

International Symposium 2007

International Comparative Studies
on Influence of Teachers' views about
Education on Mathematics Lessons at
Primary Schools

Country Report on Thailand

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1. Educational Context in Thailand

1.1 Teachers Qualification

In Thailand the minimum required academic qualification for teachers is bachelor degree in education or related education with Certificate in Teacher.

There are four categories of teachers in each school; principal, principal assistants, head section (Ex. Mathematics, Science etc.) and teachers.

Policy: Mathematics teachers should graduate in bachelor degree in mathematics or mathematics education.

Reality: Both teachers for rural and urban schools graduated in bachelor degree in elementary education.

1. Educational Context in Thailand

1.2 Transfer System of Teachers

Teachers who want to transfer to other schools after recruiting to be a government service can apply to a Director of Educational Area through the preliminary approval of the school principal.

1.3 Reason to be a Teacher

Teacher is considered as a quite secure career when comparing with other careers. In addition, when retiring from this career at the age of 60, all teachers will get pension.

2. Field Research and Major Findings

2.1 First year major findings

Sample

Table 1 Illustrates the profile of sample teachers

	Sex	How long have you been teaching?	Subjects you teach
School in urban area	Female	5 years	Mathematics
School in rural area	Female	8 years and 4 months for teaching all subjects 4 years for teaching only mathematics	Mathematics

2. Field Research and Major Findings		
2.1.1 Biggest Problem in teaching mathematics		
<i>Head Teachers'</i> response for: What do you think is the biggest problem in teaching mathematics in your class and how to take against?		
Head Teacher	Problem	How to take against?
Urban	How to teach students to solve "word problems"?	Encouraging teachers to tackle this problem collaboratively .
Rural	1. How to organize learning activity? 2. None teacher majoring in mathematics	Sending teachers majoring in other subjects to be trained for teaching mathematics and for school supervision

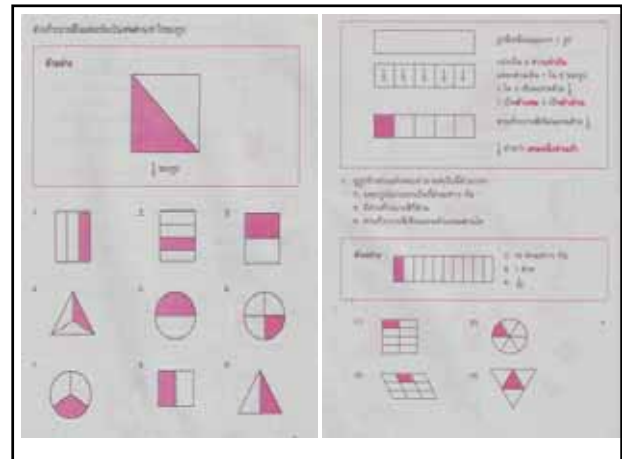
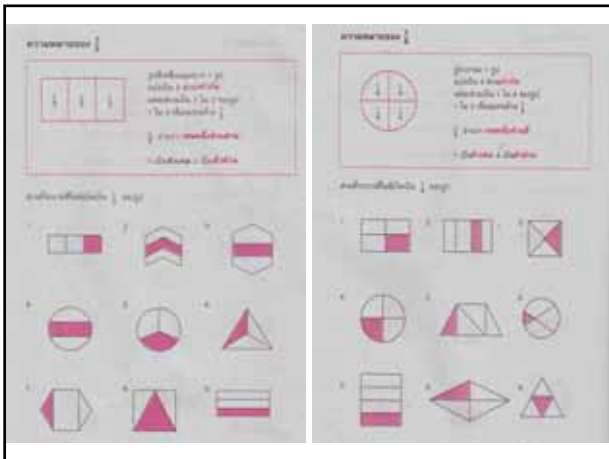
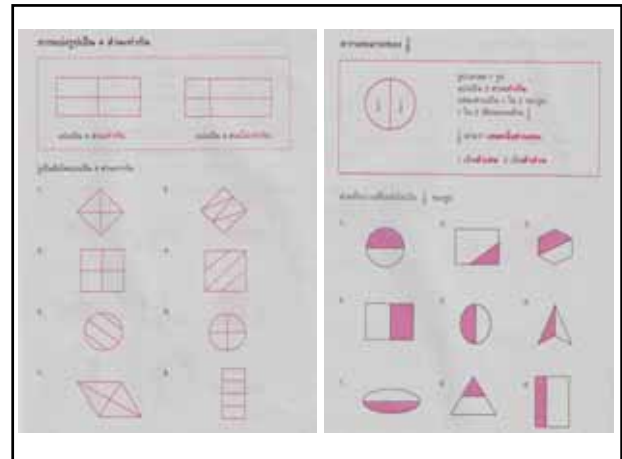
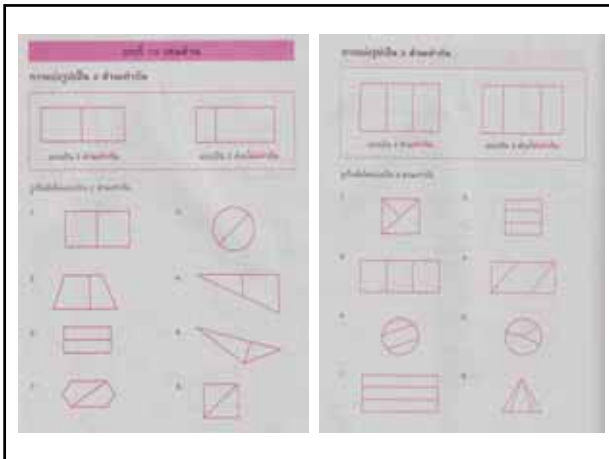
2. Field Research and Major Findings		
2.1.2 Biggest problem in teaching mathematics		
<i>Teachers'</i> response for: What do you think is the biggest problem in teaching mathematics in your class and how to take against?		
Teacher	Problem	How to take against?
Urban	How to teach students to solve "word problems"?	To talk to each student clinically in order to diagnose his/her misunderstanding
Rural	Most of the students lack basic knowledge	To conduct remedial teaching an hour a day after school in order to improve students' ability

