thailand

Strategy 1: Establish a collaborative center between teacher production institutions in the Eastern Economic Corridor to provide training in foreign languages and technology to meet continuous learning throughout life.

Strategy 2: Collaboration between teacher production institutions in the Eastern Economic Corridor of Thailand by granting access to network universities.

Strategy 3: Organize academic services as an educational community to enhance skills and learning according to the needs of the community by students, teachers and instructors of the joint teacher production institute.

Strategy 4: Develop teacher production in the Eastern Economic Corridor of Thailand to have educational leadership to develop in line with learning to change.

DISCUSSION and CONCLUSIONS

1. The role of educational institutions in the teacher production development in the Eastern Economic Corridor of Thailand

The results of the study of the role of the Institute of Education in the development of teacher production in the Eastern Economic Corridor of Thailand have important issues from informants who have commented that the role of teacher production institutions should be performed in four processes as follows:

1) The process of being adopted as a teacher In order to recruit and select those who are qualified to study, teachers should first give permission or quotas to individuals in the Eastern Economic Corridor of Thailand, because once they have completed their studies, the measure of the consciousness of the teachers must be measured in order to get good teachers in the future, and the production of closed-rate teachers found that in each province, teachers should be formulated in relation to the use of teachers to suit the needs of the area.

2) The teacher production process must meet the professional standards of Teachers Council of Thailand (Ministry of Education, 2019: b) consists of knowledge in content, knowledge arrangement, teacher characteristics and community relations.

3) Teacher development process of Teachers of the Institute of Education should know as much as society in modern times. The development is divided into innovative processes that will develop teachers, which is to promote innovation for teachers by undergoing training in order to further develop this knowledge in the Eastern Economic Corridor of Thailand. The process of developing teachers is that teachers may raise case studies of the impact of changes to monitor the context of environmental situations and instill teachers to be alert at all times, such as active learning classrooms.

4) The PDCA follow-up process is a follow-up process for students/ Student Services. Upon graduation and entering the work system, every step of the audit and evaluation must be followed up and evaluated. The follow-up process may use the PDCA process.

2. Teacher Production Development Strategy of Education Institute in Eastern Economic Corridor of Thailand.

Strategy 1: Establish a collaborative center between teacher production institutions in the Eastern Economic Corridor of Thailand to provide training in foreign languages and technology to meet continuous learning throughout life. The operational guidelines are as follows: 1) To cooperate between educational institutions the Eastern Economic Corridor of Thailand by sharing human resources and have Burapha University responsible for the principles of resource sharing, there must be mutual consent to ensure that the center is quality and in accordance with the objectives of establishing the center. 2) Human resources must have knowledge and expertise in foreign languages and modern technology in order to accommodate the Eastern Economic Corridor of Thailand. 3) The management model uses digital technology mainly, which in digital technology developed from the digital skills of civil servants and government personnel, the Office of the Civil Service Commission B.E. 2561 consists of 4 elements: knowledge, experience, features and performance, and the use of the MOOC online teaching and learning model to help organize teaching through the application through the website. Students can access online through the Internet without the need to travel, facilitate and access quickly at any location, anytime, creating a lifetime education. And 4) There is a sub-center in community service so that students can easily access and utilize it, do not need to arrive at the main center, or they may form a website to help, because the establishment of a collaborative center is a mobilization that exists for both scholars who specialize in both foreign languages and technology to use the resources available together to maximize benefits and strengthen education institutions in Eastern Economic Corridor of Thailand to produce graduates to be ready for changes.

Strategy 2: Collaborate between teacher production institutions in the Eastern Economic Corridor of Thailand by granting access to networked universities 1) Add undergraduate programs to keep students in the education system longer to prevent students from facing unemployment problems. 2) Graduating from a university in the Eastern Economic Corridor of Thailand must take into account the English language exam criteria in order to cultivate English from the course, which will make students more ready in English. 3) Computer skills before entering or graduating require an evaluation of students' computer use in order to be suitable for the Eastern Economic Corridor area of Thailand and the culture in society is constantly changing, resulting in a labor market with a need for people who specialize in a wide range of skills, so the educational management of educational institutions must be adapted to the needs of a

changing society. This is consistent with the study of Kisner (1997) that said that the principle of building cooperation requires both sides to review their own agency missions, choosing who to cooperate must aim to choose a complementary partner, with each side should know each other's strengths, weaknesses, needs for resources and trust faith between them because both sides must be willing to share strategic information.

