

The Design and Development of the Training Program of Private Schools in Pattaya City

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Abstract

The objective of this study was to present guidelines for designing and developing a training program of private schools in Pattaya City. A qualitative approach was employed, utilizing semi-structured interviews with 22 participants who work in 5 private schools in Pattaya City. These participants included school license holders, school principals, vice school principals, assistant school principals, heads of department, and officers. The finding revealed that private schools in Pattaya City consider 8 key themes when designing and developing their training program: 1. Training courses and activities; 2. Training methods; 3. Trainer; 4. Trainees; 5. Training materials; 6. Training period; 7. Training venue; and 8. Training budget.

Keywords: Training, Training program, Private School, Pattaya City

Introduction

Thailand invests over 800 billion baht per year in education. However, Thailand education is still spending money not in the right place. It was found that even if Thailand spends more money on the education, however, the expense for teacher development was only 0.44% (Thai Publica, 2021).

In addition, to develop an important foundation for the country's long-term development, Thailand has spent high investment on training for education sectors to improve the educational standard. Unfortunately, it could not reach the national education goals, especially for the private school sector. Thailand needs to pay more attention and stay focused on the quality and performance of the private schools. In addition, Bangkokbiz (2020) recommended that in recovery the economic stability, the government and private sector

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should take into account the target group and the problem of reducing educational inequality and human resource development of the country.

At the same time, Rodriguez and Walters (2017) stated that the leaders of any organization must be aware of the importance of the training program. Training can support the employees to enhance their competency to perform a job, improving morale, sense of security, and employee engagement. With a suitable training program, employee performance will be increased which in turn of achieve success in the organization's performance and competitive advantage in the labor market.

Charoenarpornwattana (2020) revealed that the benefits of the training program in private schools can assist educators in increasing their knowledge, skills, abilities, attitudes, and teaching professions. It was a special weapon for the educators as they value human resources in private schools. If the private schools give greater intention to design and develop the training program, it leads to the success of the school operations. To have a skilled teacher, the training program was one of the human resource development tools to implement in the private schools.

Pattaya City has become a world-class destination for tourists. Hundreds of thousands of visitors are drawn each year to Pattaya City (Tourism Authority of Thailand, 2024). However, there was a lack of research studies that presented the guidelines to design and develop the training program in private schools in Pattaya City. When no studies were found, it could be claimed that private schools in Pattaya City conducted their training program with no guidelines and standards. This could be the research gap for the researchers to present the guidelines to design and develop the training program of private schools in Pattaya City.

Research objective

To present the guidelines to design and develop the training program of private schools in Pattaya City.

Research question

How do the private schools in Pattaya City design and develop the training program?

Significance of the study

1. Teachers can take control of their training programs to ensure that they are quality professional teachers.
2. The heads of departments can provide different ways to support teacher training programs.
3. Academic affairs can manage their training program and relevant issues about the training programs in private schools.
4. School principals, management teams, and school license holders can understand and utilize training programs that are beneficial for teachers, students, and private schools.

Scope of the study

The researchers used qualitative research as the research design to study the guidelines for designing and developing the training program of private schools in Pattaya City. The data collection method in this study was semi-structured interviews with 22 School license holders, school principals, vice school principals, assistant school principals, heads of department, and officers who work in 5 private schools in Pattaya City.

Literature review

1. The concept of designing and developing the training program

Organizations need to design and develop effective training programs by considering a number of factors. In this step, HRD professionals need to identify the critical factors when designing and developing the training programs. Organizations can have more data and sources of information that can indicate where the training is needed, what kind of training is needed, who needs to be trained, and the conditions under which training will occur (Lim, Werner, & DeSimone, 2013).

In designing and developing effective training programs, DeSimone and Werner (2012) suggested the following activities typically carried out during the designing step as 1) Selecting the program objectives, 2) Developing the program lesson plan, 3) Developing the training materials to use during the training program, 4) Determining the trainer, 5) Selecting the most appropriate training methods, and 6) Scheduling the program.

