

The Standard's Development of Kindergarten Teachers of the Department of Local Administration, Thailand by "Coaching and Mentoring" method under the model of "On the Job Training"

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Abstract

The purpose of the study was two- folds: 1) to improve and develop the teaching skills of Kindergarten teachers by Brain Based Learning method (BBL) through Coaching and Mentoring model. 2) to evaluate the teaching efficiency of Kindergarten teachers . The sampling group was selected by the purposive sampling method were totally 100 persons of kindergarten teachers around Thailand. There were various training tools for this study by the following explanation such; books and training material papers, the pre-test and post-test paper test, the teaching evaluation form, and an affective evaluation form and then analysis by the statistics in term of percentage and mean. The results reveal by the following: 1) The average improvement scores of all of the participants were rapidly increased from 23.56 scores (pre-test) to 34.70 scores (post-test) and the percentage of improvement score was 32.68 from 50 scores. 2) The kindergarten's teaching efficiency in term of the learning design; teaching methods and learning management were in high ranking in all regions. 3) The result score of an affective domain or the attitude of training was divided into 2 categories; firstly, the satisfaction of training methods were in highest ranking (Mean=4.61), secondly, the attitude of their career was in highest ranking too (Mean= 4.76). 4) The hypothesis testing was found that; the posted-test scores of all participants after training were higher than the pre-test in 32.68 scores (50 scores), so it can be assumed that the result of this research was relevant with the hypothesis. The result score of all teachers' teaching skills and learning management were in high. Finally, the classroom research of all teachers were in high level standard, approve to the hypothesis too.

Keyword: Kindergarten, Coaching, Mentoring, On the Job Training, Teaching method, Teaching techniques

1. Introduction

The real teacher who do only good things, are persistent, diligence, perseverance, generous, dedicative, determined, patient, tolerant, careful, cautious, and disciplined. They must not focus on the convenience and fun which is not worthy for their dignity. They must be determined, honest, sincere, kind, and have mercy. They must not prejudice, not be persuaded by bias, be trained on the intelligence to be doubled both in science and wisdom of cause and effect (Royal Speech of His Majesty King Bhumibol Adulyadej which was given to the senior teachers in 2009 on Tuesday 28th October, 1980).

According to the given Royal Speech of His Majesty King Bhumibol Adulyadej, it can be pointed out that teachers are individuals who are vital for the organization of the educational system. The main roles and responsibilities of teachers are not only endowing the student knowledge, but there are also other duties and responsibilities, including coaching and encouraging students to be good persons of the society.

Encouraging students to be good persons of the society then becomes an important factor and process that will enable students to achieve their goal, such as having honest and secure profession, being the quality citizens of the country, being disciplined, and having the competence in working after graduation.

Therefore, the teachers must be the founder of wisdom to the students since childhood as a good foundation and preparation for developing children into the society.

For the children to move to the outside world there are various factors to support. The teachers are one factors contributing to the success of students. For this reason, the "teachers" are vital to children's development in all aspects. Thus, the competence of teachers nowadays must change their roles from originally only teacher to become coacher accordingly.

Being the coach becomes the process critical to the development of knowledge of students because the teacher's role has been changed drastically. It can be seen that in 2013, the government had stipulated the social policies and quality of life. The Office of Basic Education, Ministry of Education, implemented the development on the quality of teachers and staffs for the entire education system in order to develop teachers based on performance to be good teachers with quality and morality focusing on the development of On the Job Training. There is also the system to support the form of coaching and mentoring with the focus on developing to strengthen the spirit and ideals of being teachers as well as the developing the learners to have knowledge and skills in Literacy, Numeracy, and Reasoning Ability depending on class.

Such development is in the experimenting process to few pilot schools under the supervision of the Department of Basic Education in primary and secondary education. However, it lacks of development in early childhood education which is considered as a fundamental part of development.

The primary education is the learning process for preparing the youth of the nation to be well-prepared with physical, emotional, social, intellectual, language and communication in order to forward to compulsory education.

