

Teachers' Professional Core Competencies and Functional Competencies of Elementary Teachers under the Office of Basic Education Commission

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Abstract

This research objective were 1) to study total level of teachers' professional competencies at elementary schools under the Office of the Basic Education Commission (OBEC) 2) to analyze teachers' professional core competencies and functional competencies at elementary schools under the Office of the Basic Education Commission (OBEC). Respondents were 135 elementary teachers under OBEC in Bangkok gathering by purposive sampling. Descriptive statistics such as mean and standard deviation were deployed to analysis the data.

Research Findings:

1. The professional competencies total level of elementary teachers under OBEC who graduated in education were at moderate level ($\bar{x} = 3.58$, S.D. = .886) .
2. The professional sub competencies level of elementary teachers under OBEC were analyzed as below:
 - 2.1 Professional Core Competencies were classified to five components; 1) Achievement-oriented Competency 2) Service-oriented Competency 3) Self-development Competency 4) Teamwork Competency 5) Moral and Professional Ethics Competency.
 - 2.2 Professional Functional Competencies were classified to six components; 1) Curriculum Administration and Learning Management Competency 2) Learner Development Competency 3) Classroom Management Competency 4) Research, Analytical and Synthetic Competency 5) Change Leadership Competency and 6) Relation and Community Collaboration Competency.

Keywords: Elementary Teachers' Professional, Core Competencies and Functional Competencies

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Introduction

Teacher professional development in the education system is the heart of the nation and is the future of the country because education is source of wisdom. But there are still significant problems for people if education does not create qualified workers, teachers lack of encouragement and inefficient to teach. Consequence are graduated students with insufficient quality, no vision, unable to cope with both old and new threats that make country can't catch up with the changes and the evolution of the world. Where will nation go? Or become an underdevelopment country with conflict, selfishness, dishonesty, division of separation (Office of the Education Council, 2015: 2).

Thailand has given importance and invest highly in education, the amount was more than 500 billion baht in 2015, representing 4 percent of GDP and equal approximately 18-20 percent of nation budget since 2008 but Thai education still has quality problems that are not yet able to compete on international stage. Thus causing poor quality of the population in the country, the problem of Thai education is not a lack of "resources" but a lack of "Efficiency" in using resources due to lack of "Accountability" of the education system to students. One of factors which is responsible for solving education problems is "teachers" which are important personnel in upgrading and improving the quality of education. The reform of educational quality will not be possible without raising the quality and competency of teachers, which is one of the most important elements in the education system. (Office of the Education Council. 2015: b)

Competencies of qualified teachers are important factors that affect learners' learning. Especially teachers in primary education because there are research findings from the OECD: Organization for Economic and Co-operation Development which has done in Tennessee (USA.), compared 2 students groups which 8 years old who study at moderate level, one group studied with high-performance teacher while the others studied with low-performance teacher, it was found that within 3 years, the results of both group was different significantly. In addition, the study of such issues at Dallas at the same time found that the students who had the opportunity to study with good teaching teachers were more advanced and found that elementary school students studying with unqualified teachers who are not good for many years will have educational backwardness that hard to improve. There is very little opportunity to correct what is lost from lacking those opportunities, even after returning to a quality school later (Office of the Education Council, 2015: 5)

Therefore, teachers at the elementary level are important person in the process of raising the quality of education while still no effective way to study professional competency, inconsistently and have discrepancy in the determination for teacher professional competencies of teachers in elementary education and also lack of continuity and modernity. In addition, the results of the study of the world-class quality school system found that the important factors that affect the learning change of students at the school level are "competencies of teachers" which schools have world class quality, must have important factors that enabling teachers to have 3 competencies: 1) selecting the right people to be teachers 2) developing teachers to be effective teachers and 3) guarantee system for all students (Barber, 2008 referred to in the Education Council Secretariat, 2012). Thailand Development Research Institute

(2013) discussed the importance of quality and competency of teachers, the reform for educational quality will not be possible without raising the quality and competency of teachers, which is considered an important element in the education system. This leads to the important conclusion for developing and reforming education in 2 ways: 1) Education reform has never been completed. If there is no teachers and personnel reform and 2) quality of education depends on teacher, lecturer and educational human resources (9 years of education reform, 2008, referred to in the Secretariat of the Education Council, 2015: 6). Professional competencies are also key to develop economy, society and nation in all dimensions (Kittichai Suthasinobon, 2016)

