

***The Comparative Study for Professional Competencies of the Elementary Teachers
Between Professional Teachers and Unprofessional Teachers Under the Office of
the Basic Education Commission***

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The European Conference on Education 2019
Official Conference Proceedings

Abstract

This research objectives: 1) to study teacher professional competencies at elementary level under the Office of the Basic Education Commission (OBEC) 2) to compare teachers' professional competencies between professional and unprofessional teachers. Respondents were 135 elementary teachers under OBEC in Bangkok by purposive sampling and select cases for qualitative interview. Data analysis used descriptive statistics, compared competencies difference using t-test independent. Qualitative analysis was used to conclude policy suggestion.

Research Findings:

1. The professional competencies level of elementary teachers under OBEC were at moderate level.
2. The professional competencies comparison between professional and unprofessional teachers under OBEC were found significantly different all sub competencies at level .05 while professional teachers had a higher competencies than unprofessional teachers. There were significant differences at the level of .05 when compared core competencies and functional competencies between group.
3. Suggestions guide for developing competencies of both professional and unprofessional teachers to cope with dynamic change and technology advancement affecting human learning in the 21st century. Teacher education institutes and faculties have to set the standards for preparing competencies readiness before graduation, be modernized, serve country developing strategies, learning in disruptive digital world. Teachers production and development agents have to implement both knowledge and competencies, raise up values, ideology, spirit, emphasized on quality manpower, intelligence, morality, competitiveness, innovation-driven, modern and international curriculum-courses, applying new instructional media for digital environment, encourage management skills to administrate curriculum, prepare qualified professional teachers with competent characteristics as desire.

Keywords: Comparative Study, Teachers' Professional Competencies, Educational Administration, Basic Education

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Origin and Background (Importance of Research Problem)

Education plays the important role in developing country when consider its importance, education and learning raise aspirations, set values, and ultimately enrich lives (World Bank Group, 2018: Preface) and elementary education is also 4th pillar index component for country development which World Economic Forum identifies as one of Global Competitiveness Index (The Global Competitiveness Report 2017–2018: P.39). The core curriculum of basic education (2008) aimed at developing all learners' physical component, knowledge, morality and both Thai and world citizenship. Development of moral processes in the context of the characteristics and competencies of administrators and teachers which is considered as weakness in the education system because some teachers still adheres to academic content (curriculum) rather than managing learning for students through activities that enhance learners' consciousness, characteristics and skills for future in 21st century. So that the teachers training institutions should be instilled teacher professional students to learn not only the theories, modern concept of being a professional teacher and good performance in the teacher profession but also nurture desire competencies, along with real-life practice. Professional teachers will capable to build up the qualified students to have a good behavior upon sharp intelligence which able to work and live happily in society. Preparation students to be good adults in the future is one important basis for development in society and communities (Bureau of Academic and Educational Standards, Office of the Basic Education Commission, 2011: 1)

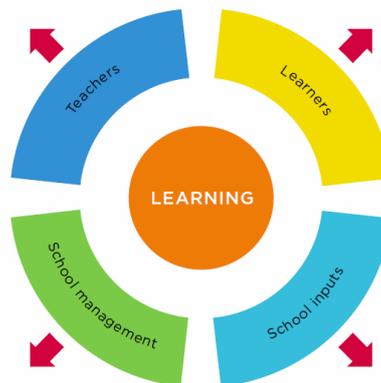


Figure1 Technical and political factors divert schools, teachers, and families from a focus on learning (Source: World Development Report, P.13)

Teacher professional development in the education system is the heart of the nation. But there are still some significant problems for teachers who are not encouraged to teach, inefficient teaching, couldn't cope with the evolution of the dynamic world (Office of the Education Council. 2015: 2) which is considered a quality crisis of education and educational administrators have to focus on teacher production to develop good learners who are similitude as “seeds of the country and the whole world”.

