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The development of program for enhancing learning management competency of teachers in non-formal and informal education centers

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The objectives of this research are: 1) to study factors and indicators 2) to study current situations, desirable situations and techniques 3) to develop the Program 4) to study the effect of Program. It comprised 4 phases: 1; studying the factors and indicators 2; studying the current situations, desirable situations and techniques 3; developing the Program 4; to examine the results of the program. The research instruments used for data collection were questionnaire, evaluation form, and test. The statistics used for data analysis were percentage, mean, and standard deviation. The research findings show that: 1. Factors for ELMCT consisted of 6 factors and 30 indicators were in "the highest level"; 2. Current situations were in "moderate" level. The desirable situations were in "the highest" level. Content analysis method was administered. The frequencies were ranged from high to low as follows: training/workshop, site visiting, coaching, self-study, brainstorming and focus group discussion. 3. The results of evaluation found that it was in "the highest" level in usefulness, feasibility, suitability and accuracy. 4. The mean score of pre-development was = 16.95 points or 56.52%, and mean score of post-development was = 24.64 points or 81.12%. The results of evaluation demonstrated that teachers' learning management competency was in "moderate" level. The post-development was in the highest level". The evaluation of satisfactions of 22 target persons was in "the highest" level in every aspect.

Key words: Teachers' competency enhancement, program for enhancing the ELMCT, non-formal education, informal education.

INTRODUCTION

Non-formal education is a kind of study that plays an important role in human development to be important power of national development. The Office enhancing Non-Formal and Informal Education, was a major work unit being directly responsible for Non-Formal Education Management of target group as underprivileged or those who was lacked of educational opportunity in school so that they would have opportunity in studying and searching for knowledge, practicing their skills, and developing their attitude in order to live happily and suitably with themselves as well as be important power of country. (Cholatid Eam-sam-ang, 2008) Besides, the most

important responsibility of Office of Non-Formal and Informal Education is in developing new age learning source to occur with quality.

The teachers under jurisdiction of Office of The Non-Formal and Informal Education are responsible for providing activities as well as facilities for target group. The major role of teachers under jurisdiction of Office of the Non-Formal and Informal Education is different from teachers in school system. Since they would not only be those who transferred knowledge content, but also persons who would teach the students' technique in searching for knowledge as student-centered and determiners. Teachers would guide direction for students' knowledge leading to learning, and be facilitators inspiring the enthusiasm and counselors so that the students would be able to solve their own problems (Office of the Non-Formal and Informal Education, 2010). For teacher development, Office of Promotion for the Non-Formal and Informal Education would provide support for teachers' success in work practice as Educational Staffs since it is sustainable staff development relevant to their work practice. The public sector applied Competency-based Approach in developing level of competency and capability which are behavioral group the organization needed from the government officials. Because it was believed that if the government official had working behavior needed by the organization, that official would have had good performance. As a result, the organization would accomplish its expected goal (Office of Civil Service Commission, 2007).

For new age teaching professional development under strategy of Educational Reform, the important indicator of development is Competencies-Based Development. In addition, the teaching professional development includes basic competency necessary for work practice, especially the student-centered learning. Teacher development based on competency is the persons' characteristic development in work practice including knowledge, skills, ability, and other characteristics related to working. Furthermore, it is behavioral characteristic which causes the organizational staffs to have the most prominent performance in various situations caused by different Motives, Traits, Self-image, and Social role. Consequently, there would be different working behaviors. It was supported by guidelines for developing new age competency development of staff management in public sector of Office of Civil Service Commission by promoting and supporting the public sector of human resource management based on Standard for Success (The Office of Basic Education Commission, 2010: 3).

Management of Teacher Development Program, an important thing needed to be considered by teachers, is

self-learning from the teachers' teaching experience determining self-development activities (Somwang, 2006: 46). Moreover, the professional development was a process and activity designed for improving professional knowledge, skill, and attitude which would lead to the students' learning improvement (Guskey, 2000: 16-22). Teacher development based on one's competency is to develop one's characteristic in work performance including: knowledge, skills, ability, and other characteristics related to their work. Behavioral characteristic cause the staffs' most prominent performance in various situations, as a result of different motives, traits, self-image, and social roles. There are different working behaviors.