Guidelines for professional development Teachers at the elementary level should have a context in the dimension of good teacher performance. Those who are in the teaching profession must be trained in skills that will lead to attitudes, values and good attitude towards the teacher profession. Hence, the teachers at the elementary level should can learn and understand about the characteristics and competencies of teachers and can keep up with the times and changes of the modern world, able to analyze the elements of the characteristics and competencies of teachers of good administrators and teachers as a guideline for professional development which is reflected quality that appears in the learners. And enable learners to achieve their goals by teacher's effective learning management.

For all analysis above, the researchers team realized and focused the importance to study the need to develop professional competencies both core competencies and functional competencies of teachers in good primary education. With the hope that administrator, policy maker or personnel related to the development of teacher professional competencies at the elementary level will be able to apply principles, concepts and knowledge for further developing the quality and competency of teachers to act as better qualified teachers at the elementary level under the Office of the Basic Education Commission as well as extending the development of learners into Thai people who will be quality work force to live happily in the global society.

The purposes of this research are to:

- 1) to study total level of teachers' professional competencies at elementary schools under the Office of the Basic Education Commission (OBEC)
- 2) to analyze teachers' professional core competencies and functional competencies at elementary schools under the Office of the Basic Education Commission (OBEC).

The importance of research

1. The results of this research would be led to the development of a teacher professional development process that is appropriate to the teacher professional competencies of teachers at the elementary level.
2. Can be used as a guideline for providing guidance on teacher professional development to have teacher professional competencies of teachers in good primary level for the Office of Basic Education Commission.
3. To obtain research base information for proposing as a guideline for determining teacher characteristics and teacher professional competencies of teachers at the

elementary level Under the Office of the Basic Education Commission. And proposed as educational policy in the development of teachers of the nation.

Population and Samples

Respondents were 135 primary school teachers under the Office of the Basic Education Commission in Bangkok Metropolis in academic year 2017-2018.

Research methodology

The research team determined the scope of research. Data collection methods And data analysis By conducting research into 2 phases

Phase 1 quantitative data collection, analyze data for Phase 1

- 1) To study the level of teacher professional competencies of teachers at the elementary level Under the Office of the Basic Education Commission
- 2) Analyzing teacher professional competencies of teachers in elementary school level Under the Office of the Basic Education Commission

Phase 2 qualitative data collection for examining the results of competencies of primary school teachers.

- 3) Prepare suggestions for developing competencies of primary school teachers. Under the Office of the Basic Education Commission.

Result Conclusions

1. The results of the study of teacher professional competency level of teachers at the elementary level under the Office of the Basic Education Commission, it was found that the teachers' total professional competencies of primary school teachers who completed the teacher profession under the Office of the Basic Education Commission, mostly at a moderate level ($\bar{x} = 3.58$, S.D. = .886) when considered in core and functional aspect can be summarized as follows

1) Core Competencies

1.1) Competency aimed at achievement in performance in the commitment to perform the duties to have the correct quality, complete with the highest mean ($\bar{x} = 3.76$, SD = .924), followed by pursuing learning about Manage learning ($\bar{x} = 3.73$, SD = .901)

1.2) Good service performance in terms of service with smiles, empathy, empathy, service recipients with the highest mean ($\bar{x} = 3.96$, S.D. = .827), followed by respectful service Humble to honor the service recipients ($\bar{x} = 3.92$, S.D. = .939)

1.3) Self-development competency in education, research Committed and seeking opportunities for self-improvement with various methods, with the highest mean ($\bar{x} = 3.70$, SD = .847), followed by studying new knowledge and academic innovation in organizational and professional development ($\bar{x} = 3.67$, SD = .689)

1.4) The ability to work as a team in working with others according to their assigned roles has the highest mean ($\bar{x} = 3.87$, SD = .929), followed by helping colleagues to achieve mutual success goals. ($\bar{x} = 3.85$, SD = .910)

