## CHAPTER 1: INTRODUCTION

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CHAPTER 1
INTRODUCTION

PREFACE

Education is of prime importance in the country development. Qualitative education administration in the country development to the prosperity, economically, socially, politically, culturally, and technologically, has to rely on teachers. This is because teachers play an important role in every aspect of the learning development. Thailand is one of the countries that recognize the significance of teachers. This is apparent from the Constitution of Thailand, A.D. 1997, Article 81, giving the significance to the teaching profession development and the education reform, by decreasing laws pertaining to the National Education; (The Secretariat of the Parliament. 2002:38)\(^1\); including, the National Education Act, A.D. 2001, (Office of the National Education Commission)\(^2\) Article 52, decreed for the Ministry to promote the systemization, the production process, the teacher development, and the development of education personnel to the suitable quality and standard of the high level profession, considering the readiness and strength in the personnel rehabilitation, as well as the continuous development on regular personnel. Article 53 stipulated that the status of the teaching profession organization, the education institution executives, and the education administrators are to be constituted. These are independent organizations under the administration of the Profession Council, in the supervision of the Ministry. They are authorized in designating the professional standard, as well as in issuing and revoking the Professional License. They are also to superintend over the pursuance of the criterion and of the professional etiquette; as well as to develop the teaching profession, the education institutes, the education institute executives, and the education administrators.

From the Education Act, A.D. 2001, under the above mentioned act, it is apparent that the government renders an immense significance on the teaching profession. Therefore, teachers have to be professionals, who do care and are prepared to support pupils in their learning. A professional teacher acquires a competence effecting the quality of learners. This enhances the standard of the teaching profession to the high level profession. This also enables the self-development, self-evaluation, and self-improvement,
along with this abidance in the teaching profession criteria. Therefore, the prime responsibility of teachers is for them to do their best in developing learners to their maximum capacity. Therefore, teachers have to be appraised for the accreditation of the quality of teachers through the learning results of learners.

Moreover, the National Education Act, A.D. 2001, alleged on the pedagogical procedure in Article 22, that the pedagogy must adhere to the principle that every learner is able to learn and develop himself, while abiding on the child-centered. The pedagogical procedure must primarily support the natural development of learners to their full capacity. The article 23 referred to the pedagogy, both in the General Education, the Non-Formal Education, and the Informal Education, emphasizing on the significance of knowledge, the integrity, the learning procedure, and the integration in accordance with the suitability of each level of education in following subjects:

1. The knowledge about one-self and his association with the society, such as the family, the community, the nation, and the global society, including the knowledge on the Thai history and background, as well as the democratic political system, headed by the Monarch.

2. The knowledge and skill on science and technology, including the cognition and the experience on the management, the maintenance, and the sustainable and equable exploitation from the natural resource and the environment.

3. The knowledge on the religion, arts, culture, sports, Thai local knowledge, and the knowledge application.

4. The knowledge and the skill on mathematics, and linguistics, emphasizing on the correct usage on the language.

5. The vocational knowledge and the skill, along with the happy Subsistence.

The Article 24 diverted to the learning process that is in coherent with the interest and the aptitude of learners; taking in consideration of the interpersonal diversity. There should be an exercise on the thinking process skill, the management on encountering a situation, and the knowledge application to prevent and solve problems. This includes heuristic activities for learners from the actual experience; and the training for their practical ability, and the ability to think. They should find a liking in reading with a continuous quest
for knowledge. The pedagogical method should be to integrate various facets of knowledge to the equilibrium. The virtues, the good values, including the required attribute should be implanted in them through every subject. Learners can provide the surroundings, the learning milieu, and all conveniences for learners to acquire their knowledge and omniscience. Moreover, they should be able to apply the research as a part of the learning. In this case, the instructor and learners may learn contemporaneously from the learning/teaching milieu, and from various technological sources. The Article 30 is for the education institutes to develop the effective learning/teaching process; and to support the competence of instructors in the research, in order to develop the suitable learning for learners in each level of education; (Ministry of Education. 2005:12-16)\(^3\).

