

## **The Trend of Pre-Service Physical Education Teacher in the Period of 15 Years (2008-2022)**

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**Abstract:** The objectives of the study were to analyze the context of physical education teacher production by teacher institutions starting from the period of the third National Education Development Plan (1972-1976) till that of the ninth Plan (2002-2006) and to synthesize the trend of pre-service physical education teacher in the period of 15 years. Descriptive research was used in this study. The population under study were 194 pieces of related documents on the production of the physical education teachers from the period of the third National Educational Development Plan (1972-1976) till that of the ninth plan (2002-2006) and 4 groups of experts related to the production and development of the physical education teachers, altogether 65 persons. The research instruments were open-end questionnaires inquiring opinions of experts in teacher production about the draft trend of pre-service physical education teacher production in the next 15 years and data recording sheets. Tools for analyzing the collected information included a content analysis technique and percentage. Results of the study revealed that physical education teacher production condition during the periods of the third to the ninth Plan was based on the philosophy orientating towards output and process in teacher production more than selecting due the able and moral students into teacher production system. There were a lot of PE teacher production institutions in both Ministry of Education and Ministry of Tourism and Sports, but it was no unity for the PE teacher production policy. Four years ago, there were PE teacher graduates than working as teachers in public schools at a high rate. Moreover, the quality knowledge and teaching techniques of PE teacher were at low level also. Furthermore, it was found that the trend of physical education production in 15 years should be as follows: factors of physical education teacher production were based on philosophy, which focus on input, process and quality of graduates. With regard to the policy should reform physical education curriculum, improve the quality of the faculty members and recruit the able students in sports to study. Process of physical education teacher production was suggested that determining of curriculum should be geared toward the 5 years study, in which students took major-minor, provide more 3 courses such as Thai language for teacher, English for communication for teacher and leadership, emphasize the students be knowledgeable on academic both health and physical education courses, have the tendency to produce fewer teachers in physical education and set up the committees at the national levels to ensure the plans and action taken not only demonstrate national needs, but respond to regional and international calls for quality. Quality of graduates should have good understanding of the physical education content have variety techniques in teaching, be skillful in Thai and international sports have good attitude toward their research, be able to manage physical education activities for the disable, communicate at least 2 languages effectively, apply educational technology in physical education activities and be able to construct school-based curriculum according to educational reform.

**Key words:** Trend, pre-service, physical education teacher, national educational development plan, curriculum, educational reform

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### **INTRODUCTION**

The rules of pre-service teacher in the period of 15 years (2008-2022) should concern to the social change by directing the learners to have their abilities of teaching,

which respond to the social needs in the future. The teachers should have variety knowledge and abilities to fit on new duties. Thus, office of special project for teacher training reform, teacher development and education personnel (ORT) has reformed variety teacher

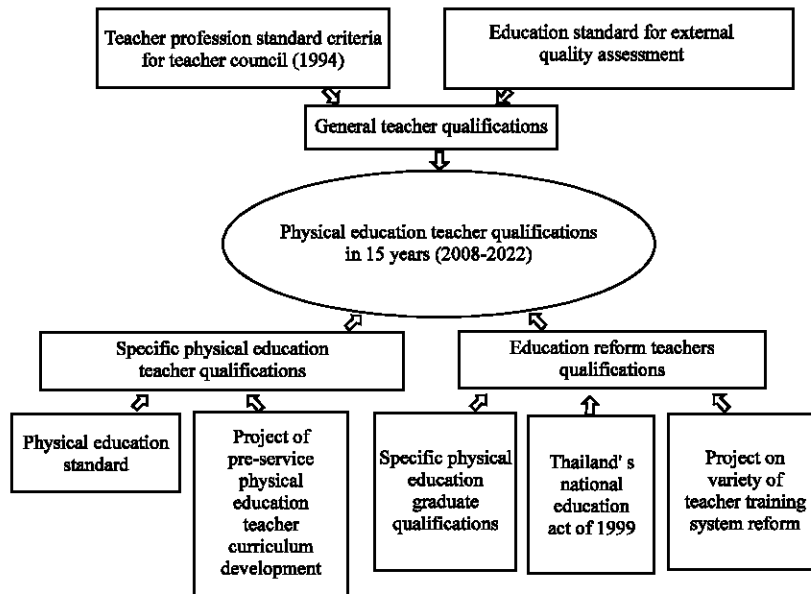


Fig. 1: Physical education teacher qualifications in 15 years (2008-2022)