At the same time, Lim, Werner, and DeSimone (2013) designed the key activities involved, which include: 1) Setting the training objectives, 2) Selecting a trainer or vendor, 3)

Developing an appropriate lesson plan for the program, 4) Selecting program methods and techniques (including the appropriateness use of technology), 5) Preparing the training materials, and 6) Scheduling the programs.

Moreover, Hu (2004) suggested that designing and developing a training program, should involve: 1) Developing the training program objectives, 2) Ingredients of a design/Design phase, 3) Physical layout, 4) Designing learning material, and 5) Sequencing.

On the other hand, Saks and Haccoun (2007) argued that designing and developing effective training programs should consist of the following activities which are: 1) Write and set the training objectives, 2) Decide to purchase or design a training program, 3) Create an effective request for proposal (RFP) to purchase training services and programs, 4) Determine the training content and lesson plan, 5) Decide on the training methods and techniques, 6) Incorporate active practice into the training program, and 7) Integrate errors into learning and training.

After the training needs have been identified, the HRD manager or HRD professionals need to interpret and translate the needs into training strategies, goals, and purpose, and break the training objectives into the training contents. Training objectives will help the organization to know about the expected results from the training, and what kind of courses and activities employees need to learn or do. The HRD manager or HRD professionals can decide about the training methods, time, evaluation methods, trainer, and training sequence. The training objective should include the expected outcome and result, and the criteria to measure whether the training objective has been achieved (Lynton & Pareek, 2011).

Designing and developing effective training programs also involves selecting and developing the content of the training program by choosing the most appropriate training methods (e.g., on the job, in a classroom, online, or combination), training techniques (such as lectures, discussion, role play, simulation), training materials (such as workbook, job aids, web-based or web-enhanced materials, films, videos, PowerPoint presentation, etc.). Moreover, it needs to consider the issue of developing the program in-house or purchasing it (or parts of it) from an outside vendor. It is also the task of the HRD manager or HRD professionals to think and plan the training schedule about the training program length, and training location both inside and outside the organization.

2. Overview of private school

A private school is a school that does not receive financial support from the government (Cambridge Dictionary, 2019). It is a school which parents have to pay for the tuition fee for their children to go because it is not financially supported by the government (Collins Dictionary, 2019). As well as, Merriam-Webster (2019) defined that private school as a school that is established and managed on their own, and primarily financially supported by a nongovernmental agency. In addition, a private school is a private business with offers the product by conducting full-time instruction with a full complement of subjects at the elementary, middle, or high school level (Private School Review, 2019).

Private schools charge a semester fee or yearly fee, depending on the school policy, and their prices are varied with a different range for each private school. The tuition fee depends on different factors such as the school location, the school's reputation, the quality standard, the school facilities and equipment, resources, etc. Especially for teachers, because they run their business by the owner, they can pay higher salaries to attract qualified teachers to teach in their school (Brook Road Academy, 2018).

Ocadiz (2019) outlined the characteristics of quality private schools it should conclude the factors as 1) providing the academic excellence; 2) Support facilities; 3) Individualize attention; 4) Parental and community involvement; and 5) High cost. Our Kids (2018) provided the reasons parents choose private school for their kids are 1) Enriched academic opportunities, 2) Smaller classes, 3) Parental involvement, 4) Dedicated teachers, 5) A safe environment, 6) Community environment, 7) Ample resources, 8) Extracurricular activities, 9) Shared educational philosophy. It was supported by Yacob, Osman, and Bachok (2014), who pointed out the factors influencing parents' decision in choosing private schools that most parents prefer and highlighted on the private school syllabus, school environment, school facilities, school performance, teacher dedication, and school location.

Research methodology

The researchers employed qualitative research for the chosen research design of this study for 5 reasons: 1) It is an in-depth study to understand the dynamics of social phenomena; 2) It helps the researchers to understand the feelings, beliefs, attitudes, values, and perception that lead to behavior; 3) It helps to generate new ideas and knowledge (Hennink, Hutter & Bailey, 2011); 4) Studying emotions, attitudes, and experiences on societal

issues; and 5) Emphasize information on the mind, the meaning or value of things, as well as the values or ideals of the person (Creswell, 2009).

