CHAPTER 1

INTRODUCTION

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CHAPTER 1

INTRODUCTION

1.1 Initiation

In most of the countries, new thinking is developing about the role of education in national development programmes. Some countries accept education as an essential instrument for changing society, whereas some others regard schools as projection of the political, social, economic and cultural situation of the country. As Cropley and Dave (1976) opine education is not only factor to be relied upon in coping with societal problem such as those arising from rapid change, nor is education capable of providing solution of its own. It is merely a part of the complex of economic, social and political influence which operate in any society. Nonetheless, it has an important contribution to make, provided that progressive changes in society go hand to hand with it. UNESCO (1976) too agrees that education makes a society based on social justice. Problem of national development could be solved with less difficulty if educational programmes were suitably modified related to problem
of national reconstruction. The educational system as a whole has to be concerned itself with social problem, scientific and technological advancement and their impact upon building a society where social justice and equality prevail.

1.2 Education as an Agent of Social Change

Educational systems are normally designed by communities to meet the immediate and ultimate goals, laid down by the society. In an address Allaway (1951) says that the educational process is inescapably a part of the social process. Social life among human being necessitates some kind of education. Without education in one form or the other the social heritage could not be handed on from one generation to another. Thus, the educational process like political, economic and morale processes, form a part of a whole network of social process. Educational system, however, lags behind other social systems which are undergoing rapid changes. The educational system has been accused of inertia, but, this cannot be said so any more as education is now undergoing rapid reform; these reforms are taking the form of revolution. The educational reform movement is resulting in the renewal of national educational system as a whole in many countries. Attempts are being made to adopt the current system to the changes in the social and cultural environment on the basis of scientific study
and carefully evaluate pedagogical experiences. As Mclusky (1974) states 'continuous change requires continuous learning'. Change is taking the form of a scientific-technological revolution and of associated socio-cultural changes. Whatever be the nature of educational changes in the countries, an attempt is commonly made to link education with problems of national development. Education for national development has been defined as building up of psycho-sociological and institutional capabilities for a self-generating process of educational change relevant to the changing concept and goal in the socio-economic and cultural domains.

Education is a process of learning treated as a social function taking place not only within school walls, but also outside the schools, in homes, communities and public organizations and agencies and learners are not only children but also people in the community, out-of-school youth and adults. Gropley and Dave (1979) put it this way; what is said to be particularly important in contemporary life is that people be able to adjust effectively rapid and pervasive change, which is already occurring and is likely to continue for a considerable time. Schools are, thus, seen as no longer capable of providing most of the learning experiences people need.

Education is an agent of social change; this view regards
that education can engage itself in much more positive action and can rebuild society by inculcating in the young a programme of social reform. It regards those who assume change as universal and inevitable as wrong. As Brameld (1955) says, they overlook the supra-individual nature of many forces and institutions such as socio-economic classes, mass media, preserve groups and other centres of many in society. They undertake the persistence and recurrence of cultural patterns and, therefore, over emphasize the novelty of history, opportunities for unplanned change and the inevitability of process. They do not see, therefore, that broad social change must be planned rationally and executed finally so that reactionary preserver can be eliminated and special goals may be achieved in greater proportion.

1.3 Changing Role of Teacher in Society

Bhuel and Vyas (1970) point out that education is an instrument of social change. According to them the relation between education and social change may be by three kinds: (1) education is a necessary condition for bringing about social change; (2) education is an instrument, tool, main agency or agent for bringing about social change in any country; and (3) education is an effort of social change in any country.

But, change does not operate in vacuum, Some charateri-
tic features, potentials and problem of social change do influence change process. Anyhow, the objectives of educational institution are basically the same to inculcate changes in thought and value of their student. Teachers then become agents of a change system. They, as change agents, have to play a crucial role in educational institutions and in society. Unless teachers are going to be the active agents for bringing about this change, and are properly enlightened for this task, nothing can be accomplished. It is the task of the teachers to educate for change to educate for orderly planned revolution.

