

A STUDY OF CONDITION AND EXPECTATION FOR TEACHERS' COMPETENCIES IN THE 21ST CENTURY OF THE PRE-SERVICE TEACHERS IN THE FACULTY OF EDUCATION, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This research intends to study the condition and expectation for teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University. The sample group for the study is 200 pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University determined by the Taro Yamane's sample size and the proportional random sampling method. The instrument applied for data collection was the questionnaire. The data obtained were analyzed by the applications of percentage, mean and standard deviation. The research results revealed the following: 1) The overview condition of the teachers' competencies in the 21st century of the pre-service teachers was high ($\bar{x} = 3.61$). When considering each competency, the spiritual teacher was high ($\bar{x} = 3.73$). The personal development was high ($\bar{x} = 3.57$). The teacher characteristic was high ($\bar{x} = 3.53$). Based on the overall aspect, the spiritual teacher was the highest average. The lowest average was the teacher characteristics. The overview expectation for the teachers' competencies in the 21st century of the pre-service teachers was high ($\bar{x} = 4.16$). When considering each competency, the expectation for the spiritual teacher was high ($\bar{x} = 4.23$). 2) The expectation for the personal development was high ($\bar{x} = 4.18$). The expectation for the teacher characteristics was high ($\bar{x} = 4.05$) Based on the overall aspect, the expectation for the spiritual teacher was the highest average. The lowest average was the expectation for teacher characteristics.

Keywords: teacher's competency, pre-service teacher, the 21st century competency, teacher training

INTRODUCTION

National Education Act A.D. 1999 and Amendments (Second National Education Act A.D. 2002) and the Basic Education Core Curriculum A.D. 2008 aims at enhancing the capacity of all learners, who constitute the major force of the country, so as to attain balanced development in all respects—physical strength, knowledge, and morality. They will fully realize their commitment and responsibilities as Thai citizens as well as members of the world community. Adhering to a democratic form of government under a constitutional monarchy, they will be endowed with basic knowledge and essential skills and favorable attitude towards further education, livelihood, and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality [1]. In the period of the educational reform under the Thailand 21st century educational revolution strategy, education and social development are the key factors of changes in many dimensions which affect the national development. The Thailand 21st century educational revolution strategy aims to develop in 4 dimensions, which relate to the success of the Thailand 21st century educational revolution strategy, as follow; student, teacher, school, and educational management system. In addition, the Office of Education Council also suggests the guideline to train the teachers in the next generation to be able to develop themselves and their student in the future [2].

At present, the 21st century competencies of the in-service teacher in the schools under the Office of Basic Education Committee (OBEC) in term of information technology and media, creativity and innovation, and critical thinking and problem-solving are at the lowest average [3]. Moreover, teachers' core competencies, including good service, teamwork, achievement in performance, personal development, and ethical are also at a

low average. Meanwhile, teachers' functional competencies, including teacher leadership, educational research for student development, learning management and innovation, student development, and classroom management are at a low average as well [4]. This relates to the Thailand Quality Learning Foundation's presentation which mentions that the obstacles of the teachers' performance in 21st century consist of the lack of achievement in the workplace, the lack of teachers, the lack of skills in using technology and innovation in educational matter, the lack of self-development, the lack of adaptability and flexibility, and the lack of freedom in designing and managing learning activity. These skills mentioned are all part of the teachers' competencies in the 21st century. The lack of teachers' competencies in the 21st century is associated with the ineffective teacher production system. The majority teacher production institutes in Thailand like the higher education institutes do not instill their pre-service teachers the teachers' competencies in the 21st century [5]. The pre-service teachers are the most appropriate time to be educated and trained for teachers' competencies in the 21st century because they are going to be an in-service teacher in the near future [6].

The teachers' competencies in the 21st century can be divided into 3 competencies included the spiritual teacher, personal development, and the teacher characteristic. According to the survey of the teachers' competencies in the 21st century by the Ministry of Education in 2016 using questionnaire as a data collection instrument, it was found that the teachers' competencies in the 21st century of higher education students especially the pre-service teachers in the Faculty of Education in a university in northern Thailand, the overview condition of the teachers' competencies in the 21st Century of the pre-service teachers in the university was moderate. The information technology competencies, which are a part of the personal development was the lowest average. The spiritual teacher was the highest average [7]. This study results from the education of the Ministry of Education suggested to speeding up the improvement of the teachers' competencies in the 21st century of higher education students especially the pre-service teachers in of Education in the Faculty all production institutions nationwide. The mentioned problems are caused by the fact that the teacher production institutes in Thailand like the higher education institutes have a low standard teachers' training curriculum [8]. Some curriculums are opened before it is accredited. In addition, the problem of inefficient teacher production system is also due to the structure and management system of the production institutes' teacher training curriculum which is not aimed to instill the teachers' competencies in the 21st century enough [9].