However, the arrangement of primary education is considered as the preparation for the youth and does not matter much. The idea about developing kindergarten teachers, then does not get the response equaling to teachers in basic education. In fact, the development of human resources which is the most sustainable is the development since the foundation of life from primary level upwards. Children are prepared physically, emotionally, socially, intellectually, in language and communication to keep pace with the changes in the 21s.

Early childhood development to reach the above readiness has become the key issue in human resource development for the whole country to consider in priority. Such development can be done through the development of teachers to the students which have been partly done by the Office of Basic Education, Ministry of Education.

On the other hand, the Department of Local Administration under the Ministry of the Interior has the authorities to provide the education as same as the Office of Basic Education, Ministry of Education. More than 5,500 children development centers are established throughout the country in all regions of Thailand in order to provide teaching at primary level to the community more by using local teachers to prepare learning and teaching by local competence to be made in the form of a limited budget. Moreover, the kindergarten teachers who teach in such level are still needed to be developed continuously. As some teachers do not graduate with the degree in primary education, it becomes a major problem to find a solution later.

The best solution is to encourage all kindergarten teachers to graduate bachelor's degree in primary education. However, it takes a long time, which does not catch up with the change to keep up with the situations. Therefore, how to develop teacher by training becomes a key principle of the development of kindergarten teachers in the due period as the training and development does not take much time and the teachers can apply the knowledge gained from the training to the primary educational development thoroughly and promptly.

It is suggested that the previous development of teachers which is to be trained and go back to teach as usual individually and the result of development which is not followed make the teachers not implement the knowledge gained from the training to the development of students as seriously as they should be done.

A group of researchers has a new concept in the development of kindergarten teachers by using the process to create Coaching and Mentoring system in the development model of On the Job Training. It is because of the opinion that kindergarten teachers teaching at child development centers across the country are needed to be supported, observed, assisted "continually" and "closely" by using the process of training, exchanging, and learning with one another along with supervisory monitoring and mentoring in order to advise on teaching practices in their child development centers. The three key principles of development are; 1) the development on Cognitive Domains or knowledge for teaching primary children, the arrangement of learning process of BBL (Brain Based Learning), CAR (Classroom Action Research) and 2) the development on Psychomotor Domains which consists of skills, technics, method of learning process (teaching) arrangement, evaluation following the Brain Based Learning and 3) the development on Affective Domains which consists of love and pride in the teaching profession. These are transmitted by the following approaches of development; 1) training to give knowledge in teaching and learning using BBL (Brain Based Learning) and providing the knowledge of CAR (Classroom Action Research) of primary level in the form of R and D (Research and Development), 2) using the

process of mentoring, supervising, and monitoring at the Child Development Center where the kindergarten teachers taught over a period of nine months.

In conclusion, at the end of the development process of kindergarten teachers following the "Coaching and mentoring" approach, the effectiveness can be divided into 2 parts; 1) qualitative achievement meaning 100 kindergarten teachers who are the main target group will be capable of learning process preparation by using the in-class practical research process as the base of problem solution and development of the learning process in the form of continual R & D (Research and Development). It can be compared that 1 kindergarten teacher must be able to prepare teaching 25 students who are the secondary target group per classroom. Therefore, the development of 100 kindergarten teachers in this time will be able to make 2,500 kindergarten students be developed in parallel with the development of the teaching process preparation of teachers by using the in-class research as the base, 2) quantitative achievement, including 100 copies of in-class research made from the guidelines and the problems really occurring in the classroom context of kindergarten teachers in various regions across the country. In addition, the teachers who have been developed and upgraded to have quality can then apply the knowledge they gained to expand and be the "coach or mentor" to other kindergarten teachers in child care centers. Each center has 10-15 kindergarten teachers. Therefore, the development at this time can also develop other kindergarten teachers who are secondary target group in the child development center while the mentors can oversee and give advice in all regions for more than 1,500 persons. Eventually, there will be the creation and Development of Networking Learning, Brain based Learning, coupled with CAR (Classroom Research) in the Child Development Center of the Sub-district, district or provincial level thoroughly.

