CHAPTER IV

THAILAND AND TEACHER EDUCATION IN THAILAND

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CHAPTER IV

THAILAND AND TEACHER EDUCATION IN THAILAND

4.1 Introduction

As education with its organization and administration is a comprehensive essence of the socio-economic, cultural, political and intellectual life of a nation, it becomes necessary to look into various aspects that contribute to the present image of education and its administrative structure, it is also equally worthwhile to study the history, the geography, the tradition, the heritage and the political ups and downs of the nation. With regard to this view Kandal (1955) points out that the forces that determine the characteristics of education in any nation have a significance that is of greater importance than the details of its organization and practice. Hence, the study of the background can contribute more to an educational system than mere description of it.

This chapter examines the situation in Thailand from four main aspects such as:
(a) General background of the country including the land, culture and people, brief history and existing administration set up.

(b) Educational background and historical view of its development in general.

(c) Existing educational system and its importance.

(d) Teacher education in Thailand, historical background, philosophical belief, present position of the programme.

Description presented in this chapter is based on the material gathering through the study of available documents and books and information collected through authentic official.

4.2 Historical Perspective of Thailand

The kingdom of Thailand or otherwise known as Siam in the past centuries is a tropical country of South East Asia. Thailand borders The Socialist Republic of the Union of Burma to the north and northwest, The People's Democratic Republic of Laos to the northeast, Democratic Republic of Kampuchea to the southeast and Malasia to the south. The original home land of Thai tribes, according to Hall (1960) is still a matter of speculation; it is known that under Mongol pressure Thai tribes were moving into the lowland and southern areas of China just before the Christian Era and
by the seventh century, had come to establish a rather powerful kingdom called Nan Chao in what is now the Chinese province of Yunan. The fall of Nan Chao in the thirteenth century by Kublai Khan's invasion of south China increased the pressure of Thai migration southward. Thai contact with Khom (original tribe of Khamer) became closer and more competitive. Finally local principalities were able to unite and in 1237 A.D. under SriIndradit, threw off Khom rule of Sukhothai. Sukhothai, the first capital of Thailand, made the doom of the Khom Empire and the creation of the first unified Thai kingdom in the present home land. Under RamKhambeang, one of the Thai greatest kings, boundaries were greatly extended till control was extended over the greater part of the present Thailand. During this period, the Thai script was laid down, being based on Khom and Mon scripts which themselves were drawn from Indian sources. People became converted to Hinayana Buddhism and in the reign of RamKhamheang successor, religious contacts were established with Ceylon. Since the SukhoThai period Ninayana Buddhism has been the national religion of the Thais, with the king as the official defender.

After the death of King Ram Khamheang in 1317, the SukhoThai Kingdom declined rapidly. A rival ruler from U-Thong rapidly grew to power and in 1350 under the title of King Rama Thibodi I established his capital at Ayuthya,
the site of former Khom city. He quickly extended his rule over larger areas, including the Kingdom of Sukho-Thai and previously unconquered parts of Khom Empire. The Kingdom of Ayuthya made the beginning of the present day Thailand and of struggle to consolidate the modern political state. By the fifteenth century, Ayuthya attained the status of a powerful empire extending over the larger area and dominating and numerous vassalages from LannaThai (Northern Thai Kingdom) in the north, of some of Malay States in the south. Sculpture, printing, and architecture of this period are considered the most delicate specimens of Thai culture. With the successful conquest of Khom in the fifteenth century, the Burmese attacked Ayuthya twice, thoroughly destroying the city on the attack in 1767. A leader, Taksin quickly arose and within a few years drove out the invaders and established a new capital at Phnomburi on the opposite bank of the Chao Praya river from the site of present day, Bangkok. He was soon superseded by his general, Chaopraya Chakri, who in 1782 enthroned himself as the King and moved the capital to the present site of Bangkok. His dynasty rules to this day, the present king, "King Bhumiphol" being of the ninth of Chakri line.

During the present dynasty, King Rama IV or King Mongkut (1851-1868) and King Rama V or King Chulalongkorn (1868-1960) occupied dominant positions in the modern Thai
history. Both had the foresight to appreciate the increasing influence of the western colonial power in the far east. To preserve her precarious independence, Thailand had to initiate effort towards full-scale modernization. The reign of King Mongkut established the firm ground work for this significant plan, and King Chulalongkorn successfully carried on this policy. Among numerous achievement of these two monarchs, the most important was the abolition of slavery in 1905, the economy of the country thrived. The railroad system, postal service, health and sanitation service, public education and other public services initiated in the reign of King Chulalongkorn.

During the King Rama VII Thailand was transferred from an absolute to constitutional monachy. On June 24, 1932, a group of young, siezed the power from the King in the bloodless coup and constitution along western line was promulgated.

The present Thailand is under the 1977 constitution. By virtue of the constitution, the supreme power rests with the people. The King exercises the power by the consent of the parliament, the executive power through the council of ministers and the judicial power through the court.

4.2.1 Population, Size, Climate, Language

In 1976 the population in Thailand was estimated at 43
MAP: 4.1

MAP OF THAILAND

SHOWING TEACHERS' COLLEGES,
TEACHER TRAINING INSTITUTIONS AND
TEACHER EDUCATION PRODUCTION REGIONS

- BANSOMDEJ CHAOPHYA
- CHANKASEM
- SUAN SUNANATHA
- SUAN DUSIT
- PRANAKORN
- DHON BURI

- DEPARTMENT OF TEACHER TRAINING
- TEACHERS' COUNCIL

- TEACHERS' COLLEGE
- TEACHER TRAINING INSTITUTION
- TEACHER EDUCATION PRODUCTION REGION
million. About 85 per cent of them live in rural areas, with the remaining 15 per cent clustered mainly in Bangkok, the centre of social, commercial and political life. The majority of the labour force is engaged in agriculture, forestry, hunting and fishing. About 45 per cent of the labour force is contributed to women; atleast 80 per cent of the population are of Thai stock. The principal minority groups are an estimated three million Chinese located in the larger urban areas, about 800,000 Malay-speaking Muslims in the southern most provinces; 500,000 Mon(pequan) and Cambodian; approximately 286,000 hill tribemen in the north and 45,000 Vietnamese mostly in the north-east. Westerners form a small minority group of about 60,000.