So, teacher development is important to have skills in providing their students' learning management. Consequently, it is necessary for teachers' teaching in the office of the non-formal and informal education to obtain development in the approach as well as learning activity management by various new techniques relevant to the guidelines for Educational Management of National Educational Act 1999. The important material in Section 24, the Learning Process Management is needed to provide the content material as well as activity relevant to students' interest and aptitude so that they would practice their skills, thinking process. The students can learn from real situation as well as practice for doing, thinking and problem solving. The schools have to promote teachers' competency in providing the students' learning and knowledge (Amonwich, 2001: 8).

According to the above problems and necessities, the researcher as an officer working in the office of the non-formal and informal education, considered that the promotion in the office of non-formal and informal education did not determine the competency of teachers, under jurisdiction of office of the non-formal and informal education, was an important factor of student and school development. Besides, it was also faced with many problems in staff development of this group. Therefore, the researcher was interested in studying the competency of teachers, under jurisdiction of office of the non-formal and informal education by analyzing necessary competency of teachers.

Research objectives

1. To study the factors and indicators for learning management competency of teachers, under jurisdiction of office of the non-formal and informal education.
2. To study the current situations and desirable situations of teachers, and technique for developing the teachers, under jurisdiction of office of the non-formal and informal education

3. To develop the program for enhancing learning management competency
of Teachers, under jurisdiction of office of the non-formal and informal education
4. To study the effect of program for enhancing learning management competency of teachers, under jurisdiction of office of the non-formal and informal education

METHODOLOGY

Research and development was administered by 268 directors, and 268 teachers under jurisdiction of Office of The Non-Formal and Informal Education, Kammuang District, Kalasin Province, Thailand. The target group of this study consisted of 22 teachers. There were 2 kinds of research instruments: 1) the instrument for work development: Handbook for Work Implementation, and 2) the instrument for data collection. The statistic used for data analysis included the percentage, mean, and standard deviation. There are 4 phases of in this research.

Phase 1: the researcher determined 3 steps including: Step 1:to study the approach and theory of Factors and Indicators of Competency in Learning Management; Step 2:to synthesize the approach and theory of Factors and Indicators of Competency in Learning Management and Step 3: the factors and indicators of Teachers' Learning Management Competency were validated by 5 experts. The research instrument for data collection was the evaluation form of propriety in factors and indicators of Teachers' Competency in Learning Management by using Likert's 5 level rating scale.

Phase 2: The study of current situations, desirable situations, and techniques for developing the ELMCT, the researcher determined 3 steps including: Step1: to study the approach, theory, and related research literature of Learning Management; Step 2: to synthesize the Learning Management Factors and Step 3: the current situations and desirable situations for developing the Learning Management Competency of Teachers, were surveyed from 268 administrators, and 268 teachers under jurisdiction of Office of The Non-Formal and Informal Education, Thailand. The research instrument for data collection was the questionnaire asking opinion of administrators and teachers.

Phase 3: The development of Program for Enhancing the Learning Management Competency of Teachers, The 3 stages were determined by researcher including: Stage 1; the information for Phase 1 and Phase 2 were developed the program, Stage 2; To draft Program for Enhancing the Learning Management Competency was outlined based on factors of program development including the following factors: 1) rationale and concepts of program, 2) objectives of program, 3) target performance of program, 4) contents of program including with 6 Modules, 5) techniques for enhancing and development, 6) evaluation of program and 7) output and outcome of 22 teachers. The stage of drafting or designing program consisted of 5steps as follows: Step1: the perception and searching for problem, Step 2: planning, Step 3: determining of norm, Step 4: acting, and Step 5: evaluation of development. And Stage 3; To draft handbook for enhancing the program.