Moreover, the pedagogical procedure of the curriculum of educational institutes is to pursue the Basic Education Curriculum of A.D. 2008, (Ministry of Education. 2008)\(^4\) stating that: for the sake of the curriculum implementation in accordance with the principle, the objective, and the stipulated project, the education institute is to support on the research to develop the learning, through the management of the learning according to the curriculum. In this case, there should be diversity of the format and the procedure in concurrence with the aptitude, the interest, and the requirement of learners. The instructor is to integrate the application of the research process to the pedagogy for the development of the quality and capacity of learners. The research process can be applied as a part of the learning process, with performing stages of: the problem analysis, the planning to solve or to develop, the operation to solve or to develop, the assemblage on information, the summary on the problem solving or of the development, report on the learning outcome, and to apply the outcome of the research; (Ministry of Education. 2005:33)\(^5\).

The evaluation on the learning outcome, according to the Basic Education Curriculum, A.D. 2008, stipulated on the dominant objective to implement the evaluation outcome to the development of learners, to the achievement of the learning standard in various learning contents. Whereby, the evaluation outcome should be used in revising the learning process to a better efficiency. The objective of the learning evaluation prior to the actual learning is to check on the readiness and the basic of learners; hence, enabling a suitable implementation of the instruction method and milieu. The evaluation amid the
learning period is to check on the progress of learners, whether their achievement is in accordance with the pedagogical plan. The evaluation after the learning is to check whether learners actually acquired the expected knowledge, compared to the evaluation prior to the learning. Hence, it can be evaluated on the capacity of learners. Such evaluation before and after learning can be prepared through the method of the classroom research: (Ministry of Education. 2008: 13 – 18).

Therefore, the teachers should know the way to manage the learning and the education; the suitable child-centred so that learners may develop their knowledge naturally to their full capacity; the pedagogical method that reinforces the thinking process, the skill training, the situation confrontment; and the application of knowledge to prevent and to solve problems. In this case, there should be an ability to apply the research as a part of the learning process, as well as the ability to apply the suitable education innovation and information technology to learners.

The teachers' competencies is a prime factor in predicting or expecting the quality of learners. Tawee Boonyaket commented that "...The National Education does not only rely on a good cogitation, but it is imperative that we have good teachers. We must have teachers who are able to give technological knowledge to children and to inculcate in their souls...Moreover, teachers must be devoted to their profession, with a quest in their profession. (The Secretariat or the Teachers' Council of Thailand. 2005). Therefore, the significance of the education reform stresses on the reform of teachers and education personnel, deeming that 'teachers' perform their living in the high level profession, emphasizing on the standard and the profession etiquette, with a continuous development on teachers. Regarding the education reform it has been accepted that in the education quality development, teachers must be developed to become professional teachers, with a readiness in every aspect to become a teacher. In this case, they must acquire the knowledge, ability, and instruction skill, with a good conduct, and perform their duties in a pedagogic soul. The regulation of the professional standard A.D. 2005 was stipulated by Secretariat of the Teachers' Council of Thailand to determine the competencies of teachers.
The researcher who is the educator of Office of Srisaket Educational Service Area 2 would like to know the situation of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 and study the problem as follow:

**STATEMENT OF THE STUDY**

The present study intended to study under the title:

"A STUDY OF TEACHERS' COMPETENCIES UNDER THE REGULATION OF THE PROFESSIONAL STANDARD OF TEACHERS A.D. 2005"

**OBJECTIVES OF THE STUDY**

From the study and the documents mentioned above, the researcher intends to study the teachers' competencies under the regulation of the professional standard of teachers A.D. 2005. He designed the objectives of the study as follow:

1. To construct the scale to evaluate the teachers' competencies under the regulation of the professional standard of teachers A.D. 2005.
2. To study the level of the teachers' competencies under the regulation of the professional standard of teachers A.D. 2005.
3. To compare the mean score of the teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 classified by sex, age, teaching experience, educational qualification, level of teaching, subject of teaching, size of school, area of school, type of school.

**VARIABLES OF THE STUDY**

1. Independent variables
   1.1 Sex
   1.2 Age
   1.3 Teaching experience
   1.4 Educational qualification
   1.5 Level of teaching
   1.6 Subject of teaching
   1.7 Size of school
   1.8 Area of school
   1.9 Type of school
2. Dependent variable

The teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 which divided into nine standards:

Standard 1 : Language and Technology for Teachers

1. The ability to apply the correct Thai language in the communication, with regard to the skill in listening, speaking and writing.