The country covers an area of about 518,000 square kilometers. Thailand measures 1,650 kilometers from the north to the south, and 800 kilometers from the west to the east.

Climate of Thailand is tropical and with a high degree of humidity, average temperature is 82 F. It has three seasons; summer (March to May), rainy (June to October), winter (November to February).

'Thai' is the national and official language, Chinese and English are spoken as well.
4.2.2 Religion, Culture, Social Philosophy

Economy and Politics

As people in Thailand are given equal opportunities to practice and preach their faiths, several religions and doctrines have, in the course of time, been brought into the country. The traditional reorientation of the society is towards the joint family. Thai philosophy and Thai people are peace loving and have carefree life. Thai philosophy is developed from Buddhism. It invests the kingdom with ultimate moral, spiritual and political power. The state religion is Buddhism. Buddhism has religious thinking, reasoning and problem solving. Buddhism as a social, cultural and political philosophy plays a major role in the history of Thai education. Moreover, Thailand is the centre of worship for various religions and communities which have been established here. According to the Ministry of Foreign Affairs (1979) out of the total population 95.30 per cent are Buddhists, 3.8 per cent are Muslims, 0.6 per cent are Christians and 0.31 per cent are of other religions.

The core of Thai culture is value and ethics in terms of Thai Drama, Thai music, Thai sports and others. Wilson (1962) described the Thai perception of the universe in term of a moral continuum in which moral goodness is
related to power and good fortune. The rich of the powerful are assumed to preserve their status as a result of merit accumulated through good deeds in previous birth. This characteristic is due to the influence exerted by Hinayana Buddhism and very substantial luxury resources in which Thai society has developed. Accumulating merit and making progress are viewed as lonely and individual task in which, generally speaking, one may not look to the others for assistance. Tolerance of individuality and unwillingness to suffer regimentation are, of course, reflected in the social structure. Status, whether ascribed or achieved is seen as a personal attribute of prime importance. So in Thai culture and society, Buddhism reinforces the social virtue upon which the society rests. It encourages a love in enjoyment, coolness in the face of trouble, and indifference to disappointment, which make life easier and suffering bearable.

The Thai society is not divided into any caste. Under the Buddhist faith, every one is equal before Dharma of Lord Buddha. The recognition of equality among mankind had come into existence in Thai history right from the beginning when the Thai formed kingdom. Due to all these beliefs and system of existence Thailand stayed away from the colonialism of the West while all the neighbouring
countries were influenced by the West. Thai people enjoy democracy under the national constitution along with the Buddhist faith, although the constitution has been changed time to time as there is a national regime having the King as its head who professes the Buddhist faith.

For the economic point of view, Thailand covers an area about 518,000 square kilometres but out of total area only about 22 per cent is cultivated, at present. The gross national product has been gaining at nearly 8 per cent per annum. Average income per head is about 3,306 Baht or 165 Dollar per year. The economic system in Thailand can be described as one of the free enterprise. The fact that planning has recently been adopted as an instrument of an accelerating the rate of economic growth does not in the least make the economy less worthy of progress. Private enterprises are allowed to operate freely; both enjoy the same right and privileges under the Industrial Investment Promotion Act. Given an economical stability, Thailand is able to accumulate domestic capital and attract forming investment for industrialization and diversification of its economy and hence is able to fulfil its long term national aspiration. The chief exports of Thailand are rice, rubber, teak, and tin other exports are wolfram, soyabeen, tapioca and oil seed.
The political structure of Thailand until 1932, was an absolute monarchy, now it is a constitutional monarchy. Under the new regime, the King as the head of the State, exercises the sovereign power in conformity with the provision of the constitution, and the sovereign power emanates from the Thai nation.

According to the present constitution, legislative power is vested in the Parliament. The elected members of the House of Representatives are elected by direct and secret vote of the people for term of four years. One member is elected for 150,000 of the population in each of the provinces. The members of Senate are appointed by the King. The number of Senators is three-fourth of the elected representatives. A bill passed by the majority of numbers of the House of Parliament may be returned to it by the King for recommendation, but, must be promulgated as law if reaffirmed by at least two-thirds of the House of Parliament. The House of Parliament has authority to approve or disapprove the succession to the throne, to grant or withhold consent to declaration of war, to ratify a treaty, to interpret and answer the constitution.

Executive power is vested in the King who exercises it through the Council of Ministers appointed by him and
which is constitutionally responsible to the House of Parliament. The King also appoints Privy Council of not more than nine members to advise him in all matters concerning the exercise of his functions. The constitution requires that the King be of Buddhist faith. The King exercises his judicial power through the courts, which may be established only by law. Any court which finds the law to be contrary to the constitution must stay proceedings in any case which involve such law.

For the purpose of administration, the country is divided into nine regions each consisting of several provinces and being under one constitution each of 72 provinces is divided into districts, villages and hamlets. The affairs of each administrative unit are taken care of by the head of the unity who is the representative of Ministry of Interior. Thus, the head of province administers through the provincial council of representatives of various ministries. A head of district is a district officer working under the control and supervision of the governor of the province and looking after the affairs of representatives of various ministries. A head of each village is a village Headmaster working under control and supervision of district officers and under each village are a group of hamlet Headmasters. Thus, the present
administrative divisions are altogether approximately 530 districts 30 subdistricts and 412,500 villages in the hold kingdom. Thus, there is a distribution of power and responsibilities to various subdivisions which is more or less a democratic line.

4.3 Educational Background of Thailand

The first educational system in Thailand was quite similar to that of the monastic and cathedral school of Middleage of Europe, i.e. it had religious orientation and was centred in the temples. This, evidently shows that the system was quite informal and offered only limited subject matter. The primary purpose was to provide moral and religious instruction and for all practical purposes, was designed to train only the male members of society. Vocational training was carried on in the family units, young boys were taught how to farm, hunt, fight and develop some of the basic skills in handicrafts; girls were also given training in farming as well as domestic skills. Only the children of the aristocracy could expect to receive training in the arts and other areas associated with 'higher education'.

The history of education in Thailand may be logically divided into three periods:
1. The period of traditional education (1257-1868)
2. The period of educational expansion (1869-1931)
3. The present period from 1932 up to this study.

