

A Model of Teacher-Characteristics Development based on Sangahavatthu IV Principles for Schools under Office of Secondary Educational Service Area 4

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Abstract

The purposes of this research were to study teachers-characteristics in schools under the Office of Secondary Educational Service Area 4, to develop a model of teachers-characteristics development based on Sangahavatthu IV principles in schools, and to propose a model of teachers-characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4. Mixed methods research was used by integrating documentary research, quantitative research and qualitative research which was to study, analyze and collect characteristics of teachers in schools under the Secondary Educational Service Area Office, Region 4 in 9 aspects with 165 samples. Interviewed and focus group discussion was conducted with 10 experts of secondary school administrators, expert in Teacher Personnel Management, and qualified persons in educational institution administration. The statistics used were percentage, mean, and standard deviation, and qualitative data was analyzed by content analysis. Results showed that 1) teachers-characteristics in schools under the Office of Secondary Educational Service Area 4 overall in 9 aspects, and the teachers' opinions were at a high level. 2) A model of teachers-characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4 was developed and consisted of 4 activities. 3) A model of teachers-characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4 was proposed and consisted of teacher characteristics in schools with 9 aspects: 1) Teachers must love and have mercy on their students, 2) Teachers must train, teach, practice, build knowledge, 3) Teachers must behave and behave as a role model for students, 4) Teachers must not act against their progress, 5) Teachers must not seek benefits that are unpaid, 6) Teachers should develop themselves in profession, 7) Teachers love and have faith in the teaching profession, 8) Teachers should help and support teachers and community in a creative way, 9) Teachers should behave as leaders integrating with Sangahavattha IV principles, namely: giving, kindly speech, doing good, even and equal treatment, with 4 activities: Activity 1, Development of Giving, Knowledge and Sharing; Activity 2, Developing kindly speech, using nice speech and congratulations to others; Activity 3, Developing doing good by helping others and promote ethics; Activity 4 developing even and equal treatment by creating equality for mutual benefits.

Keywords— Teacher-Characteristics Development, Sangahavatthu IV Principles, Secondary Schools

I. INTRODUCTION

The Constitution of the Kingdom of Thailand, BE 2550 (2007), section 79 states that the state must patronize and protect Buddhism, a religion

that has long been revered by the majority of Thai people and other religions and to promote good understanding and reconciliation between the peoples of all religions as well as supporting

the application of religious Dharma principles to enhance morality and improve quality of life. Virtue is a favorable condition, and ethics is a moral code of conduct, a moral law [1].

Teachers play an important role in cultivating both knowledge and behavior in children and youth. Therefore, teachers are important people to make our Thai children to read and write and teachers are the creators of developing children's knowledge and abilities with all dimensions through the academic field is the teaching of different academic subjects. Physically, they must be in good health through physical education and health education. The emotional aspect is to be refined with art education, dance, music and in the social aspect, teachers must teach children to be part of society know personal benefits common interest, know how to serve by teaching scouting girlfriends, including knowing how to sacrifice. Patience with military skills which such subjects will develop the youth to have complete knowledge in all aspects. [2].

At present, the role and importance of teachers have diminished due to technological advancements such as iPads or smartphone just at your fingertips. Many of the answers were displayed quickly and instantly, unlike the picture of the teacher standing in front of the class telling students to memorize or memorize what they should know. The picture of the student reading the handout or lecture notes while the teacher gave a lecture, picture gallery of teachers trying to interact with learners by surveillance to see. If any of the students are asleep, talk to each other, ignoring the teacher's teaching. The teacher will always call on the students to answer questions or punish them in a way that is appropriate for the child (Changing the world of learning in the 21st century and the development. In addition, another important problem is that tutoring schools or tutoring have a more important role than teachers teaching in normal schools. The statistics of the Office of the Promotion Commission Private Education (NSO) found that during 2006–2013, the number of tutoring schools increased by 200-300 per year around the country. By 2006, there were 964 tutoring

schools, but 2013, there were 2,343 places, mostly in Bangkok, 265 of them. The number of tutoring students has also increased. According to the data, in 2013, there were 535,695 tutoring students, of which 209,350 were in Bangkok, representing 39 percent of all tutoring students [3].