The teacher profession is considered a high professional profession which is important for raising the quality of education. Teacher profession has its own wisdom way, filled with souls, and has a unique characteristic of providing services to society that is different from other professions. Teacher professional development is also important mechanism for driving quality of education, it's notified as “front door” to

go to the quality of the national population. Qualified people lead to country competitiveness, the ability to compete on the international stage especially to keep pace with the changes of the world in the 21st century in terms of economy, society, politics, science and technology. Furthermore, they have to be capable to challenge from regionalization trend and movement, the ASEAN Economic Community (AEC) was opened in 2016 with the goal of economic integration as a single market and production base. The teacher profession is a profession that needs to be adapted to the global situation in the 21st century and the liberalization of the ASEAN community with dignity.

Competencies of qualified teachers are important factors that affect learners' learning changes. Especially teachers in elementary or elementary education since many research findings such as data from Muralidharan, Singh, and Ganimian (2016) cited from World Development Report (World Bank Group, 2018) showed that Students often learn little from year to year, but early learning deficits are magnified over time. Learners who stay in school should be encouraged with good teaching and steady progress in learning, whatever disadvantages learners have in the beginning and teachers affect leaning ability so much as shown in figure 2. Therefore, teachers at the elementary level are very important person in the process of qualified and skillful worker in future. How to raise performance in term of the teacher professional competency of the teachers have to be focused effectively.

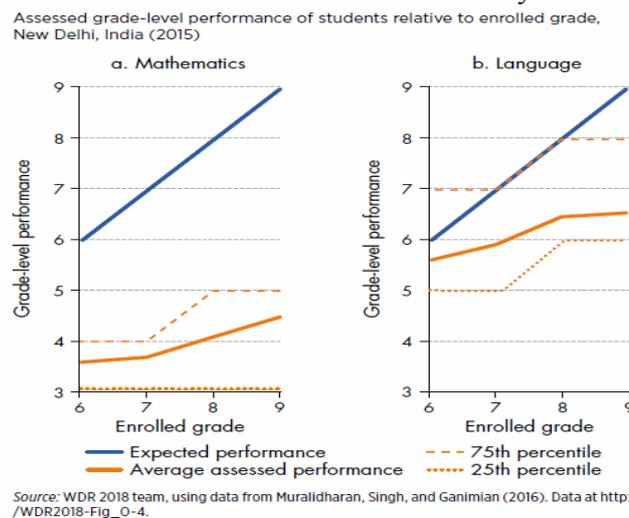


Figure 2 Students often learn little from year to year, and early learning deficits are magnified over time (Source: World Development Report, P.7)

There are rational and linkage between process to make expected consequence, the result of improving the quality of education and the quality of the teachers till to the quality of the creation of the people in the teacher profession, have to link to desire characteristics and skills in learners respectively through academic management which relying on learner support and development, teaching providing and development than curriculum implementing (Theeraphab Phetmalaikul, 2017: 120).

academic management affair	\bar{x}	SD.	Level	rank
Curriculum implement and development	4.08	.726	high	3
Teaching Providing and development	4.11	.710	high	2
Media and innovation	3.85	.779	moderate to high	7
Measurement and evaluation	3.90	.771	moderate to high	5
Resource providing and development	3.89	.756	moderate to high	6
Quality assurance	3.99	.706	high	4
Learner support and development	4.17	.698	high	1
Research	3.74	.792	moderate to high	8
Document and printing center	3.30	1.135	moderate	10
Academic service	3.29	1.101	moderate	11
Educational psychology and guidance	3.65	1.054	moderate to high	9

Figure 3 Academic administration and management affair to enhance learners' skills in 21st century by Administrations (Theerphab Phetmalaikul, International Journal of Educational Science and Research 7(3): 113-124.)

Research to know about teachers' professional competency and comparison the competency between teachers who graduate in teacher professional institutes and teachers who didn't graduate in non professional institutes could be done to provide fruitful research-based information to all stakeholders such as policy makers, educational administrators, teachers, etc. So the researchers team which are member of the Faculty of Education at Srinakharinwirot University realized and recognized the importance and the need to develop the quality of the teacher profession in relation to the teacher professional competencies in good elementary level. Then conducted research project to study and compare teacher professional competencies of elementary school teachers who completed the teacher profession and who did not finish the teacher profession under the Office of the Basic Education Commission with the hope that result will be able to apply the principles, concepts and knowledge in the study to improve the quality of the teaching profession and lead to qualified learners as desire.