1. Setting and participant selection

Twenty-two school license holder, school principals, vice school principals, assistant school principals, heads of department, and officers who work in 5 private schools in Pattaya City were selected as the participants in this study (Office of the Private Education Commission, 2016). This was supported by Creswell (1998) recommended that the researcher interview 20 to 30 participants for their qualitative interviews. The selection of the participants was used with a purposive sampling method. The researcher stopped the data collection when data saturation emerged during the study (no new information).

2. Data collection instrument

The data collection instrument in this research used the interview guide to be a guideline for semi-structured interviews. To gain rich information on the phenomenon, interviews were the main data collection methods for qualitative research study. The interview guide was conducted by reviewing the literature on training programs and then following the steps of Patton (1990) in developing the 6 types of interview questions including the questions about experience/behavior, opinion/value, feelings, knowledge, sensory, and background demographic questions, and most of them were asked about past, present, and future as guided by Maykut and Morehouse (1994). The interview guide was reviewed by 3 experts and then tried out with 3 private school teachers.

3. Data collection process

1) Sent an e-mail to the selected private schools and asked for a permission for data collection; 2) Made an appointment for data collection by semi-structured interview at their school; 3) Semi-structured interviews with 22 participants were done at their schools. Each interview lasted about 90 to 120 minutes and was recorded with the participant's permission; and 4) All interview recordings were transcribed into interview transcripts for data analysis. However, the researcher asked for their permission to re-interview if the important information were missing.

4. Data analysis

Creswell (2009) and Saldana (2016) proposed the steps for data analysis in qualitative research as follows: Step 1: Transcribing the interviews, organize and prepare the data for analysis; Step 2: Read through all the data to make for better understanding of the

participant's meanings; Step 3: Code – assign code to each piece of data; Step 4: Category – group code that has the same meaning and characteristics and group it into each category; Step 5: Theme/Concept – group category that has the same meaning and characteristics and group it into each theme; and Step 6: Represent final theme in the qualitative study.

5. Trustworthiness in qualitative research

To ensure the quality of the research results, the researcher employed the trustworthiness techniques including 1) Peer debriefing by ask for help from friend who was expert in design and develop the training program in an organization, and 2) Member checking by sent the interview transcriptions to the research participants to check for accuracy.

Research Results

To present the guidelines to design and develop the training program of selected private schools in Pattaya City. It was found that private schools in Pattaya City design and develop their training program by considering 8 themes including: Theme 1: Training courses and activities; Theme 2: Training methods; Theme 3: Trainer; Theme 4: Trainees; Theme 5: Training materials; Theme 6: Training period; Theme 7: Training venue; Theme 8: Training budget as follows: (P1, P2, P3, for Participant No.1, Participant No., Participant No.3, ...)

Theme 1: Training courses and activities: Training courses and activities in private schools in Pattaya City includes: **1) Professional development:** *Every teacher must join for teacher professional development. They can learn more about content knowledge, etc.* (P1); **2) Active learning:** *Active learning is the course that every teacher must know to engage student for classroom participation. Teacher must change their teaching style by teaching through activities* (P4); **3) STEM:** *We have STEM training* (P2); **4) Foreign language training:** *Every teacher must attend IEP training course that is taught by a foreign teacher for 1 month* (P5); **5) Thai language training:** *The school has Thai training for teacher because some Thai spelling is difficult* (P5); **6) Teacher ethics and identity:** *Even if everything changes, teacher ethics and identity are the important qualifications for being a good teacher* (P3); **7) Coding:** *Now we have a coding course* (P3); **8) Curriculum development training:** *We have training sessions about curriculum* (P3); **9) Happiness at work:** *We have happiness at work for teacher. We want them to work as a family member and love their job* (P4); **10) Project-based approach:** *School promotes on the project-based approach* (P3); **11) Reading skills:** *We have reading skill training to improve teacher reading skill* (P4); **12) Writing teaching plan:** *Some*