2. Research Objectives

1. To develop the capacity and performance of kindergarten teachers in BBL (Brain Based Learning and R & D ; Research and Development) by Experimental Research
2. To teach and do laboratory research in classrooms using the guidance and supervision of mentors, focusing on the evaluation of trainees in 3 areas;
 - Cognitive Domain is an achievement of teacher's knowledge before and after training (Pre-test and Post - test Design), including knowledge in preparing the learning process, assessment model, BBL (Brain Based Learning), corresponding to CAR (Classroom Action Research),
 - Psychomotor Domain including skills, technics, teaching methods and research in class of the trainees in the demonstration of teaching in their schools,
 - Affective Domain consists of two aspects: a) attitudes towards the teaching profession, passion and pride in the teaching profession, b) attitudes towards training and learning how to share the knowledge with the satisfaction of coaching and mentoring) in 6 aspects: content of knowledge they gained from the training by means of exchanging knowledge, holding activities and learning methods of communication, learning and training. The satisfaction is on the knowledge and benefits to be applied in the future.

3. Research Hypothesis

The hypothesis in this research is that teacher's training has quality considered from the basis of performance with the following indicators:

- a) The scores of academic achievement of teachers after being trained are higher than the scores of academic achievement of the same group of teachers before being trained.
- b) The scores of teaching of teachers in the classroom are in the high to the highest level.
- c) The scores of comments on the guidelines for training and development towards teaching profession, love, and pride in the teaching profession, attitude towards training, learning method of Coaching and Mentoring of teachers after being trained was in the high level.
- d) The in-class research has good quality.

4. Research Keywords

1. Kindergarten teacher refers to academic personnel who are obliged to endow knowledge to teach the nation's youth of kindergarten level with the knowledge and capabilities in the pursuit of knowledge as well as being good citizens. They are under the Department of Local Administration across the country. In this study, they refer to teachers who teach about 24,000 kindergarten students in the child development centers throughout

- the country.
2. Coaching and mentoring refers to the process of providing advice including the knowledge and skills needed to apply for student achievement with the expert's recommendations as well as counseling and answering the questions demanded by kindergarten teachers by building familiarity and visiting schools.
 3. On the Job Training refers to the development or giving of knowledge to kindergarten teachers stationed at child development centers throughout the country using the classrooms where the teachers teach as the rooms for studying and researching for the development of teachers teaching through the use of real-life situations and what happens on the day and time of operation.
 4. Teaching or teaching method refers to the action which the teachers teach the students to learn the following the objectives in different ways variedly by the elements and important steps which are notable features or characteristic that are indispensable to them such as teaching by lecturing. The elements of the lecture are the preparation of substantive briefings (speak, tell, narrate, explain) and the assessment of student's learning from lecture.
 5. Teaching techniques mean the methods used to supplement any process, method, or action to help such process, method, or action to have quality and more efficient such as the techniques used for supplementary for the learning materials, storytelling techniques through the use of voice to draw the attention, theatrical techniques, etc.
 6. Kindergarten level means to provide education to children aged between 3-5 years to prepare before receiving compulsory education. The preparation consists of physical, emotional, social, intellectual development as well as language and communication.
 7. Curriculum development for training refers to preparing the program of study or training to develop the students' knowledge and skills that are consistent with the purpose of development as well as putting the knowledge to use in teaching or disseminating knowledge after being trained or developed. For this research, it includes the development on kindergarten teachers to be competent in the process of teaching and research in the classroom altogether.
 8. Learning focused on learner significantly refers to the process of teaching and learning arrangement by allowing the students to involve in setting the learning objectives, courses, contents, guidelines for learning activities, teaching techniques, measurement and evaluation of learning performance as well as teaching and learning among teachers who serve as mentors to give the advice and consultation to the students who act as actors to represent their roles.
 9. Results of learning refers the outcomes of learning which is the focus on the development on kindergarten teachers to guide and mentor; 1. Skills, techniques, variety of teaching methods and applied to the management of kindergarten education, 2. Have the knowledge and abilities to measure and evaluate the outcomes in compliance with the development and management of kindergarten education, 3. Have knowledge and ability to research in the classroom to improve teaching and learning in the kindergarten level.