2. Field Research and Major Findings	
2.1.3 Most important factors for successful lesson	
<i>Teachers'</i> response for: What do you think are the most important factors for successful lesson?	
Teacher	Factors
Urban	Teacher's roles for always motivate their students to learn
Rural	Student's basic knowledge

2. Field Research and Major Findings	
2.1.4 Types of necessary training	
<i>Teachers'</i> response for: What kind of training do you think is necessary for improvement of your lesson, if a new training course is designed?	
Teacher	Types of training
Urban	Training on workshop related to constructing integrated lesson plans
Rural	Training on instructional method and constructing innovative lesson plan such as " Open Approach Method "

2. Field Research and Major Findings
2.1.5 Findings commonly appeared in both schools
Common values in effective teaching of teachers from both schools are:
<ol style="list-style-type: none"> 1) To provide a variety of activities in class 2) To provide a chance for students to be enjoy with learning, which is associated with Thai societal values (Komin,1990)

Features of Thai mathematics textbook in associated with fraction unit
<ul style="list-style-type: none"> • Being composed of drill exercises • Being not related to real life situations
(Inprasitha,1997)



Influencing of mathematics textbook on classroom teaching

- More than 90% of Thai teachers used mathematics textbooks as an instructional media. In term, they teach mathematical contents as appeared on the textbook
- Unfortunately, most of mathematical contents appeared on mathematics textbooks are computational or drill exercises

(Inprasitha,1997)

One of Characteristics of Thai Classroom Culture

- Classroom sequence in teaching:
 - teacher's posing problem
 - ↓
 - students' problem solving
 - ↓
 - teacher's providing information for problem solving
 - ↓
 - students' problem solving
 - ↓
 - teacher's demonstration
 - ↓
 - students' problem solving
 - ↓
 - students present their works

(Moonpo, 2006)

Table 9. Question-wise achievements of pupils in percentage

	School in urban area			School in rural area		
	Combined (%)	Boys (%)	Girls (%)	Combined (%)	Boys (%)	Girls (%)
Q1(1)	90.00	85.71	93.75	20	20	20
Q1(2)	70.00	50.00	87.50	16.25	7.5	25
Q2	15.00	14.29	15.63	10	15	5
Q3(1)	93.89	92.86	94.79	68.75	66.67	70.83
Q3(2)	93.33	92.86	93.75	61.25	56.67	65.83
Q4(1)	83.33	78.57	87.50	74.38	83.75	65
Q4(2)	3.33	0	6.25	11.25	12.50	10
Q4(3)	9.17	12.50	6.25	0	0	0
Q5(1)	48.33	25.00	68.75	46.25	45.00	47.50
Q5(2)	18.33	25.00	12.50	12.50	20.00	5.00
Q5(3)	3.33	7.14	0	2.50	0	5.00
Q6(1)	77.92	74.11	81.25	31.56	29.38	33.75
Q6(2)	36.25	39.29	33.59	19.38	25.00	13.75
Q6(3)	13.33	9.82	16.41	15.63	20.63	10.63
Q7	0	0	0	0	0	0
Q8	20.00	35.71	6.25	20.00	15.00	25.00
Q9	46.67	57.14	37.5	21.25	25.00	17.50
Q10	26.67	10.71	40.63	6.25	7.50	5.00

Example of Students' Responses for Q6(3)

Urban

Rural

2. Field Research and Findings

2.2 Second year major findings

Sample

Table 3 Illustrates the profile of sample teachers

	Sex	How long have been teaching?	Subjects you teach
School in urban area	Male	1 year and 7 months	Mathematics, Computer, Vocation
School in rural area	Female	8 years and 4 months for teaching all subjects 4 years for teaching only mathematics	Mathematics

2. Field Research and Findings

2.2.1 Important factors for successful lesson

What do you think are the most important factors for *successful lesson*?

Schools	Important factors
Urban	Drill method is important to improve student achievement.
Rural	Teacher should try to provide a chance for students to think as much as they can

2. Field Research and Findings

2.2.2 Teachers' beliefs on teaching fraction

Schools	Teacher's beliefs
Urban	1. Learning fraction means just computation of some integer numbers 2. Teacher should focus on the importance of relationship between fraction and other contents
Rural	Teacher should focus on the importance of the influence of learning experience on their daily life

Further research problems

- How to shift mathematics teaching in Thailand especially from drill method to more effective ones?
- How to introduce Lesson Study into Thai school culture effectively based on these findings?
- How to improve teacher education in Thailand based on international experiences like this project?

Thank you very much
for your attention

ขอบพระคุณทุกท่าน
Khop Khoon Khrap