teacher do not know how to write their teaching plan. We should provide the training for them to make sure that they can write their plan effectively (P3); **13) Student manual training:** Every teacher must understand the student manual, so that you know how to do something right (P5); **14) Leadership:** Leader in Me is leadership skills for teacher. It is our school focus (P20), **15) Online technology/ICT Training:** We have Google Classroom training, Google Doc, and Google sheet training for teacher (P21); **16) PLC:** We have PLC training course (P12); **17) Thinking analysis skill:** Focus on thinking and analysis skills (P9); **18) Classroom research training:** We want our teacher to understand the research process because we focus on active learning (P9); **19) Take care autistic student:** Some parents do not accept that their children are autistic. If a teacher cannot manage this kind of students, then the teacher cannot control the classroom (P9); **20) Lifelong learning:** Our school mission is focus on learning organization. You can learn everywhere. You can learn from YouTube, watching movies, sharing links on the Line App (P22)

Theme 2: Training methods: Training methods in private schools in Pattaya City includes: **1) Ex-teacher experiences:** You can learn more techniques from ex-teachers (P1); **2) Teacher as a role model:** For active learning, some teacher think that they cannot do it, but I will let the teachers who succeed in that to upload and sent the information through Line Application to be a role model to another teacher (P12); **3) Sharing session:** If they limit only 2 teachers can attend. So, we will send a teacher representative for our school. And when they finish, they need to share to another teacher in school after school hours (P13); **4) Extending the benefits from the training programs to teachers:** Every teacher should have at least 50 training hours. One of the ways to get training hours is send 2-3 teacher to join. When they come back, they need to extend their training course to other teacher (P8); **5) Mentoring:** During supervision session, we will know teacher weakness, and we will let the head of department or the experience teacher to be mentor. After that we see and follow up the teaching progress (P14); **6) Studying from training manuals:** This school provides a training manual for new teacher. They must follow the steps to adjust themselves to school culture (P5); **7) Seminars/Workshops:** School members could attend the seminar or workshop to learn the new ideas (P17); **8) Training abroad:** We sent our teacher to train in China for 1 year and 1 month (P11); **9) Becoming exchange teachers:** We have sent our teacher to another country to gain more teaching experiences (P5); **10) Self-studying:** There are more online training courses that teacher can learn by themselves (P16)

Theme 3: Trainer: Trainer in private schools in Pattaya City includes: **1) Private school teachers:** *Sometimes we let our teacher to be a trainer because they know best about our school (P4);* **2) A group specialist:** *We look at their specialty and find the trainer who is good in that topic (P3);* **3) Trainer from a publisher:** *If training course provide by publisher, they will have their own trainer (P7);* **4) Outside specialist:** *We invite outside speakers who are qualified and best known about the training topic (P1)*

Theme 4: Trainees: Trainees in private schools in Pattaya City include all private school members: *Every school member must join for training programs. School provide different types of courses that match with individual needs (P1)*

Theme 5: Training materials: Training materials were used in all private schools in Pattaya City to help teachers to understand the training contents: *Training materials are the source for teacher for self-learning (P15)*

Theme 6: Training period: Training period in private schools in Pattaya City includes: **1) Before starting job:** *We call it orientation before starting their job (P5);* **2) Weekdays:** *Rotating every 2 teachers to attend training courses until every teacher has attended on every Monday (P5);* **3) After-school hours:** *You can attend training course after school hours (P14);* **4) Weekends:** *We teach on weekdays. That is why we should attend training course on weekends (P19);* **5) Semester break:** *We try to avoid teaching hours. That is why semester break is the best time for training (P4);* **6) Free time:** *Teacher could spend their time to study the online training courses (P14)*

Theme 7: Training venue: Training venue in private schools in Pattaya City includes: **1) Inside:** *Inside course but we invite outside speakers to be the trainer (P10);* **2) Outside:** *We have both inside and outside course. But we focus more on outside course (P11)*