2. The ability to apply the skill in the English language or other languages, with regard to the listening, speaking and writing, for the correct communication.

3. The ability to use the basic computer.

Standard 2 : The Knowledge on the Curriculum Development

1. The ability in the curriculum analysis.

2. The ability in improving and development the curriculum with diversity.

3. The ability to evaluate the curriculum before and after the application of the curriculum.

4. The ability to devise an effective curriculum.

Standard 3 : Pedagogy

1. The ability to assemble each subject for the use in the learning plans of each semester and throughout the semester.

2. The ability to devise the learning to suit the age of learners.

3. The ability to construct the media, to improve the media, and to select the media in the learning support for learners.

4. Prepare activities to support the learning of learners, with the discrimination of their learning levels from the evaluation.

Standard 4 : Teacher Psychology

1. The ability to understand the nature of learners.

2. The ability to assist learners in their learning, and to develop to their full capacity.

3. The ability to advise and assist learners to acquire a better quality of life.

4. The ability to promote the talent and the interest of learners.
Standard 5: Educational Evaluation and Measurement
1. The ability to measure and evaluate according to the truth.
2. The ability to apply the evaluation outcome to the improvement of pedagogy and to the curriculum development.

Standard 6: Educational Institute Management
1. The adoption of leadership.
2. The ability to manage the class.
3. The ability to communicate qualitatively.
4. The ability to coordinate the advantage.
5. The ability to apply new innovations to the administration.

Standard 7: Educational Research
1. The ability to apply the research outcome to the learning/teaching.
2. The ability to carry out the research to develop the Learning & teaching, and to develop learners.

Standard 8: Educational Innovation and Information Technology
1. The ability to select, devise, construct, and improve on the innovation for the good learning of learners.
2. The ability to develop the information technology for the good learning of learners.
3. The ability to quest for a variety of learning sources to promote the learning of learners.

Standard 9: Pedagogue
1. To adopt the kindness, affection, and good wishes on learners.
2. To acquire the perseverance and responsibility.
3. To become a person of learning, and the academic leader.
4. To acquire the vision.
5. To acquire the faith in the teacher profession.
6. To pursue the teacher profession-etiquette.
QUESTIONS TO BE ANSWERED

1. What is the level of teachers' competencies under the regulation of professional standards of teachers of Thailand?

2. Is there the significance of difference between mean scores of teachers' competencies under the regulation of professional standards of teachers of Thailand classified by sex, age, teaching experience, educational qualification, level of teaching, subject of teaching, size of school, area of school, type of school?

HYPOTHESIS OF THE STUDY

1. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of professional standards of teachers A.D. 2005 in total score and in different standards classified by sex.

2. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by age.

3. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by teaching experience.

4. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by educational qualification.

5. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by level of teaching.

6. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by subject of teaching.

7. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by size of school.

8. There will be no significance of difference between the mean scores of the level of
teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by area of school.

9. There will be no significance of difference between the mean scores of the level of teachers' competencies under the regulation of the professional standard of teachers A.D. 2005 in total score and in different standards classified by type of school.

LIMITATION OF THE STUDY

1. The present study confined to study only the primary and secondary school teachers of Thailand in formal system of education, both in state schools and private school.

2. The study was further delimited to the sample of schools which given the instruction during academic year 2007.

3. The sample of the study consisted of the primary and secondary schools, which locate in eight provinces of North-Eastern part of Thailand.
   - Srisaket province
   - Ubonratchathani province
   - Yasothorn province
   - Buriram province
   - Surin province
   - Mahasarakam province
   - Amnatchareon province
   - Roiet province

4. The subject of teaching in the present study limited to only the teachers who teach in four subjects i.e. Thai language, science, social studies, and mathematics.

IMPORTANCE OF THE STUDY

In addition to achieve the educational quality, the first component which sends an impact to effectiveness of education is the high competencies of teachers in such school unit.

