

Current and Desirable Conditions of Teacher's Competency in English Learning Management for Secondary School in the Northeastern Part of Thailand

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Abstract

This research aims to study current and desirable conditions of teacher's competency in English learning management for secondary school in the northeastern part of Thailand. The findings were found that; 1) all in all, the result of the teacher competency's components and indicators in English learning management for secondary school in the northeastern part of Thailand from 7 experts was appropriate at the highest level. When considering in aspect, the aspect with highest average is; personality in learning management, knowledge of English learning management, learning management skills, and attitude towards learning management, respectively; 2) the current condition in English learning management for secondary school in the northeastern part of Thailand, on the whole, was at moderate level. When considering in aspect, the aspect with highest average is; learning management skill, knowledge of English learning management, attitude towards learning management, and personality in learning management, respectively. Moreover, for desirable condition of the teacher's competency in English learning management for secondary school in the northeastern part of Thailand, on the whole, was at the highest level. When considering in aspect, the aspect with highest average is; knowledge of English learning management, learning management skill, personality in learning management, and attitude towards learning management, respectively.

Keywords: Teacher Competency, English Learning Management

Introduction

Education is a core of nation development and expected to be responsible for duties which is a crucial basis for human resource development. It helps to increase social equality and it is the start of creating a career which is a movement of economic growth and prosperity of the nation. However, in the current situation that is rapidly facing social, cultural, political, economic and technological changes, both in developed countries and developing countries. It affects people's living to be more different. A lot of people from various nations and nationalities move across the countries, languages and cultures to live together and cooperate causing a multicultural society. Working is changing. Working by individual with identical knowledge, skill, and field needs to be adjusted to the new changes by organizing the education to be updated to the global situation which is full of knowledge and information.

Furthermore, there need to be plan for production and development of human resource to be progressive with a trend of current careers and tendency of future changes (Office of the Basic Education Commission, 2013: 1).

One who has played an important role in educational movement is "teacher" which is regarded as major human resource who is responsible for directly organizing education both inside and outside school system broadly affecting country development. Therefore, teacher has become the first goal of human resource development toward the current of changes, that is, if human resource is rich of quality, it would result in other systems as well. Teacher is therefore a person who has been given importance as a leader in human and social development. In addition, teacher is the person who determines the future of the nation. Any nation that has a teacher who is knowledgeable, smart, sacrificed, and hardworking for benefits of the learners, that nation would have smart and intelligent citizen with high potential and capability to compete with all countries in the world. Teacher is therefore an significant person in transferring knowledge and training skills to the learners. However, to be successful in managing education, there should always be a study of information related to teaching and learning, especially that the teacher is considered as a key or it can be said that the best teaching material is "teacher" because if the teacher has ability and good performance in teaching, he/she is able to develop the learners' potential of learners as well. Also, the country has a good teacher together with people have job and being good quality labors (Chiamsuk, 2012: 1-2).

Education is a learning process for the growth of individuals and society, it is therefore a crucial tool for human resource development in order to be flawless in physical, mental, intelligence, knowledge, moral, ethics, to enable to happily coexist with others, as His Majesty King Bhumibhol Adulyadej's royal guidance about education given-" education is an important tool for the development of knowledge, thought, behavior, attitude, values and moral of individuals for being a good and effective citizen, therefore, the development of a country is also easy, fractious, fast and efficient" (Office of the National Education Commission, 1997: 1). It is in accordance with in accordance with the National Education Act B.E. 2542 and the amendment (2nd edition) B.E. 2545, section 22, defined as the education management must adhere to the principle that all learners are capable for learning and enable to improve themselves, and they are considered as the most significant. This means learning process management should highly dwell upon the learners' benefit by providing them activities to participate as much as they can, to learn from experiences, to think by themselves, to practice and to interact with others or variety of learning resources in order to create their knowledge and apply in their lives. Therefore, changes and development under the strategy of educational reform in 2nd decade (2009-2018), currently implemented, education and social development are the major trend caught by the society in the paradigm of changes occurring in various dimensions. The reform as mentioned focuses on developing 4 crucial dimensions, which are the reforms of modern age student, teacher, school or learning resource, and management system. However, the reform is systematically related in every dimension for improving modern age teacher's quality for gaining various strategical suggestions, in order to provide the modern age teachers to play role in enhancing the students' learning. Also it is to promote for being valuable profession and to provide the teachers and educational personnel with standard for being high profession. In addition, the most essential factor towards the quality of educational management in all levels is the teacher's quality since the teachers are the leader of philosophy, concept, and intention of the educational reform toward practice (Barrett, 2007: 407-422).