Theme 8: Training budget: Training budget in private schools in Pattaya City includes: **1) Limited training budget:** *Owner will set the annual budget for the training program. School principal and management team need to manage under the limited budget (P22);* **2) No limited training budget:** *No need to worry about training budget. They never reject our request. Because private schools see the importance of human resource development (P6)*

Discussion

In responding to research question “How do the private schools in Pattaya City design and develop the training program?” It was found that private schools in Pattaya City design and develop their training program by considering 8 themes including: Theme 1: Training courses and activities; Theme 2: Training methods; Theme 3: Trainer; Theme 4: Trainees; Theme 5: Training materials; Theme 6: Training period; Theme 7: Training venue; Theme 8: Training budget.

It should be cleared that in designing and developing the training program in private schools in Pattaya City, the schools considered a variety of training program components. By starting with training courses and activities. Private schools in Pattaya City had a variety of training courses and activities which was seen that it proper for teacher development for their teaching professions. Schools provide the training courses and activities such as active learning, language training, project-base approached, online technology/ICT training, and others. This study is supported by Artphairin, Surakijboworn, and Namyotha (2018), who stated that the development of the training program in private school should be included with the training courses and activities.

Then, private schools considering the suitable training methods which match with the school needs; however, we could be seen that most of the training methods in private schools were the methods shared by school teachers. It was because of the school teacher knew best about the school context. They knew about their needs and interests, and know about the students and parent needs. A variety of training methods used in the school includes: 1) Ex-teacher experiences; 2) Teacher as a role model; 3) Sharing session; 4) Extending the benefits from the training programs to teachers; 5) Mentoring; 6) Studying from training manuals; 7) Seminars/ Workshops; 8) Training abroad; 9) Becoming exchange teachers; and 10) Self-studying. This is congruent with Na Phattalung (2007), who found that the main components of the training program in private school is the training methods. This research paid more attention on the variety of training methods used; it was because of the different benefits of each training method.

For the trainers which was one of the most important factors for the training program success, private schools used the trainer as: 1) Private school teachers; 2) A group specialist; 3) Trainer from a publisher; and 4) Outside specialist. However, However, even if the private schools try their best to focus on the selection of the trainees, it found that most of the

private school lack of invited the outside speaker who was expert in some areas to be the trainers (Prommana, Petchsakul, & Weeraphong, 2017). Maybe it was because of the limited training budget.

The training program in private schools in Pattaya City could not be reached the training goals without the participation of the trainees. All schools encourage all members to attended the training program. Moreover, the training materials were used in all private schools in Pattaya City to help teachers to understand the training contents. For the training period, private schools in Pattaya City were set the training period on: 1) Before starting job; 2) Weekdays; 3) After-school hours; 4) Weekends; 5) Semester break; and 6) Free time to avoided to arrange the training program during the teaching hours. This is consistent with Saithong, Chaturanon and Thongsorn (2019) findings, the development of teacher training program should be consisted of training materials and training period.

Furthermore, private school in Pattaya City could not ignored the training venue. The training program were conducted inside and outside of the school. Finally, the training budget is the important information that private schools consider. Most of the private schools limit their budget to make sure that every training course and activity benefit teachers. However, some school has no limited budget. They are provided more and more budget to spent for the training program. By doing this, Charoenarpornwattana (2022) suggested that the design and development of the training program in private schools should include with the training topic, training objective, training content, training method, trainer, trainee, training material, training period and duration, training venue, and training budget.

Recommendations

Recommendation for practices

1. In designing and developing the training programs in private school, it should ensure that all 8 themes include training courses and activities, training methods, trainer, trainees, training materials, training period, training venue, and training budget must be on the list.
2. To be success in designing and developing the training programs, private schools in Pattaya City must encourage all school members to participate in the training programs.

Recommendation for future research

1. This research did the semi-structured interview with only 5 private schools in Pattaya City; however, it could be extended to another school for more details.
2. This study can be a guideline for training implementation and measure the training results for more research.

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