4.3.1 The Period of Traditional Education (1257-1868)

In 1283 Ram Khamheang, the third King of the Sukhothai period, introduced the Thai alphabet that has been used continuously to the present time. This alphabet was modified from time to time until the present system of writing. This monastic or temple education continued for at least six centuries. During this era there were a few significant changes in educational system. The government did not take an active role in education because it was felt that it was primarily the responsibility of religious leaders. Hence the Buddhist priests (monks) assumed the major responsibilities for public institution.

During Ayuthya period (1377-1767) Thai people were brought into contact with the Western world for the first time. Records show that some Protueges came to Thailand in 1511. Later in 1662 French missionaries arrived in Thailand. They brought with them many skills and ideas which helped the educational programme to progress during this period. They set up private schools to teach Christian and Western culture to the natives. King Narai, who suspected to motives of French missionaries, maintained a tight control over these
During King Narai's reign increasing attention was given to the development of reading and writing skills. New textbooks were compiled and they were widely used until the early Ratanakosin period. The impact of this emphasis is shown in the quality and quantity of literary works that were produced in this period.

With the beginning of present dynasty (Chakri), new emphasis was placed on improving education and encouraging cultural development in Thailand. King Rama I wrote several books and urged others to follow his examples. During the reign of King Rama II many poets, including the King himself, produced the great numbers of the literary masterpieces. Also in this period Thailand was brought into contact with the Westerns. Presbyterians and missionaries came and stayed setting up schools to teach religion. American missionaries contributed greatly to the improvement of Thai Education, especially after one of their leaders, Dr. Bradley, set up a printing press in 1837 to print Thai books.

King Rama III was one of the first monarchs to show great interest in public education. He urged the learned men of Thailand to record their knowledge in written texts so that this information could be made available to all literate people. When King Rama III built Wat Prachetuphon,
he had many of these texts inscribed on the stone around the temple and is called The First Public University of Thailand.

4.3.2 The Period Educational Expansion (1869-1931)

A modern school was established by King Chulalongkorn (Rama V) on the palace ground in 1871. This school was the first of its kind in Thailand and its primary purpose was to train boys for office work or civil service. It differed from other schools of the time because the later were dedicated simply to bring up boys to be 'well-read men of good behaviour'. The Royal Common School or Palace School has regular hours for learning and employed lay-man as teachers. It taught not only reading and writing but also arithmetic and other subjects which would be required in government offices.

The growing need for government officials as the government expanded its scope of work and the demand to set up a common standard for public instruction, prompted the establishment of more of these schools in 1884. Some public instruction was extended into the provinces but the lessons were taught in the Buddhist temple. The promotion of such instruction is an example of the administrative wisdom of King Rama V. The region of King Rama V initiated the new era in the history of the nation. Through his encouragement
in education many government schools were opened and people were happy to send their children to these schools.

In 1887, the Department of Education was established and five years later, it became a Ministry of Education. The new Ministry was assigned the responsibility of cultural and religious affairs as well as educational administration. The Ministry of Education laid the foundation of the educational expansion and better administration. New text-books were written for teaching the Thai language in the schools and nation-wide system of examination was put into practice.

In 1898 scheme of National Education was formulated dealing with all the provinces of the Kingdom. This National Scheme of Education outlined curricula content and established grade levels within the total system of education; a specific reference to girls' education was included. Another scheme of education was put into effect in 1909 which divided education into streams; academic and vocational. It was agreed at that time that higher educational institutions would be established later. The schemes of education were revised from time to time. In 1918 the first Private School Act was passed dealing with the registration and government supervision of private schools. It was followed in 1921 by the first Compulsory Education Act which stipulated all children. Both boys and girls, were to go to school from
the age of seven to fourteen years. Advanced studies were
offered at Chulalongkorn University which was founded in 1916
and system of national education was underway. Looking back
at the national scheme, one can see that an effort was made
to train young people to suit economic and social conditions
of the time.

4.3.3 Present Period of Education

The year 1932 marked the beginning of the third and
present period of Thai educational history. The new revolut­
ionary government made many efforts to improve the educational
system. Increased emphasis was placed on meeting the needs
of individuals eventhough it was still emphasized that education
should meet social needs that were in harmony with the economic
and political system of the country. A new national scheme
of education (a 4-4-4 plan) was divided in the year when the
revolutionary government came into power. To help implement
the plan, an educational council was appointed as an advisory
body. Three years later a new Compulsory Education Act was
passed. In the following years, the 1936 National Scheme of
Education was amended in the form 4-3-3-2 and this remains as
the basic organizational scheme. A new private school Act
was also adopted which provided for school inspectors from the
Ministry of Education to visit the schools.

Several things happened in 1936 which effected the
national system. The revolutionary government wanted to expand elementary education as far as possible. The considerable amount of the budget was spent on the literacy campaign and little was left for developing secondary education. Secondary school programme was cut down to six years (Grade 5-10). A few pre-university schools (Grade 11-12) were set up to educate a selected group of tenth graders who would enter the university. Those who could not enter the pre-university schools could go to higher vocational schools. Vocational schools on lower level (Grade 5-7 and 8-10) were established because the government wanted to discourage the students from academic study and to train them for some vocational education.

During the second World War, the organization of secondary schools appeared to remain intact but actually the activities and functions of schools were greatly disrupted. Children were evacuated and most schools were closed. Some students studied at home and were permitted to sit for various examinations. Academic standards in the schools continued to decline after they were ended even though industrial development and standard of living began to rise.

In 1951 another scheme of education was adopted but it was essentially the same as its predecessor with only some slight modifications and additions.

In 1960 the new National Scheme of Education came into
being. It put particular stress upon meeting the needs of individual and society. It reaffirmed the goal of Karachi Plan (compulsory education through grade seventh) and introduced some significant curricula experimentation at the secondary level. The most novel change in secondary school was the experimental comprehensive type high school; the curriculum for these schools combined both academic and pre-vocational subjects.

Administrative changes in the national educational system have also been made over the past several years in order to facilitate the various new plans and curricula change. For example; the kingdom has been divided into 12 regions, each with the educational officers in charge; supervisory centres existed in each region. In every region or every province there has been an advisory committee which considers problems related to education. An agency which legally has the right to co-ordinate all aspects of education is the National Education Council created in 1959.

