

Co-Training between Parents and Teachers: A Case Study at Ban Lau Sue Kok, Ubon, Thailand

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โครงการวิจัยเรื่อง ร่วมปลูกสร้างฝันร่วมกันระหว่างครูและผู้ปกครอง กรณีศึกษาที่ เหล่าเสือโก้ก อำเภอเหล่าเสือโก้ก จังหวัดอุบลราชธานี เป็นส่วนหนึ่งที่เป็นงานวิจัยต่อเนื่องใน โครงการวิชาการسانชุมชน หรือการนำความรู้ประสบการณ์กลับไปแลกเปลี่ยนเรียนรู้กับชุมชน บ้านเกิดของผู้วิจัยซึ่งได้ดำเนินโครงการและกิจกรรมต่างๆทั้งโครงการส่วนตัว และที่ได้รับ งบสนับสนุนจากทางราชการหลายรูปแบบที่บ้านเหล่าเสือโก้ก มาตั้งแต่ประมาณปี 2546-2547 โดยเห็นความสำคัญของความเข้าใจและการมีส่วนร่วมของผู้ปกครองต่อผลลัพธ์ของการ เรียนของเยาวชน จึงได้มีการประชาสัมพันธ์เสนอจัดหลักสูตร สอนให้เปล่า (20 ชั่วโมง) ใน ชุมชนโดยมีข้อแม้ให้ผู้ปกครองต้องเข้าร่วมประชุมและมีส่วนร่วมในการวางแผนและหรือร่วม กิจกรรมการสอนการเรียนด้วย ซึ่งปรากฏว่ามีผู้ปกครองสนใจสมัครเข้าร่วมโครงการ 15 ราย โดยมีผู้เรียนตั้งแต่อายุประมาณ 3 ขวบ ถึง 15 ปี หรือระดับก่อนอนุบาลถึงระดับมัธยมต้น รวม 33 ราย

กระบวนการวิจัยเน้นการพูดภาษาอังกฤษเบื้องต้นและทักษะแนวทางการคิด การเรียน โดยมีการจัดแบ่งผู้เรียนเป็น 4 กลุ่มตามอายุคือ 3-4 ปี, 5-8 ปี, 9-12 ปี และ 13-15 ปี ตามลำดับ จัดการเรียนการสอนในวันหยุดสุดสัปดาห์ มีผู้วิจัยและผู้ร่วมวิจัย เป็นผู้สอนหลัก และมีนักศึกษาอาสาสมัครผลัดเปลี่ยนกันมาช่วยสอนประมาณ 10 ราย ก่อนการเริ่มกิจกรรมมี การทดสอบเก็บข้อมูลผู้เรียนก่อนและทดสอบอีกครั้งหลังการเรียนการสอน ในกรณีผู้ปกครอง ได้มีส่วนร่วมทั้งการประชุมและทำกิจกรรม เช่น ร่วมบอกรเล่าเกี่ยวกับอาชีพและประสบการณ์ รวมทั้งสภาพชุมชนในสมัยอดีต เมื่อสิบปีก่อนผลของการศึกษาวิจัย พบว่า การเข้ามามี ส่วนร่วมของผู้ปกครอง ส่งผลบวกต่อเยาวชนกลุ่มอายุ 3-8 ปี ทำให้ผู้เรียนมีความเชื่อมั่นมากขึ้น กล้าตตอบกล้าถาม และมีผลการสอบหลังการเรียนดีกว่าผลสอบก่อนการเรียน อย่างไรก็ตาม กลุ่มอายุ 9-10 ปีขึ้นไป ผู้เรียนมักประหม่า พูดน้อย เวลาไม่ผู้ปกครองอยู่ด้วย นั่นหมายความว่า หากจะให้ผู้ปกครองเข้ามามีส่วนร่วมในกิจกรรมในชั้นเรียน ควรพิจารณาความพร้อมและอายุ ของผู้เรียนด้วย โดยเฉพาะเมื่อย่างเข้าสู่วัยรุ่น เยาวชนก็จะเริ่มรู้สึกถึงความเป็นไม่เป็นส่วนตัว