Technological advancements enable both teachers and learners to access media with various ways which all help to enhance learning effectiveness, especially English, for instance there are interesting English programs on TV that are able to practice English such as News Line

and Morning Talk Programs. The Academic and Educational Standards Bureau of the Office of the Basic Education Commission (2008:1) emphasizes on foreign language teaching by aiming the learners to have positive attitude towards foreign language and be able to use language to communicate in various situation. As well as, the learners are able to use language for knowledge seeking, making a living, and further study in a higher level, including having knowledge and understanding stories, variety of cultures and creatively enable to express idea and cultures. In addition, Thailand has contacted with various countries around the world, including the current social conditions changes in all aspects such as politics, government, and economy. These make English play important role for Thai people to effectively communicate. Therefore, teaching English is very significant for students to learn all 4 skills; listening, speaking, reading, and writing (Srisotha, 2012: 1).

Thailand's education management in the current situation found that the quality of education which is a component of educational quality development tends to be declined especially English teaching and learning of Thai learners. Based on rankings by English Proficiency Index (EPI) and TOEFL Test by Education First Company, a leader of studying abroad and cultural exchange, found that the language skills of Thailand and Kazakhstan are in the very low rank and Thailand gains an average score of 44.44, ranked in 55th from 60 countries. Comparing to 2012, Thailand ranked in 53rd from 54 countries all over the world, only in better ranking than Libya (Ministry of Education. 2014: 2). The test results as mentioned are related to other test results, for example PISA that Thailand is in lower rank and scores decrease. As well as, Mathayomsuksa 3 (Grade 9)'s O-NET test summary of the academic year 2016 found that, the result of English test was 31.80 averagely, next below Mathematics in the amount of 5 subjects and Mathayomsuksa 6 (Grade 12) found that the result of English test was 27.78 averagely, next below Mathematics in the amount of 5 subjects. Moreover, it is found that the students' English test scores in the northeast is 29.28 averagely, which is in the lowest rank (National Institute of Educational Testing Service (NIETS), 2016: 7). In addition, major problem is the teachers lack the skills of English listening, speaking, reading and writing, as well as suitable learning design the age of the learners. Furthermore, they also lack the skill of activity management that promote the students' learning and they need to improve their teaching competency on speaking skill (Wichuworanan, 2009: 100). Related to Praphan (2004: 9-10) that presented the problems about English teaching in Thailand, namely; 1) problems about teacher that the teacher's knowledge is not standardized, teaching preparation is not consistent, the teachers do not understand the structure of textbook, the teachers lack of time for additional knowledge seeking, they translate sentences for the students into Thai and do not have enough understanding of their students. 2) Problems of student that the students pay less attention to English Subject, they do not have enough background knowledge and self-confidence. 3) Problems of teaching and learning conditions, according to the study, found that there are too many students in each class, learning activity proceeds unequally and there is too much content. 4) Problems in teaching and learning objectives that the teachers do not understand and get confused about the curriculum. Moreover, the problems of internal supervision in English class of the schools under the Office of Secondary Educational Service Area 24 found that Administrators rarely provided the supervision and there were no plans for analyzing strengths and weaknesses for development. Also, there were no personnel who are knowledgeable, understandable and aware of the supervision. There were no reports of the supervision results and improvement, including the supervisors lacked of techniques, various supervision methods, and the process did not match the school context (the Office of Secondary Educational Service Area 24. 2016: 3). Therefore, supervision follow-up is very important in these days that the teachers should have principles and guidelines for effective teaching and learning in order to gain

better achievement. Furthermore, the teachers should have assessment of using the curriculum in all parts of learning management after receiving supervision.