In the light of the need for the development of human resources and man power in Thailand the Ministry of Education believes that secondary education should be given a high priority. It plays a critical role in meeting social and economic goals. A demand for broadly educated secondary graduaters is urged in the national plans for development. Various studies have been conducted and the projects planned
FIGURE: 4.2

EDUCATIONAL SYSTEM IN THAILAND
1977

HIGHER EDUCATION
ABOVE BACHELOR'S
DEGREE LEVEL

HIGHER EDUCATION
BACHELOR'S DEGREE LEVEL
AND BELOW

UPPER SECONDARY
EDUCATION

LOWER SECONDARY
EDUCATION

PRIMARY
EDUCATION

PRE-SCHOOL
EDUCATION

SPECIAL EDUCATION FOR
THE DISADVANTAGE

NON-FORMAL
EDUCATION
to meet this demand. The most significant recent study of Thai Education was the Preliminary Assessment of Education and Human Resources in Thailand conducted by a joint Thai-USOM study group in 1963.

Now education in Thailand is conducted according to the National Education Scheme 1977.

4.4 Present Educational System in Thailand

Education is a life long process aiming towards the cultivation of one's life and betterment of one's society. The main goal is to maintain safety, security, and above all happiness in Thai society through educational process.

The school pattern and curriculum according to National Education Scheme 1977 is that since 1960 the school system of education was of 4+3+3+2 (+3) pattern (four years of lower primary school, three years for upper primary school, three years of junior secondary school, and two years for academic stream, three years for vocational stream) is now being converted into the new school pattern of the 6+3+3 pattern (six years of composite primary school, three years of junior secondary school, three years of senior secondary school) and going for university. As per the new National Education Scheme 1977, the new school pattern is in the state of adjustment having started in 1978 and to be completed by 1983.
Thus, from 1983 onwards the school system of the primary education will be of composite six grade namely: Grade (Paw Saw) I–VI; whereas that of secondary education will consist of two tier pattern of junior secondary and senior secondary school. The junior secondary comprises of three grades namely: Grade (Maw) I–III while the senior secondary school is composed of three grades namely: Grade (Maw) IV–VI. In all it requires six years time to complete the secondary school education before going for further study at the university level.

The structure of educational system, according to The National Education Scheme 1977, is that the educational system is divided into four levels as pre-school education, primary education, secondary education and higher education. Pre-primary education is the education for rearing and upbringing the child to compulsory education while primary education aims at providing and maintaining literacy and developing in the individual cognitive ability, numerical manipulation and communication skills, adequate knowledge and abilities to apply the future occupational roles. Primary education also shall offer the personal development for life in a democratic government under the monarchy. At the secondary education, it provides appropriate academic and vocational knowledge competent with the learner's age needs, interests, skills and aptitudes which ultimately will
be beneficial to his choice of career and his society. In lower secondary extensive elective subjects in academic and vocational are offered, after that the learner is guided to concentrate on area of specialization for his occupation. The higher education is for the full development of human intellectual abilities to facilitate the advancement in knowledge on technology, high level academic and professional man power for national development. The higher education guides the individual to be fully aware of his cultural and artistic heritage, morally and ethically conscious and be able to live a meaningful life and able to render service to his fellowmen, society, and nation. Institute of higher education may be organized in the form of colleges, universities or institutions of specialized subjects.

The National Education Scheme 1977 aims at the following for Thai education:

1. To develop in each individual a sense of study towards oneself and towards others, and a respect for one's own right and those of others, to cultivate self discipline and to instil habits to abide by law, religious faith and ethical principles.

2. To develop an understanding of the role of a citizen in a democratic society, to arouse interest and enthusiasm in taking part in the democratic government with the King as
the Head of State.

3. To awaken civic spirit and a sense of special commitment to one's nation, one's locality, one's family and one's self.

4. To develop awareness of national solidarity as a Thai citizen and a sense of responsibility of national defence and for the maintenance of national security.

4.5 Teacher Education in Thailand

The current situation of teacher education will be more comprehensive and meaningful if viewed in relation to its past. Needed improvement can be more effectively carried out if suggested changes are viewed in a historical perspective. Therefore, the brief description of the development of teacher education in Thailand will be discussed. The period prior to the establishment of the Department of Teacher Training in 1945 will be treated as the past. The period after that will be considered as the present.

4.5.1 Historical Perspective

It should be noted first that since the establishment of the first teacher training institution in 1892, the Thai government has reviewed teacher education as its special responsibility. The private sector at no time has been
permitted to organise programmes for the education of teachers. Secondly, teacher education in the early stage aimed to train the prospective teachers to show exemplary conduct and to be able to perform the task of teaching as practised by their elders in schools at that time. It would, therefore, be appropriate to present first a brief account of the aim and process of education as practised in those days.

4.5.1.1 Teacher's Image

During the many centuries when monks served a dual role as religious leaders and teachers, the populace developed a great respect for those who provided education for the youth. They regarded a teacher as 'the revered person' who possessed knowledge and worthy attributes that student should emulate, hence, the teacher was conceived as being a knowledgable person and a moral example. He was trusted with the moulding of children's characters and attitudes, to whom the student had to perform ceremonial act to express their respect and gratitude - a practice which continues to the present time.

This concept of the teacher has influenced a great deal the subsequent programmes for teacher education.

4.5.1.2 The Need of the Education of Teachers

During the first 13 years of formalized education for Royal children and sons of officials in the palace, those who
work in the Royal Court were selected to be teachers. Qualified foreigners were also hired to teach in those schools. However, when formal schooling were extended to the public in 1884, a much larger number of qualified teachers was needed. Teacher recruitment thus, became a problem. Furthermore, as years passed, the Thai people increasingly acknowledged the importance of education in terms of life prospects and prestige in the future careers and develop increasing interest in education. There arose a public demand for more and better teachers. In order to provide for wider educational opportunity for the people and for the betterment of education, teacher education was increasingly viewed as imperative. The first teacher education school was found in Bangkok, the capital, in 1892, the same year in which the Ministry of Education was established.

4.5.1.3 The Task of Education of Teachers

The major task in the development of Thai teacher education was the preparation of worthy persons to become school teachers, with sufficient competencies in academic knowledge and in teaching techniques in order to contribute to the growth of children's learning for the benefit of the nation at large. To prepare a good teacher was therefore, far important than the development of intellectual and pedagogical ability. It involved emotion, character and
personality. It included the development of moral growth of the inner aspect of the individual self of the prospective teacher. It was with this concept in mind that the curricula programmes were drawn up.