Therefore, the teachers' competencies in the 21st century are totally essential for effective teacher performance. The studying of teachers' competencies in the 21st century included the spiritual teacher, personal development, and the teacher characteristic is so essential in order to understand and design the effective teacher training curriculum. For the reason, the researcher is interested in studying the teachers' competencies in the 21st century. The sample group for the study is the pre-service teachers in the faculty of Education, Suan Sunandha Rajabhat University. The findings of the study will be provided to relevant parties for the development of the teacher training curriculum.

OBJECTIVE

This research intends to study the condition and expectation for teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University.

METHODOLOGY

This research is a descriptive research study using a survey method. The research intends to study the condition and expectation for teachers' competencies in the 21st century of the pre-service teachers in the faculty of Education, Suan Sunandha Rajabhat University. The sample group determined by the Taro Yamane's sample size and the proportional random sampling method were 200 pre-service teachers in the faculty of Education, Suan Sunandha Rajabhat University.

Instrument

A 5-point Likert-type scale questionnaire was used as a data collection instrument. The questionnaire was divided into three main sections. The first section asked participants to provide their demographic

information, included gender and major. The second section asked participants to rate their practice and expectation level on the teachers' competencies in the 21st century in 3 competencies as follow 1)the spiritual teacher 2)the personal development 3)the teacher characteristic included article 1-11: spirituality for being a teacher. The forced choice statements presented were in the order of 5, 4, 3, 2, 1. The criteria for evaluating the level of condition and expectation as follows 5 means the expectation/performance of the teachers' competencies in the 21st century of the pre-service teachers is at a very high level, 4 means the expectation/performance of the teachers' competencies in the 21st century of the pre-service teachers is at a high level, 3 means the expectation/performance of the teachers' competencies in the 21st century of the pre-service teachers is at a moderate level, 2 means the expectation/performance of the teachers' competencies in the 21st century of the pre-service teachers is at a low level, 1 means the expectation/condition of the teachers' competencies in the 21st century of the pre-service teachers is at a very low level. The last section asked participants to provide their recommendations on developing their teachers' competencies in the 21st century. The data obtained were analyzed by the applications of percentage, mean and standard deviation.

Instrument validity and reliability

The instrument developed by the researcher [with slight modification] was used to collect the data. The modification included adding the third section in the questionnaire, and the omission of "year of study" in the demographic section. Appropriate permission was elicited and granted to use the instrument with this slight modification. To establish the validity of the instrument, the researcher conducted a review of literature and utilized a panel of experts to generate the items found in this instrument. In addition, the focus groups and pilot studies were performed in order to establish the reliability of the instrument. In addition, the instrument was reviewed by another panel of researchers before it was distributed to the subjects. As a result, the validity and reliability of this instrument were established.

Data collection process

In the academic year 2018, 200 pre-service teachers in the faculty of Education, Suan Sunandha Rajabhat University determined by the Taro Yamane's sample size and the proportional random sampling method [10]. The sample group for the study included 33 English Education students, 37 Thai Education students, 31 Mathematics students, 33 General Science students, 33 Social Studies students, and 33 Early Childhood Education students were asked to participate in the research study through a mail describing the purposes of study and its importance to the university's teacher training curriculum development.

Data analysis

SPSS Version 24.0 was used to perform the analyses to addresses the research questions. Data analyses were descriptive statistics. Descriptive statistics included percentages, means, and standard deviations. A 5-point Likert-type scale falls within the ordinal level of measurement [11]. The criteria for interpretation the mean (\bar{x}) of the obtained condition and expectation for teachers' competencies in the 21st century of the pre-service teachers in the faculty of Education, Suan Sunandha Rajabhat University data as follows: if the average (\bar{x}) is between 4.51-5.00 means the condition/expectation of the teachers' competencies in the 21st century of the pre-service teachers is at the highest level, if the average (\bar{x}) is between 3.51-4.50 means that there is a high level of condition/expectation of the teachers' competencies in the 21st century of the pre-service teachers, if the average (\bar{x}) is between 2.51-3.50 means the condition/expectation of the teachers' competencies in the 21st century of the pre-service teachers is moderate, if the average (\bar{x}) is between 1.51-2.50 means the condition/expectation of the teachers' competencies in the 21st century of the pre-service teachers is low, and if the average (\bar{x}) is between 1.00-1.50 means the condition/expectation of the teachers' competencies in the 21st century of the pre-service teachers is at the lowest level.

RESULTS

It was found that the overview condition of the teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University was high ($\bar{x} = 3.61$). When considering each competency, the spiritual teacher of the pre-service teachers was high ($\bar{x} = 3.73$). The personal development of the pre-service teachers was high ($\bar{x} = 3.57$). The teacher characteristic of the pre-service teachers

was high ($\bar{x} = 3.53$). Based on the overall aspect, the spiritual teacher of the pre-service teachers was the highest average. The lowest average was teacher characteristics as presented in Table 1.