Phase 4: The usage of Program Enhancing Learning Management

Competency of 22 target persons under jurisdiction of Office of The Non-Formal and Informal Education, the researcher determined 2 stages. Stage 1: the usage of Program Enhancing Learning Management Competency of Teachers, there are four steps as follows: Step 1: Pre-developing : a) the evaluation of teachers' learning management competency,   b) self-study, c) site visiting and d) testing knowledge management competency of teachers. Step 2:   Developing program: the training based on program implemented. Step 3: Integrating teachers' learning management by practicing with their routine works, and Step 4:   the Post-developing including: a) Following up period, b) Evaluating learning management competency of teachers c) Testing teacher's knowledge, d) Evaluating teachers' satisfactions towards program. Stage 2: the evaluation of learning management competency of teachers, three are three steps: Step 1: Evaluating teachers' learning management competency by using the Test. Step 2: Evaluating teachers' learning management competency by using the evaluation form that was developed by the researcher. Step 3: Evaluating teachers' satisfactions towards learning management competency.

Research Instruments

Two kinds of research instruments are used: 1.The instrument for work development is handbook for working; 2. The instrument for data collection including: (1) the evaluation form of program efficiency, (2) the questionnaire of satisfaction, (3) the record form of activity participation in program use, and (4) the knowledge test of teachers' learning management.

RESEARCH FINDINGS

The findings of this researcher based on research objectives are as follows:

The findings of learning management competency of teachers is in "the highest" level. Considering each factor, ranked in order from high to low is as follows: learning concepts based on learning substance, designing adults learning styles, using and developing learning media and learning innovation, measurement and evaluation, using and developing adult curriculum and providing variety learning process respectively.
    The findings of indicators for learning management competency of teachers under jurisdiction of office of the non-formal and informal education are in "the highest" level. The findings of current situations, desirable situations, and techniques for developing learning management competency of teachers are as follows:
    The current situations of teachers' learning management competency are in "moderate" level. Considering each factor, ranked in order from high to low is as follows: measurement and evaluation, learning concepts based on learning substance, using and developing learning media and learning innovation, designing adults learning styles, using and developing adult curriculum, and

providing variety learning process respectively. The overall desirable situations are in "the highest" level. Considering each factor, ranked in order from high to low includes: learning concepts based on learning substance, using and developing adult curriculum, measurement and evaluation, designing adults learning styles, providing variety learning process, and using and developing learning media and learning innovation accordingly.

The techniques for developing the learning management competency of teachers under jurisdiction of Office of The Non-Formal and Informal Education were administered by content analysis. The frequencies were ranked in order from high to low: training course, field trip study, coaching, workshop, brainstorming, and focus group discussion.

The findings of development in Program for Enhancing the Learning
Management Competency of Teachers under jurisdiction of Office of The Non-Formal and Informal Education are as follows:

The factors of Program for Enhancing the Learning Management Competency of Teachers under jurisdiction of Office of The Non-Formal and Informal Education, are as follows: 1) rationale and concepts of program, 2) objectives of program, 3) target performance of program, 4) contents of program including 6 Modules: Module 1: using and developing adults curriculum, Module 2: learning concepts based on Learning Substance , Module 3: designing adults learning styles, Module 4 providing variety learning process, Module 5: using and developing learning media and learning innovation and Module 6: measurement and evaluation for 180 h, 5) techniques for enhancing and development, 6) evaluation of program and 7) output and outcome of 22 teachers. The design and technique used various methods for constructing intensive knowledge, comprehension, and learning skills for participants to be able to use it in self-development continuously. The techniques of implementation on program were: 1) training/workshop; 2) site visiting; 3) knowledge management; 4) self-study 5) brainstorming and 6) focus group discussion. The 4 Steps of development implementation were determined in development process including: Step 1: Pre-developing; Step 2: Developing program; Step 3: Integrating teachers' learning management; Step 4: Post-developing.

The findings of establishment for handbook of Program for Enhancing Learning Management Competency of Teachers consisted of 4 parts: Part 1; Introduction, Part 2; Program for Enhancing Teachers' Learning Management Competency, Part 3; Enhancement of teachers' learning management competency, and Part 4; Measurement and evaluation.

