

บทความวิจัย (Research Article)

การประเมินความต้องการจำเป็นด้านทักษะพื้นฐานของครูอนุบาล

A Needs Assessment of Kindergarten Teachers' Basic Skill

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บทคัดย่อ

งานวิจัยนี้มีจุดมุ่งหมายเพื่อประเมินความต้องการจำเป็นด้านทักษะพื้นฐานของครูอนุบาล ตัวอย่าง คือ ครูอนุบาลสังกัดเขตพื้นที่การศึกษาประถมศึกษาพิษณุโลกเขต 2 จำนวน 71 คน เครื่องมือที่ใช้เป็นแบบสอบถาม สถิติที่ใช้วิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และใช้เทคนิค Modified priority needs index (PNI_{modified}) ในการจัดลำดับความสำคัญของความต้องการจำเป็น ผลการวิจัยพบว่า ครูอนุบาลมีความต้องการจำเป็นในการพัฒนาทักษะพื้นฐานด้านความรู้มากที่สุด (PNI_{modified} = 0.34) โดยมีความต้องการจำเป็นใน 3 ประเด็นแรกได้แก่ ความรู้ในการเสริมแรงและเก็บเด็กให้สงบ (PNI_{modified} = 0.63) ความรู้ในหลักสูตรการอนุบาลศึกษา (PNI_{modified} = 0.39) และความรู้ในปรัชญาและนโยบายการจัดการอนุบาลศึกษา (PNI_{modified} = 0.37) รองลงมาคือ ด้านทักษะและความสามารถในการ (PNI_{modified} = 0.24) โดยมีความต้องการจำเป็นใน 3 ประเด็นแรก ได้แก่ ทักษะและความสามารถในการเตรียมเด็กให้สงบ (PNI_{modified} = 0.65) ทักษะและความสามารถในการวัดและการประเมินพัฒนาการเด็ก (PNI_{modified} = 0.35) และทักษะและความสามารถในการสังเกตพฤติกรรมเด็ก (PNI_{modified} = 0.30) ส่วนด้านคุณลักษณะครูอนุบาลมีความต้องการจำเป็นในการพัฒนาทักษะพื้นฐานเป็นลำดับสุดท้าย (PNI_{modified} = 0.05) โดยมีความต้องการจำเป็นใน 3 ประเด็นแรก ได้แก่ ความอดทนอดกลั้น (PNI_{modified} = 0.13) ความกระตือรือร้นและความคล่องแคล่ว (PNI_{modified} = 0.12) และการศึกษาหาความรู้เพิ่มเติม (PNI_{modified} = 0.07)

คำสำคัญ: การประเมินความต้องการจำเป็น ทักษะพื้นฐานของครูอนุบาล การจัดลำดับความสำคัญของความต้องการจำเป็น

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Abstract

This research aim to study the needs assessment of kindergarten teachers' basic skills. This study is a survey research. The sample was 71 kindergarten teachers under the office of Phitsanulok Primary Educational Service Area 2. The research instrument was questionnaire. Statistics used to analyze data were frequency, percentage, means, standard deviation and setting priority in terms of needs using modified priority needs index (PNI_{modified}). The findings were as follows; The first basic skill that kindergarten teachers need to develop is the academic knowledge ($PNI_{\text{modified}} = 0.34$) which consisted of reinforcement and child preparation techniques ($PNI_{\text{modified}} = 0.63$), kindergarten curriculum ($PNI_{\text{modified}} = 0.39$) and philosophy and policy for kindergarten educational management ($PNI_{\text{modified}} = 0.37$). The second is the skills and ability ($PNI_{\text{modified}} = 0.24$) which consisted of child preparation techniques ($PNI_{\text{modified}} = 0.65$), developmental assessment and evaluation for kindergarten ($PNI_{\text{modified}} = 0.35$) and behavior observation ($PNI_{\text{modified}} = 0.30$). The last is the necessary characteristics ($PNI_{\text{modified}} = 0.05$) which consisted of tolerance ($PNI_{\text{modified}} = 0.13$), enthusiasm ($PNI_{\text{modified}} = 0.12$) and study ($PNI_{\text{modified}} = 0.07$).