5. Research Methodologies

The research to raise the Standard's Development of Kindergarten Teachers of the Department of Local Administration, Thailand by "Coaching and Mentoring" method under the model of On the Job Training. Because, benefit from Coaching and Mentoring are not a one- way flow in the direction of the learner, or the participants, and almost always benefit too by learning techniques for getting results from the people they work with. It should not be embarrassed to acknowledge the self interest expectation. Indeed we would them to adapt of this win-win attitude. (Eric Parsloe and Melville Leedham, 2009) The research is operated into 4 processes as follows:

5.1 Step 1.

Giving knowledge of Brain Based Learning and doing CAR (Classroom Action Research) in the form of R & D (Research and Development) by means of intensive seminars of 12 hours.

5.1.1 Group of population

The group of population used in the training consists of 24,000 kindergarten teachers under the Department of Local Administration, Ministry of Interior around the country.

5.1.2 Sample Group

The sample group used in this research consists of the teachers, who were selected from the child development centers in 4 regions; northern region for 25 persons, central region for 26 persons, southern region for 38 persons, and northeastern for 61 persons by the purposive sampling method.

5.1.3 How to educate (training)

The method to educate the kindergarten teachers is by taking intensive training for 2 days, 12 hours in the arrangement of Brain Based Learning, CAR (Classroom Action Research) geographically.

5.2 Step 2. Take into action or the real practices

In step two, the researcher divided the work into small steps as follows.

1. This is the process that the mentors accompany the kindergarten teachers in various regions to conduct the research in class. It started from searching the research problems, the research questions, and resolution, setting the research objectives, anticipated benefits to be gained. The research scope is by using the process of knowledge exchange among kindergarten teachers for 1 day, 6 hours (after that, the kindergarten teachers will seek additional information in order to give advice in the next occasion).
2. It is the next step from 2.1 that the mentors will give the advice on individual research titling, defining, researching documents related to the research, setting the conceptual framework, setting the guidelines or research methodologies, designating the sample group, developing the innovation or the tools used in the research, collecting the data, analyzing the data, conducting the research plan. All kindergarten teachers present their works to the conference along with allowing other teachers to share ideas and collaboratively improve and solve the defects along with training of kindergarten teachers to provide advice on research in the classroom with other teachers for 1 day, 6 hours (after that the kindergarten teachers will go back to develop the innovation or research tools to be presented next time).
3. It is the next step following step 2.2 allowing all kindergarten teachers to present their own developed tools for collecting the information in the meeting along with allowing other teachers to discuss for exchanging the ideas altogether for 1 day 6 hours (after that the kindergarten teachers will go back and write the results of research, discuss the results, give the recommendations gained from the research in the classroom for the next presentation).
4. It is the next step following step 2.3 allowing all kindergarten teachers to present their research results and summary of research results in the meeting along with training the kindergarten teachers to give the suggestions / recommendations to other teachers.

5.3 Step 3. Orientation, observation, visit, consultation, suggestion, mentoring

This process is the key step of Coaching and Mentoring. The researchers will make the trip to 150 child development centers in four different regions to observe, guide, give advice and consultation to the kindergarten teachers in Brain Based Learning to teach in the classroom.

5.4 Step 4. Evaluation on the results of development

The focus is on evaluating the skills of kindergarten teachers in 3 aspects; 1. Cognitive Domain which is an achievement of a teacher's knowledge before and after training (Pre-test and Post - test Design), including knowledge in preparing the learning process, assessment model, BBL (Brain Based Learning), corresponding to CAR (Classroom Action Research), 2. Psychomotor Domain, including the skills, techniques, teaching methods and research in class of the trainees in the demonstration of teaching in their schools, 3. Affective Domain consists of two aspects; a) attitudes towards the teaching profession, passion and pride in the teaching profession, b) attitudes towards training and learning how to share the knowledge with the satisfaction of coaching and mentoring in 6 aspects: content of knowledge they gained from the training by means of exchanging knowledge, holding activities and learning methods of communication, learning and training. The satisfaction is on the knowledge and benefits to be applied in the future.