training systems for improvement such as teacher training management of private higher education institution and teacher production and education personnel for poor children by private and non-profit organizations. The eight qualifications for new generational teachers in the future should be as follows: to have high innovations relate to think and develop new teaching-learning method to fit for learners and various conditions. At the same time, they should be education administrators to manage educational system for effectiveness. To support learners to have full potential, stimulate and challenge learners to continuous quality improvement by emphasis on variety teaching methods to demonstrate the learners. To be multi-disciplines educators who are obliged to make learners clearly understand knowledge, which can be linked and contributed one to another, through having abilities to research in team and coordinate to the community and social well. To understand the social, economics, politics and culture through the link of system structure and international standard. To have utilized information technology and computer for more effective database systems. To communicate at least 2 languages, especially, English and Thai language. To be a good and moral teacher model for the new generations. To acknowledge and understand to the social, culture and adjust themselves to the social well. It is good for the new generational teachers' attributes, which respond to the National Education Act 1999 (Jack and Wallen, 2003; Frances, 1969; McGee and Fraser, 2001; Jiraporn *et al.*, 2009; Wantana and Kowat, 2009).

At the present, both Ministry of Education and Ministry of Tourism and Sports have been tasked to manage higher education on physical education teacher generation but there is no unity of production at all. Therefore, researcher would like to study how to fit the strategy for the trend of pre-service physical education teacher in the period of 15 years (2008-2022).

**Theoretical conceptual framework:** Three qualifications of physical education graduates in 15 years (2008-2022) shown in Fig. 1:

- Qualifications of general teachers including physical education teachers should have 12 standards, which respond to teacher profession standard criteria for teachers council and education standard for external quality assessment on educational region
- Qualifications of specific physical education teachers should emphasize on physical education competency, which according to Wanit and Boonchom (2009) study on an effective competency model in health and physical education teacher development in small schools in educational service area office of udonthani 1
- Qualifications of education reform teachers should undertake duties corresponding to education management on Thailand's National Education Act of 1999 and concepts of update teacher qualifications, which was shown project on the variety teacher training system reform concerning the pre-service teacher' office of special project on teachers training reform

**Purpose:**

- To study and analyze the context of physical education teacher production by teacher institutions starting from the period of the third National Education Development Plan (1972-1976) till that of the ninth plan (2002-2006)
- To synthesize the trend of pre-service physical education teacher in the period of 15 years

teacher institutions starting from the period of the third National Education Development Plan (1972-1976) till that of the ninth plan (2002-2006).

**Period 2:** To synthesize the trend of pre-service physical education teacher in the period of 15 years.

**Period 3:** Checking the suitable and possible of the (draft) trend of pre-service physical education teacher in the next 15 years (2008-2022).

**Period 4:** Improvement for the trend of pre-service physical education teacher in the next 15 years (2008-2022).

**MATERIALS AND METHODS**

There were 4 periods as shown in Fig. 2.