1.5) Ethical competencies And the professional ethics of teachers in the generosity of helping and not hurting others with the highest mean ($\bar{x} = 4.08$, S.D. = .923), followed by being friendly to learners Colleagues and service recipients ($\bar{x} = 4.06$, S.D. = .929)

2) Functional Competencies

2.1) Course management competencies And learning management in the use of psychology in learning management for learners to learn happily And develop the full potential with the highest mean (= 3.87, S.D. = .767), followed by the use of various media, innovation and technology and suitable for content and learning activities (= 3.81, S.D. = .728)

2.2) Competency development for learners in organizing moral promotion activities Ethics for learners by allowing learners to participate in the activity planning with the highest mean (= 3.84, S.D. = .932), followed by morality insertion. Ethics for learners in classroom management (= 3.81, S.D. = 1.026)

2.3) Classroom management competency in terms of participation of students in determining the rules, class agreements, the highest mean (= 3.74, SD = 1.051), followed by promoting good interaction between Teachers and learners and learners and learners (= 3.71, SD = 1.057)

2.4) Competency in synthetic analysis and research to develop learners in the survey of problems related to students occurring in the classroom for research planning for learners development with the highest mean (= 3.61, SD = .837) Is the processing or summary of useful information for solving problems in the classroom using information around (= 3.50, SD = .880).

2.5) Competencies of teachers' leadership in changing roles and performance of their own to be conducive to the development of student achievement with the highest mean (= 3.68, SD = .928), followed by listening skills, speaking And questioning, open-minded, flexible, accepting various views of others To be a new way In operation (= 3.67, S.D. = 1.043).

2.6) The ability to build relationships and cooperation with communities for learning management in terms of good interaction with parents and communities in communication for learning management. And coordinate with parents and communities to participate in continuous learning management throughout the academic year With the highest mean ($\bar{x} = 3.57$, S.D. = 1.004), ($\bar{x} = 3.57$, S.D. = .997) Respectively, followed by building a network of cooperation between teachers, parents, communities and other organizations Both public and private sectors In exchange of information for learning management ($\bar{x} = 3.49$, S.D. = .999)

Summary and Discussion

1. The results of the study of teacher professional competency level of teachers at the elementary level Under the Office of the Basic Education Commission, it was found that the teacher professional competencies of primary school teachers Under the Office of the Basic Education Commission, mostly at a high level (45.20%) and at a moderate level ($\bar{x} = 3.58$, S.D. = .886) might be due to the development of the quality of primary school teachers to be able to develop students to have the potential to drive the development of the country according to that national strategy The Teacher Civil Service and Educational Personnel Act BE 2547 has many provisions regarding the development of teacher competencies.

When the person has passed the recruitment process to contain and appoint as a teacher civil service and educational personnel Assistant Teacher position The person must be advanced in the development of teacher civil service and educational personnel immediately, which has established the criteria and methods for the development of teacher civil service and educational personnel throughout life. Since the day that the person began to perform official duties During official duties.

Requesting and promoting academic standing Until the retirement of the government, so that the teacher civil servants will be in accordance with the standards, positions and academic standards that TEPC determines Of the learners and able to raise the quality of education in a concrete manner by TEPC has set the rules and methods for teacher development in 3 parts (Office of the Secretariat of the Council of Education Education 2561: 40-42) including

1) Development at the beginning of government service as an assistant teacher Which the person who has been appointed and appointed as an assistant teacher Must be prepared and developed for a period of two years according to Section 56 of the Teacher Civil Service and Educational Personnel Act BE 2547 (2004). Prepare and develop strongly from educational institutions and agencies for two years. Within the educational institution that the person has been appointed and appointed From the date of entering government service Before appointing a teacher Which during the two-year period that was evaluated Assistant teachers will be developed to prepare. Along with the assessment of their performance And performance With a summary of the evaluation results every 6 months, a total of 4 times. By the Preparatory and Development Board In preparation and development, intensive Assistant teacher position Aims at emphasizing assessment for development And for the assessment to achieve the objectives The Preparedness and Development Board will act as a mentor. Introduce the assistant teacher in both the practice and practice. And when the assistant teacher passed the assessment of preparation and intensive development for two years Therefore will be appointed to the position of teacher

2) Development during official duties When the assistant teacher performing the duties at the elementary level has been appointed to the position of teacher Must have self-development to have characteristics that are suitable for the position, duties and responsibilities for efficiency, effectiveness and progress for the government The supervisor has the duty to promote, support, in accordance with the standard system that is set systematically and continuously every year for not less than 15 days.