The usage findings of Program for Enhancing Learning Management Competency of Teachers are as follows:
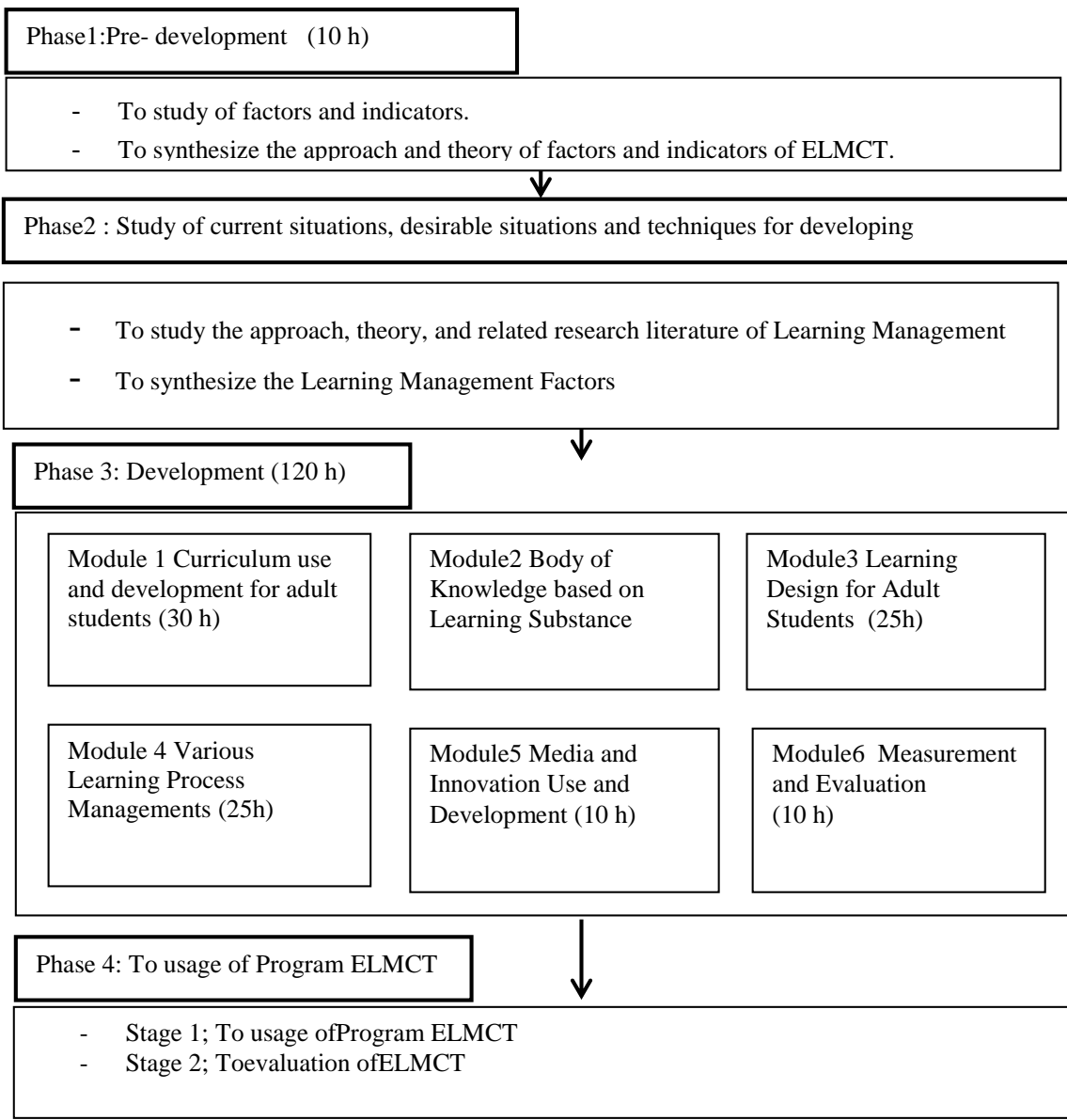
The findings of knowledge testing in Learning Management Competency of 22 target teachers are as follows: the mean score of pre-development is 16.95 out of 30 points, or 56.52%. The mean score of post - development is 24.64 out of 30 points, or 82.12%. It indicates that the teachers under jurisdiction of office of the non-formal and informal education obtained significantly higher post development scores than the pre- development; every person can pass criterion of 80%.

