

CROSS-CASE ANALYSIS OF MANAGING SCHOOL
PERFORMANCE IN PRIVATE SCHOOLS IN PATTAYA CITY
THROUGH TRAINING PRACTICES: A MULTIPLE CASE STUDIES APPROACH
การวิเคราะห์ข้ามกรณีศึกษาในการจัดการผลการปฏิบัติงานของโรงเรียนเอกชน
ในเขตเมืองพัทยา ด้วยการปฏิบัติการฝึกอบรม: การศึกษาแบบพหุกรณีศึกษา

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บทคัดย่อ

ประเทศไทยลงทุนกับระบบการศึกษาและการฝึกอบรมเป็นอย่างมาก แต่คุณภาพการศึกษากลับไม่เป็นไปตามเป้าหมายที่ตั้งไว้ ประเทศไทยควรมุ่งเน้นและให้ความสำคัญกับคุณภาพการศึกษาของโรงเรียนเอกชน การปฏิบัติการฝึกอบรมเป็นการปฏิบัติด้านการพัฒนาทรัพยากรมนุษย์ของโรงเรียนเอกชน เพื่อช่วยในการพัฒนาความรู้ ทักษะ ความสามารถ ทักษะคิด ของครูและโรงเรียนเอกชน เพื่อให้ประสบความสำเร็จในการดำเนินงานของโรงเรียนเอกชน และเพื่อสร้างคุณภาพการศึกษาด้วยครูที่มีคุณภาพ ดังนั้นโรงเรียนเอกชนต้องเตรียมพร้อมครู เพื่อพัฒนากิจกรรม การเรียนรู้และการประเมินที่เหมาะสมในการพัฒนาผู้เรียน วัตถุประสงค์ของการวิจัยเชิงคุณภาพ โดยใช้กลยุทธ์การวิจัยด้านพหุกรณีศึกษานี้ คือ เพื่อศึกษาแนวปฏิบัติด้านการฝึกอบรมของโรงเรียนเอกชนในเขตเมืองพัทยา วิธีการเก็บข้อมูลที่ใช้ คือ การสัมภาษณ์แบบกึ่งโครงสร้างการบันทึกเสียง และการใช้เอกสารอ้างอิง โดยเก็บข้อมูลกับผู้รับใบอนุญาต ผู้อำนวยการ รองผู้อำนวยการ ผู้ช่วยผู้อำนวยการ หัวหน้าแผนกและเจ้าหน้าที่ จำนวน 22 คน ที่ทำงานในโรงเรียนเอกชนในเขตเมืองพัทยา จำนวน 5 แห่ง การวิเคราะห์ข้อมูลโดยใช้การวิเคราะห์ข้ามกรณีศึกษาผลการวิจัย พบว่า แนวปฏิบัติด้านการฝึกอบรมของโรงเรียนเอกชนในเขตเมืองพัทยา ประกอบด้วย 14 แนวคิดหลัก คือ 1) การประเมินความต้องการจำเป็นในการฝึกอบรม, 2) วิธีการขออนุมัติการเข้าร่วมการฝึกอบรม, 3) วิธีการฝึกอบรม, 4) วิทยากรฝึกอบรม, 5) ผู้เข้าฝึกอบรม, 6) เอกสารประกอบการฝึกอบรม, 7) ช่วงเวลาในการฝึกอบรม, 8) สถานที่ฝึกอบรม, 9) งบประมาณในการฝึกอบรม, 10) หลักสูตรและกิจกรรมการฝึกอบรม, 11) การให้การสนับสนุนการตรวจสอบ และการดูแลช่วยเหลือ, 12) การประเมิน การให้ข้อเสนอแนะและการติดตามผล, 13) ผู้มีส่วนเกี่ยวข้องกับการตัดสินใจในการปฏิบัติการฝึกอบรม, และ 14) ผลลัพธ์และประโยชน์ในการฝึกอบรม นอกจากนี้แนวปฏิบัติ

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ด้านการฝึกอบรมควรมีการศึกษาในด้านอื่นๆ เพื่อเป็นแนวทางในการพัฒนาการปฏิบัติการฝึกอบรม และพัฒนางานวิจัยในอนาคต

คำสำคัญ: การฝึกอบรม การปฏิบัติการฝึกอบรม โรงเรียนเอกชน

Abstract

Thailand's education system has invested more money in education and training to improve the national education quality; however, it has not resulted in the country's educational goals. Thailand needs to give greater and more serious attention to the quality of private school performances. Training practices can be used as an effective human resource development practice in private schools, and to develop teachers to increase their knowledge, skills, abilities, and attitude. In addition, it can help teachers and schools achieve success in the operation of the school. Private schools need to conduct training practices to ensure the school's quality with skilled teachers. Therefore, there must be preparation for teachers to be able to develop learning activities and assessments for the students' development. The objective of this qualitative study is to study the training practices of private schools in Pattaya City, using a multiple case studies strategy. Data will be collected through semi-structured interviews, audio visuals and document reviews with 22 participants serving as School License Holder, School Principal, Vice School Principal, Assistant School Principal, Head of Department, and Officer who work at 5 private schools in Pattaya City. Data analysis in this study using cross-case analysis. There were 14 themes about training practices that emerged from the study: 1) Training needs assessment, 2) Requesting training program attendance, 3) Training methods, 4) Trainer, 5) Trainees, 6) Training materials, 7) Training period, 8) Training venue, 9) Training budget, 10) Training courses and activities, 11) Supporting, monitoring, and supervising, 12) Evaluation, feedback, and follow-up, 13) Involving parties in making decisions about training practices, and 14) Outcomes and benefits from the training practices. Finally, training practices which focus on other aspects in developing new training practices were made for future practices and research.

Keywords: Training, Training Practices, Private School

Introduction

Thailand's education system is currently affected by political instability, slow economic growth, and declining birth rates. Total enrollments at all levels of education have been decreasing in recent years. The number of upper-secondary students, for instance, dropped by more than

9 percent between 2012 and 2016 from 2.14 million to 1.94 million students (World Education News and Review, 2018).

Thailand has invested more money in education and training to improve the national education quality; however, results from OECD and UNESCO (2016) have found that it has not resulted in the country's educational goals. Results on international tests, such as PISA, are lower than the overall global average. In addition, the World Bank (2016) highlights the inadequate amount of learning material, physical infrastructure, and shortage of qualified teachers. Lao (2017) pointed out that the problem of Thailand's education system is the overall quality and low school performance. Thai students' scores in international tests are below the global average. Thailand needs to pay more attention to the quality of education to ensure it does not fall behind other countries by improving its effectiveness, efficiency and equity of the education system.

Year after year, Thailand has seen many of its private schools going out of business. There is a possibility that in the near future, some private schools will shut down. Private schools are facing more challenges, like the brain-drain problem of teachers who feel insecure in their job, receive low pay, and have poor welfare. Furthermore, there is increasing competitiveness in the private school business as students have more choices in selecting the best school with affordable tuition fees. Moreover, some private schools have management problems, lacking a clear management direction. With all these problems and issues, this can lead to the school's inefficiency to deliver an efficient curriculum with quality standards for their students (Asia One, 2015).

If Thailand is committed to achieving the Thailand Education Reform, it needs to give greater and more serious attention to the quality of schools' performances, especially that of private schools (Bangkok Post, 2017). Training practices can be used to address a wide range of issues and problems in an organization. The purpose of training practices is to develop employees by increasing their knowledge, skills, abilities, and attitude. In addition, it can help employees and organizations become more effective by increasing organizational performance. To ensure the success of training practices, every effort should be made, and every aspect should be focused on in all training practices. Training practices not only can be conducted in companies, but also implemented in education institutions, especially in private schools in Thailand.