The present study gave the ideas of developing the teachers' competencies under the regulation of the professional standard of teachers 2005. The findings of the study gave the guideline to meet the high quality of education perform by the teachers with high
competencies. To know the situation of teachers’ competencies that should be improved, it can be seen from the results of the present study.

DEFINITION OF THE IMPORTANT TERMS

For a correspondent understanding, the researcher assigned the definition of the research as follows:

1. The Competencies referred to the personal knowledge, ability, skill, attitude, and behavior for the professional advantage, to incur the development according to the required purposes.

The teachers’ competencies referred to the knowledge, ability, skill, attitude, and behavior of teachers, that is advantageous to the profession, incurring the development of students in every aspect according to the required purposes.

2. A teacher referred to the person who teaches in the education institute of the primary education and the secondary education, in the private sector and the state sector, of various education areas, and such education institutes manage the education in the Basic Education.

3. Professional Standards referred to the person with a permanent work to earn the living through the teaching or supporting the learning of others in the government or private institutes, with the consciousness, the knowledge, and the skill in the educating.

The professional standards in the present study referred to the regulation professional standards stipulated by the Secretariat of Teachers’ council of Thailand 2005 which divided into nine standards as follow:

Standard 1: Language and Technology
Standard 2: The knowledge on the Curriculum Development
Standard 3: Pedagogy
Standard 4: Teacher Psychology
Standard 5: Educational Evaluation and Measurement
Standard 6: Educational Institute Management
Standard 7: Educational research
Standard 8: Educational Innovation and Information Technology
Standard 9: Pedagogue
The schools referred to primary and secondary schools which given the instruction in formal system of education. The present study delimited the sample of primary and secondary schools which located in eight provinces in the North-Eastern part of Thailand i.e.
- Srisaket province,
- Ubonratchathani province,
- Yasothon province,
- Buriram province,
- Surin province,
- Mahasarakam province,
- Amnatchareon province
- Roiet province

RESEARCH DESIGN
According to the objectives, the present study is mainly focused on finding out the level of teachers' competencies under the regulation of professional standards A.D. 2005. To fulfill the objectives of this study, the researcher decided to make use of survey method. In order to obtain the data to arrive at proper results of the study, the present researcher decided to adopt the descriptive survey technique, which is considered appropriate method of obtaining specific information about the research situation.

CHAPTERIZATION
The researcher has planned to divide the present study into five chapters.

Chapter 1 : Introduction
The first chapter deals with the introductory aspect of the study, statement of the problem, objectives of the study, variables of the study, questions to be answered, hypothesis of the study, limitation of the study, definition of the important terms and the chapterization.

Chapter 2 : Theoretical Orientation and Review of the Past Studies
The second chapter concerned to the meaning of professional teacher, different aspects of professional teacher, meaning of competencies, teachers' competencies...
standards. This chapter also present the review of the past studies related to the teachers' competencies.

Chapter 3 : Plan and Procedure
The third chapter based on the technique selected for the study, tool and characteristics, development of the tool, establishment of discrimination of the tool, establishment of reliability of the tool, establishment of validity of the tool, administration of the tool, technique of analysis of data, statistic used in the study.

Chapter 4 : Analysis of Data and Interpretation
The fourth chapter described about the analysis of the data and interpretation. The data collected by the tool was analyzed according to the hypothesis and divided into ten parts as follow:

1. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005.

2. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by sex.

3. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by age.

4. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by teaching experience.

5. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by educational qualification.

6. The analysis of the level of the teachers' competencies under the regulation of
professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by level of teaching.

7. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by subject of teaching.

8. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by size of school.

9. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by area of school.

10. The analysis of the level of the teachers' competencies under the regulation of professional standards of teachers A.D. 2005 and the comparison of the mean scores of the level of the teachers' competencies under the regulation of professional standards of teachers classified by type of school.

The 0.05 and 0.01 level of the significance was considered satisfactory for acceptance or rejection of the null hypothesis. The frequency distributions, tables and figures also prepared and placed in the report to present the data comprehensively.

Chapter 5: Review, Major Findings, Conclusions and Suggestions

The last chapter will adopt with the review, the major findings and conclusions as well as the suggestions for further research work.

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REFERENCES