4.5.1.4 **Philosophical Belief in Teacher Education**

A common philosophical belief ran through all types and levels of the preparation programmes for teachers. The belief was that the teacher is the model of the cultured man and one worthy of emulation. As previously stated, the Thai regarded the teacher as an example. They also strongly believed that the possession of knowledge of subject matter and of teaching theory and practice alone did not guarantee that the individual would become a teacher of high quality. He might have both these qualifications and yet not be able to help his students develop the attribute of the cultured man which lay in the realm of values. Young people do not assimilate values by merely learning ethical principles; they identify with people who are seemed to have these attributes. On this account, the prospective teacher himself must hold ethical principles and values to which he is deeply committed and use them as guide to justify his choice of actions if he is to serve as a model of a cultured man.
4.5.2 Contemporary Teacher Education

4.5.2.1 Development Since 1954

The year 1954 could be marked as a year of historic change in Thai teacher education. For the first time there was opportunity to study education at degree level. The College of Education was established, and a four-year teacher-training course in various disciplines leading to a Bachelor's Degree in Education was offered. A Department of Teacher Training was also established and was entrusted with responsibility of education of teachers at various teacher-training schools and colleges. Also in same year, the university extended its one-year secondary education programme to two-year leading to a Bachelor of Education Degree. Since 1957, the university has been offering Four-Year Teacher Education Programmes.

4.5.2.2 Re-organization of Teacher Education

The Ministry of Education undertook to re-organize the training system by discontinuing the lower elementary teacher training programme and more importantly by introducing a 2-2-2 year training system with the exception of the vocational-technical training programmes. The minimum admission requirement for the programme is the completion of ten years of schooling. The first two year course lead to Certificate in Education (Paw Kaw Saw). The second two year course
provides for those who have completed the first course or have twelve years of schooling to study for a Higher Certificate in Education (Paw Kaw Saw Sung). The last two year course is leading to a Bachelor of Education (Kaw Saw Baw, Kaw Baw, Waw Taw Baw) if for those who have at least a higher certificate in education or a secondary school teacher certificate or its equivalent. However, it is possible for those who have completed twelve years of schooling or its equivalent to study through four year course teachers' colleges, college of education or in the universities and to obtain a degree.

This open system has proved to be more profitable not only for those teachers in-service, but for unqualified teachers or enthusiastic persons to pursue their knowledge, to keep up with the advancement of learning and to become better qualified. This practice serves an incentive for teachers. The teachers see the prospect and prestige and a chance of achievement and feel a sense of security in the teaching profession. Finally, it induces more local young persons to join the teaching profession. Teacher training institution can be expanded to the provincial areas to train local people to become teachers in their own villages.

As there has been a great and urgent need for teachers in various academic and vocational areas and also for teacher education personnels' campuses of the College of Education
were later set up in Bangkok and in various regions of the country. A postgraduate programme leading to a Master Degree in Education was first offered at the main campus in 1956 and to Doctoral Degree in 1974.

As a result of the re-organization of the administrative structure of the country in 1972, responsibility for the College of Education was taken away from the Department of Teacher Training and given the status equivalent to a Department within the Ministry of Education. In 1974, the College of Education became a University of Education under the supervision of the Office of the State Universities.

With regard to university education during the 20 years from 1954-1974, postgraduate courses at the Master's Degree level have been offered since 1961 and at the Doctor of Education level since 1974. During this period, new universities were established in various parts of the country with attached Department of Education. These universities have helped in providing a certain amount of degree teachers. In connection with the training of teachers at the certificate and higher certificate levels, from 1974 teacher colleges were authorized to offer a Bachelor of Education Degree programme. In 1978 all the 36 teacher colleges in Thailand offered B.Ed. programme as they reached the required level of quality.
THE SYSTEM OF TEACHER EDUCATION PROGRAMME IN THAILAND

FIGURE 4.3

DOCTORATE DEGREE

MINIMUM 2 YEARS

MASTER DEGREE

MINIMUM 2 YEARS

DEGREE COURSE 2,4 YEAR COURSE

UNIVERSITY

DEGREE COURSE 2 YEAR COURSE

COLLEGE

TEACHER EDUCATION CERTIFICATE 2 YEAR COURSE

HIGHER TEACHER EDUCATION CERTIFICATE 2 YEAR COURSE

DIPLOMA IN EDUCATION (IN-SERVICE EDUCATION)

M.S. 5 (STD. XII)

M.S. 3 (STD. X)

SCHOOL
In 1974 the three year vocational-technical teacher training programme for those who completed 13 years of schooling from the vocational stream have been extended to 4 year programme and are now equivalent to degree level. Besides this, secondary school graduate may enrol for a degree in vocational-technical training programme at the institute of technology.

4.5.2.2.1 Types of Various Level of Teacher Education Programme

There are three major parallel tracks of teacher education programme in Thailand. Those who want to be teachers may join through teachers' training institutions, evening time study institutions and external certificate (for teachers who serve in schools) from some educational institutions.

The following are the types of various levels of teacher education programme in detail:

I. Regular Track Through Teachers' Training Institutions

This track has five levels of the programme. They are:

(A) Paw Kaw Saw (Certificate in Education)

This level admits those who have completed three years of high school (M.S. III or Std. X), the duration of the
training being of two years to get the said certificate. This certificate is offered by teachers' colleges, to be a primary school teacher. At present, this level is abolished in accordance with the National Academic and Social Scheme (1977).

(B) Paw Kaw Sung (Higher Certificate in Education)

The admission to this study is for those who have completed Paw Kaw Saw or M.S. V (Std. XII) or equivalent. Two year course is provided for getting this certificate from teachers' colleges. This certificate is for primary and secondary school teachers.

(C) Kaw Baw (B.A. in Education)

This first degree of education in teachers' colleges is for those who have completed Paw Kaw Saw Sung, Paw Maw (Diploma in Education) or its equivalent. This course is of two years and the trainee is qualified to be a teacher at pre-primary school, primary school, secondary school and college level according to his major subjects.

(D) Kaw Saw Raw (B.Ed.) from the University of Education

Kaw Baw (B.A. in Education) from Faculties of Education at Various Universities, Waw Taw Baw (B.Sc. in Education) from the Faculties of Education at Various Universities)

This level is divided into the following two types:
(1) Two year course which receives the students who have obtained the Paw Kaw Saw Sung, Paw Maw or its equivalent.