Research Objectives

1. to study the professional competencies level of elementary teachers under the Office of the Basic Education Commission.
2. To compare teachers' professional competencies of elementary school teachers who completed the teacher profession and who did not finish the teacher profession under the Office of the Basic Education Commission.

Research Importance

1. the comparison could be applied to enhance competency for both professional teachers and nonprofessional teachers.
2. research result and information would be used for policy making, educational administration to develop knowledge, skills, characteristics which are desire professional competencies of qualified teachers for the Office of the Basic Education Commission.

Population and Samples

Respondents were 135 elementary teachers in schools under The Office of Basic Education Commission for questionnaire responding and selected cases for indepth-interviewing to conclude and suggest about quantitative result.

Research Instruments

In this research the researcher has developed tools for collecting data as follows.

1. Teacher competency assessment form of elementary school level.
2. Structured interview form.

Research methodology

This research is aimed to analyze and compare the professional competencies of teachers under the Office of the Basic Education Commission. The main purposes of the research project is 1) to compare the teacher professional competencies of teachers at the elementary level Under the Office of the Basic Education Commission, and 2) to prepare suggestions for developing competencies of elementary school teachers under the Office of the Basic Education Commission. The research team has determined the scope of research which is divided according to the research objectives, data collection methods and data analysis then identified the methodology of research into 3 phases:

Phase 1: Literatures review and assessment form development, instrument quality check for next step collection.

Phase 2: Data collection.

Phase 3: Analysis and comparison of professional competencies of teachers at the elementary level under the Office of the Basic Education Commission and making suggestions for developing competencies of elementary school teachers under the Office of the Basic Education Commission.

Phase 4: Results dissemination and Report Writing.

Data Analysis and Statistics

1. Statistics used to test instrument quality was the index of congruency (IOC) and Reliability using Cronbach's alpha coefficient.
2. analyze the teachers' professional competency level of teachers at the elementary level under the Office of the Basic Education Commission by content analysis, mean and standard deviation.
3. compare teachers' professional competencies of elementary school teachers between Teachers who graduated and who did not graduate the teacher professional institutes by using t-test for independent group.
4. analysis the results to generate recommendations for developing competencies of elementary school teachers under the Office of the Basic Education Commission using content analysis

Results

Table 1 Professional competencies comparison between teachers who graduated the teacher profession and who did not graduate the teacher profession under the Office of the Basic Education Commission

Professional Competencies	professional graduation (n = 95)		non professional graduation (n = 40)		mean difference	t
	\bar{x}	S.D.	\bar{x}	S.D.		
Core Competencies						
1. Achievement Oriented	3.98	0.617	2.71	0.781	1.27	9.205*
2. Good Service	4.17	0.626	3.06	0.767	1.11	7.938*
3. Self Development	3.86	0.651	2.85	0.744	1.01	7.611*
4. Teamwork	4.19	0.632	2.731	0.81	1.46	10.431*
5.Moral and professional ethics of teachers	4.39	0.654	2.98	0.806	1.41	10.436*
Functional Competency						
1. Curriculum Administration and Learning Management	3.99	0.646	3.12	0.819	0.87	6.121*
2. Learners Development	4.14	0.661	2.77	0.764	1.37	10.145*
3.Classroom Management	4.15	0.643	2.53	0.889	1.62	10.585*
4. Analysis, Synthesis and Research for Learners Development	3.75	0.675	2.63	0.748	1.12	8.580*
5.Teacher Leadership	4.05	0.611	2.53	0.831	1.52	10.498*
6.Cooperation and Collaboration with community for Learning	3.90	0.681	2.54	0.684	1.36	10.582*

*p<.05, **p<.01

From Table1; the professional competency analysis by using mean, standard deviation, it was found that

1. Core Competencies

1.1) Moral and professional ethics competencies of elementary school teachers who graduated the teacher profession, had highest value at a high level ($\bar{x} = 4.39$, S.D. = .654) while Teamwork and Good service performance had second and third highest mean ($\bar{x} = 4.19$, S.D. = .632) and ($\bar{x} = 4.17$, S.D. = .626) respectively.