Teachers are at the core of attempts to expand, improve and reform the education system of any country. Therefore, they are an important component in both teaching management and educational evaluation. Teachers have an important role in the preparation, implementation, evaluation, and usage of the subsequent evaluation results to improve their teaching style. They need an opportunity to improve their skills. The training practices of private schools begins with an understanding of teachers' training needs and the working environment (Gaible & Burns, 2005).

Training is a fundamental aspect in a teacher's vision for the increase in teacher professionalism and improvement in teaching quality. Teachers who attend training practices show improvement in their subject knowledge, classroom management, and have new teaching techniques and methods that meet the students' needs (Ekpoh, Oswald, & Victoria, 2013). Hence, there must be preparation for the teacher to be able to develop learning activities and assessments for the students' development. It is shown that teachers are key in the success of educational reform. Therefore, the main policy of raising the quality of education in different countries, including Thailand, is to promote the professional development of school teachers (Sangsongfa, 2011). Indeed, to have a competitive advantage in the private school industry, teachers are required to increase their teaching performance by gaining the necessary skills and knowledge to be highly qualified. It can be summarized that more teacher trainings will affect the whole school's performance in a positive manner (Ali & Hamza, 2018).

This study can be a source of information for private schools in Pattaya City to conduct training practices. The findings could help private schools develop effective training programs to achieved success in managing the school's performance. The outcomes and benefits of training practices extend far beyond school management. A strong training program that utilizes the strengths of the private school will help teachers and the school to develop an effective training strategy that will accompany them through training practices.

Research Objective

To study the training practices of private schools in Pattaya City.

Research Question

What are the training practices of private schools in Pattaya City?

Literature Review

The scope and concept of training practices: Training has an important role in employee development and gaining a competitive advantage amongst competitors. Human resources of the organization can be weapons of success or failure depending on the employees' performances (Jehanzeb & Bashi, 2013). Training is used due to demand in the workplace for employees at all levels to improve their knowledge, skills, and abilities in their current job; to be able to do new jobs and assignments; and to further progress in their career and working life (Armstrong, 2001). Training is one of the most important human resource development practices. "Training refers to

the acquisition of knowledge, skills, and abilities to improve performance in one's current job. It usually consists of a short-term focus on acquiring skills to perform one's job" (Saks & Haccoun, 2007, p. 6). Training is defined as "a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization" (Wilson, 1999, p. 4). Training practices is a planned process organizations use with the purpose of changing attitudes and working behavior, increasing knowledge and skills, and satisfying the current and future needs of the organization, done via the learning process when implemented through training courses and activities (formal and informal, e.g. on-the-job training) (Beardwell & Holden, 2001). "Training endeavors to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way" (Truelove, 1992, p. 273). Goldstein and Ford (2002) state that employee cannot succeed without properly skilled and knowledgeable human resource development professionals through training practices. The main purpose of training practices is to improve the quality of the trainee and to achieve the needs of individuals and the organization. On the other hand, Olaniyan and Ojo (2008) comments that employees without proper training cannot perform well at their job.

Training process: Training programs are embedded within a larger environmental and organizational context, as well as the human resource of the organization. To conduct training programs, Lim, Werner and DeSimone (2013), DeSimone and Werner (2012), and Rao (2009) proposed the following process: 1) Training needs assessment, 2) Design, 3) Implementation, and 4) Evaluation. However, some training research argues that training programs start with 1) Training needs assessment, 2) Design, 3) Development, and 4) Implementation, and 5) Evaluation (Reed & Vokala, 2006; Elbadri, 2001; Swanson, 1987). Martin, Kolomitro, and Lam (2014) highlight that in an organization, needs analysis is the first step in training practices. It is conducted with the purpose that an organization can identify potential strategies by analyzing its problems and issues, inside and outside organization information, and employees' needs. If the answer is yes (identified need for training of an individual and organization), then training practice is to be developed, starting with training needs assessment and methods, subsequent training courses and activities, and evaluation of the training program. The success of training depends on the implementation of all steps of the process, starting from a training needs assessment, developing and implementing an adequate training plan, and finally, evaluating the training program (Pineda, 1995).

Training needs assessment: Needs assessment is considered to be the foundation of training practices for the most important step in the training process. A needs assessment is conducted to identify gaps or insufficiencies in an individual, group, or organizational performance to search for

training needs (Dubois & Rothwell, 2004). It is used to prioritize the order by considering important issues and problems, and then selecting the most important needs to find out the problems or opportunities to reduce or eliminate (Leigh et al., 2000). A needs assessment is conducted by gathering information from employees, the jobs, and the organization to determine and identify the organization's performance problems (Kaufman, 1991). Lawson (2016) provides the purpose of a needs assessment, which is to help and act as a guideline for organizations to prevent errors and find the best way to analyze and find out the training needs of an individual or organization. It can also best assist in solving business operation problems. If a needs assessment is done properly, it will ensure that solutions and strategies address the real issues and problems, using the appropriate resources, time, and effort, to achieve the business goals.

Designing and developing training programs: In designing effective training programs, Hansen (2006) and Dobbs (2006), Desimone and Werner (2012) design the key activities involved, which include: 1) Setting and selecting objectives of the program, 2) Selecting a trainer, 3) Developing a lesson plan for the program, 4) Selecting program the most appropriate methods and techniques, 5) Preparing and developing the training materials, and 6) Scheduling the programs.

Implementing training programs: Training programs in an organization were implemented through training methods. Ampaipipatkul (2004, p. 4) defines the training methods as "the methods or activities that a trainer or instructor employed as a medium to convey knowledge, experience or information to the participants in order to facilitate their learning which might lead them to change their working behavior and attitudes according to the course objectives". Delivering any training program should be done in a variety of ways and techniques, such as creating a learning environment, lectures, classroom-based training, and on-the-job and off-the-job methods (Rao, 2009), which results in increased knowledge, skills, attitude, and abilities of employees, to ensure the training program is effective (Wilson, 1995). Appropriate delivery and implementation assumes that the training needs have been identified and the training program can achieve success in meeting the training objectives. By conducting training practices, it can be used by a variety of training methods, courses and activities. Martin, Kolomitro, and Lam (2014) suggest that organizations can implement training practices using training methods, which include: case studies, games-based training, internships, job rotations, job shadowing, lectures, mentoring and apprenticeship, programmed instructions, role-modeling, role play, simulations, stimulus-based training, and team-training.

Evaluating training programs: Training program evaluation is the final step in the training process. Saks and Haccoun (2007, p. 297) define training evaluation as "a process designed to assess the value – the worthiness – of training programs to employees and to organizations. Training evaluation assess this value by analyzing data collected from trainees, supervisors, or other familiar

with the trainees and with the job context. Using a variety of techniques, objective and subjective information is gathered before, during, and after training to provide the data required to estimate the value of a training program”. Training effectiveness must be determined in relation to the goals of the program or programs being examined. Sahoo, Mishra, and Das (2014) comment that training evaluation is a must to assess the training outcome on employees and organizational development. Training evaluation is required to evaluate the effectiveness of the training program, the training methods/processes, the training tools, and the training materials. It should be designed to help the organization make wise decisions for future training programs.

Outcomes and benefits from the training practices: It can be stated that organizations investing more heavily in training practices of their employees can gain many benefits, including increased success and greater profitability; obtaining a sustainable competitive advantage in terms of helping the organization to achieve success in organization goals, objectives, and strategy (Saks & Haccoun, 2007); quality improvement, reduction of learning time, reduction of turnover and absenteeism (Mashudu, 2016); and increasing productivity, organizational effectiveness, and performance (Adams, 1999). Trained employees can work effectively, by making zero waste or making less errors, require less guidelines and supervision, have positive attitudes, and act as a role model for others (Betcherman, Leckie, & McMullen, 1997); increase their knowledge and skills to do their job better, have more confidence in making any decision, increase their opportunities to do new and challenging jobs or assignments (Roseman, 2001); and having greater job security, pay increases, career advancement and opportunities to be promoted to higher positions (Bernstein & Magnusson, 1993). On the contrary, organization with lack of proper training practices, cannot be used to attract new talents and retain high-quality staff, and can also increase their intentions to move to other companies (Schaaf, 1998).