3) Development prior to appointment and promotion While the teacher civil servant who is the primary school teacher has developed during the routine With the accumulation of knowledge, expertise, experience in teaching that has increased Another important issue is that all primary school teachers can choose the path to progress in requesting and post academic accreditation by themselves in accordance with the criteria and methods that the Teacher Civil Service Commission and Educational Personnel set. Which requires those who request to have or postpone as a special academic teacher And academic expertise Must pass the development before the appointment according to the rules and methods developed by the teacher civil service committee and educational personnel Amount not less than 24 hours and not less than 30 hours respectively which called this development Early development, appointment and promotion When primary school teachers Which is a teacher civil servant through pre-development, appointed to be promoted to a special academic teacher And academic expertise Under the term of 3 years from the date of completion of development.

Later, the Ministry of Education has a policy to develop the whole system in a new format. So that teachers at the primary level have dedicated their time to teaching and learning to students in the class fully The main focus is Teachers must not leave the classroom to spend time with training. In addition, the teacher civil service committee and educational personnel have improved the position standards. Academic standards And new academic evaluation criteria in order to develop teachers at the elementary level, teacher civil service and educational personnel are consistent. And teachers are developed systematically and continuously every year To provide teachers with knowledge, skills and being a teacher In accordance with the standard, position and academic standards and affect the quality of learners And able to bring self-development results as part of the request to have and post academic standing which has defined the conditions of development in order to support academic standards and academic evaluation that have been developed at all academic levels.

The teacher civil service committees and educational personnel therefore have determined the rules and methods for the development of teacher civil service and educational personnel in the teaching field. In accordance with the letter of office of TEPC at 0206.7 / W 22 dated 5 July 2017. The important matter is that in the past 5 years, the request for evaluation and promotion of any academic status Primary teachers must have 100 hours of development hours. If not 100 hours, but the number of development hours is not less than 60 hours, the number of hours of participation in the professional learning community (PLC). The portion that exceeds 50 hours each year can be counted. In each year, the applicants must be evaluated and promoted by the teacher with sufficient development hours at the Guru Pattana Institute (Teachers Development Institute) or as determined by the Teacher Civil Service Commission and educational personnel continuously every year. When teachers pass development in accordance with the criteria and methods prescribed by the teacher civil service committee and educational personnel, teachers can apply the development hours as a qualification in requesting academic standing and academic promotion according to the rules and procedures for teacher civil service and educational personnel for teacher positions With academic standing and academic standing However, after passing the evaluation to have and post academic accreditation The result of this development is considered to be a pre-development, appointment and promotion. As required by law (Ministry of Education. 2561: 42)

The criteria and methods for developing such teachers have a significant impact on the competency enhancement of primary school teachers to be efficient and effective in performing their duties. And strengthening the teaching profession In order to bring the knowledge and innovations that can be derived from the development to develop learning and develop learners to have potential and be a major force in driving the development of the country into stability, prosperity and sustainability in accordance with the important goals of the national strategy.

Suggestions

1. Suggestions for Applications

The researcher has learned from the research conducted by the government, especially the Ministry of Education and the agencies involved in competency development for teachers at the elementary level, such as the Education Council, the Teachers Council of Thailand, having to turn back to set policies. And clear goals for teacher development Determine the development plan for those who will come into the system to be teachers at the elementary level that must have qualifications that require knowledge and experience in the teaching profession as well as develop teachers to drive national strategies.

2. Suggestions for Further Studies

2.1 There should be a study and development of systems and mechanisms for producing and developing primary school teachers. To have a competency for teachers in accordance with the current professional standards.

2.2 There should be research and development of the teacher training process to enhance teachers' competency according to the 2018 educational standards in all dimensions.

2.3 There should be research and development of the establishment of the National Curriculum and Learning Institute to enhance the professional level of teachers. To have a true and sustainable quality of production and teacher development.

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