6. Research's results

6.1 Learning effectiveness

- a) **Cognitive Domain:** To evaluate the effectiveness of kindergarten teachers participating to do the Pre-test and Post-test for 2 sets of 50 questions in multiple choice of 4 alternatives. The questions are on the content of Brain Based Learning of 25 questions and 25 questions for the Classroom Action Research. The scores will be compared for the development of progress which the following results. It is found that the test scores of kindergarten teachers in four regions have a total average increasing from 23.56 points to 34.70 points. The percentage of average progress, including the four regions is 32.68. It can be seen that the Northern region has the highest advancement of 35.52 percent followed by Northeast with the equivalent progress of 34.11 percent. The third is the central region with the value equal to 30.72 percent and the final is the southern region equivalent to 30.44 percent of progress.
- b) **Psychomotor Domain:** The evaluation of Psychomotor Domain is to evaluate the process of Brain Based Learning of kindergarten teachers in 4 regions "On the Job Training". The evaluation is on 4 areas; content, agility/manners, learning media, pronunciation and language use; 5 points each totaling 20 points. It is found that: 20 Northern kindergarten teachers have the skills of learning preparation for the whole picture at the good level divided into 5 persons for very good, 11 persons of good, and 4 persons for fair. 40 Northeastern kindergarten teachers have the skills of learning preparation for the whole picture at the good level divided into 7 persons for very good, 25 persons of good, and 9 persons for fair. 20 central kindergarten teachers have the skills of learning preparation for the whole picture at the good level divided into 4 persons for very good, 12 persons of good, and 4 persons for fair. 20 Southern kindergarten teachers have the skills of learning preparation for the whole picture at the good level divided into 6 persons for very good, 10 persons of good, and 4 persons for fair.
- c) **Affective Domain (comments to the training):** The satisfaction is surveyed on the training to raise the standard's development of kindergarten teachers of the Department of Local Administration, Thailand. The result reveals that most participants are satisfied with the training to raise the standard's development of kindergarten teachers of the Department of Local Administration, Thailand by using the process of creating and mentoring in education on the job training in the whole picture which is in the highest average of 4.61. The standard deviation is 0.31. When considering each, it is found that the participants have the highest satisfaction level in all aspects. The first is the lecturer followed by the contents, benefits and applications in the future, training activity arrangement, measurement and evaluation, and learning media/ training place, respectively.

6.2 Supervision for observing the development results

1. For the supervision for development results, the group of researchers traveled to four child development centers in 4 regions to observe and provide advice on the learning process, learning and research in class after the teachers have been trained by using two processes, namely: 1) Coaching Techniques and 2) Coaching by Classroom Research Techniques following the procedures and processes which can be concluded as follows:
2. Problems in the learning experience as some child development center has the quantity of students per teacher in high rate such as 35 students per teacher making the learning process delay. At the same time, some kindergarten teacher of the child development center has many functions inside the center such as cleaning the location, classrooms, bathrooms, preparing lunch and snacks for the children. They do not have time to prepare new teaching materials and find ways to create interest to students.
3. Problems in measurement and evaluation. That is the major problem as the kindergarten teachers lack of skills and true understanding on the methods and models to assess various characteristics which are likely to be used to evaluate students to complete 4 aspects: physical, emotional, social and intellectual as well as the 5th which is language and communication, etc.
4. Problem of media used in the learning process used to teach in the Child development centers throughout the country. There are a lot in numbers but do not meet the needs of kindergarten teachers to be used in the management of the learning process since the purchaser does not questioning the importance and necessity of the media. Meanwhile, the kindergarten teachers do not give advice to the purchaser and so on. It is

desirable that in the north, some child development center has a decentralized decision-making to purchase the supplies on their own. The teaching materials meet the real needs and context of such child development centers.