Research methodology

Research paradigm, design, and strategy: Paradigm in a research refers to “a basic set of beliefs that guide action” (Guba, 1990, p. 17). Constructivist paradigm was best suited for this study. It can be developed based on beliefs held by the researcher. It can be seen that constructivist paradigm is a perspective promoting the belief about knowledge that could be obtained through the process of human interaction, which is thus inclined towards a qualitative research approach. Multiple case studies were used as the research strategy. Conducting research on multiple case studies allows the researcher to achieve an in-depth understanding of what is going on in regards to a given set of cases, and is stronger than single case designs (Yin, 1994). “Selecting the multiple cases raises a new set of questions. A major insight is to consider multiple cases as one would

consider multiple experiments – that is, to follow a replication design” (Yin, 2009, p. 53). An important aspect of carrying out multiple case studies is that the researcher wants to understand the differences and similarities between cases (Stake, 1995). The researcher can also do data analysis at work within and across cases (Yin, 1994). Lastly, the researcher believed that the research findings from multiple cases is reliable with more evidence. The researcher can explore in-depth details of multiple cases.

Setting and participant selection: There are 22 participants, including the School License Holder, School Principal, Vice School Principal, Assistant School Principal, Head of Department, and Officer who work at 5 private schools in Pattaya City, which were qualified as the case study in this study (Office of the Private Education Commission (2016). To best understand in-depth information and phenomenon, the researcher selected participants and sites using purposive sampling techniques. Data collection was of a continuous conduct until saturation was reached where no new information emerged. “The benefits of multiple case studies will be limited if fewer than, say, 4 cases are chosen, or more than 10. 2 or 3 cases do not show enough of the interactivity between programs and their situations, whereas 15 or 30 cases provide more uniqueness of interactivity than the research team and readers can come to understand. But for good reason, many multiple case studies have fewer than 4 or more than 15 cases” (Stake, 2006, p. 22). Case studies in qualitative research is purposive sampling, which is appropriate for the objective of the study, as it is very informative and comprehensive, but not appropriate in terms of comfort. The researcher may not be concerned with the representativeness of the sampling in regards to the wider population (Hesse-Biber & Leavy, 2006).

Table 1 Demographics of participants in this study

No.	Job position	School	No.	Job position	School
P1	Assistant School Principal in Academic Affairs	A	P12	Vice School Principal in Academic Affairs	C
P2	Assistant School Principal in Student Affairs	A	P13	School Principal	D
P3	School Principal	B	P14	Head of Academic Affairs	D
P4	Head of Academic Affairs	B	P15	Academic Affairs in Primary and Secondary level	D
P5	Head of Training Center	B	P16	Finance Officer	D
P6	Head of Math Major	B	P17	Head of Financial Department	D
P7	Head of Thai Major	B	P18	Vice School Principal in Academic Affairs	D
P8	Head of Foreign Language Major	C	P19	Academic Affairs in Primary and Secondary level	D
P9	School License Holder	C	P20	School Principal	E
P10	School Principal	C	P21	Head of Elementary Level	E
P11	Head of Chinese Department		P22	Vice School Principal in Academic Affairs	E

Data collection instrument and methods: Data will be collected through semi-structured interviews, audio visuals, and document reviews. Interviews were used as the main data collection instrumentation for the qualitative research in order to gather rich data of the phenomenon (Smith, 2005). Semi-structured interviews were used as a guideline for the interviewer in order to pursue an idea or response for in-depth information (Britten, 1999). A semi-structured interview guide was developed after performing a literature review and looking at relevant research studies, as well as using the 6 types of questions suggested by Patton (1990). Next, the researcher sent the semi-structured interview guide to 3 experts teaching HRD in the Faculty of Education at one university for review, suggestions, and recommendations for improvement. The feedback was reviewed, revised and tried out with 3 school teachers. After the instrument was tried out, it was revised again for improvement. In addition, the researcher also used a voice recorder to record voice recordings and wrote short memos about things that happened, to make sure that the researcher does not miss something important, such as the feelings and reactions of the participants during the interview.

Data collection process: After listing private schools in Pattaya City which met the study criteria, an e-mail with research information and a permission letter for data collection was sent to the private schools. Appointments were made after getting permission from the schools. Semi-structured interviews with 22 participants was done at their respective schools. The interviews were recorded by a voice recorder, lasting 90 to 120 minutes, with permission from participants.

The researcher asked for permission to come back if data was missing or more was required. The voice recordings were transcribed into an interview transcript, and short memos from the interview notes were used in data analysis.

Data Analysis: The researcher followed multiple case studies data analysis of Stake (2006) using cross-case analysis, because “the researcher wants the benefits of the team’s understanding of the aggregate. Given the binding concept—a theme, issue, phenomenon, or functional relationship that strings the cases together—the researchers have an obligation to provide interpretation across the cases. Often the cross-case analysis come to dominate the report. Many readers look to the cross-case analysis to find what is common across the cases, not what is unique to each. The researcher doing cross-case analysis are emphasizing the common relationships across cases” (Stake, 2006, p. 39). “The multicase research director start with a quintain, arranges to study cases in terms of their own situational issues, interpret patterns within each case, and then analyze cross-case findings to make assertions about the binding” (Stake, 2006, p. 10). Yin (2014, p. 60) proposed the multiple-case study data analysis that “1) Conduct 1st case study to remaining case studies, 2) Write individual case report, 3) Draw cross-case conclusions, 4) Modify theory, 5) Develop policy implications, and 6) Write cross-case report”. As well as, Merriam (1998, p. 194) suggested 2 steps for multiple case studies as the “within-case analysis” followed by “cross-case analysis.” Data were collected and analyzed, conclusions and research findings reported independently. “Once the analysis of each case is completed, cross-case analysis begins.” (Merriam 1998, p. 195). Data analysis in this study started with **Step 1:** doing voice transcriptions from the semi-structured interviews, read the content carefully and determine the issue of training practices and related research literature, **Step 2:** Single case analysis by each of the 5 private schools in Pattaya City was analyzed individually, **Step 3:** Write each of the 5 private schools in Pattaya City report, **Step 4:** Cross-case analysis was performed to look for similarities and differences amongst 5 private schools in Pattaya City, **Step 5:** Write the research findings from the cross-case analysis of 5 private schools in Pattaya City.

Trustworthiness in qualitative research: This includes: 1) **Credibility**, by developing an effective research design as suggested in previous studies, extending fieldwork to obtain enough data and develop good rapport between researchers and participants, triangulation by using a combination of data collection methods, data analysis by cross-case analysis, getting participants to verify the correctness of their given information by member checking, using short note memos when recording conversations, and peer debriefing by asking for help from peers who are experts in training practices to checked the research findings, confirm the correctness of interpretation and avoiding researcher bias; 2) **Transferability**, by using purposive sampling and selecting participants

by setting a criteria for gaining rich data of training practice, and presenting findings that reveal similar outcomes shown in previous related studies; 3) **Dependability**, by using different types of interview questions to assure the correctness of answers given by participants, and using an audit trail by writing reflective notes to record all activities during the research process; and 4) **Confirmability**, by using verbatim (direct quotation) in the final report to represent the voices of participants.

Ethical considerations: When conducting the research study, approval was obtained from the University Research Ethics Committee and the private schools in Pattaya City before the data collection process. Informed consent was provided to ensure the researcher's responsibility of the nature of the study, the objective of the study, the participants' role, the identity of the researcher, the financing body, and how the results will be published and used with anonymity. To ensure and protect for confidentiality, the informed consent form was collected by the researcher. Participants had a certain right to withdraw and refuse to participate at any time. Semi-structured interviews took place where it was convenient to the participants. If the participants did not want to answer a question, they could skip to another question. The researcher removed the participant's name and personal data to protect their confidentiality and anonymity, and code names for each participant was used instead. All transcriptions are kept confidential; only the researcher can access the information.