1.2) while non professional graduated teacher had highest core competencies value at Good Service competencies ($\bar{x} = 3.06$, S.D. = .767), followed by Moral and professional ethics competencies ($\bar{x} = 2.98$, SD = .806) and Self development ($\bar{x} = 2.85$, SD = .744) respectively.

2. Functional Competencies

2.1) teachers who graduated the teacher profession had highest functional competencies at Classroom Management ($\bar{x} = 4.15$, SD = .643) nearly to Learners Development ($\bar{x} = 4.14$, SD = .661), followed by Teacher Leadership ($\bar{x} = 4.05$, SD = .611) respectively.

2.2) while non professional graduated teacher had highest functional competencies value at Curriculum Administration and Learning Management ($\bar{x} = 3.12$, S.D. = .819), followed by Learners Development ($\bar{x} = 2.77$, SD = .764) and Analysis, Synthesis and Research for Learners Development ($\bar{x} = 2.63$, SD = .748) respectively.

3. The t-test test to compare functional competencies mean between between teachers who graduated the teacher profession and who did not graduate the teacher profession, it was found quite difference between group, the comparative results of teacher professional competencies of elementary school teachers who graduated the teacher profession and who did not graduate the teacher profession under the Office of the Basic Education Commission were significantly different at .05 all competencies, and the teachers who graduated the teacher professional field had a

higher average value than the teacher and who did not graduate the teacher profession (mean differences are between 0.87-1.62).

4. conclusion from qualitative analysis suggests that the government should accelerate the development of teacher professional competencies of elementary teachers for both ones who graduated and did not graduate the teacher profession to cope with changing environment in the digital age. Governmental Administrators should set policy to support teacher production institute to implement according to standard that identified fit to enhance learning in the 21st century. Therefore, policy must emphasis on increasing the performance of teachers responding to the national development strategy and learning in the digital world, to prepare and develop teachers and educational personnel to have appropriate knowledge and professional competency. Modern strategies and modern courses also needed with outcome-based teaching and learning while using innovative technology which teachers could adapt in disruption era.

Summary and Discussion

1. The comparative results of teacher professional competencies of elementary school teachers who graduated the teacher profession and who did not graduate the teacher profession under the Office of the Basic Education Commission, it was found significantly different. While the professional competency of the elementary school teachers who completed the teacher professional field is higher than the teacher and who did not finish the teacher profession, this due to policy implement in the past to put effort to teacher quality production that set standard and process for new coming resources who enter the teacher profession, prospects must have target to be a teacher then following with professional competency enhancing-focused development. This result is consistent with the research of the Ministry of Education by the independent committee for educational reform (Office of the Education Council. 2561: 32-36).

After conducted research, establish framework for basic education curriculum for developing learner competencies that are suitable for the needs of the era and future trends including helping to solve or reduce problems could increase the quality of teaching and learning in basic education courses. Basic education and teachers at the elementary level must understand the "competency" that is the ability of the person to apply knowledge, understanding, skills, attitudes and features with work or various situations which expresses behavior in practice that can be measured and evaluated. Competency is the sum of knowledge, skills, attitudes, attributes and various internal potentials that makes a person or group succeed in their work.

Teacher have to understand competencies which are important and necessary for work and developing learners. Teachers develop learners focus to competencies-based, the target learners' competencies who have completed basic education, divided into 10 functions: 1) Thai language for communication 2) Mathematics in daily life 3) Scientific and mental science examination 4) English for communication 5) Life skills and self-development 6) Professional skills and entrepreneurship 7) Advanced thinking skills and innovation 8) Media and digital literacy knowledge 9) Combined team work and leadership 10) Citizenship, awareness and universal consciousness. These 10 competencies frameworks will help Thai children qualify as Thai people, be wise, be well-informed, happy, highly capable. And pay attention to society which all

competencies will occur. Competent learners would know how to pull knowledge, use their skills that existed in themselves, so teachers at the elementary level must add their own performance to raise up these competencies as well. Teachers in present modern world manage teaching and learning by arranging the situation, real experiences, various contexts so that the learners can practice until they can draw out their own knowledge and skills and achieve the desired performance.