The qualities of a good teacher depend on many factors, such as being a teacher, having the ability to know and understand deeply in order to be able to bring knowledge to teach students must have patience. Teachers must be good role models, discipline behavior both physically and verbally and mentally that shows respect for the law, order, tradition of society and conduct in line with their own ideals or hopes by holding on to the public and private pose appropriately. Teachers must be initiatives criticize and judge rationally means to behave in a constructive and rational manner in doing the job to teach students to be good teachers must do, give it a good first must be a sacrificial teacher, must be a refuge for students and the important thing. Teachers must have a sense of duty and work, including responsibility to society and the nation.

For this reason, the researcher is interested in researching the model of development of teacher characteristics according to Buddhist teachings in educational institutions under the Office of Secondary Education Service Area 4. Studying the characteristics of teachers according to Buddhist principles in educational institutions under the Office of Secondary Education Service Area 4, and creating a model for developing teacher characteristics according to Buddhist teachings in educational institutions were also focused. In addition, to assess the model of teacher characteristics according to Buddhist principles in educational institutions under the Office of Secondary Education Service Area 4 to be of greater quality and potential.

II. Research Objectives

The purposes of this research were to study teachers-characteristics in schools under the Office of Secondary Educational Service Area 4, to develop a model of teachers-characteristics

development based on Sangahavatthu IV principles in schools, and to propose a model of teachers-characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4.

III. Research Methods

Mixed methods research was used by integrating documentary research, quantitative research and qualitative research which was to study, analyze and collect characteristics of teachers in schools under the Secondary Educational Service Area Office Area 4 in 9 aspects with 165 samples, interviewed and focus group discussion was conducted with 10 experts of secondary school administrators, expert in teacher personnel management, and qualified persons in educational institution administration. The statistics were used percentage, mean, and standard deviation, and qualitative data was analyzed by content analysis.

IV. Research Results

Results showed that 1) teachers-characteristics in schools under the Office of Secondary Educational Service Area 4 overall in 9 aspects, and the teachers' opinions were at a high level. 2) A model of teachers-characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4 was developed and consisted of 4 activities. 3) A model of teachers characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4 was proposed and consisted of teacher characteristics in schools with 9 aspects: 1) Teachers must love and have mercy on their students, 2) Teachers must train, teach, practice, build knowledge, 3) Teachers must behave and behave as a role model for students, 4) Teachers must not act against their progress, 5) Teachers must not seek benefits that are unpaid, 6) Teachers should develop themselves in profession, 7) Teachers love and have faith in the teaching profession, 8)

Teachers should help and support teachers and community in a creative way, 9) Teachers should behave as leaders integrating with Sangahavattha IV principles, namely: giving, kindly speech, doing good, even and equal treatment, with 4 activities: Activity 1, Development of Giving, Knowledge and Sharing; Activity 2, Developing kindly speech, using nice speech and congratulations to others; Activity 3, Developing doing good by helping others and promote ethics; Activity 4 developing even and equal treatment by creating equality for mutual benefits.

V. Discussions

1. The results of a study on the characteristics of teachers in educational institutions under the Office of Secondary Education Service Area 4, found that teacher characteristics in educational institutions under the Office of Secondary Education Service Area 4 in 9 aspects, overall, the teachers' opinions on the characteristics of teachers in educational institutions under the Office of Secondary Education Service Area 4 were at a high level. Sorted in descending order is teachers must have love and compassion. Teachers need to train, teach, practice, build knowledge. The teacher must not act against the prosperity. Teachers must not seek benefits that are unpaid. Teachers will develop themselves in the profession. Teachers should help and support teachers and community in a creative way. Teachers love and have faith in the teaching profession. The teacher must behave and act as a good role model for the students, must have an average of, and teachers should behave as leaders respectively. The results of such research may be due to the fact that educational institutions have managed to promote the production of teachers with special abilities, not doing any evil deeds perfection of good deeds making one's mind bright which is suitable to be a principle in life of teachers and all professions which is consistent with the research of Phramaha Chirasak Jirasakko (Sriprab) has done research on "Buddhist methods for enhancing desirable teachers in Thai society" not doing any evil deeds