Research findings from Cross-case analysis

The findings from conducting semi-structured interviews with 22 participants from 5 private schools in Pattaya City focused on training practices in their school. The researcher conducted cross-case analysis, looked for similarities and differences amongst 5 private schools in Pattaya City. In summary, there were 14 themes that emerged from the study: Theme 1: Training needs assessment; Theme 2: Requesting training program attendance; Theme 3: Training methods; Theme 4: Trainer; Theme 5: Trainees; Theme 6: Training materials; Theme 7: Training period; Theme 8: Training venue; Theme 9: Training budget; Theme 10: Training courses and activities; Theme 11: Supporting, monitoring, and supervising; Theme 12: Evaluation, feedback, and follow-up; Theme 13: Involving parties in making decisions about training practices; and Theme 14: Outcomes and benefits from the training practices.

Theme 1: Training needs assessment: To conduct a training needs assessment, private schools should consider: 1) Private school teachers as a source of information, 2) Inner private school information as a source of information, and 3) Outer private school information as a source of information.

Table 2 Private school teachers as a source of information

	Private school teachers as a source of information	School					Total schools
		A	B	C	D	E	
1	Teachers' interests and requests	✓	✓	✓	✓	✓	5
2	Teachers' personalities and attitudes		✓				1
3	Teachers' skills/competency		✓		✓		2
4	Teachers' specialties	✓	✓				2

All private schools suggested that when considering private school teachers as a source of information, teachers' interests and requests should be looked for. Teachers can request their training needs to the private school system to make sure that they can join the training programs they want to learn. However, some cases said important information should include teachers' personalities and attitudes, teachers' skills/competency, and teachers' specialties. This includes: **1) Teachers' interests and requests:** "Teachers got the information, became interested in the training course, and then requested through us" (P1); **2) Teachers' personalities and attitudes:** "Teachers' personalities is one factor we need to consider – it affects their interest and teaching abilities" (P5); **3) Teachers' skills/competency:** "All teachers have an equal chance to attend training programs, but it should match their skills and abilities" (P3); and **4) Teachers' specialties:** "We should assign teachers to attend training programs about their specialty" (P5).

Table 3 Inner private school information as a source of information

	Inner private school information as a source of information	School					Total schools
		A	B	C	D	E	
1	Students' interests and requests	✓	✓		✓		3
2	Students' needs	✓	✓	✓		✓	4
3	Looking at students' weaknesses	✓					1
4	Looking at students' scores and achievements	✓					1
5	Parental needs	✓	✓	✓	✓	✓	5
6	School principal/Owner/School license holder policy	✓	✓	✓	✓	✓	5
7	The school's vision, policy and strategy	✓	✓	✓	✓	✓	5

All private schools suggested that when considering inner private school information as a source of information, parental needs, school principal/owner/school license holder policy, and the school's vision, policy and strategy, should be looked at. Moreover, schools must look for more information, including students' interests and requests, and students' needs. However, some

cases proposed that schools should focus more on looking at students' weaknesses, scores and achievements. This includes: **1) Students' interests and requests:** "Students requested through management to open an e-sports club" (P14); **2) Students' needs:** "Focus on student needs is important" (P12); **3) Looking at students' weaknesses:** "We will evaluate and look at students' weaknesses, and then train our teachers for those specific purposes" (P2); **4) Looking at students' scores and achievements:** "We look at students' scores and learning achievements" (P1); **5) Parental needs:** "We use Line application to contact parents so we know their needs" (P12); **6) School principal/Owner/School license holder policy:** "Consultation with management is needed first" (P10); and **7) The school's vision, policy and strategy:** "Training plans that are set and planned follow the school's policy and strategy" (P5).

Table 4 Outer private school information as a source of information

Outer private school information as a source of information	School					Total schools
	A	B	C	D	E	
1 Laws and regulations concerning teachers' professional license	✓	✓	✓	✓	✓	5
2 Education policy	✓	✓	✓	✓		4
3 Outside training	✓	✓	✓	✓	✓	5
4 Outside training from the local government	✓	✓		✓	✓	4
5 School trends and the industry	✓	✓	✓	✓	✓	5
6 Teacher training trends	✓	✓				2
7 Technology trends	✓			✓		2

All private schools suggested that when considering outer private school information as a source of information, the laws and regulations concerning teachers' professional license, outside training, school trends and the industry, should be looked at. Moreover, most of the schools highlighted that education policy and outside training from the local government is also an important source of information that private schools should consider when conducting a training needs assessment. However, some cases promoted a consideration for teacher training trends and technology trends in providing effective training practices for teachers. This includes: **1) Laws and regulations concerning teachers' professional license:** "You must make sure that every teacher attends training courses to meet the requirements for extension of their teaching license" (P22); **2) Education policy:** "Education policy is one of the main things we need to consider for training courses and activities" (P13); **3) Outside training:** "Outside training is good for some training topics" (P19); **4) Outside training from the local government:** "Some courses are provided by the local government, such as how to avoid getting kids locked in a van" (P3); **5) School trends and the**

industry: “We provide training courses according to the current situation about private schools” (P20); **6) Teacher training trends:** “Trends are always changing” (P8); and **7) Technology trends:** “Teachers cannot ignore technology in classroom management” (P2).

Table 5 Theme 2: Requesting training program attendance

Requesting training program attendance	School					Total schools
	A	B	C	D	E	
1 Teacher request	✓	✓	✓	✓	✓	5
2 Department request		✓	✓	✓	✓	4
3 Asking teachers		✓		✓		2
4 Academic affair request	✓	✓	✓	✓		5
5 Management and team request	✓	✓	✓	✓	✓	4
6 Provision by the school	✓	✓	✓	✓	✓	5
7 Consultation with the school license holder		✓			✓	2
8 Urgent training courses and activities		✓				1

Theme 2: Requesting training program attendance: All private schools said that they had different ways to request training program attendance, including a teacher request, an academic affair request, and provision by the school. In addition, most of the schools had varying options as by the department request and by the management and team request. However, some cases said that requests could be provided by asking teachers, consultation with the school license holder, and even attending urgent training courses and activities. This includes: **1) Teacher request:** “Teachers request the topic they want to learn to the academic affair” (P12); **2) Department request:** “The head of department can submit their training proposal to the academic affair” (P14); **3) Asking teachers:** “Asking teachers is another way to provide training courses” (P14); **4) Academic affair request:** “The academic affair is responsible for training courses” (P8); **5) Management and team request:** “Some courses were requested by management” (P5); **6) Provision by the school:** “Every teacher must attend the Leader in Me course by Steven Covey and integrate it into their teaching” (P20); **7) Consultation with the school license holder:** “We prepare the documents, but for the final decision, we consult with the license holder” (P3); and **8) Urgent training courses and activities:** “You can attend first, and get approval later” (P3).