Strategy 3: Organize academic services as an educational community to enhance skills and learning according to the needs of the community by students, teachers and instructors in the joint teacher production institute. The operational guidelines are as follows. 1) Academic services to teachers and students in the form of projects or courses to enhance and enhance knowledge for teachers and students in the Eastern Economic Corridor of Thailand, setting up and what to know in order to increase skills and increase learning sustainably. 2) Encourage teacher students to actually land to help with academic management and to increase skills for participants in the community and cultivate sustainable learning. 3) Public relations including media, technology, folding, announcements in order to keep up to date with the current global situation because the local education institute is an institution that is close to the local area, it also plays a role in providing academic services to local communities and people in applying modern knowledge, academics, research and innovations and adapting them to their own way of life. This is consistent with the study of Apipa Prachanapruit (2018) also said that teaching and learning by social services is a form of learning management using experiences that integrate academic learning with community service. Providing students with educational-related social services activities in the course in conjunction with promoting learner learning and development. At the heart of this way of learning is to reflect ideas and build a relationship between givers and social services communities.

Strategy 4: Develop teacher production in the Eastern Economic Corridor to be leadership in order to develop in line with learning towards change using the concept of leadership, change is inserted in the undergraduate teacher production curriculum according to the 4-year curriculum. The operational guidelines are as follows: 1) Education leaders must tackle change the leadership changes in the curriculum must be inserted for students in order to adapt to the Eastern Economic Corridor of Thailand. 2) New knowledge is created. The creation of media or technology to support the Eastern Economic Corridor of Thailand, (Professional Learning Community) community is used in teaching and inserting into course lessons. 3) To promote the use of language and technology in lessons or courses more than ever before, each subject may be presented in English or researched by using technology. 4) Subjects that correspond to the context of the Eastern Economic Corridor of Thailand may be added as electives in order for students to learn about the real needs of the Eastern Economic Corridor area. And 5)

Teacher production must also be produced in accordance with Teachers Council of Thailand, it will focus on self-innovation and should develop its skills in time for the century 21. Due to the changing social, economic and cultural conditions, the quality of

graduates has to change. Therefore, the production of graduate teachers must be produced to have academic and practical knowledge that specializes in the field of study. After graduation, knowledge from education can be used for the development of organizations, it is also a reflection of the learning management process of teacher production institutions, that the education has been provided to graduates with the characteristics that society needs and is acceptable. Creating innovations to solve problems and respond to those needs will require a wide range of sciences to come together, relying on a wide range of skills that are like common skills in living in a society that is an important part of achieving professional success, so new disciplines need to be developed to be more diverse, not focus on teaching only professionally, focusing on students to have the skills to live in a society that adapts to the ages and is ready to grow into a quality adult. And correspond with the Ministry of Education (2019) that the teachers in the Eastern Economic Corridor of Thailand must change teaching methods and use more technology in class to meet the workers needs of the market and the development of the country.

SUGGESTIONS

1. Suggestions for the application of research results

1.1 Teacher production institutions in the Eastern Economic Corridor of Thailand should jointly establish a collaborative center between teacher production institutions in the Eastern Economic Corridor of Thailand for language training. The mechanisms driving the teacher development system in the Eastern Economic Corridor of Thailand are completely formed.

1.2 The agencies involved in the production of teachers should create cooperation to jointly set standards that meet the requirements of teacher production in the Eastern Economic Corridor of Thailand.

1.3 Teacher production institutions should accelerate the adjustment of teacher production patterns in accordance with the needs of teachers in the Eastern Economic Corridor of Thailand, both quantitatively and qualitatively.

1.4 Teacher production institutions should insert the necessary performance of teachers in the Eastern Economic Corridor of Thailand in general education subjects, especially in foreign languages and in operational technology.

1.5 Teacher production institutions should cooperate with relevant external agencies such as establishments and schools to organize student/teacher development activities in terms of innovation and entrepreneurship.

2. Suggestions for future research

2.1 The vocational teacher's production should be researched in the Eastern Economic Corridor of Thailand as it is a shortage and is also directly aligned with the development of the area.

2.2 The participation of students/professional students in the community should be studied as well as or study the leadership of students/teacher professionals in the Eastern Economic Corridor of Thailand.

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