7. Test of Hypothesis

This research has the hypothesis in training teacher to have quality with the basis of performance indicators as below:

- a) Achievement of learning of teachers after being trained is higher than the achievement points of learning of the same teachers before being trained. The hypothesis test on 100 kindergarten teachers reveals that the learning after being trained is in the overall score of 23.56 out of 50 points and the points after the training is 34.70 points. The percentage of progress including four regions is 32.68 which is consistent with the hypothesis.
- b) Points of teaching in class are from good to very good The hypothesis test reveals that the points of teaching in class are in the average of good level which is consistent with the hypothesis.
- c) Points of opinions on the guidelines for training and development on the teaching profession. Love and pride in the profession and attitude towards training, method of learning how to share their learning with coaching and mentoring after being trained of teachers are in the high level. The hypothesis test reveals that the opinions of kindergarten teachers towards teaching profession, love and pride in the teaching profession are at the highest level at an average of 4.76, which was higher than the hypothesis. The attitude of the training is found to be in the highest average of 4.62 which is higher than the hypothesis.
- d) In-class research has good quality. The hypothesis test reveals that the hypothesis of 100 kindergarten teachers have good quality which is consistent with the hypothesis.

8. Discussion and Recommendations

8.1 Discussion

The research to raise the quality of kindergarten teachers in the Department of Local Administration, Thailand, using the system of guiding and mentoring in the development of teaching practices can be discussed as follows:

8.1.1 Give knowledge of Brain Based Learning and conduct CAR (Classroom Action Research)

In this step, the researcher has developed the knowledge of kindergarten teachers under Department of Local Administration across the country divided into four regions; North, Central, Northeastern, and South totaling 100 teachers by using the 6-hour intensive training in Brain Based Learning by focusing on principles to guide the application of knowledge about the brain and differences of the learning process to integrate with the development of kindergarten physical, emotional, social, intellectual, language and communication. The CAR (Classroom Action Research) includes the study on the principles, guidance, application of knowledge and ability which is the study of procedures, process, classroom research, research to find the cause of the problem, find the solution, develop the tools for research, experiment, data collection, interpretation, discussion, and lead to the application in the future.

The training is done in a geographically separate region of the Northeast, Central, South, and North with the cooperation of participants. It can be seen that the number of trainees who apply to be trained in each region is as high as 100% of each region. In the north, the training is held in Tak for 20 persons. However, 48 persons have been trained. In the northeastern, the training is held in Ubon Ratchathani for 40 persons. However, 88 persons have been trained. In the Central, the training is held in Petchaburi for 20 persons. 43 persons have been trained. In the South, the training is held in Phuket for 20 persons. However, 48 persons have been trained.

As there are interested persons to be trained more than expected, the training areas are increased for more. The north is in Chiang Mai. The Northeast is in Udonthani. The eastern is in Chantaburi. The south is in Songkhla.

8.1.2 Learning achievement

- a) **Cognitive Domain:** It is found that the test scores of kindergarten teachers in four regions have a total average increasing from 23.56 points to 34.70 points. The percentage of average progress including the four regions is 32.68. It can be seen that the Northern region has the highest advancement of 35.52 percent

followed by Northeast with the equivalent progress of 34.11 percent. The third is the central region with the value equal to 30.72 percent and the final is the southern region equivalent to 30.44 percent of progress. The participants in training have more progress average. The reason for this is due to two reasons; 1) the content of the training meets the needs of kindergarten teachers that will be used for the development of both Brain Based Learning and Classroom Action Research to be capped in the performance of the child care centers across the country, 2) the group of researchers use the training development in a variety including lectures, laboratory, suggestion, sharing opinions, learning management in Cooperative learning which the participants can practice thinking, critical skill, Communicative skill, co-working, Action and Synthetically skill as well as activities based learning, advisory, co-teaching to insert the teaching contents to be various into the Action from the start of the study until the end of the research process with the experts of researchers to act as mentors throughout the course of research in class by traveling to monitor and give teaching guides and classroom research in child development centers throughout the country. The results are pleasant and at the same time assisting in the form of phone call or other communication to the digital communication. This is consistence with the research of Teeradetch Chuenpraphanusorn et al (2011) conducting the study on the Development of master teachers in teaching English for communication for kindergarten teachers who look after children in the southerners : Case Study of Early Childhood Education Program, Suan Dusit Rajabhat University. The study finds that the learning achievement after is higher than the previous due to the combination of models and the variety of student development. The main activity is the process of teaching and learning arrangement in the form of Communicative Competence in parallel with the development of skills similar to this research.