As mentioned above, it can be seen that there are problems and obstacles in the operation of schools' internal supervision. According to the internal supervision report of the schools affiliated with the Secondary Educational Service Area Office 24 that is in moderate level, however, there should be an effectiveness improvement for the schools affiliated with the Secondary Educational Service Area Office 24 (Secondary Educational Service Area Office 24, 2015: 1). Therefore, it is necessary to develop model of the internal supervision to be more appropriate and related to administration of the schools in Kalasin area. The researcher as an educational supervisor, responsible for the supervision, has been aware of such importance and found out supervision methods for improving the teacher's competency in English learning management for the secondary school in order to promote the teachers to enable to properly manage English learning skills with appropriateness and effectiveness.

Methodology

Target group of the study

Seven experts on component and indicator assessment of teacher's competency in English learning management and the sample group was 354 school administrators and English teachers of the secondary schools in the northeastern part of Thailand.

Data Collection

- 1) Collect the data of the components and indicators of the teacher's competency in English learning management from documents, concepts, theories, and related studies.
- 2) Collect the data from assessment form which has been done by 7 experts to affirm the component and indicators of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand.
- 3) Collect the data from the questionnaire together with a letter from the Faculty of Education, Maha Sarakham University by mailing in order to ask for a favor in data collection from the sample group which is the secondary schools in the northeastern part of Thailand and independently make a contact for receiving the questionnaire.

Data analysis

- 1) Analyze the data from the assessment of the appropriateness of components and indicators of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand by analyzing for mean and standard deviation (S.D.).
- 2) Analyze data from the questionnaire by using SPSS Program in order to find out mean and standard deviation (S.D.) of the current and desirable conditions of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand.

Results

- 1) Results of the components and indicators of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand based on the study of documents, concepts, theories and related studies found that there were 4 components with 18 indicators as shown in Table 1.

Table 1 Components and indicators of teacher's competency in English learning management

Component	Indicator
1. Knowledge on learning management	1.1 Knowledge and understanding on English characteristic
	1.2 Knowledge and understanding on the curriculum of English teaching
	1.3 Knowledge and understanding on learners
	1.4 Knowledge and understanding on techniques, English teaching methods
	1.5 Knowledge and understanding on development and use of materials
	1.6 Knowledge and understanding on measurement and evaluation
2. Skill of learning management	2.1 Skill of learning design
	2.2 Skill of creating lesson plan
	2.3 Skill of learning management
	2.4 Skill of English communication
	2.5 Skill of technology using
	2.6 Skill of measurement and evaluation
3. Personality on learning management	3.1 Physical personality expression
	3.2 Emotional personality expression
	3.3 Social personality expression
	3.4 Intelligence personality expression
4. Attitude towards learning management	4.1 Teacher's satisfaction
	4.2 Students' opinions

2) Assessment results of the components and indicators of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand, on the whole, was at the highest level. When considering in aspect, ones with the highest average were personality in learning management, knowledge of English learning management, learning management skill, and attitude towards learning management, respectively, as shown in Table 2.

Table 2 Assessment results of the components and indicators of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand

Component and indicators of teacher's competency in English learning management	Appropriateness Level		
	\bar{x}	S.D	Result
1. Knowledge on learning management	4.72	0.45	Highest
2. Skill of learning management	4.71	0.45	Highest
3. Personality on learning management	4.73	0.45	Highest
4. Attitude towards learning management	4.67	0.49	Highest
Total average	4.70	0.58	Highest

3) Results of the current and desirable conditions of teacher's competency in English learning management for the secondary school in the northeastern part of Thailand, on the whole, was at moderate level. The highest average aspects were learning management skill, knowledge of English learning management, attitude towards learning management, and personality of

learning management, respectively. In addition, the desirable condition of the teacher's competency in English learning management for the secondary school in the northeastern part of Thailand, on the whole, was at the highest level. When considering in aspect, ones with the highest average were knowledge of English learning management, learning management skill, personality of learning management, and attitude towards learning management, respectively. Furthermore, the results of supervision guideline for improving teacher's competency in English teaching and learning activities consisted of Analyzing (A), Planning (P), Awareness raising (A), Doing (D), and Evaluating (E), as shown in Table 3.