Education is looked upon as an instrument to develop a full man and to build a society based on justice and equality. This requires that the school has a full and continuous interaction with the society. Efforts are being made to engage various elements of the society and the community in the process of changing educational policies and engaging the teacher and student in a continuous reounter with the world outside the school. The school and community relations are undergoing change. The first generation of underprivilege children is entering the school. The society outside the school is looking at the teacher with careful eyes. The community and the parents are developing a keen desire to understand what is happening in the school and to influence its organization, its programme and personnel.
With this regard UNESCO (1976) reports that he (teacher) should accept organizing the co-ordinate the educational potential of elements foreign to the traditional school. He can no longer remain a 4 x 2 teacher i.e. he cannot confine his teaching within the four walls of the classroom and to the two covers of the text book. The various media of communication, cultural and artistic activities of the community, the specialization knowledge of professionals and paraprofessionals in various fields and the practical wisdom and experiences of workers in industry, crafts and agriculture must all be brought into the classroom to make teaching effective and community-oriented. Social relevance requires that the teacher goes beyond the task of giving instruction to become a guide to his pupils, an effective mediator between the young child and the confusion of the environment. This expanded function of education requires a broadening and deepening of the teachers' own knowledge and understanding of the cultural milieu of the students and world current of thought, with that of having that knowledge for inculcating in the pupils. Lynch (1977) opines that the teacher is not seen as a spectator who will stand by as pupils act out their own impulse. On the contrary, a central and major role is envisaged for teachers, and a systematic and genuine learning task is still seen as required of the pupil. However, the relation of these two agents to each other is seen as changed,
along with their relationship to knowledge and the mechanisms through which it is created, disseminated and evaluated. Pupils, for example, will need to know 'How' and 'Where' as must as 'What'.

A difficulty arises when it is accepted that the teacher has to prepare the children not only to the society in which they will enter after completing the formal education. The teacher's task is to plan, guide, and evaluate the progress of each individual pupil. The teacher under the circumstances, can no more see himself as the prime source of knowledge. He has to assume a new role in the development of the children's moral philosophy and world view. He has to develop the capacity for creative, self-confident response to an unknown future.

One condition factor influencing the change in the role of teacher is the concern of developing nations to rediscover indigenous cultural values, to strengthen national consciousness and pride, to rehabilitate practical learning and productive labour as against elite artificiality and to reach out for the technological skills needed for national development. The teacher is under social pressure, professional pressure and pressure from children. These factors along with other arising from the knowledge explosion and technological advances made it imperative that he begins to envisage a new role of himself. Teachers in developing as well as developed
nations are in the process of seeing their new role and the need for acquiring new competencies in the midst of pressure generated by the new social awareness of the community and the demands made on them by scientific and technological advances.

If education is to meet the demands of our time and of the coming decades, the organization, content and method of teacher education will have to play a crucial and decisive role. Secondary Educational Commission (1952-1953) states that the most important factor in the contemplated educational reconstruction is the teacher. To enable the teacher to play his key role in the use of education as an instrument of national development, it is absolutely necessary to improve his social status, economic position, and his condition of service. But equally important is the expansion and improvement of the training facilities for teachers.

1.4 Role of Teacher Education

There is at present, a great deal of discussion about teacher education programme going on throughout the countries. Coombs (1968) observes that teachers, next to students, are the target most crucial input of the educational system. Teachers, in fact, lie at the heart of the educational crisis. It is true that teacher is the symbol of the ultimate success or failure of the educational programme the teacher is at the
heart of the educational programme. The physical requirements like buildings, equipment instructional materials, well-designed curricula are necessary but, without qualified and motivated teachers, they are of a little use. Therefore, in any scheme of educational reconstruction, education and training of teachers are of crucial importance.

The education of teachers must be given the highest priority if the problem of education are to be tackled with any percentage of success. This is evident from the history and recent developments in education in several countries - developed and developing.

Teacher education has many aspects. For example it may be considered in terms of its temporal - organization, and, thus, divided very broadly into training occurring before the commencement of actual service as teacher, and training occurring after teaching service has commenced. These two phases of teacher training are often referred to as 'pre-service training' and 'in-service training' respectively. Where in-service training occurs, the ways in which it is organized may also vary. Thus, it may be recurrent in nature, with period of further training, or it may take other forms. Another distinction which also applies to teacher training is that between formal, non-formal and informal system of education, since it may occur in all the three kinds of sittings. It may also be considered from the point of view
of content, for example by distinguishing between general education, training in special disciplines, professional education and induction into the practical skill of teaching.

1.5 Integrating Pre-service and In-service Teacher Education Programme

The new social demand on education and consequent change in the role of the teacher have made it imperative for all nations to review the programme of teacher education. Grepley and Dave (1978) make concentration on the pre-service education from the viewpoint of life long education; the division of teacher training into discrete segments, especially in term of the time at which it occurs in a teacher's career (pre-service and in-service), is thus, an artificial distinction, from the point of view of life-long education. Indeed recent trends in teacher training suggest that this has already been recognized to some extent. Course have been integrated, entry has been made available to people other than new graduates from high schools. In-service education have been developed more extensively, and other similar changes have appeared. Nonetheless, organizational basis, curriculum content, teaching and learning process, and the like, have largely continued to follow traditional line.