(2) Four year course which admits those who completed Paw Kaw Saw or M.S. V (Std. XII).

The teachers with this qualification can work at any level in the educational system from pre-primary to Bachelor degree with the equal scale of the salary.

(E) Kaw Saw Maw (M.Ed.), Kaw Maw (M.A. in Education) and Waw Taw Maw (M.Sc. in Education)

This type is a two year course offered by the Teachers' Colleges and Universities; the admission is for those who obtained any Bachelor Degree in Education. This course is to prepare teachers in secondary schools, colleges and universities, supervisors and administrators in the field of education.

(F) Kaw Saw Daw (Ed. in Education), Kaw Daw (Ph.D. in Education) and Waw Taw Daw (Ph.D. in Education)

The last degree of education is managed by Teachers' Colleges, University of Education, and Faculties of Education at various universities. The course is of three years to five years for preparing the teachers at various levels, supervisors, administrators and experts.
II. Alternative Certificate Track

In addition to the certificate and degree gained through attendance at one of the Teachers' Training Institution, there are many courses for teacher certification. The timing for this track is after the regular course on weekend. The duration of the study is up to the candidate and according to the particular course. The admission to various courses are alike the regular track. In short, this track is similar to the regular track; the difference is only of timing, duration of the course and tuition fees which is paid by the candidate more than that of regular course. The reason is just for giving the overtime paying to teacher educators.

III. External Certificate and In-service Education Programme

This track is provided to teachers already serving in schools. There are many types of this track such as Paw Kaw Saw, Paw Maw, Kaw Baw. The detail of this track is discussed in Chapter VII of the present investigation.

4.5.2.2.2 Types of Institutions of Teacher Education Programme

There are various Departments of Education for the teacher education programme in Thailand. They are as follows:
I. Department of Teachers' Training

The Department of Teachers' Training is run by the Ministry of Education. The main duty of this department is to prepare teachers for pre-primary school, primary school, secondary school and college. The department has to take responsibility of 36 teachers' colleges all over the country. All these colleges are the main blood vessels of teacher education programme in Thailand. The various certificates and degrees offered by teachers' colleges are Teacher Education Certificate, Higher Certificate in Education, Bachelor of Education, Master of Education and Doctor of Education.

II. Department of Vocational Education

This department works under the Ministry of Education; it controls 32 Vocational-Technical Colleges, 3 Commercial Colleges, 13 Agriculture Colleges and a College of Technology and Vocational Education which has 28 campuses.

The Department of Vocational Education offered these certificates: Certificate of Agriculture (in Education), Diploma of Agriculture, Business, Commercial, Art and Craft (in Education), Diploma of Technical and Vocational (in Education).

III. Department of Fine Art

This department is also run by the Ministry of Education.
There is only one institution to prepare teachers for dramatic art. The certificate offered is Diploma in Dramatic Art (in Education).

IV. Department of Physical Education

The Department of Physical Education is under control of the Ministry of Education. There are 7 colleges for preparing teachers in physical education for primary and secondary schools. The certificate offered is Higher Certificate in Education (Physical Education).

V. Institutions of Higher Teacher Education in the Office of University Affairs

All the higher institutions are controlled by the office of University Affairs. There are 9 universities and a institution in Thailand that prepare teachers from primary level up to university level. Included in these universities there is one university of education that so called 'Srinakarinwirot University' which itself has 8 campuses in Bangkok city and in different provinces all over the country.

The Degrees and Certificates offered are: Diploma in Education, Bachelor of Education, Bachelor of Arts (in Education), Bachelor of Science (in Education), Postgraduate Certificate, Master of Education, Master of Arts (in Education), Master of Science (in Education), Doctor of Education,
Doctor of Philosophy (in Education). The aims of higher education for teacher education is to prepare administrators, supervisors, teachers for primary, secondary and higher education, and to prepare instructional material for schools, to conduct in-service education as well as conduct educational research.

VI. Teachers' Council

Teachers' Council is a council which is organized by teachers for teachers. It is a unit of work in the Ministry of Education in Thailand. The status of Teachers' Council is juristic.

The objectives of the council, according to the Teachers' Act 1945 are as follows:

1. To consult and give advice to the Ministry of Education in policy.

2. To give opinion on curriculum, textbooks, examination and anything pertaining to education.

3. To control and keep watch on the teachers' discipline.

4. To keep in view the advantages of teachers and promote the teachers' status.

5. To find ways and means to help teachers and provide
them the facilities.

6. To enhance the teachers' knowledge improve behaviour and span by providing training, lecture, spreading knowledge through meeting.

7. To observe laws concerning civil government employees.

In short, Teachers' Council belongs to every teacher. Its aim is to find the ways and means to promote teachers' welfare and knowledge, particularly to promote their standard and status, by encouraging and helping teachers to higher study and promoting teachers to higher post.

4.6 The Improvement of Teacher Education

Programme - Ideological Background

4.6.1 Quality and Quantity Consideration in Teacher Education

For an attempt to solve the problem of quantity of the nation's teacher, the 'Ten Year Plan for Teacher Education 1958-1968' was proposed by the Department of Teachers' Training in 1957 and was approved by the Government. This was the first attempt at long term planning for the development of teacher education with specific aims and strategies for implementation. Following other Five Year Plans for 1967-1971 and 1972-1976 were prepared.
In drawing up such plans, a number of facts and data concerning educational and social conditions were considered.

I. Educational Condition

The repetition and the drop out rates of elementary school children were higher, Boonthin et al (1976), regarding with this view as saying in 1957, the repetition rate for first grade students was 35.40 per cent, the national average for repeaters of grade 1-4 was 20.50 per cent, and of all twelve grade was 18.80 per cent. Moreover, a number of students completing grade could not be considered functionally literate. This wastage in the education system needed to be reduced as soon as possible. Some other major factors that were considered were the target school age population to be educated and the trend of students desire to stay longer at school. At present the school population growth rate is about 59.00 per cent. It was estimated that the total enrolment of students would increase from 7,142,688 in 1972 and about 8,900,000 by the end of 1976. This created a need of substantial number of trained teachers.

