

An Analysis of Causal Factors and Impacts on the Competency
Development of Teachers in Southern Region with respect to
Professional Standards Criteria involving the Process of
Learning Management Development

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Abstract

Project Title: An Analysis of Causal Factors and Impacts on the Competency Development of Teachers in Southern Region with respect to Professional Standards Criteria involving the Process of Learning Management Development

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This research studied the competency development of teachers in southern region with respect to professional standard criteria involving three competencies of learning management development process namely, curriculum construction and development, student-centered learning management, and classroom management. The objectives of the research, therefore, were to 1) synthesize causal factors affecting the competencies development of teachers in southern region, 2) analyze causal relationship among factors affecting the competencies development of teachers in southern region, 3) analyze the impacts of factors affecting the competencies development of teachers in southern region, and 4) analyze an approach to the competencies development of teachers in southern region. Research sample comprised personnel from educational institutions under the Office of Basic Education Commission in southern region. For objectives 1), 3), and 4), research sample were purposively selected. Data were collected by ways of documentary review, interview, focus group, sharing forum, and content analysis. Sample for objective 2) included 390 teachers obtained by multi-stage sampling technique. Data were collected using five-rating-scale questionnaire with 228 items on opinions and performance of teachers in relation to factors affecting the competencies development of teachers in southern region. The questionnaire had discrimination values of .3112 - .7719 and reliability of .8319 - .9649. Causal relationship was analyzed using LISREL Program 8.72.

The research findings were as follows.

1. It was found that there were six causal factors affecting the competencies development of teachers in southern region regarding curriculum construction and development, student-centered

learning management, and classroom management namely teacher's teaching experience, teacher's work load, teacher's self-development, academic readiness of educational institutions, academic atmosphere of educational institutions, and students' readiness.

2. With respect to causal relationship among factors affecting the competencies development of teachers in southern region, 2.1) teacher's teaching experience and self-development had direct influence, while teacher's work load had indirect influence, through self-development, on curriculum construction and development, student-centered learning management competencies at a statistical significant level of 0.05, and 2.2) academic readiness of educational institutions, academic atmosphere of educational institutions, and students' readiness had neither direct nor indirect influence with no statistical significant level.

3. Causal factors that had most impact on the competencies development of teachers in southern region was teacher's self-development, followed by teacher's teaching experience and work load respectively. It was found that teachers should get self-development on learning process management, media usage and development, measurement and assessment. They should also be provided competency development on academic leadership, school-based curriculum development, learning process development, and publication of teachers' and students' work.

4. Concerning an approach to the competencies development of teachers in southern region, it was found that the Office of basic Educational Commission, the Offices of Educational Service Area, and educational institutions should had teachers' competency development models or methods where systematic, active, clear and concrete policy, implementation, supervision, evaluation, and application of evaluation results were stated (with consideration of safety and security in the midst of uprising situation in the three boarder provinces). It was proposed that with this approach, students would be able to gain benefit both from well-qualified teachers ethically and spiritually, and from actual academically competent administrators.

ผู้เชี่ยวชาญทั้ง 5 คน ที่กรุณาตรวจสอบเครื่องมือวิจัยและให้คำปรึกษาอย่างเป็น

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