

THE STUDY OF TEACHER COMPETENCE OF TEACHERS AT SCHOOLS IN THE THREE SOUTHERN PROVINCES OF THAILAND

Naree Aware Achwarin, R.N., Ed.D.,
Graduate School of Education,
Assumption University of Thailand

Abstract The research study aimed to determine the teacher competence level and investigate the relationship between teacher qualification, teaching experience, and school size and teacher competence of teachers at schools in the three southern border provinces of Thailand. The method of survey research was used through questionnaire. The unit of analysis was teachers, 750 were selected by simple random sampling methods from nine educational regions, 18 secondary schools, under the Basic Education Commission of Thailand (OBEC) at Narathiwat, Pattani, and Yala province. The instrument used for collecting data was a questionnaire, constructed by the researcher, employing the professional standards of knowledge and experience from the Teacher Council of Thailand (2005) containing nine competence areas. The Cronbach's Alpha coefficient for the reliability was 0.96. The questionnaire consisted of two parts; part one cover up independent variables, part two was 5- rating scale questionnaire pertaining to teacher competence. The statistical devices used in analyzing data were descriptive statistics; percentage, arithmetic mean, standard deviation to determine the teacher competence level and employed the Pearson's Product Moment Correlations Coefficient to investigate the relationship between teacher qualification, teaching experience, and school size and teacher competence.

The findings revealed three features that most of (1) the teachers (92.88%) hold bachelor degree; very few teachers (6.23%) hold master degree or higher degree. Most of the teachers (71.07%) had teaching experience of more than 10 years. (2) The level of teacher competence of teachers at schools in the three southern border provinces of Thailand was at high level. 'Teachership' was the highest teacher competence. In order from the highest to the lowest of nine competence areas, the ranking was teachership; psychology for teachers; educational measurement and evaluation; classroom management; learning management; educational innovation and information technology, language and technology for teachers; curriculum development; and educational research. 3) An analysis of the relationship between teacher qualification, teaching experience, and school size and teacher competence of teachers was conducted. This was carried out in the three southern border provinces of Thailand by using Pearson Product Moment Correlation Coefficients. The results revealed that: (a) There was a positive, significant relationship, between teacher qualification and teaching experience, teacher competence areas in language and technology for teachers, curriculum development, and educational research. (b) There was positive, significant relationship, between teaching experience and school size, teacher competence areas of curriculum development: This was a negative significant relationship with competence areas in language and technology for teachers and educational innovation and information technology.

The results of the findings provide several directions for future research and practice. The results confirm the value of professional teacher standards of knowledge and experience for teachers and educators and its relations in the context of the schools in the three southern border provinces of Thailand.

Background of the Study

Teacher competence and teacher quality are concepts that are often referred to and frequently applied in different educational contexts: Whitty (1996) identifies professional competence, which includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher's role. Professional competence also necessitates skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role.

According to the professional standards of teaching profession in Thailand (2005) the teacher competence was set for the professional guideline, consists of nine areas of competence; language and technology for teachers, curriculum development, and psychology for teachers, educational measurement and evaluation, classroom management, educational research, educational innovation and information technology, and teachership. The researcher believes that the nine competencies could generate the competent teachers individually and student learning and achievement. Therefore, it is meaningful to conduct a research study to promote the teacher competence for professional development, student learning, and the achievement of the school goals and objectives. This needs to be done in the three southern border provinces of Thailand. There were 44 unpleasant incidents, 148 intentional injuries, 134 deaths and case fatality rate (CFR) of 22.3 percent for incidents related to teachers, students, and schools. The