II. Social Condition

Regarding this point of view, Boonthin et al (1976) state that over 80 per cent of Thai people live and work in rural areas. A vast majority of them are poor rice farmers. Many face problem of malnutrition and the struggle for
existence. It often appears to them that the education which their children receive at school is irrelevant and not useful to their lives and livelihood. They felt that the education provided does not focus on the cultural, social and economic life of the people. They felt that it does not provide the practical skill that are useful for them but, rather tend to emphasize meaningless subject-matter. This has brought about undesirable consequences. The children sense and suffer the meaninglessness of learning at school and the school becomes an unpleasant place for them.

In another respect, since the teachers tended to focus their teaching upon the acquisition of academic knowledge, the students became proud of their advantages. They became ambitious and tend to demand more privileges. In addition, they become dissatisfied with their lot. The influx of rural people to the town caused more problem.

All these problems and their ramifications have been recognized by "TURTEP" (Thailand-UNESCO Rural Teacher Education Project); this has been introduced into the training of rural school teachers with the intention of helping learning experiences to be more meaningful.

4.6.2 Proposed Ideas in the Plans of Teacher Education

Some leading ideas proposed in the Ten-Year and
Five-Year Plans are carried out in due courses were:

(1) To accelerate the number of teachers produced at all levels

The first two year course for the elementary school teacher certificate was supplemented by an emergency training scheme for one year for those who have completed twelve years of schooling so as to meet the demand for the elementary school teachers. The number of teachers trained at the higher level has also been increased. According to Boonthin et al (1976), in 1957, the total number of the students at the degree level at the college of education was 1,598 and at the certificate and higher certificate level it was 8,655. In 1973 the enrolment increased to 13,913 and 56,663 respectively.

It could be said that Thai teacher education has been now achieved the qualitative target originally planned, with the exception in certain areas of learning at the degree level, for instance, teachers of Thai language, Mathematics and Science and others.

(2) To establish equal educational opportunity by expanding teacher education to various regions specially at the highest level and to adopt programme that will be functional and appropriate to local needs

Priority has been given to the rural area of the country
in order to help prevent the influx of students to urban area, to enable local people to have the benefit of education in their own regions and to make accessible to the rural school their own locality born and locality qualified teachers.

(3) To introduce graduate programme for the training of teachers and teacher-educators

Teacher-educators especially in the higher institute of teacher education were given more opportunities for further study abroad up to Doctor of Philosophy level in various disciplines so as to become key persons in planning for graduate courses at the college. In 1956, a two year course leading to a Master's Degree were first offered at the Bangkok Institute for Child Study, affiliated to the College of Education. When more qualified personnel became available doctoral programmes were introduced in 1974.

(4) To raise the minimum qualifications of teacher-educators to the degree level

Unqualified teacher-educators of all teachers' training institutes had been encouraged to study further to the maximum of their capabilities. These institutions have been providing evening or external courses for unqualified teachers and enthusiastic persons to upgrade themselves.
(5) To raise the minimum qualifications of entrant teacher training institutions to the completion of the twelve years of schooling

To attain this standard, the Department of Teachers' Training has planned to discontinue the first two year course for elementary teachers' schools certificate by 1977 and to organize the higher certificate programme for elementary school teachers. This higher certificate programme for elementary school teachers has been made available since 1974.

(6) To raise the minimum qualifications of teachers at all levels to the Bachelor Degree

The Department of Teachers' Training has envisaged the cancellation of the two year course leading to Higher Certificate in Education by 1987. Prior to that date, the teachers' colleges that are ready and equipped with qualified teachers and instructional material will be raised to that of a degree-training institution.

(7) To initiate project in some specialized areas to serve the critical need of the country

A number of projects are in operation, for example, the Head Start Project, Teacher-Training for Hilltrib Project, Teacher-Training for Children with hearing difficulty.
4.7 Changing Concept of Teacher Education

In the early period of teacher education, the major emphasis was placed upon the personal qualities of the perspective teachers, expecting them to be firm upholders of moral characters and maintain certain basic traits considered essential for a good teacher. They were also to be responsible for the moral education of their students. However, new social and political condition brought new needs. The rapid advancement of knowledge and technology had had a large impact on individual human being. They are facing problems. They have to seek more and better education in order to cope with the situation and discover new and better way to enhance the quality of their living. Teacher-education eventhough it underwent significant changes in both qualitative and quantitative aspects still contained much that was irrelevant in the light of the more difficult and complex problems.

Teacher education well realize the problems and difficulties. They see crucial problem of health and nutrition of the rural Thai people and especially the problem of education of the mothers must be given special attention if Thailand is going to increase the quality of the people. Teaching will, therefore, be a more demanding task in the years that lie ahead. Teachers must see their children in the context that reach beyond the classroom to the actual
living condition in the community. They must equip them with knowledge and skills essential for their present and future life and more important, they must not obstruct the path to learning of their students. Teacher education must be, then, responsive to the problems, needs and aspiration of the people and the community it serves. It has to concern itself with their both social and economic welfare. It is necessary to awaken social and political consciousness among the prospective teachers and encourage them to become agents of change in order that they might assume effective leadership role in bringing about constructive action in the communities and help the Thai people to lead wholesome and productive lives. Failure to prepare the prospective teachers for the changing conditions in the social and professional contexts would create very difficult problems.

In the re-organization and revision of the teacher training programmes, these concepts have now been introduced. Teacher educators examine the condition in the social settings in which the graduates must live and work and use as the basis for decision making about teacher education. They define and clarify value and principles that will guide the action of teachers in relation to the social and professional contexts. They have revised and organized more meaningful programme to develop prospective teachers' behaviour that is consistent with those values and principles
and enable them to guide efficient learning of their students.

4.7.1 Aims of Teacher Education

The aims of teacher education are to prepare teachers of high quality and ideals. According to teacher educators, the following qualities are considered essential:

(1) To be competent in the various teaching areas and to seek wisdom continuously through an extension of knowledge and be able to develop in their students the same intellectual curiosity and pursuits.

(2) To maintain high professional competence in the light of new knowledge about teaching and learning and be able to use it as a means to help their students' learning.

(3) To embrace moral and cultural values and ideals for the rich, personal and responsible professional life and be able to help the students develop their own value-pattern, attitude and ideals.