- b) **Psychomotor Domain:** The evaluation of Psychomotor Domain is to evaluate the process of Brain Based Learning of kindergarten teachers in 4 regions On the Job Training. The evaluation is on 4 areas; content, agility/manners, learning media, pronunciation and language use; 5 points each totaling 20 points. It is found that in the overall level of the four regions, it is very high for 22 persons representing 22 percent. 58 persons are in good level representing 58 percent. 20 persons are in moderate level representing 20 percent of kindergarten teachers. Everyone is capable of teaching and learning as well as individual teaching for a period of not less than five-year experience in making this assessment. However, the researchers also make recommendations to further the brain based learning to kindergarten teachers in all regions to try by using this type of activity leads to physical, emotional, social and intellectual development with a focus on the "All activities require to cause the development of thinking skills and how to live with others in a society with reasons" similar to the writings of the Thissana Khaemmani (2002) in the form of teaching according to a particular purpose or the spirit of the model of five groups of teaching styles that focus on improving Cognitive Domain, Affective Domain, Psychomotor Domain, Process Skill, and forms of instruction that focuses on integration. So, the importance of teaching integrated is to link things together. The knowledge and experience to a wide range of different issues are interwoven to create and apply knowledge of the subject and various other activities related to the topic of teaching. The students participate in the process of teaching and learning activities and act independently. (Charin, 2006).
- c) **Affective Domain (Opinions on the training):**
1. The results of the satisfaction with the training. Overall, most participants are satisfied with training to raise the quality of early childhood teachers, Department of Local Administration, Thailand. The process of creating and mentoring in education while teaching a whole was the highest average 4.61 standard deviation 0.31 when it was found that the participants' satisfaction level. Every side-by-side speaker was ranked first, followed by substantive. The benefits and applications are for the future. The training event Measurement and Evaluation and the learning / training places, respectively, satisfied mentioned above are satisfied that the cause of development in the end. In this study, the research group found. Creating attitudes for one subject in particular research in class for preschool teachers is not always easy and difficult. It requires the adoption process in the absence of knowledge as a first priority and at the same tactics used to interpolate into knowledge without making the participants aware. To infiltrate the participants were held and a thirst for knowledge and ready to be a Primary teacher who is capable of learning process in the brain as a base coupled with classroom research. (Joice, Weil and Calhoun, 2004), as well as compliance on the development of courses for admission to the AP Course Management. Songkhla Rajabhat University: A Case Study AP Course English for Tourism, one of the students were satisfied with the instructors at the highest level since the teaching styles and methods of teaching a diverse and interesting events make. To be entertained and eager to learn.

2. The results of the attitude of a Primary teacher. Participants majority opinions / attitudes towards the teaching profession and pride. Teachers Preschool in general is the highest average 4.76 standard deviation 0.29 when considering issues that participants have opinions / attitudes at the highest level all issues by # 1 is to be a Primary teacher is required. love and compassion for children convinced that the minor child development is the development of physical, intellectual, emotional, social, environmental and language to communicate. And I am very proud to be a preschool teacher. Ranked as the second and third part of the research in the classroom is not too difficult for preschool teachers. The final rating The results of the data that may have been linked to a Primary teacher this group could be called a teacher's career (Gerald Gutek, 1988) that has been developed and penetrates into the subconscious of a teacher. The use of intelligence in the service. (Intellectual Method) that the student has an extensive knowledge. Subtle process will take a fairly long (Long Period of Training) and the freedom of the profession. (Professional Autonomy) (Wijit,1992).