The entire programme of pre-service education then, has been under review. Efforts are being made to explore new
structures and methods of teaching. Stress is now being laid on the in-service education of teacher everywhere. However, it is accepted that in-service education cannot be substituted for a thorough initial training. In-service education demands for its success on good pre-service education complemented by experience. The major hinge of reform in pre-service education is the need to educate teachers to be clearly aware of the nature of social change and to understand the new relationship between students, teachers and community. Teacher preparation has to drive home to the pre-service and in-service teachers the fact that there are many informal agencies from which children learn and teachers must, therefore, integrate acquired outside the school and that which is formally taught. In this way, he will contribute to the school integration of the students into the world of work.

The demands of the teacher are increasing. He has also to combine formal pedagogical instruction with an extended responsibility for social education and orientation. In the midst of these new demands, the teacher has not only to maintain but to improve his professional experience. He has also to see that he does not lose his autonomy in making professional decisions. That the teacher has to promote new knowledge and prepare children for the healthy participation in an unknown world remain the centre issue.
UNESCO (1976) states in the right way, to prepare the teacher to play his new and expanded role of a rich programme of in-service education has to be planned. Pre-service education, however good, is only a beginning. Teacher education is in fact a continuous, recurrent process of which pre-service education is only an initial phase. The need to integrate the two phases of the programme of teacher education pre-service and in-service is accepted by all. This acceptance fosters the concept of lifelong learning of teachers.

On the other point of view, the thing is that the in-service education programme does not necessarily depend on pre-service education. The need for continuous learning on the part of a teacher, of course unanimously agreed by all as Bar and Sloma (1973) who describe it as 'one of the necessities of life', if teachers are to keep up-to-date. James (1972) too, criticizes the existing 'over dependence on initial training' and stress the need for teachers to engage in continued learning as the third element in a three cycle process, involving personal education (the acquisition of a body of knowledge such as mathematics and history) as a first phase, pre-service education an induction as the second, and in-service education as the last. Of the three, in-service education is as the most important. James points out further that teachers now have to be expert in areas, as
using libraries, career advising, personal counselling, working with deprived children, teaching children with emotional disorder, and teaching children from minority culture family backgrounds, thus, not only is continuous learning necessary for teacher because of the need to keep their skill and knowledge up-to-date but, also because they may have to acquire new skills in unforeseen areas, after the conclusion of their initial training.

It is clear from those examples that in-service education is not necessarily conceptualized as falling with the domain of teacher's colleges. There is a need for new organizational structures through which in-service education can be offered, and use of schools as places in which teachers continue to learn.

1.6 **In-service Education : A Professional Necessity**

In-service education of teacher is obligatory on a professional necessity. Never ceasing real to learn and ever-increasing passion to grow is undoubtedly one of the significant hallmarks of a true profession has obviously to be recognized on this criterion also. It is unfortunate observation that all teachers have not come to realize the significance of their continuous professional growth. Because of their involvement in certain obviously necessary duties such as teaching, record maintenance, community
contacts, administration and supervisory obligations, may regard it not so necessary to expect of teachers to devote themselves in further pursuasion of knowledge. Some people wishfully regard in-service education as luxury. But this is a big mistake. In fact this science of teaching is progressing rapidly and teaching profession has become complex, being a dynamic and growing profession, we have constant experimentation enormity of investigation in educational technology. Many new methods, new techniques and new ideas in the profession are being brought forward.

Due to such realities and realization, teachers need periodic professional courses and other means for their professional growth. Therefore, in-service education for teacher today has become a professional necessity. A teacher cannot give what he himself does not has, with scanty and superficial knowledge, he can hardly inspire his student. Without living traffic with new knowledge, a teacher will merely repeat, leading to loading of the minds of children and not quickening them. Rabindra Nath Tagore has his befitting message 'A lamp can never light another lamp unless it continues to burn its own flame'.

1.7 The Significance of the Problem

In-service education has great potentialities for developing the teaching profession. In due recognition of
this fact educational system in Thailand, as revealed, has made provision for in-service education in the most of teacher education institutions and has also got a variety of existing programmes in in-service with obvious results leading to improvement of teachers' qualifications and their professional equipment.

The need of the study is intended to improve the in-service education programmes as well as to further expand them to cover a larger number of teachers in Thailand. Thus, this study is likely to be of great help strengthening organization of in-service teacher education programme. This study highlights a significant practice in Thailand. The study also seeks to reveal, besides provision practices in this area of work, some of the major weakness in the organization of in-service education programme, suggestion have been made, at the end, to vitalize the programme. These may be of value to those who are interested in the professional improvement of teacher either directly or indirectly.

Also the investigator, being the teacher educator, is specially interested in this study because of his having had opportunities of being with in-service education programme and so has considered the study as very significant and had decided to study the in-service education programme offered
to Thai teachers with the view to find out factors responsible for successful operation and factors obstructing the in-service Education programme specially for the development of teaching profession and generally for the improvement of education in Thailand.