Table 1: The overview condition of the teachers' competencies in the 21st century

| Items | The teachers' competencies in the 21 st century of the pre-service teachers | Practice level | | | |
|--------------|--|----------------|-------------|----------------|-------|
| | | \bar{x} | S.D. | Interpretation | Ranks |
| 1 | The spiritual teacher | 3.73 | 0.62 | High | 1 |
| 2 | The personal development | 3.57 | 0.55 | High | 2 |
| 3 | The teacher characteristic | 3.53 | 0.55 | High | 3 |
| Total | | 3.61 | 0.54 | High | |

When considering each major, the highest average of teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University was Thai Education ($\bar{x} = 3.96$). The Early Childhood Education was the lowest average ($\bar{x} = 2.87$) as presented in Table 2.

Table 2: The overview condition of the teachers' competencies in the 21st century considering each major

| Items | The teachers' competencies in the 21 st century | Majors | | | | | |
|--------------|--|---------------------------------|------------------------------|---------------------------|-------------------------------|------------------------------|---|
| | | English Education (\bar{x}) | Thai Education (\bar{x}) | Mathematics (\bar{x}) | General Science (\bar{x}) | Social Studies (\bar{x}) | Early Childhood Education (\bar{x}) |
| 1 | The spiritual teacher | High (3.58) | High (3.89) | High (3.78) | High (3.63) | High (3.57) | Moderate (2.69) |
| 2 | The personal development | High (3.68) | High (3.88) | High (3.70) | High (3.68) | High (3.56) | Moderate (2.83) |
| 3 | The teacher characteristic | High (3.74) | High (4.16) | High (3.76) | High (3.94) | High (3.68) | Moderate (3.09) |
| Total | | High (3.67) | High (3.96) | High (3.75) | High (3.75) | High (3.60) | Moderate (2.87) |
| Ranks | | 3 | 1 | 2 | 2 | 4 | 5 |

The overview expectation for the teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University was high ($\bar{x} = 4.16$). When considering each competency, the expectation of the pre-service teachers for the spiritual teacher was high ($\bar{x} = 4.23$). The expectation for the personal development was high ($\bar{x} = 4.18$). The expectation of the pre-service teachers for the teacher characteristics was high ($\bar{x} = 4.05$) Based on the overall aspect, the expectation of the pre-service teachers for the spiritual teacher was the highest average. The lowest average was the expectation of the pre-service teachers for teacher characteristics as shown in Table 3.

Table 3: The overview expectation for the teachers' competencies in the 21st century

| Items | The teachers' competencies in the 21 st century of the pre-service teachers | Expectation level | | | |
|--------------|--|-------------------|-------------|----------------|-------|
| | | \bar{x} | S.D. | interpretation | Ranks |
| 1 | The spiritual teacher | 4.23 | 0.44 | High | 1 |
| 2 | The personal development | 4.18 | 0.41 | High | 2 |
| 3 | The teacher characteristic | 4.05 | 0.49 | High | 3 |
| Total | | 4.16 | 0.38 | High | |

CONCLUSION AND RECOMMENDATION

The teachers' competencies in the 21st century are totally essential for effective teacher performance. The studying of teachers' competencies in the 21st century is so essential in order to understand and design the effective teacher training curriculum. The practice and expectation level on the teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University were studied by 5-point Likert-type scale questionnaire included 3 competencies included the spiritual teacher, the personal development, and the teacher characteristic. The study results revealed the following:

1. The overview condition of the teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University was high ($\bar{x} = 3.61$). The spiritual teacher of the pre-service teachers was the highest average. The lowest average was teacher characteristics. When considering each major, the highest average of teachers' competencies in the 21st century of the pre-service teachers was Thai Education major ($\bar{x} = 3.96$). The Early Childhood Education major was at the lowest average ($\bar{x} = 2.87$).

2. The overview expectation for the teachers' competencies in the 21st century of the pre-service teachers in the Faculty of Education, Suan Sunandha Rajabhat University was high ($\bar{x} = 4.16$). The expectation for the spiritual teacher of the pre-service teachers was at the highest average. The lowest average was the expectation for teacher characteristics.

According to the results of the study, it was found that the teachers' competencies in the 21st century of the pre-service teachers majoring Early Childhood Education in all 3 competencies still at a moderate level. This has led to recommendation that the instructors should encourage and allow pre-service teachers majoring Early Childhood Education to learn and practice the teachers' competencies in the 21st century more. Thus, the competency of teachers in the 21st century of the pre-service teachers majoring Early Childhood Education will be developed to be higher.

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