**Period 1:** To study and analyze the context of the first degree level of physical education teacher production by

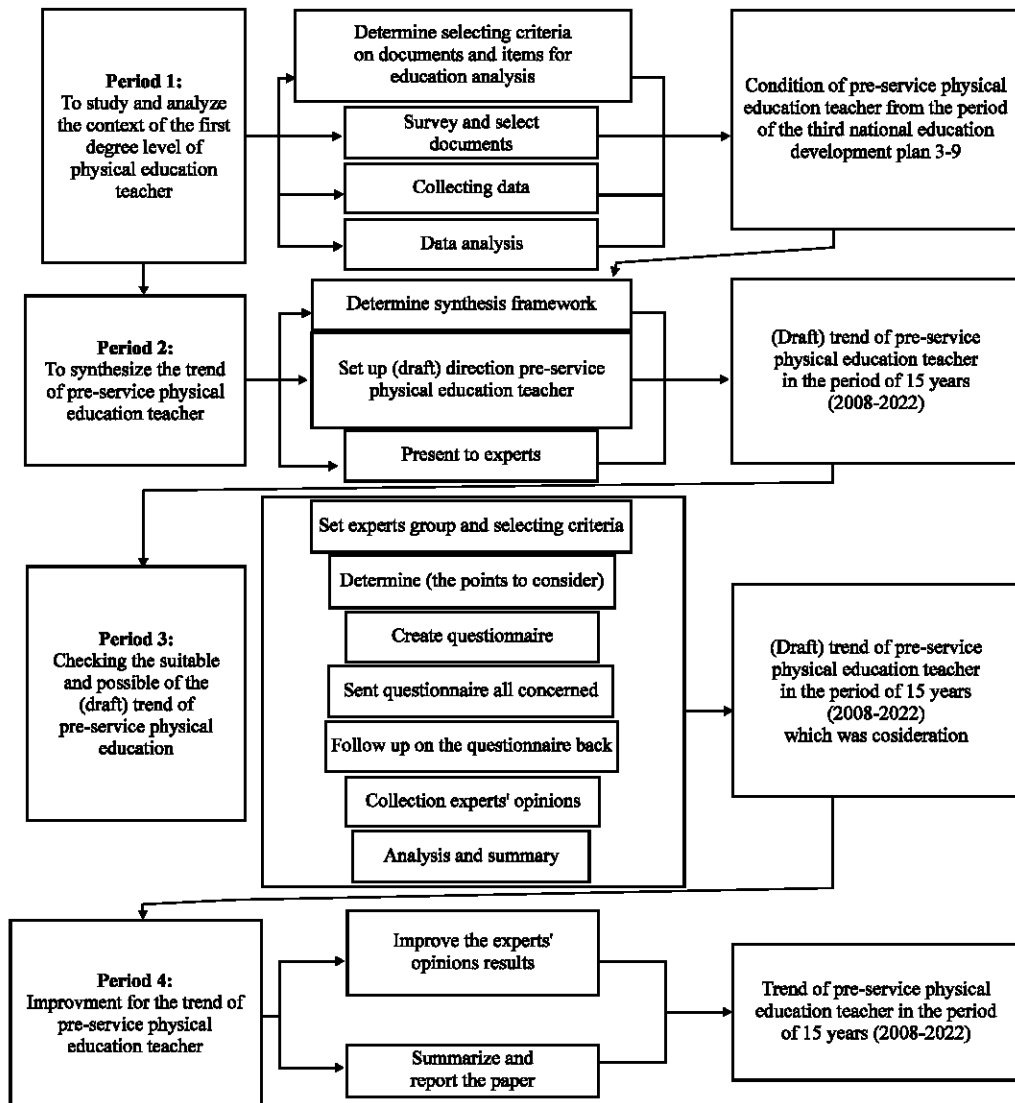


Fig. 2: Research procedure

## RESULTS AND DISCUSSION

**New generational teachers' attributes:** There are 4 teachers' attributes as follows:

- To be quality and multi-disciplines teachers
- To have abilities of teaching process in advanced professional
- To be moral value, ethical and good personnel
- To acknowledge well in their subject matters

Factors of the trend of pre-service physical education teacher in 15 years (2008-2022) are as follows:

- Factors of physical education teacher production
  - Philosophy of physical education teacher production in 15 years (2008-2022) should consist of input, process and output (quality of graduates)
  - Policy of physical education teacher production should determine faculty of education to plan and develop curriculum of physical education production by teaching method improvement, especially student-centered method
- Process of physical education teacher production
  - Curriculum should not be <170 credits, importantly, computer and English are useful as well. According to education standards of commission on education and education personnel suggested to add Thai Language for teacher, English for communication for teacher and Leadership in this curriculum
  - Quantity of physical education teacher production in 15 years (2008-2022) should have the tendency to produce fewer teacher in physical education and set up the committees at the national levels to ensure the plan and action taken not only demonstrate national needs but respond to regional and international calls for quality
- Graduates' attributes of physical education teacher production in 15 years should acknowledge the physical education content well, have variations of techniques in teaching with emphasis on student-centered, be skillful in Thai and international sports, have good attitude toward their research, communicate at least 2 languages like English and Thai language well, apply educational technology and computer in physical

education activities and be able to construct school-based curriculum according to educational reform

## CONCLUSION

Policy of physical education teacher production are as follows:

- To produce physical education teacher effectively and determine quality standards of graduates
- Physical education teacher production reform would be successful if it depends on the cooperation of policy and performance in both public and private institutions
- There is no agency in charge of teachers' database, especially physical education teachers. Therefore, it is necessary to plan and produce them respond to the social in 15 years

Adoption of trend of physical education teacher production:

- Analysis on teacher requirement by considering retired teachers and basic education curriculum, which relate to the social, economics and politics change
- This study should be supported and public to the policy agency, higher education institutions and basic education levels, through the concerned offices like association of health, physical education and recreation to constant review for improvement
- This study should be followed up and evaluated the context change, which relations to the social requirement in every 5 years

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