Table 3 Results of the current and desirable conditions of teacher's competency in English learning management for the secondary school in the northeastern part of Thailand

Teacher's competency in English learning management	Current condition			Desirable condition		
	\bar{x}	S.D.	Result	\bar{x}	S.D.	Result
1. Knowledge on learning management	3.40	0.69	Moderate	4.64	0.49	Highest
2. Skill of learning management	3.43	0.66	Moderate	4.63	0.49	Highest
3. Personality on learning management	3.38	0.71	Moderate	4.62	0.50	Highest
4. Attitude towards learning management	3.39	0.69	Moderate	4.61	0.51	Highest
Total average	3.41	0.69	Moderate	4.63	0.49	Highest

Discussion

The results of the study of current and desirable conditions of teacher competency in English learning management for the secondary school in the northeastern part of Thailand found that the current condition of the teacher competency in English learning management for the secondary school was at moderate level, on the whole. Aspects with highest average were learning management skill, knowledge of English learning management, attitude towards learning management, and personality in learning management. Moreover, the desirable condition of teacher competency in English learning management for the secondary school in the northeastern part of Thailand was at the highest level, on the whole. When considering in each aspect, ones with the highest average were knowledge of English learning management, learning management skill, personality in learning management, and attitude towards learning management. Furthermore, the study result of the educational supervision guidelines for teacher competency improvement in English learning management for the secondary school in the northeastern part of Thailand consists of Analyzing: A; Planning: P; Awareness raising: A; Doing: D; and Evaluating: E. The findings revealed such this, probably because internal supervision was conducted by assigning school administrator, teacher from academic affairs, and teachers from other affairs who are cultivated in the area prepared for the supervision as an internal supervisor. In addition, there should be appointment with writing by issuing a school order together with clearly defining each duty, and improve the supervisors and ones who are provided the supervision to be well knowledgeable of the internal supervision. Minor (1974: 27) has defined purposes of the internal supervision in 10 ways as follows; 1) to help teachers understand students better; 2) to help teachers feel that they are part of the group and accepted by chiefs and colleagues; 3) to help teachers in the provision and selection of materials that would be used in teaching and learning activities in order to be effective in teaching; 4) to help teachers improve teaching and learning activities; 5) to build up leadership for teachers by applying knowledge and experiences to be useful, as well as, be able to give some advice for the administrators; 6) to help teachers learn how to evaluate their students' learning effectively; 7) to encourage teachers to know how to do evaluation of themselves; 8) to help teachers feel that they are successful, comfortable, safe, and confident; 9) to encourage teachers to collaborate on curriculum development or to

improve the content of the curriculum to suit locals; and 10) to help publicize and build relationship between schools and communities for accessing schools' education plans, including school and student's problems. Related to Chuaisiri (2011: 119-122), which found that implementing the internal supervision of Watpradoochimplee is divided into 5 aspects, which are; 1) aspect of direct assistance to teacher that has encouraged the teacher to be knowledgeable, supported in teaching materials and teaching methods; 2) aspect of group work development that improve the teachers to be skillful of group work, to understand their roles, to be responsible for assigned duties according to administration structure; 3) aspect of teacher professional development that provided training for the teachers in order to develop the profession both in teaching techniques and promoting good attitudes towards the teaching profession; 4) aspect of curriculum development that allows the teachers to participate in school curriculum development with supporting of materials, conference and training arrangement, follow-up and evaluation courses by the administrators; 5) aspect of classroom action research that provides the teachers apply in teaching and learning process. Moreover, it is also related to Ekpatcha (2014: 171), which found that early childhood teachers of Nakhon Sawan Primary Educational Service Area Office 2 needed enhancement at a high level of the competency on organizing science learning experiences in the aspects of knowledge and skills in organizing learning experiences.

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