Keyword: Needs assessment, Kindergarten teachers' basic skills, Setting priority in terms of needs

Introduction

Kindergarten is a pivotal year in a child's academic development. Quite often, it's the first formal year of instruction, which means the child will be introduced to several new skills throughout the year. Although good teachers are crucial for every grade level, it is especially important that kindergarten teachers are effective. After all, they will set the tone for a student's opinion about school in general and learning in particular. There are certain traits that are common among effective kindergarten teachers. (Teach Elementary, 2014; Concordia University, 2019; National Association for the Education of Young Children, 2019)

1. Passion

More than anything else, early childhood teachers must have a passion for what they do. Being a kindergarten teacher is not always easy, and in fact can be quite challenging at times. Teachers who love what they do and feel like they are making a difference will feel a sense of accomplishment that will sustain and motivate them during challenging times.

“Liking kids” is not enough to make someone a good kindergarten teacher. Although kids are cute and fun, they can also be defiant and difficult at times, and during those times teachers must have an intrinsic motivation to overcome the obstacles in front of them. If teaching doesn’t ignite the passion inside of a person they should find a more suitable career.

2. **Patience**

Patience is a must when teaching kindergarten. Small children are unpredictable. They may test their teacher’s patience regularly by being easily distracted or disruptive. There are days when some students are overly tired, hungry, not feeling well or just not in the mood to learn. Kindergarten teachers must be able to adjust lesson plans accordingly and not get stressed out over unforeseen issues. Not all children learn at the same pace, which can lead to frustration when trying to get through a lesson. Children in kindergarten are also just learning how to act appropriately on a social level when dealing with many other children, so there will be behavior issues that must be dealt with at what might be an inappropriate time.

Students aren’t the only reason patience is needed when working as a teacher. Parents can be challenging to deal with as well, and for every student in the classroom, there is at least one parent. Kindergarten teachers are often the first experience parents have had with someone in the education system, so it requires a great deal of patience to explain the way things work and ease their minds when they are upset or frustrated. Sometimes, dealing with the school system as a whole can be strenuous. There are administrators, counselors, behavior specialists, librarians, etc. all with their own understanding of the way things should go. It’s important to know how to effectively communicate with all of the people in the building so that it best benefits the students.

3. **Creativity**

Most teachers have great ideas when it comes to classroom instruction, but often times the resources are not there to provide teachers with everything they desire. When resources are limited, teachers must be creative, and this is especially true for kindergarten teachers.

Children who are coming to school for the first time should feel comfortable and happy. The environment should be warm and welcoming, but it should also provide enough stimulation to keep children engaged. The same goes for planning lessons; the more creativity involved the more engaged the students will be, which eliminates behavior problems.

4. Flexibility

As mentioned earlier, children are unpredictable. The ability to monitor a situation and adjust the lessons for the day is crucial. Whether it's raining outside, causing an outdoor lesson to be cancelled, or the copy machine is down when you get to school, teachers have to be willing to deal with change and unexpected turns.

Kindergarten teachers, especially, have to be flexible. Some days, the classroom will be full of eager faces ready to learn, but other days it might seem more like a zoo! Small children tend to feed off one another, so if a few kids are having a bad day, it would not be unusual for the entire class to seem "off" that day, which might require a change in classroom instruction.

5. Respect

Respect for students and their families is an important trait for any teacher to have, but it is heightened at the kindergarten level because it's the first interaction that many parents and children will have with a teacher. Treating each student and family as an important member of the learning community will open great communication and lead to a mutual respect.

Part of respecting students and families is having an understanding and appreciation of diversity. Children come from all different cultures and backgrounds, and that is important for teachers to remember when planning lessons, addressing the class or just teaching in general. Making generalized statements that may seem narrow minded can hurt people and leads to conflict with parents. Students will flourish in an environment that reflects respect for one another, and they will learn to treat each other that way as well.

6. High Energy

This trait may have more to do with a teacher's disposition, but it is definitely beneficial to kindergarten teachers to match their students' energy and enthusiasm for learning. Young children come to school excited to learn about new things, and when the teacher displays excitement for the lessons as well, the students respond favorably.