The findings of learning management competency of teachers in pre- development are in "moderate" level. For post development, the overall is in "the highest" level. The findings of participants' satisfaction on Program Enhancing Learning Management Competency of Teachers in every aspect are in "the highest" level.

The details of Program Enhancing Learning Management Competency of Teachers are shown in Figure 1.

DISCUSSION

The Factors of Learning Management Competency of Teachers, validated by the experts are in "the highest" level. In addition, the findings of Indicators of Learning Management Competency of Teachers, validated by the experts are in "the highest" level. It was supported by research findings of Suwit (2013: 247-248) on "The Visionary Leaders of Primary School Administrators of Basic Education Commission. It was found that the developed Program for Development of Primary School Administrators of Basic Education Commission consisted of the following factors: 1) the Background and Significance of Program, 2) the Objective of Program, 3) the Design and Technique of Development, 4) the Structure of Program, and 5) the Major Content and Material of Program. It was supported by research findings of Nongnuch (2002: 117-120) on "Factors of Professional Nurse's Competency and Relationship between Professional Competency and Some Selective Factors of Professional Nurses in Hospitals, under Ministry of Public Health." According to research findings, there are 6 Factors of Professional Nurse: the Nursing Competency, the Management of Administration, the Personality, the Ethics and Morality, the Health Service, and the Specialist Nursing. It was supported by research findings of Yaowapa (2004: Abstract) on "Factor Analysis of Competency in Work Practice of primary school teachers in the Office of Dhonburi Educational Service Area, and the Office of Nongkam Educational Service Area, under jurisdiction of Bangkok." The research findings found that there are 4 factors of primary school

Phase1:Pre- development   (10 h)

- To study of factors and indicators.
- To synthesize the approach and theory of factors and indicators of ELMCT.

Phase2 : Study of current situations, desirable situations and techniques for developing

- To study the approach, theory, and related research literature of Learning Management
- To synthesize the Learning Management Factors

Phase 3: Development (120 h)

| Module 1 Curriculum use and development for adult students (30 h) | Module2 Body of Knowledge based on Learning Substance | Module3 Learning Design for Adult Students (25h) |
| Module 4 Various Learning Process Managements (25h) | Module5 Media and Innovation Use and Development (10 h) | Module6 Measurement and Evaluation (10 h) |

Phase 4: To usage of Program ELMCT

- Stage 1; To usage ofProgram ELMCT
- Stage 2; Toevaluation ofELMCT

Figure 1. Program for enhancing the learning management competency of teachers, under jurisdiction of office of the non-formal education and informal education.

teachers' competency in work practice: 1) the knowledge and comprehension in learning and teaching, 2) the measurement and evaluation, 3) the application in new techniques for learning and teaching, and 4) the code of conduct in teaching profession. It was supported by research findings of Nipa Pongwirat (2004: 153-161) in "The Comparative Study of School-based Management Competency of Secondary Schools in Bangkok." The research design was mixed methodology. The research

findings showed that according to the Quantitative Research, there are 8 major factors of new management factors of School-based Management in Bangkok Secondary Schools, 12 sub-factors, 60 Indicators. The eight factors are: Goal Setting, Empowerment, Development of Sense of Belongingness, Development of Work Management, Development of Commitment, Work Performance, Charter of Working Right, and Learning and Teaching Management. There were no

significant differences in work practice between the Pilot Schools, and the Developing School. But, there were significant differences in Work Practice of High Level of Work Practice, and the Low Level of Work Practice. Five Best - in – Class Schools were found from each Factor after visiting the samples. It was supported by research findings of Anan (2011: 42) on "Development Program for developing the Basic School Administrators' Competency." It was found that there were 4 Parts of Development Program for developing the Basic School Administrators' Competency: Part 1: the Introduction, Part 2: the Details of Program for developing the Basic School Administrators' Competency, Part 3: the Evaluative Instrument of Efficiency in Program for developing the Basic School Administrators' Competency in Field Study, and Part 4: the Guidelines, Condition, Indicators of Success in applying the Program for developing the Basic School Administrators' Competency. It was supported by research findings of Preecha (2002: 19) on "The Determination of Knowledge Management Factor," that the major factors of Knowledge Management are: the Staff, the Administration and Management, the Building and Site, the Material, Equipment, and Hardware. The Supervision Media was provided including: the printed material, the technology media, the learning media and equipment and supervision, and the following up and evaluation.