Table 6 Theme 3: Training methods

Training methods	School					Total schools
	A	B	C	D	E	
1 Training by a group specialist			✓		✓	2
2 Training by a senior teacher				✓		1
3 Training by a training center		✓				1
4 Training in a school group	✓					1
5 Learning from ex-teachers	✓					1
6 Teachers-leading-teachers		✓	✓		✓	3
7 Sharing training experiences	✓		✓	✓		3
8 Extending the training courses and activities	✓	✓	✓	✓	✓	5
9 Mentoring		✓	✓	✓		3
10 Using training manuals		✓				1
11 Seminars/Workshops			✓			1
12 Training abroad		✓	✓			2
13 Becoming exchange teachers		✓				1
14 Self-learning				✓		1

Theme 3: Training methods: All private schools stated that the training method used was an extending the training courses and activities. Most of the private schools used the teachers-leading-teachers approach, sharing training experiences, and did mentoring. However, some of the schools used different training methods, including: training by a group specialist, training by a senior teacher, training by a training center, training in a school group, learning from ex-teachers, using training manuals, seminars/workshops, training abroad, becoming exchange teachers, and self-learning. This includes: **1) Training by a group specialist:** “If it is about a single specialty, we will let the department train by themselves” (P12); **2) Training by a senior teacher:** “We let senior teachers train the younger teachers” (P13); **3) Training by a training center:** “Training is provided by the education center” (P6); **4) Training in a school group:** “Training courses are arranged at the same time due to cost management” (P2); **5) Learning from ex-teachers:** “New teachers should join classrooms of ex-teachers to learn more teaching techniques” (P1); **6) Teachers-leading-teachers:** “We use teachers to lead one another” (P22); **7) Sharing training experiences:** “We share successful teaching techniques” (P10); **8) Extending the training courses and activities:** “After attending a training course, teachers must write a report and explain how to extend the training results to other teachers” (P10); **9) Mentoring:** “In our classroom, we have 2 teachers – it can be a mentor-mentee setup” (P13); **10) Using training manuals:** “We give training manuals to

teachers so they know which courses they must attend” (P4); **11) Seminars/Workshops:** “Schools love this because teachers can practice during the workshops” (P9); **12) Training abroad:** “We go to leadership courses in Singapore” (P9); **13) Becoming exchange teachers:** “We have sent our teachers to Malaysia to become exchange teachers” (P5); and **14) Self-learning:** “Self-learning through online training courses is also done” (P14).

Table 7 Theme 4: Trainer

	Trainer	School					Total schools
		A	B	C	D	E	
1	School teachers	✓	✓	✓	✓	✓	5
2	A group specialist	✓	✓	✓	✓		4
3	Provision by a publisher	✓	✓	✓		✓	4
4	Outside speakers	✓	✓	✓	✓	✓	5

Theme 4: Trainer: It was shown that all private schools used school teachers and outside speakers as trainers. However, most of the schools used a group specialist and provision by a publisher. This includes: **1) School teachers:** *School teacher will know best in their needs* (P12); **2) A group specialist:** *“We separate training courses by teacher specialties”* (P19); **3) Provision by a publisher:** *“There is free training from publishers”* (P8); and **4) Outside speakers:** *“Private schools must pay for training courses, so we want experts of the topic”* (P20).

Table 8 Theme 5: Trainees

	Trainees	School					Total schools
		A	B	C	D	E	
1	Teachers	✓	✓	✓	✓	✓	5
2	Officer	✓	✓	✓	✓	✓	5
3	Head of department	✓	✓	✓	✓	✓	5
4	Head of each level	✓	✓	✓	✓	✓	5
5	Academic affair	✓	✓	✓	✓	✓	5
6	Management and team	✓	✓	✓	✓	✓	5
7	School principal	✓	✓	✓	✓	✓	5
8	Owner/School license holder(s)	✓	✓	✓	✓	✓	5

Theme 5: Trainees: It was shown that every school member of all private schools attended training programs. This includes: **1) Teachers, 2) Officer, 3) Head of department, 4) Head of**

each level, 5) Academic affair, 6) Management and team, 7) School principle, and 8) Owner/School license holder(s). “Every school member must attend training programs provided by the school with no exceptions, even if you are the owner” (P13).

Table 9 Theme 6: Training materials

Training materials	School					Total schools
	A	B	C	D	E	
Training materials	✓	✓	✓	✓	✓	5

Theme 6: Training materials: It can be summarized that all private schools used training materials in their training courses and activities. Training materials helped teachers understand more about the training contents. “Good training material can be a source of knowledge for a teacher’s self-learning” (P12); “Teachers can look at training materials for more information” (P22).

Table 10 Theme 7: Training period

Training period	School					Total schools
	A	B	C	D	E	
1 Training before starting their job		✓				1
2 Training on weekdays		✓				1
3 Training during after-school hours	✓	✓		✓		3
4 Training on weekends	✓	✓	✓	✓	✓	5
5 Training during semester break	✓	✓	✓	✓	✓	5
6 Providing free time for online training courses and activities				✓		1

Theme 7: Training period: It was shown that all private schools were provided with training courses and activities on the weekends and during semester break. In addition, most of them were provided training courses and activities during after-school hours. However, some of them were provided training before starting their jobs, training on weekdays, and were provided free time for online training courses and activities. This includes: **1) Training before starting their job:** “There is orientation before starting the job” (P5); **2) Training on weekdays:** Training was set on every Monday (P5); **3) Training during after-school hours:** “After-school hours can be provided to extend teacher sessions” (P19); **4) Training on weekends:** “Saturdays and Sundays are always outside of school training” (P21); **5) Training during semester break:** “Most of the training courses are provided during semester break” (P12); and **6) Providing free time for online training courses and activities:** “Schools provide free time for online training courses” (P13).

Table 11 Theme 8: Training venue

Training venue	School					Total schools
	A	B	C	D	E	
1 Inside of school	✓	✓	✓	✓	✓	5
2 Outside of school	✓	✓	✓	✓	✓	5

Theme 8: Training venue: It was shown that all private schools arranged for training courses and activities both inside and outside of school. This includes: **1) Inside of school:** “Free courses are provided by publishers in school” (P21), and **2) Outside of school:** “Some courses need to be conducted at a hotel. It is a good learning environment for teachers” (P19).

Table 12 Theme 9: Training budget

Training budget	School					Total schools
	A	B	C	D	E	
1 Limited training budget	✓		✓		✓	3
2 No limited training budget		✓		✓		2

Theme 9: Training budget: It was shown that most of the private schools had limited training budgets. However, some of the private schools had no limited training budgets. This includes: **1) Limited training budget:** “We limit the budget because we are a small-sized school” (P20), and **2) No limited training budget:** “If it is over our budget, we will put in extra money” (P13).

Table 13 Theme 10: Training courses and activities

Training courses and activities	School					Total schools
	A	B	C	D	E	
1 Professional development	✓	✓	✓	✓	✓	5
2 Active learning	✓	✓	✓	✓		4
3 STEM	✓		✓	✓		3
4 Foreign language training	✓	✓	✓	✓		4
5 Others	✓	✓	✓	✓	✓	5

Theme 10: Training courses and activities: It was highlighted that training courses and activities that all private schools used included Professional development, and other courses and activities. Most of the private schools used Active learning, STEM, and foreign language training. This includes: **1) Professional development:** “Professional development is necessary in training to improve teaching competency” (P11); **2) Active learning:** “We want our students to engage in

Active Learning, which is why our teachers should also be active learners” (P13); 3) STEM: “If we are talking about robots, then that’s STEM” (P12); 4) Foreign language training: “We encourage teachers to learn English” (P9); and 5) Others: “Now we have Coding, because if you know Coding, you can understand STEM” (P12); “Project-based approaches are quite successful activities, as students can present their projects” (P13).

Table 14 Theme 11: Supporting, monitoring, and supervising

Supporting, monitoring, and supervising	School					Total schools
	A	B	C	D	E	
1 Mentoring	✓	✓	✓	✓	✓	5
2 Coaching	✓	✓	✓	✓	✓	5
3 Supervising	✓	✓	✓	✓	✓	5

Theme 11: Supporting, monitoring, and supervising: It can summarize that all private schools used supporting, monitoring, and supervising in their training practices by mentoring, coaching, and supervising. This includes: **1) Mentoring:** “Schools use the mentor and mentee system to support each other” (P5); **2) Coaching:** “Coaching is used to help teachers improve their teaching performance” (P7); and **3) Supervising:** “Supervision is the best way to reflect teaching competency” (P11).