Most kindergarten teachers are exhausted at the end of the teaching day. They are up and moving with the kids, they are animated and fun and they are showing their students that school is a wonderful place to be. Children love to use songs and chants to learn certain concepts. They are kinesthetic learners, so moving around and getting out of their seats will help them retain information as well.

Kindergarten teachers are the first people to introduce students to the world of education. They open doors that some children didn't even know existed! If teachers incorporate these traits into their teaching, they can develop students who are lifelong learners. Kindergarten teachers for years have discovered methods to make their classrooms effective yet fun, and it's important to follow the same path, in order to ensure the success of students for years to come.

Objectives of study

This study was conducted to needs assessment of kindergarten teachers' basic skills under the office of Phitsanulok primary educational service area 2

Scope of the study

Regarding its objectives, the study focuses on needs of kindergarten teachers' basic skills in term of necessary characteristics, academic knowledge and skills and ability.

The population was 135 kindergarten teachers under the office of Phitsanulok primary educational service area 2.

The sample was 71 kindergarten teachers under the office of Phitsanulok primary educational service area 2 by simple random sampling method.

Research methodology

Instrument

A set of 25-item questionnaire was developed, included closed, open-ended, and 5-point Likert scale question. The questionnaire contained three parts :

Part I : Background of respondents

This part contained questions regarding respondents' genders, age, kindergarten educational, education, work positions, years of work experience and number of students.

Part II : Opinions on Needs of kindergarten teachers' basic skills

This part contained question for indicating the extent of needs of kindergarten teachers' basic skills in term of necessary characteristics, academic knowledge and skills ability. A five-point Likert scale was used in the questionnaire with the following criteria :

- | | | |
|---|---|---------------------|
| 5 | = | very extensive need |
| 4 | = | extensive need |
| 3 | = | moderate need |
| 2 | = | little need |

1 = very little need

Part III : Opinions and suggestions

In this part, the respondents were asked about their opinions and suggestions on kindergarten teachers' basic skills. There was also an open-ended.

The content validity was tested, resulting in an IOC value between 0.67 – 1.00, and reliability was tested resulting in a Conbrach's alpha coefficient of 0.62.

Data analysis

The ranking of the needs in this research relied on the use of Modified priority needs index (PNI_{modified}). (Wongwanich and Wiratchai, 2005) The formula for the calculation is as follows:

$$PNI_{\text{modified}} = (I - D) / D$$

PNI_{modified} = priority needs index

I = mean of desirable kindergarten teachers' basic skills

D = mean of current kindergarten teachers' basic skills

Results

Ranking results needs assessment of kindergarten teachers' basic skills

Kindergarten teachers' basic skills	Current (D)	Desirable (I)	Needs		
			(I - D)	(PNI_{modified}) (I - D) / D	Ranking
1. necessary characteristics	4.74	4.97	0.23	0.05	3
1.1 responsibility	4.95	5.00	0.05	0.01	6
1.2 study	4.55	4.88	0.33	0.07	3
1.3 attitude toward teacher	4.93	4.96	0.03	0.01	6
1.4 tolerance	4.43	4.99	0.56	0.13	1
1.5 polite	4.90	4.99	0.09	0.02	5
1.6 mercy	4.96	4.99	0.03	0.01	6
1.7 humor	4.71	5.00	0.29	0.06	4
1.8 enthusiasm	4.45	4.98	0.53	0.12	2

Kindergarten teachers' basic skills	Current (D)	Desirable (I)	Needs		
			(I - D)	(PNI_{modified}) (I - D) / D	Ranking
2. academic knowledge	3.09	4.15	1.06	0.34	1
2.1 behavioral psychology of kindergarten	3.54	4.21	0.67	0.19	8
2.2 psychology of learning kindergarten	3.67	4.63	0.96	0.26	7
2.3 learning theory of kindergarten	3.14	4.14	1.00	0.32	5
2.4 playing of kindergarten	3.08	4.16	1.08	0.35	4
2.5 parenting kindergarten	3.16	4.15	0.99	0.31	6
2.6 philosophy and policy for kindergarten educational management	2.99	4.11	1.12	0.37	3
2.7 kindergarten curriculum	2.83	3.95	1.13	0.39	2
2.8 reinforcement and child preparation techniques	2.36	3.86	1.50	0.63	1
3. skills and ability	3.59	4.39	0.80	0.24	2
3.1 storytelling, singing and playing music	4.84	5.00	0.16	0.03	9