(4) To acquaint themselves with social, political, economic and environmental problems of the country, be aware and understand their nature, and to be able to take responsible roles in the change process in collaboration with their students and committees.
(5) To understand new advancement of knowledge, new theories and researches, innovations and technological advancement, be able to apply them to improve human conditions for living and make their own every day experiences, personally and professionally, more meaningful and intelligible in the democratic society.

4.7.2 The Curricula

Teacher Education curricula generally consists of three main areas: academic general, academic specialization, and professional education. Some institutions may provide for more elective course to complete. The total requirements of the programme requirements of each area among institutions vary, although they are more or less similar in concurrent subject studies. Each university develops its own programme within the general framework specified by the Office of the State Universities. The Ministry of Education is responsible for the teacher education curriculum at the certificate, higher certificate and the degree in education levels of all teachers' colleges.

1. Academic General

This covers courses in social science, humanities, languages, mathematics and science so as to enable students to develop the understanding of people, society and the world and to be able to live productive lives.
2. **Academic Specialization**

This provides students with academic specialization in depth in the subject fields they choose to teach or they are interested in pursuing. Provision of courses in specialization may vary from one institution to another.

3. **Professional Education**

This includes professional knowledge, theory and practice of teaching in order to develop students' understanding of teaching learning processes and to enable teachers to be effective professional.

Generally students who enrol for Bachelor degree course choose one major and one minor of academic study. Teaching practice usually takes one whole school term or about twelve weeks in selected primary and secondary schools as appropriate. In some programmes students who have some prior experiences in student teaching are provided with special training on the campus to improve their skills in carrying out specific teaching strategy instead of performing regular student teaching.

As a result of various researches on teaching and new education theories, together with the aid of technology, steps to improve teaching performance of prospective teachers are now undertaken in various colleges and universities.
Stimulation techniques, interaction analysis sensitivity training and other methods in the study of teaching and training of teachers have come together to exchange view, to make common efforts to experiment with new ideas so as to find better approaches to teaching and programme development. It is worthy to note that the professional aspect of the training programme at the certificate level has certain characteristics of its own. It aims specifically to prepare teachers for rural schools and enable them to contribute effectively to the economic, cultural and social development of the community. Its programme places emphasis on professional training in situation in the community setting. It was first launched in 1956 as the pilot project called "THAILAND-UNESCO RURAL TEACHER EDUCATION PROJECT" in Ubol Teachers' College in the northeast region.

For one academic term of twelve weeks, student teacher would take up supervised teaching as well as their practical work in the village schools and communities. They will live in the village and bring into play all skills acquired, experiences, various kind of works and activities in collaboration with villagers in order to improve living conditions in the villages.

The student teachers gain first hand experiences. This project improves the training of rural elementary school teachers. Its activities in one institution were extended
to other teachers' colleges rapidly. By 1964 all teachers' colleges have adopted the project.

Professional education in the training programme for rural school teachers at teachers' colleges is the process of change in order to bring about qualitative improvement in the educational system. New projects and activities have been brought into operation as a result of joint efforts among various groups of persons concerned with social and economic welfare of the people, namely, village-chiefs and villager abbots, health officers and other public and private agencies.

Teacher Training-Cum-Education Extension Project is one of the on-going projects initiated in 1969. This project presents a very useful approach to the professional training of rural school teachers. This extension service of teachers' training institutions has encouraged school teachers to actively participate in teacher education and to undertake the more responsible role in the professional training of prospective teachers. The training of teachers thus, becomes a shared responsibility among the colleges. The schools and the communities are important resources for teachers' training together with the aid of local radio-television, the schools represent the realistic laboratory for the teachers to be informed of new concept about teaching and in the shaping of their professional behaviour.
Only when all concerned are fully carrying out their responsibilities, will the preparation of teachers be responsive to realities in social and professional contexts.

4.8 Problem of Teacher Education in Thailand

After an attempt to improve the education of teachers at both theoretical and practical levels and to bring it close to realities in the community setting, change and progress have been achieved. However, more problems remain to be solved. The problems are as follows:

(1) Teacher education curricula have been known for their superficiality and irrelevancy. Teacher education students know a little of the obvious instead of understanding substantial bodies of valid and useful professional knowledge, their inter-relationship and irrelevance to the essential issue at hand.

(2) Although the training of teachers has been close to real situations to a certain extent, the concept of training still places emphasis on what to teach and what to learn rather than how to learn. This led to complaints and criticism that the teachers produced lack in qualities of intellectual enquiry and are not ready for further change. It is claimed that when they enter the profession they obstruct the intellectual growth of their students as they tend to concentrate upon subject matter to be taught rather
than to guide their students to think for themselves. They maintain narrow standard unrelated to the quality of their students' learning and needs; they themselves are unable to keep up pace with the change in the scientific and technological world.

(3) It cannot be denied that present system of training teachers in spite of some deficiencies, has gone some way in awakening social consciousness among students and in helping them to develop a sense of excellence in the teachers' role. It is a fact today that teacher education students in Thailand have become activised. They express great concern for social and political activities and feel it their responsibilities to render service to the community.

(4) Some teacher training institutions in Thailand and their teacher educators are charged with holding firmly to the old Thai culture and its values which are impractical at the present time, and do not accept the young generation as having places in society as well as adult. Crisis of values between them and their students arise.

(5) Since there has been a great and urgent need for teachers, standard for selections were originally set very low. Teacher Training Institutions seem to pay less attention to who could teach and required only a minimum of desirable traits. Moreover, its training programme lead to
understanding that morality would emerge as a by-product of teaching basic knowledge and pedagogical skills.

(6) It is said that the system and concept of training teacher places too much emphasis upon continuous education for a higher degree level. Teachers with qualifications are attracted to study further and make a mid-career change into higher education especially into teacher education at various teachers' colleges. Elementary and secondary schools are as a consequence short of competent and experienced teachers.

Teacher education in Thailand, when viewed in relation to the educational needs of the child and the youth faces a critical shortage of specialized personnel in various disciplines. Teacher educators have failed to get support for their requests made over a number of years to prepare teachers in some specialized areas in order to avoid shortage. The lapse of time has created many new and more complex problems. The difficulties in social, political and economic aspects facing Thailand today indicate that the need for teachers in sufficient numbers in various specialized areas of learning are in short supply. There are going to be more complicated problems if the need for teachers are not planned in relation to both the present and further needs of children and society, and are not given enough attentive support from all concerned in time.