Table 15 Theme 12: Evaluation, feedback, and follow-up

Evaluation, feedback, and follow-up	School					Total schools
	A	B	C	D	E	
1 Evaluating teaching performance	✓	✓	✓	✓	✓	5
2 Feedback on teaching performance	✓	✓	✓	✓	✓	5
3 Follow-up for improvement	✓	✓	✓	✓	✓	5

Theme 12: Evaluation, feedback, and follow-up: It was shown that all private schools needed evaluation, feedback, and follow-up by evaluating teaching performance, feedback on teaching performance, and follow-up for improvement. This includes: **1) Evaluating teaching performance:** “After supervision, if you cannot improve, you can have a mentor to support you during your teaching. Then, the academic affair evaluates the teaching performance again” (P10); **2) Feedback on teaching performance:** “Giving feedback to teachers is the best way to let them know their weaknesses” (P12); and **3) Follow-up for improvement:** “We follow-up results after attending training courses i.e. how you implemented it into your teaching” (P10).

Table 16 Theme 13: Involving parties in making decisions about training practices

Involving parties in making decisions about training practices	School					Total schools
	A	B	C	D	E	
1 Teachers	✓	✓	✓	✓	✓	5
2 Officer	✓	✓	✓	✓	✓	5
3 Head of department	✓	✓	✓	✓	✓	5
4 Head of each level	✓	✓	✓	✓	✓	5
5 Academic affair	✓	✓	✓	✓	✓	5
6 Management and team	✓	✓	✓	✓	✓	5
7 School principal	✓	✓	✓	✓	✓	5
8 Owner/School license holder(s)	✓	✓	✓	✓	✓	5

Theme 13: Involving parties in making decisions about training practices: It was shown that involving parties is important for making decisions about training practices in all private schools. This includes: 1) Teachers, 2) Officer, 3) Head of department, 4) Head of each level, 5) Academic affair, 6) Management and team, 7) School principle, and 8) Owner/School license holder(s): “This includes teachers, head of department, head of each level, and the management team” (P1); “Everybody in this school has a role in designing training programs” (P5); “Management and the owner will plan training plans together” (P8); “The academic affair and the management team will know who the best trainer is” (P13).

Theme 14: Outcomes and benefits from the training practices: It can be shown that there are 3 outcomes and benefits gained from training practices 1) For teachers, 2) For students, and 3) For the private schools.

Table 17 For teachers

For teachers	School					Total schools
	A	B	C	D	E	
1 Adjusting teachers' ethics and morals		✓				1
2 Adjusting teachers' visions	✓					1
3 Adjusting teachers' attitudes		✓	✓			2
4 Increased confidence		✓				1
5 Changing mindsets					✓	1
6 Greater teaching techniques				✓	✓	2
7 Learning new teaching techniques and methods		✓			✓	2

Table 17 For teachers

For teachers	School					Total schools
	A	B	C	D	E	
8 Applying new learning processes to the classroom	✓					1
9 Improved teaching process and methods	✓					1
10 Increased teaching experiences and skills	✓	✓				2
11 More teaching materials					✓	1
12 High-quality teachers		✓				1
13 Extending teaching techniques to other teachers	✓	✓	✓	✓		4
14 Increased teacher performance	✓	✓		✓	✓	4
15 Extending the teaching license	✓	✓		✓		3
16 Increases in salary					✓	1
17 Better working relationships	✓	✓				2

For teachers: It can be summarized that most of the private schools have training outcomes and benefits from the training practices for teachers, including extending teaching techniques to other teachers, increased teacher performance, and extending the teaching license. For some, training outcomes and benefits for teachers also include adjusting teachers' ethics and morals, adjusting teachers' visions, adjusting teachers' attitudes, increased confidence, changing mindsets, greater teaching techniques, learning new teaching techniques and methods, applying new learning processes to the classroom, improved teaching process and methods, increased teaching experiences and skills, more teaching materials, high-quality teachers, increases in salary, and better working relationships. This includes: **1) Adjusting teachers' ethics and morals:** "Training in this school focuses on teachers' ethics and morals" (P5); **2) Adjusting teachers' visions:** "Teachers can adjust their mind and vision" (P1); **3) Adjusting teachers' attitudes:** "Training can change a teacher's attitude" (P4); **4) Increased confidence:** "When teachers develop, they feel more confident" (P3); **5) Changing mindsets:** "As one objective of the training course, we want teachers to change their mindset" (P20); **6) Greater teaching techniques:** "After attending a training course, they learn more teaching techniques and can apply it in the classroom" (P14); **7) Learning new teaching techniques and methods:** "You will get more teaching techniques that you can apply to your classroom management" (P22); **8) Applying new learning processes to the classroom:** "Teachers can use new learning processes and apply it in the classroom" (P1); **9) Improved teaching process and methods:** "One benefit for teachers is that they can learn

new teaching methods to develop their students” (P2); 10) Increased teaching experiences and skills: “Every time we attend a training course, we get more teaching experiences” (P6); 11) More teaching materials: “New teaching materials can interest students” (P22); 12) High-quality teachers: “Good-quality teachers can lead to a school’s success” (P3); 13) Extending teaching techniques to other teachers: “After attending a training course, they need to extend the benefits to other teachers” (P6); 14) Increased teacher performance: “More training increases teaching performance” (P14); 15) Extending the teaching license: “Teachers can use the training hours to extend their teaching license” (P14); 16) Increases in salary: “There is no punishment, but you will not be considered for a salary increase without a training score” (P20); and 17) Better working relationships: “Everybody knows each other from attending training activities” (P7).

Table 18 For students

	For students	School					Total schools
		A	B	C	D	E	
1	Improved student learning styles	✓					1
2	Students’ trust		✓				1
3	Students’ happiness	✓				✓	2
4	Increased student performance	✓	✓	✓	✓	✓	5

For students: It can be summarized that all private schools have increased student performance as the training outcome and benefit from the training practices for students. Some other benefits include improved student learning styles, students’ trust, and students’ happiness. This includes: **1) Improved student learning styles:** “Students can learn new things when our teachers attend training courses” (P2); **2) Students’ trust:** “After I attend training, I have more techniques and can answer the students’ questions, so they trust me” (P6); **3) Students’ happiness:** “When teachers have new techniques, it directly affects our students. They can learn more things, making them happier” (P1); and **4) Increased student performance:** “Students’ scores and performances will increase if they are happy and like our teaching style. They will work harder” (P14).

Table 19 For the private schools

For the private schools	School					Total schools
	A	B	C	D	E	
1 Parental trust	✓	✓	✓	✓		4
2 Adjusting to the organization culture		✓				1
3 Continuous development		✓				1
4 School reputation		✓		✓		2
5 Increased school performance	✓	✓		✓	✓	4

For the private schools: Most of the private schools' training outcome and benefits from the training practices include parental trust and increased school performance. Some other benefits suggested include adjusting to the organization culture, continuous development, and school reputation. This includes **1) Parental trust:** "When a school is good-quality, it affects the school's reputation and parental trust" (P3); **2) Adjusting to the organization culture:** "After they attend courses, they can adjust with the school culture" (P4); **3) Continuous development:** "We want our teachers to continuously develop" (P3); **4) School reputation:** "The number of students have increased every year because of our school reputation" (P13); and **5) Increase school performance:** "When teachers are trained properly, they will help increase the school's performance" (P13).

Discussions

In response to the research question, "What are the training practices of private schools in Pattaya City?", 14 themes were found and integrated from the findings as follows:

Theme 1: Training needs assessment: It was found that to achieve success in training practices, private schools in Pattaya City begin by identifying a training needs assessment. This is supported by Omar (2014) who points out that to improve teacher and school quality, the school management and team need to first start by determining the need for staff training to ensure an effective training program. To conduct a training needs assessment, private schools consider 3 sources of information, including:

1) Private school teachers as a source of information includes: 1) Teachers' interests and requests, 2) Teachers' personalities and attitudes, 3) Teachers' skills/competency, and 4) Teachers' specialties. It should be highlighted that different teachers have different needs. It depends on their interest, personalities and attitudes, competency, and expertise area. Teachers are key performers in any school, and to be successful in school operations, teachers need to

be trained with proper skills (Carnoy, Khavenson, & Ivanova, 2015), focused on their specialties and improve their personalities and attitudes. This is in line with Gaible and Burns (2005), stating that effective training practices in schools begin with understanding teachers' needs and interests. However, Baldiris et al (2016) notes that a needs assessment of teachers is usually ignored when the school starts their training plans, which in turn leads to ineffective training practices and causes a waste of time, money, and effort, thus not meeting the needs of the teachers.