Kindergarten teachers' basic skills	Current (D)	Desirable (I)	Needs		
			(I - D)	(PNI _{modified}) (I - D) / D	Ranking
3.2 growth and development	4.62	4.94	0.32	0.07	8
3.3 activity arrangement	4.16	4.91	0.76	0.18	7
3.4 stimulation	3.63	4.57	0.94	0.26	5
3.5 communication	3.45	4.17	0.73	0.21	6
3.6 questioning	3.26	4.14	0.87	0.27	4
3.7 behavior observation	2.98	3.85	0.87	0.30	3
3.8 developmental assessment and evaluation	3.00	4.02	1.02	0.35	2
3.9 child preparation techniques	2.34	3.86	1.52	0.65	1

The first basic skill that kindergarten teachers need to develop is the academic knowledge (PNI_{modified} = 0.34) which consisted of reinforcement and child preparation techniques (PNI_{modified} = 0.63), kindergarten curriculum (PNI_{modified} = 0.39), philosophy and policy for kindergarten educational management (PNI_{modified} = 0.37) and the last third of need for the academic knowledge consist of parenting kindergarten (PNI_{modified} = 0.31), psychology of learning kindergarten (PNI_{modified} = 0.26) and behavioral psychology of kindergarten (PNI_{modified} = 0.19). The second is the skills and ability (PNI_{modified} = 0.24) which consisted of child preparation techniques (PNI_{modified} = 0.65), developmental assessment and evaluation for kindergarten (PNI_{modified} = 0.35), behavior observation (PNI_{modified} = 0.30) and the last third of need for the skills and ability consist of activity arrangement (PNI_{modified} = 0.18), growth and development (PNI_{modified} = 0.07) and storytelling, singing and playing music (PNI_{modified} = 0.03). The last is the necessary characteristics (PNI_{modified} = 0.05) which consisted of tolerance (PNI_{modified} = 0.13), enthusiasm (PNI_{modified} = 0.12), study (PNI_{modified} = 0.07) and the last third of need for the necessary characteristics consist of responsibility, attitude toward teacher and mercy (PNI_{modified} = 0.01).

Discussion

The first basic skill that kindergarten teachers need to develop is the academic knowledge ($PNI_{\text{modified}} = 0.34$); the second is the skills and ability ($PNI_{\text{modified}} = 0.24$) and the last is the necessary characteristics ($PNI_{\text{modified}} = 0.05$) which is consistent Ampai sucharitkul, et al. (as cited in Taweepornpathomgul, 2008) that discusses the desirable characteristics of teachers should be reached with the necessary characteristics that; 1) intelligent to consist of knowing of academic, content, teaching and role 2) skills to consist of teaching, explanation, narrative and using innovation. And consistent Cheerapun Bulpat (2012) that discusses the key characteristics of kindergarten teachers professional efficiency: Teachers' professional efficiency comprises knowledge, readiness and instructional skills. Knowledge: Teachers need to be knowledgeable about educational philosophy, curriculum, instruction, child development, and organization of learning experiences. Readiness: Before teaching in class, teachers need to study curriculum and then develop task-based lesson plans based on appropriate teaching methods which incorporate children's interests and differences. In addition, they should prepare learning materials and have assessment instrument with clear criterion. Instructional skills: In class, teachers need to provide and present their lessons with a variety of interesting and practical activities to facilitate learning for individuals, and both small and large groups of children. They also should create a healthy and stimulating environment for creative learning, and assess results to evaluate children's development and develop their own instruction. And consistent principles of educational management according to the curriculum of early childhood education, BE 2560 of Office of the Basic Education Commission of the Ministry of Education (2017). Which consists of the following elements 1) promote learning process and early childhood development 2) use to the child center principle 3) based on child development through various play and meaningful 4) learning experiences for children with life skills and 5) cooperation in child development between educational institutions with parents, families, communities and all parties involved. Kindergarten teachers have the need for all basic skills in academic knowledge, skills and ability, and the necessary characteristics.

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