Current situations in Learning Management Competency of Teachers are in "moderate" level. Desirable situations of learning management competency of teachers are in "the highest" level. In addition, the Technique for Enhancing Learning Management Competency of Teachers, by content analysis is ranked in order form high to low: training course, field trip study, knowledge management, workshop, brainstorming and the focus group discussion. It was supported by research findings of Suwit (2013: 247-248) on "Development of Visionary Leadership of Primary School Administrators, under the Office of Basic Education Commission." The research findings showed that the current situations of visionary leadership, and the need for developing the Visionary Leadership of Primary School Administrators are in "high" level. Besides, it was supported by research findings of Chaipong (2005) on "Private School Administrators' Competency in Nongkai Province." It was found that the Private School Administrators in Nongkai Province, had competency in their work practice in "high" level including: the competency in Ethics and Morality, the Working Competency, and the Competency in Knowledge respectively. Moreover, it was supported by viewpoint of Boyatzis (1982: 58) that "Competency" referred to the person's Underlying Characteristic including: Motive, Trait, Skill, Self-Image or Social Role or Body of Knowledge which

were necessary to be used in work practice for better performance/higher than specified criterion. Furthermore, it was supported by research findings of Radsame Sukanya 2006: 1) included definition of "Competency" in Knowledge, Skill, and Personal Characteristic of Attributes which caused the person to work with better responsibility than the others. It was supported by research findings of Narong (2503: 29) on the significance of knowledge management. Knowledge management in school is an important variable on students' learning achievement regarding the ethics and moral inculcation for students as well. For the administrators who emphasized student development to be "Intelligent Person," and "Good Person," it was necessary to focus on learning development in school. Besides, it was supported by research findings of Department of General Education (2001: 4), which defined "Knowledge Management" as Knowledge aimed to develop different skills and abilities which would help each person to be able to learn independently as life-long learning, and to use their full potential. In other words, Learning could help students to have self –actualization.

The Program for Enhancing Learning Management Competency of Teachers, consisted of 7 factors: 1) rationale and concepts of program, 2) objectives of program, 3) target performance of program, 4) contents of program including with 6 Modules: Module 1: using and developing adults curriculum, Module 2: learning concepts based on Learning Substance , Module 3: designing adults learning styles, Module 4 providing variety learning process, Module 5: using and developing learning media and learning innovation and Module 6: measurement and evaluation for 180 hours approximately; 5) techniques for enhancing and development, 6) evaluation of program and 7) output and outcome of 22 teachers. The various designs and techniques aimed to construct intensive knowledge, comprehension, and learning skill so that the participants would be able to use it continuously for their self-development. The techniques used for program development are: 1) training/workshop) 2) site visiting, 3) coaching, 4) self-study, 5) brainstorming and 6) focus group discussion. Four steps were determined for development process including: Step 1; Pre- development, Step 2; Development program, Step 3; Knowledge Integration, and Step 4; Post-development. In addition, the findings of establishment in Handbook of Program for Enhancing Learning Management Competency of Teachers, consisted of 4 parts. Part 1: Introduction, Part 2: Enhancing Learning Management Competency of Teachers, Part 3: Enhancement of Teachers' Learning Management Competency, and Part 4: Measurement and Evaluation. It was supported by research findings of Parinya (2009) on "The Effect of