2) Inner private school information as a source of information includes: 1) Students' interests and requests, 2) Students' needs, 3) Looking at students' weaknesses, 4) Looking at students' scores and achievements, 5) Parental needs, 6) School principal/Owner/School license holder policy, and 7) The school's vision, policy and strategy. To conduct training practices in private schools in Pattaya City, the needs of students, parents, the management and team, and school policy is focused on before starting training programs. This is congruent with Ritjamroon (2015), who found that the main goal of educational management is the student quality. Teachers are expected to think critically, creatively and innovatively towards rendering the type of education that caters towards their students' needs and interest in a knowledge-driven society. Schools can meet their student needs by providing suitable training programs for teachers (Chen-Chung et al., 2016). Besides that, the voice of parents is also important to private schools. On the other hand, some school principals and school administrators are not adequately prepared for their roles to provide teachers with the skills they need (DeJaeghere, Williams, & Kyeyune, 2009). They are often at a loss to take responsibilities in making decisions about teacher training practices (Educational Initiative, 2019). It can be pointed out that the success or failure of a school depends on whether the policy and strategy – such as the mission, vision, and objectives – are taken into account in a training needs assessment operation (Arshad et al., 2015).

3) Outer private school information as a source of information includes: 1) Laws and regulations concerning teachers' professional license, 2) Education policy, 3) Outside training, 4) Outside training from the local government, 5) School trends and the industry, 6) Teacher training trends, and 7) Technology trends. Outer private school information could be an important source of information for private schools in Pattaya City to follow. This is in agreement with Fulcher (2012), and Omar (2014), saying that schools need to develop their teachers to meet the requirements of educational policy, teaching professionalism, and current education trends. In addition, there are many training programs organized by government institutions and the local government. However, it is lack of effective implementation by school management, and also, teachers.

Theme 2: Requesting training program attendance: Private schools in Pattaya City provide different ways to request attendance to training programs. They can select the best way depending

on the situation. These ways are flexible and adjustable to enable school members to join training programs. This includes: 1) Teacher request, 2) Department request, 3) Asking teachers, 4) Academic affair request, 5) Management and team request, 6) Provision by the school, 7) Consultation with the school license holder, and 8) Urgent training courses and activities.

Theme 3: Training methods include: 1) Training by a group specialist, 2) Training by a senior teacher, 3) Training by a training center, 4) Training in a school group, 5) Learning from ex-teachers, 6) Teachers-leading-teachers, 7) Sharing training experiences, 8) Extending the training courses and activities, 9) Mentoring, 10) Using training manuals, 11) Seminars/Workshops, 12) Training abroad, 13) Becoming exchange teachers, and 14) Self-learning. It can be stated that private schools in Pattaya City promote teaching excellence through training practices and introducing new training methods for teachers. Training methods in private schools are used in different ways by the organization. Most of the training methods in private schools were conducted by learning from teachers and learning by practicing; perhaps this is because teachers know best about their teaching and can convey and transfer their knowledge and teaching experience to other teachers. These ways were more effective than other training methods. Teachers with the best skills can in turn create positive inspiration amongst all the teachers. This is supported by Ukaiwe and Franca (2018), and Srijumong (2018), who point out that teachers' intellectual capacity should be enhanced time to time through conducting conferences and seminars based on teacher needs, organizing workshops for teachers to retrain relevant skills that will upgrade them in their profession, on-the-job training, and encouraging team teaching in the school to develop the less-experienced teachers, providing mentors or advisers, and attending training centers, in order to ensure the school's effectiveness. However, schools cannot run smoothly with only teaching employees, as it also requires more skilled non-teaching employees. Schools can provide training courses and activities for them such as job training, coaching, mentoring, counseling, and career development to increase their working performance, which can lead to having a competitive advantage in the school industry (Akala, 2012).

Theme 4: Trainer includes: 1) School teachers, 2) A group specialist, 3) Provision by a publisher, and 4) Outside speakers. An important part of training practice in private schools in Pattaya City is determining who will deliver the training program. All 5 private schools in Pattaya City chose school teachers and outside speakers as the trainers. Moreover, most of the schools used a group specialist and provision by a publisher. This is in line with the summary of Rosangela and Xia (2014), stating that the success of the training program relies on the trainer, who helps make the training program more powerful. The trainer must be the motivating force for the trainees for effective learning (Ongori & Nzonzo, 2011). When trainees are satisfied with the lessons, they can then be interested and motivated to master, explore, and develop what they received from the

trainers (Mawardi, 2013). For schools, there is a different concept about the trainer; the training programs in schools pay more attention to the subject syllabus, the pedagogy of learning, teaching and learning strategies of certain subjects or skills, and classroom management (Omar, 2014). Trainers in private schools should be able to develop the teaching knowledge, skills, and positive attitudes of teachers.

Theme 5: Trainees: It was shown that every school member in all 5 private schools in Pattaya City must attend training courses and activities. There were no exceptions for any position. Every school member could gain benefits when joining the training programs. Uyen (2013) supports the need for more collaboration of every organization member and making good decisions when selecting the trainees for each training course and activity when providing a training program.

Theme 6: Training materials: It can be summarized that all 5 private schools in Pattaya City used training materials in their training courses and activities. Training materials can help teachers understand the training contents more. This is supported by Uysal (2012), in which the effectiveness of teacher training is also very much dependent on the training materials and resources used during the course and activity.

Theme 7: Training period includes: 1) Training before starting their job, 2) Training on weekdays, 3) Training during after-school hours, 4) Training on weekends, 5) Training during semester break, and 6) Providing free time for online training courses and activities. It was shown that time was a factor that affected the effectiveness of training when conducting training practices in private schools in Pattaya City. Schools provided flexible timings to attend training practices. Omar (2014) commented that a training session that is too long will cause teachers to lose concentration; after school sessions are not effective because teachers are tired after a long day of teaching. Also, schools should not conduct training sessions during the weekends because it is the teacher's holiday. This is an important issue that schools should be aware of to ensure that teachers are more ready and willing to attend a training program. However, most of the training sessions in schools were often too short, unplanned, and usually during after-school hours (Lieberman, 2006).

Theme 8: Training venue: It was shown that all 5 private schools in Pattaya City arranged training courses and activities both 1) Inside of school, and 2) Outside of school. To have more effective training programs, the training venue needs to be considered (Hartoyo & Efendy, 2017). This is consistent with Omar (2014)'s findings; teacher training should be arranged within the school because teachers can be involved from the beginning to the end, starting from the training needs assessment to the evaluation, feedback, and follow-up. Furthermore, seminars and academic conferences should be conducted outside of school (Sakunlpan & Sirikase 2018).

Theme 9: Training budget includes: 1) Limited training budget and 2) No limited training budget. It was shown that most of the private schools in Pattaya City had limited training budgets. The training budget was set by the owner/school license holder and their management team. However, some of the schools had no limited training budget which fully supported teacher development. The training budget was very flexible and adjustable. Hartoyo and Efendy (2017) state that the organization should consider a training budget to provide effective training practices. A training budget is an important factor in promoting the achievement of a teacher's self-development in becoming a professional teacher (Jeenawathana, 2016).