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อีกประเด็นหนึ่งที่พบก็คือ ผู้ปกครองจำนวนไม่น้อยต่างไม่ค่อยมีเวลามาร่วมกิจกรรมสมรภูมิเสมอ ได้ตลอด เพราะต้องประกอบอาชีพ อย่างไรก็ตาม ในปัจจุบัน การเรียนการสอนโดยเน้นผู้เรียน เป็นสำคัญรวมทั้งการให้ห้องถินเข้ามามีส่วนร่วมในการจัดการศึกษาที่ยังเป็นที่สนใจ การประสานงานระหว่างผู้ปกครองกับครุภูส่วนก็ยังจำเป็น และการพัฒนาการศึกษาในห้องถิน จะสำเร็จลงไม่ได้ หากผู้มีส่วนได้ส่วนเสียเข่นผู้นำห้องถิน ผู้ปกครองเยาวชน ตลอดจนตัวผู้เรียน เองจะหยุดนิ่งแล้วปล่อยให้เป็นหน้าที่ฝ่ายใดฝ่ายหนึ่งโดยลำพัง

คำสำคัญ : ร่วมปลูกสร้างฝัน

Abstract

This research was a part of the researcher's project to pay back to his village with what he has learned in hope to empower villagers and prepare children for the rapidly changing world. After launching different projects and teaching kids of different groups in the community for 10 years the researchers saw the importance of parents' roles in teaching and training kids. A research project was conducted to see to what extend having parents participate in teaching activities can help teaching in the village. The researchers then announced that free tuition would be given to those students whose parents were ready to come and plan the lesson together with the researcher. About 15 parents came and 33 students joined the 20 hour teaching project. Parents attended the meetings and most of the classes. However, some of them could not always come. They, however, asked other parents about the meetings when they could not come. The students were interviewed and pre-tested before the course started. While teaching, parents were also occasionally asked to take parts in some learning activities. For example, some told the children how the village was 20 years ago or talked about native plants or farming. It was found that parent's participating affected young students' learning performance. The students were more confident to ask when they did not understand and did better in the post-test than the pre-test. However, older students (here Grade 9) were rather quiet when their parents were around. On the other hand, most parents had tight schedule for their living. They had very limited time to concentrate on their students' study. Nevertheless, if the parents learn to help guide their children more, better learning on both students and parents can be expected. That will help improve children education in the

country, and in turn encourage more rural development. Therefore, parents and teachers should work together more closely in educating children and rural development.

Keywords : Co-Training

1. Introduction:

1.1 Rationale:

The main reason of going back to Lau Sue Kok, the researcher's hometown was to make use of the researcher 'knowledge and experiences in helping villagers to be updated and able to well adapt themselves to the rapidly changing society. The researcher picked his own hometown to start with in order to save time to collect basic information such as family or academic data because having born and been there he knew what the community has and lacks. Because most villagers are ordinary farmers who spend most of their lives on farms, they have limited knowledge about education and how to prepare their kids for better future besides trying to earn enough money for the family. Some guides from those who managed to get higher education and experience living in big cities outside the village should benefit the villagers.

On the other hand, new way of living affects almost all people everywhere including humble and honest people in many villages in the country in Thailand. Because of the rising cost of living, people are more materialistic. Many villagers are so busy struggling to work harder for money that they have less time for one another or even their family members. In the past, each family in the country worked and ate together so that there were always times for family members and neighbors to share. Nowadays, more villagers have to leave home early to go to work. The students themselves also go far away to schools in town . As a result, they have little time for one another. In addition, many children are left with grandparents while their mothers and fathers go to work and live in the capital or big cities. This was far different from the village

and the community where the researcher grew up. Consequently, it took time to learn and find a good way to help develop the country. That was a reason why another research project was needed after working in the village for 10 years. Despite of the fact that a lot more students are in schools than in the past, it seems that the number of determined students is fewer. Many of the students go to school without a good plan or clear objectives. Some do not seem to know what they want to do in the future. Many just go to school merely because most of their friends do. Even though there are more accessible academic resources, not many students or villagers are good readers. Things could be easier to be handled if the researcher lived in the village. Unfortunately, the researcher is a full time lecturer at a university in the town, and could only spare some time to go to the village on weekends or holidays. Therefore, the researcher had to find a way to deal with the situation better, and co-working with the parents was the plan.

1.2 Purposes

1.2.1 To find some clues or options for community projects

1.2.2 To provide more opportunities to learn from each others

1.2.3 To encourage voluntary projects

1.2.4 To encourage the awareness of civil roles in community developing

1.3 Objectives of the Study

The objectives of this project are two folds. (1) To have students' parents participate in the learning activities so that both researchers or teachers and parents could plan some activities

together, and (2) to find out to what extend parents participation in the activities can help improve students' learning.