8.1.3 *Supervision of development*

Supervision for development results. The group also traveled to various child development centers. The four regions to observe and provide advice on the learning process. Learning and research in class after the teachers have received training to be done using two processes, namely:1)technical coaching (Coaching Techniques) and2)Technical Supervision by the process. Research (Coaching by Classroom Research Techniques) procedures and processes with activities Supervision is an important tool to promote learning facilities including lecture (Lecturing) lectures using multimedia (Visualized Lecturing) lectures to groups (Panel. Presenting) classroom observation (Observing in Classroom) debate (Discussing) (Sangad,2530), which contribute to the development of early childhood teachers in this. This is consistent with studies of the victory celebration Federation Championship (2006)on the development process competency enhancement of academic mentors guiding the experiential learning model, using the school as a base for training. And studies of Sutthisak Srisomboon (2005) regarding supervision Peer to develop competencies in learning how to teach collaborative learning of teachers. Similar to the findings of Srisuda Saengphan (2007), about the consequences of using a peer supervision on the quality of teaching and learning activities, early childhood on wards.

8.2 *Recommendations*

8.2.1 *For this research to use*

1. This research is research to develop and test (Developing Research), which is the integration of the learning process using the brain as a base (Brain Based Learning) at Primary teacher all the samples of. Researchers must attend at first to understand and knowhow to organize the learning experience by further research into the classroom (Classroom Action Research) by the school. Base (School Based Research Methods) of research to develop this research is a step and a tool used to collect data is different according to each measurement skills. Therefore, to bring this research to the benefit of the need to study the details and procedure of the thorough research before being able to cause maximum benefit.
2. The development model capable of learning process alongside research using trained. Guidance and supervision of the One important thing is, Trainers and supervisors monitor the development is an important learning process and to create incentives to come up with their own development of preschool teachers. Because if any participants who do not believe and trust in Bull Awareness and supervisors, it will make the development that cannot be achieved. So a group of persons acting in development, so it becomes important to the development (key person) to the end.
3. Development model (Developing Model) of this research can be used to further develop the knowledge, or to expand the Primary teacher on child development centers around the country with a total of more than 30,000 people. Nationwide, however, the training and supervision of the group makes it difficult to indirect positive effect on child development centers, the research group of the supervision of the teachers who do not have a sample in this research. According to the Child Development Center. Auto least seven people have been taught concurrently with the exchange process contributes to learning goodwill in the end.

8.2.2 For the development, training and learning using research as a base.

1. Should the development Primary teacher every year to have knowledge of the research in the classroom (Classroom Action Research) with supervision in the form of goodwill using the techniques and procedures: 1) technical coaching. (Coaching Techniques) and 2) using the research process Technical Supervision (Coaching by Classroom Research Techniques) to encourage and prepare early childhood teachers to date.
2. Should be developed so that new research is research in networking, learning and research network practical classes early to come up with concrete and become a hub. Primary teacher education and support of research, teaching and management.

8.2.3 Limitations of the research

1. In the proposed budget is the first time that has actually been inadequate because of budget cuts down to about 30%, thus resulting in barriers to research it.
2. This study examines a step and multi-step process from the seminar. Taking Action Supervision of the research group have traveled to child care centers across the country, it takes time and a high budget. However, the group's research, it will fix it manually.
3. Primary teacher who trained people are all graduates of Bachelor's degree in early childhood education. But the ability to learn and to research different North, Central, South and Northeast. As a result, a group of researchers and lecturers have to work harder and need more time to develop a Primary teacher over a defined period. It costs more than ever.
4. Based on this research see that. Primary teacher, both countries are interested in improving themselves by seeing it from that announced the recruitment of 100 people, but the candidates are trained in this 230 people, more than the amount actually received up to 130 people, equivalent to 130%, however. The group also wants to allow teachers to receive training. As a result, total cost of food soared more than that.

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