Theme 10: Training courses and activities: It was found that private schools in Pattaya City implemented training practices using different kinds of training courses and activities. This includes: 1) Professional development, 2) Active learning, 3) STEM, 4) Foreign language training, and 5) Others. This was consistent with Ferreira, da Silva, and Mourao (2015), in which training should focus on enhancing individuals and the organization's capability through training courses and activities. Teachers professional development require broader teaching capabilities to improve student learning (Moyle, 2007). To be more interesting and effective classroom management for teacher, it should provide active learning (Ghavifekr & Rosdy, 2015), foreign language (Perez & Ramiro, 2017), curriculum development training as a conceptual framework (Ritjamroon, 2015), project-based learning approaches (Uyar & Karakus, 2017), teaching plan writing (Sakunlpan & Sirikase 2018), and continuous training and re-training in the modern teaching techniques and new discoveries in their specialization (Adeogun, 2006). On the other hand, Moeini (2008) showed that online technology and ICT training can enhance the effectiveness of teaching performance, but these particular courses and activities provided in schools are not enough and/or in bad condition, lack teacher training, have bad technical support, and do not have very good facility conditions.

Theme 11: Supporting, monitoring, and supervising: It can be summarized that all 5 private schools in Pattaya City used supporting, monitoring, and supervising in their training practices by: 1) Mentoring, 2) Coaching, and 3) Supervising. Private schools supported every teacher by providing a mentoring and coaching system. They are monitored during the training process to make sure that every teacher received benefits from the training program. In addition, they also provided supervision for every teacher. Teachers can then understand their weaknesses and receive recommendations and/or suggestions during the supervision hours. This was supported by Teeravanittrakul (2011) who stated that to train a teacher for professional development, schools should support this using supervision, mentoring, training, and coaching. However, Phrompitukth, Piromjitpong, and Pornjaroen (2016) had different ideas; the problems when conducting training

practices included lack of management attention, lack of supervision, and lack of assessment and feedback.

Theme 12: Evaluation, feedback, and follow-up: It was shown that evaluation, feedback, and follow-up of training programs was done by all 5 private schools in Pattaya City, including: 1) Evaluating teaching performance, 2) Feedback on teaching performance, and 3) Follow-up for improvement. Private schools need to evaluate teaching performances after attending a training program, give direct feedback on the teaching performance to the teacher or their head of department, and follow-up for improvement. The benefits of giving valuable feedback is an important for the development of teachers and the private schools as well. These findings are consistent with that of Educational Initiative (2019), pointing out that an effective teacher training practice must also provide a teacher evaluation, acting as a 'mirror' to help them improve. Furthermore, Sawatewattana (2015) highlights that every staff needs to know about their work performance; the way that organizations should do this is by providing valuable feedback. Moreover, when managing the training programs, follow-up is needed to ensure the program's effectiveness (Hartoyo & Efendy, 2017).

Theme 13: Involving parties in making decisions about training practices: It was shown that every school member in all 5 private schools in Pattaya City was involve in making decisions about training practices. It can be stated that all school members were no longer confined to teaching classes or just executive management. They carry a number of roles and responsibilities, which requires more participation in training practices. They all need to be involved in making any decisions about the training practices to make sure that every detail is considered very carefully and done to their full potential. They also need to support each other, plan, organize, and evaluate their training program. To achieve the best results from the training process, more involvement and support from all staff members, top management, and other key stakeholders is needed (Elbadri, 2001).

Theme 14: Outcomes and benefits from the training practices: It can be stated that there were 3 outcomes and benefits from the training practices, including: 1) For teachers, 2) For students, and 3) For the private schools.

For teachers includes: 1) Adjusting teachers' ethics and morals, 2) Adjusting teachers' visions, 3) Adjusting teachers' attitudes, 4) Increased confidence, 5) Changing mindsets, 6) Greater teaching techniques, 7) Learning new teaching techniques and methods, 8) Applying new learning processes to the classroom, 9) Improved teaching process and methods, 10) Increased teaching experiences and skills, 11) More teaching materials, 12) High-quality teachers, 13) Extending teaching techniques to other teachers, 14) Increased teacher performance, 15) Extending the

teaching license, 16) Increases in salary, and 17) Better working relationships. A teacher's ethics and morals, vision and attitude can impact whether they join training practices. Teacher training is also an important tool to enhance classroom management skills, teaching methods (Ekpoh, Oswald, & Victoria, 2013), teachers' competencies, and change the mindset of teachers (Udofia & Ikpe, 2012). Moreover, Perez and Ramiro (2017) point out that teachers need to improve their training on specific methodological techniques using a variety of teaching techniques and teaching materials in the classroom. Continuous training teachers enables them to acquire teaching skills and knowledge, enhances their teaching competency, and enables them to share teaching experiences to other teachers (Jepkepter, Kombo, & Kyalo, 2015). Teacher training helps teachers improve their performance (Jahangir, Saheen, & Kazmi, 2012), increases their confidence, helps them become higher-quality teachers (Ali & Hamza, 2018), extends their teaching license, increases their salary, and have better working relationships.

For students includes: 1) Improved student learning styles, 2) Students' trust, 3) Students' happiness, and 4) Increased student performance. It was found that when teachers attended training courses and activities, their classroom management became more effective and improved the students' learning styles (Baldiris et al., 2016). Students feel more convenience, trust, and happiness with new teaching methods (Ali & Hamza, 2018). It is obvious to summarize that teacher training can actually increase the students' performances (Sorour, Goda, & Mine, 2017).

For the private schools includes: 1) Parental trust, 2) Adjusting to the organization culture, 3) Continuous development, 4) School reputation, and 5) Increased school performance. Teachers are valuable human resources of private schools in Pattaya City. If they are trained and developed properly, the quality of the school and school performance will increase. It was shown that every teacher training was set with a purpose of continuous development and better school performance. Due to arranging more teacher trainings, the whole performance of the school is affected in a positive manner, in terms of parental trust, teachers adjusting to the organization culture, and the school's reputation (Ali & Hamza, 2018). On the contrary, unskilled teachers lead to shortcomings in the overall school performance and has a competitive disadvantage in the school industry (Chen-Chung et al., 2016).

Implications for practices

Implication for private school teacher: Implications weigh most heavily with the teacher training needs. Private schools should consider the training needs and provide effective training practices with a flexible channel to request attendance to a training program, have a variety of training methods, give full support to the trainer, have the best selection of trainees, training

materials, training period, training venue, training budget, and a variety of training courses and activities with a modern trend.

Implication for school principal, management team, school license holder, and owner:

Having the appropriate and necessary training practices to effectively manage and lead the school must be crucially considered. The school principal, management team, school license holder, and owner can use these 14 themes as a guideline to conduct training practices in the school. Outcomes and benefits from training practices can be a source of information to put training high up on the priority list of private school strategies to increase school performance.

Implication for private school: It should be noted that when conducting training practices, every school member should have an important role and be involved in every step of decision-making about training practices. During the training program, private schools should support, monitor, and supervise the program. When the training is over, be reminded that evaluation, feedback, and follow-up can provide guidelines for teacher improvement. Private schools may also use the findings of the study to evaluate their current training practices and make adjustments to better improve their school performance.

Recommendation for future research

For the researcher who wants to conduct multiple case studies, it is important to keep in mind that it is more time-consuming, requires extensive resources, demands greater effort, and difficulties will be faced during the research process. It is not only a single case study analysis but needs to start with each case analysis and then cross-case analysis to look for similarities and differences amongst cases. In this study, the researcher only examined 5 private schools in Pattaya City. Therefore, the results may not be able to be generalized to all private schools in Thailand. Furthermore, the research findings were drawn from private school backgrounds, and may not suitable for other industries. There is a lack of training practices in private schools; more research is needed in this area, including looking at public schools to see the difference between private and public schools in Thailand, which can improve the education quality of the country. Finally, to make the benefits of this study better, more research in other areas can develop greater understanding about training practices. Qualitative research itself has certain limitations; therefore, it is recommended that a quantitative or mixed-methods research study be used to obtain more accurate results in the future, for greater understanding of training practices in different contexts.

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