The goal was to offer a 15-20 hour course emphasizing on speaking or short conversation more or less as a pilot project for future development. In conducting this research, the researcher applied the idea of grounded theory; It is a qualitative research which researchers collected and recorded data while running the activities in hope to find some conclusion or theoretical ideas later rather than trying to prove certain theories or building on previous studies.

1.4 Hypothesis

It is believed that parents would try harder to spend more time with their children's education after the parents understand how much they could do to encourage their kids to learn to learn. With the help from parents, students should be more punctual and responsible. The more responsible the students become, a better learning outcome can be expected.

2. Related Studies:

2.1 Grounded Theory

As mentioned earlier that this research adapted the ideas of grounded theory introduced by Strauss and Corbin (1990). According to Strauss & Corbin (1990), Glaser (2002) และ Knight (2003), the theory took place around 1960 by Anselm Strauss and Barney Glaser while they were conducting a research study to find correlations between society and disease spreading in a university in California. The research was done by collecting data through observation and interviews as well as going through records of data

to analyze and classify them to find new ideas from the data collected before writing a report or outcome of the research.

Grounded theory research is a type of qualitative research which does not start from theory, but from a careful analysis of data with both deductive and inductive reasoning to get a conclusion. There are 6 stages in grounded theory research : collecting data, recording, coding, taking notes or diaries, classifying and writing a summary.

2.2 Experience Based Learning

Another principle supporting this research was Experience Based Learning or what John Dewy used the phrase “Learning by doing.” This project, therefore, also offered an opportunity for students who participated to learn English from using the language. The students from the village needed to learn to give some basic information about the village to visitors. On the other hand, student helpers from the university had to reflect on their experiences and prepare to help the young village kids learn English as well as others. According to Doolittle, P.E. (1995), children learned new things or new experiences in two ways: direct experience through trying out and making some errors and being encouraged to learn by adults like parents or teachers. That is, adults can help develop children’s thinking and learning by providing them an opportunity to think and learn by themselves.

2.3 Thai Youths

Current Thai government introduced “Thai 12 values” in hope that Thailand will have more efficient population in the near future. Like many countries, Thailand has to deal with different social problems including drugs and violence among young people. These problems have existed over a decade and they still exist in

present. Therefore certain projects to help guide teenagers behave better should be encouraged. For example, in 2003 Mour (Kanda Sakoolthanasak Mour, 2003) organized a project which included moral teaching in learning lessons for Grade 10 students, and it was found that the students changed their behaviors 80% positively.

2.4 Philosophy of Thai Education

Worayoot Sriworakool (2006) says “Thai educators copied western framework or philosophy without understand the roots of western culture.” As a result, many times Thai education just goes with the flow without careful consideration or paying any interest to double check whether it suits the Thai situation or not.

The researcher totally agreed with the comment. For example, many Thai scholars were so influenced by the phrase “educational wastage” about 40 years ago that most of the cases of students failure would automatically linked to the phrase educational wastage. Many poor students managed to get to university level despite the fact that they did not have the knowledge that they were supposed to have. For example, many high school graduates have fewer than one thousand English vocabulary even though it was written in an educational ministry manual that high school students should have over three thousand English words before they could pass high school to university level.

2.5 Culture and Education

How Thai raise children seems to more or less affect Thai education. As mentioned in an essay by AsokeTrakoon and others (1998), Thai family were too soft to train their kids to learn to help themselves. This made many Thai get used to depending on

others and tend to wait for help. Many are not brave enough to take risk or even voice out what they want. Many Thai villagers are quiet in a meeting. They seldom ask when they do not understand. Neither they object or say anything different in the meeting when they do not agree. Surprisingly, many act opposite when they are not in the meeting. In many cases, not long after leaving a meeting room, some people will begin to criticize what they heard but remained silent during the meeting. These characteristics of many Thai people lead to some consequences in class. Most Thai students are too shy to share or even to ask teachers in class. These have to change, the younger the faster this can be changed ,and the faster the change takes place, the better learners students can be.