2. Suggestions for developing competencies of elementary school teachers under the Office of the Basic Education Commission, it was found that the government should accelerate the development of teacher professional competencies of elementary teachers for teachers both graduated and who did not graduated the teacher profession to know how to change society in the disruption era. Now days, the society lay high expectation on teachers' shoulders who are responsible for human resources which are of great importance. Moreover, the Teachers Council of Thailand has established the Teachers Council of Thailand regulations regarding professional standards BE 2556 (No. 4, 2013) BE 2562 (2019), teachers should have competencies to enable to summarize and apply in developing their own professional competencies. In terms of knowledge and professional experience standards, Teachers must develop themselves to have relevant knowledge and useful experience in learning management or education management. In the performance standard, teachers must develop themselves to perform showing in characteristics and work behavior, could achieve the objectives and learning goals or educational management for learners. Including train to develop themselves to have higher skills or expertise continuously. And in the standard of conduct, teachers must develop themselves to have a set of professional ethics, maintain and promote reputation and the status of educational professionals to be trustworthy, trusting to service recipients and society which will bring honor and dignity to the profession.

In addition, teachers Must have a minimum of a bachelor's degree in education or equivalent or have other teachers certified by the Teachers Council of Thailand with the following standards of professional knowledge and experience.

1. Knowledge standards: teachers are person who sensible to know and understand about dynamic, diversity of the world, society and the concept of sustainable development, educational psychology and children care psychology, counseling ability, learners understanding and analysis according to their potential. Teachers must have knowledge and experience in the subject matter that teach, skills for learning management, measurement and evaluate skill, and research skills to solve problems to develop learners, know and realize the importance of Thai language and English for communication, and the application of digital technology for education design and implementation for educational quality assurance work.

2. Professional experience standards: Teachers must pass the teaching practice in educational institutions according to the degree program of education for not less than one year and pass the evaluation criteria for teaching practice according to the rules, procedures and conditions prescribed by the Teachers Council of Thailand Board that is to say, professional practice during the course and practice teaching in educational institutions.

3. Teachers must have a **standard of performance in teacher duties**. By having a commitment to develop learners With the spirit of being a teacher, behave as a good example with morality, ethics and strong citizenship. Promote learning, caring and accepting differences among individual learners. Inspire students to become learners and innovators, also develop themselves to be knowledgeable, modern and up to date. In terms of learning management Teachers must develop school curriculum, learning media management, learning measurement and evaluation Integrating knowledge and teaching science in planning and learning management that can develop learners to be intellectual, thoughtful and has the capacity to be able to take care, help and develop individual learners according to their potential systematically report the results of student quality development, organize activities and create innovations And applying digital technology to benefit learners' learning Work with others creatively and participate in professional development activities.

In relation to parents and communities, teachers at the elementary level must be able to create cooperation with parents in developing and solving students' problems with desirable characteristics. They are expect to be competent person to create network with parents and communities to support quality learning of learners, access to community context and can live together based on cultural differences (Teachers Council Rules. 2019).

In the development of teacher professional competencies in the digital technology era, it's inevitable to abandon from technology so education management with the use of information technology is important. Therefore, administrators have to support to increase knowledge, competency and experience for elementary teachers, must change the new development process to strengthen teachers to know how to manage with new disruptive technologies, prepare learning resources that will help support learning in a new educational environment, criticize for future learners' skills which are essential to the lives as citizens of the world efficiently.

Which all of the above, it should be an urgent proposal that the government have to give priority to develop competencies of elementary school teachers who have graduated in the field of teacher education and who do not graduate in the professional field to have competencies in the teacher profession in accordance with standards. And beware of policy about permission teaching tasks for those who do not have experience and do not learn in the teacher profession to act as teachers at the elementary level because it will cause damage to the learner which hard to be recovered that was mentioned before, early learning deficits are magnified over time. How to invest worthy, invest in education because performance workers come rom qualified learners who are mainly nurture and encouraged with competent teachers who can teach well and provide steady progress in learning.

Acknowledgements

This paper is part of research program which was funded by Strategic Wisdom and Research Institute (Faculty of Education), Srinakharinwirot University, Bangkok, Thailand (www.swu.ac.th and <http://research.swu.ac.th/>).

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