Program Design for Teachers' Participatory Professional Development," found that most of teachers administered 8 Designs of professional development including: the Training, the Observation, the Participation in Development Process, the Group Study by every school teacher, the Action Research, the Self-study, the Coaching System, and the study in Higher Education. It was supported by research findings of Yod-a-nong (2010) on "Development of Program for enhancing the Leader Teachers in Knowledge Management based on Guidelines for Educational Reform," found that the Program was effective since the teachers who participated in development program, obtained higher posttest Mean Score than the specified criterion. It was supported by research findings of Sirilak (2011) on "Program Development of Teachers for Learning Reform in Small Sized Primary School, found that the implementation based on Project in Shared Thinking, Affection, and Intention Setting, the teachers obtained higher knowledge, comprehension, attitude, and skill in curriculum, the class management, the Knowledge Management, and the Evaluation. Besides, it was relevant to use the approach of Hansa (2000: 41)'s conclusions of 3 Parts of Factors in Program Development including: 1) Context, 2) Goal, and 3) Plan or Method. The 3 factors needed to be appropriate an adequate for being successful in development. It was supported by statement of Osborn (2013 : Website) regarding 7 major factors of Staffs' Development Training Program: 1) the congruence with goal, 2) the congruence with learning culture of organization, 3) the need assessment, 4) the content, 5) the determination of evaluation indicating the success,6) the marketing and communication, and 7) the measurement of business strategy and impact.

The findings of usage of program for enhancing learning management competency of teachers are as follows: knowledge testing in the learning management competency of teachers had pretested Mean Score of 16.95 out of 30 Full score, or 56.52%. The post-test Mean score was 24.64 out of 30 Full score, or 82.12%. It indicated that every teacher had higher post-test score than the pre-test score, passing the criterion 80%. For the findings of evaluation in learning management competency of teachers, the pre-test is in "moderate" level. Their post-test score was in "the highest" level. It was supported by research findings of Anan (2011: 42) on "Research and Development of Program for Developing the Basic School Administrators". It was found that the Program for Developing the Basic School Administrators was viewed by: 1) the experimental group reacted the Program for Developing the Basic School Administrators, in overall and each aspect, in "high" level, 2) for the post-test of development based on the Program for Developing the

Basic School Administrators, the experimental group obtained knowledge and skill based on Basic School Administrators' Competency. They applied their knowledge and skill into practice. In addition, their post-test performance from work practice was significantly higher than the pre-test at .01 and .05 levels, and 3) the post-test of development based on Program for enhancing the Basic School Administrators' Competency in the experimental group was significantly higher than the control group at .01 level. It was supported by research findings of Chintana (2011: 762-770) in "Research and Development of Program for enhancing the Academic Leadership in Basic Schools"; he found that: 1) the pre-test and post-test in trying out the Development Program enhancing Academic Leadership, with every kind of participants, was significantly higher at .01 level, 2) the academic change of schools was in "high" level, 4.49, 3) the samples' reaction on the project was in "high" level, 4.40, 4) the Students' Desirable Characteristic based on Basic Education Curriculum 2001, in overall, was in "high" level, or 92.85%. It was indicated that the developed Program for developing Academic Leadership of Basic School Staffs, had quality based on the specified research hypothesis.

According to the stated reasons, the researcher developed the program for enhancing learning management competency of teachers, under jurisdiction of office of the non-formal and informal education, recognized in value, and viewed that the program of development included utility, propriety, feasibility, and accuracy which could be used in real situation.

RECOMMENDATIONS

1. For application of Program for Enhancing Learning Management Competency of Teachers, under jurisdiction of Office of The Non-Formal and Informal Education, the objective, duration, content, methodology, supplementary media, and evaluation should be studied to be relevant to target group for the most useful and efficient.
2. The research participants should be teachers who are interested in self-development by program for enhancing learning management competency, and willing to cooperate with development.
3. The use of Program for Enhancing Learning Management Competency of teachers, under jurisdiction of Office of the Non-Formal and Informal Education could be willing to cooperate with development.
4. The web of information system in Learning Management Theory for Adults as well as activities and games promoting the learning, should be established to be sources for teachers to use in developing their

Learning Management Competency and working more efficient.

5. Comparative study of various development techniques should be conducted in order to compare comparative findings, and search for techniques to develop the learning management competency most efficient and effective.

6. The research studies should be conducted in order to follow up or further study in enhancing other aspects of competencies of teachers under jurisdiction of office of the non-formal and informal education, for instance, the enhancement of community learning.

7. The program for enhancing the work of administration for non-formal and informal education. This study should be administered into program for enhancing the work practice in non-formal and informal education through internet so that it would be studied or cause self-development in every place and time by teachers under jurisdiction of office of the non-formal and informal education.

Conflict of Interests

The author(s) have not declared any conflicts of interests.

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