2.6 Participation and Student Centered Teaching and Learning

Cooperative learning and student centered learning are encouraged to help develop Thai education. The terminal goal is lifelong and life-along learning. In other words, students should learn to learn and solve problems by themselves. They need to understand themselves and realize what they are good at or bad for. If a student knows himself well and manages to improve his or her weak points, there should not be any big problem for him or her. If most students are ready to speak up and share what they think, most classrooms will be enjoyable for both teachers and learners. Unfortunately, how most children are being raised and trained does affect how much students participate in class. If teachers are to wait for students to speak or share their ideas during the lesson, how much learning can be expected?

3. Methodology:

3.1 Population

After some public relation, 33 students applied to join the project. The ages could be divided in to four groups, three-four years three people, five-eight years nine people, nine-twelve years 13 people and 13 –15 years old eight people respectively.

Ten student helpers took turns to help with the project.

3.2 Learning Activities and Data Collection

The steps of the research can be presented as follows:

3.2.1 Pretest

Before the lesson began, each student was interviewed in English. All were greeted with “Hello” “What’s your name?” and “Can you speak English?” Apart from this, additional questions vary from group to group. Older students were asked a few more questions. In addition, a small written test was also given. However, since there were very young students including those who never learned any English, most students were asked to write some letters and numbers while older students had to write a few sentences.

3.2.2 Contents and Learning Activities

The lessons included different activities both English and extra. For example, the students learned about different commands and following instructions and introducing oneself. Some extra activities such as creating a piece of art work from wood and leaves, games and listening to stories told by parents were added in the training.

3.2.3 Personal Notes and Records

The researchers occasionally took some notes and or pictures and videos as a part of data collection.

3.2.4 Student Helpers

To evaluate the effect of the project on student helpers, the helpers were asked to write some reflections while in the site or after taking part in the project.

3.2.5 Parents

The researchers occasionally had some talks with the parents. In addition to that, parents were interviewed and asked to share their experiences or stories with the students.

3.2.6 Post-test

The same set of tests used in pretest was used.

3.3 Data Analysis

The data from pre-post tests, interview and records were grouped and analyzed in order to report the findings.

4. Data and Findings:

4.1 Pre and Post-tests

From the students were pre-post tests and interviews before and after the teaching, most of the participants did better after the treatment. After 20 hours of learning, they could answer English questions two times better than what they could do before participating in the project. However, the 13-15 years old group performance did not improve much.

4.2 Data from Personal Records/Notes

More than 80% of younger students were more confident and answered more questions. However the older students (the 13-15 years) tended to cling to their friends. Some students decided not to come to study in some weeks just because their friends did not come.

4.3 Data from Parents

The parents of four years and lower said that their kids enjoyed studying and also used some English at home. To encourage parents to get different information on taking care of children, some texts were given to some parents to read. Unfortunately, very few pages were read.

4.4 Data from Student Helpers

Most helpers were glad that they had an opportunity to help younger students. They also said having taught the kids themselves made them understand teachers better. However, as most of them could not afford to participate more than a week or two, they could not say whether helping in the project had helped improve their English.

5. Conclusion

It was found that co-operation between parents and teachers were very helpful for teaching and learning. First, both teachers and parents could gain more information about the students so that they could provide more suitable learning activities. Second, the parents could encourage students to finish most of the

homework assigned so that the students would have to review the lessons and digest what they had learned. Third, the teachers could also get new information of possible factors affecting students' learning performance so that they can continue developing their lesson plan. However, for some children, especially young ones such as below four or five years old the presence of their parents could distract them from the lesson. This means that when and how long parents should be around is also important. Fourth, being a part of learning activities for their children and sharing some discussions with the teachers, most parents do better in helping their children learn. Fifth, co-working with parents while teaching in a community in the countryside provides a great opportunity for the teachers to see the disadvantages or the shortage of being country students and what they need to pass before they can have higher education. This kind of direct experience hopefully will inspire more people to do more research and work to help deal with educational as well as other developments in the country.

6. Recommendations

The following suggestions for further studies are provided below :

6.1 To run a teaching project in a rural area, the more cooperation from parents and local people, the better can be expected.

6.2 Plan in advance long before starting a similar project.

6.3 A tool that was used in collecting data for this research was a mobile phone. The audio and visual data from the mobile telephone recorded a lot of information which could lead to further investigation.

6.4 Grounded theory or conducting research from data collecting and learn something interesting from the data can lead to interesting issues and should be encouraged.

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