perfection of good deeds making one's mind bright which is suitable to be a principle in life of teachers and all professions especially the fact that Thai teachers have embraced the principles of Buddhism. The Buddha applied to the process of organizing activities teaching as the author has pointed out. enough to be an important guideline. There are 7 things, known as Kalyanamitta which means the body of good friend or good friend. This is the principle that teachers in Thai society should adhere to as a guideline for their conduct in performing their duties as a teacher. When it can be concluded that they are lovely, respectful, commendable, and know how to speak effectively, tolerant of words make a profound statement or be able to explain difficult matters in an easy-to-understand way and do not recommend that disciples their own lives in a way that is not good which can be regarded as the principle of Buddhism as a primary teacher according to Buddhist way. The author believes that when all Thai teachers have performed their duties in accordance with the principles. The Buddha has already shown being a teacher will be more complete are you ready to develop your students? Their students to be good people and smart people in the future, Issue 1, Year 1, Faculty of Education, Mahachulalongkornrajavidyalaya University, 2014, Abstract.] [4] and is consistent with the research of Sophon Yamthongkham Mariam Nilphan "Development of a model for enhancing teacher characteristics of government teachers Scholarship for the Project to Promote the Production of Teachers with Special Skills in Science and Mathematics (SSO)".

2. The results of the development of a model for developing teacher characteristics according to the Sangahavathu IV principles in educational institutions under the Office of Secondary Education Service Area 4, namely, Part 1 Preface, Part 2 Model, Part 3 Implementation Procedures, Part 4 Conditions. Success. The results of this research are consistent with the research of Pinyaphat Plathong has done a research on "Development of teacher characteristics of students in the Faculty of Education, Bansomdetchaopraya Rajabhat

University" aims to develop teacher characteristics of students in the Faculty of Education, Bansomdetchaopraya Rajabhat University". The results of the research showed that 1) learning activities designed as a learning activity model consisted of 4 steps: (1) stimulating to stimulate interest in learning, (2) accelerating step by learning through research (3)) Knowing is a study and research. collecting relevant information from various learning sources; (4) exchanging information and opinions; 2) students' knowledge of curriculum development is at a fair level or above; 3) students' average teacher characteristics are at a level of a lot of all classes and when comparing the mean between the groups, it was found that the difference was not statistically significant at the .05 level. 4) The students had a high level of satisfaction with the learning activity style [5].

3. Propose a model for developing teacher characteristics according to the Sangahavathu IV principles in educational institutions under the Office of Secondary Education Service Area 4, consisting of 4 parts: Part 1 Introduction, Part 2 Model, Part 3 Implementation Process, and Part 4 conditions for success. The results of this research are consistent with the research of Phrakru Samuthip Sirithammo (KarnPen) has done research on "A model for developing desirable characteristics of Mahachulalongkornrajavidyalaya University lecturers". The results of the research revealed that: Overall, it is at a high level. In terms of aspects, it was at a high level in all aspects, namely morality and ethics, teaching ability, personality, and counseling with students. 2. The model for developing desirable characteristics of Mahachulalongkornrajavidyalaya University lecturers consisted of 1) Characteristics Desirable qualities of teachers are teaching ability, personality, morality and ethics, counseling, 2) Teacher Professional Standards are values and characteristics of being a teacher. Knowledge and Pedagogical Sciences performance on duty Relationships with parents and communities, 3) Development process (1) Development consists of the development of

teaching ability by creating training courses, personality development by creating a training development project morality by issuing regulations, rules or announcements, training, developing counseling for students by creating a course or by creating a project process development training; (2) desirable characteristics of instructors, consisting of teaching ability. Characteristics of teachers in the 21st century must be called E-Teachers. Good personality of a good teacher, morality and Ethical Assessment of Teachers who are Educational Personnel Counseling with students. Teachers can be both teachers, learners and advisers in all ways to learners. (3) Principles used to develop desirable characteristics of instructors include teaching ability, namely, Buddha style in teaching, 4 personality traits, namely Kalyanamittadhamma, 7 virtues and ethics, namely the 8th Noble Path, and counseling are the 4 Noble Truths, and 3. The experts examined the model of development of desirable characteristics of Mahachulalongkornrajavidyalaya University found that it is appropriate and feasible to use in real development [6].

VI. Body of knowledge

The researcher has presented a new body of knowledge from a model of teacher characteristics development according to Sangahavathu 4 in educational institutions under the Office of Secondary Education Service Area 4 as shown in Figure 1.

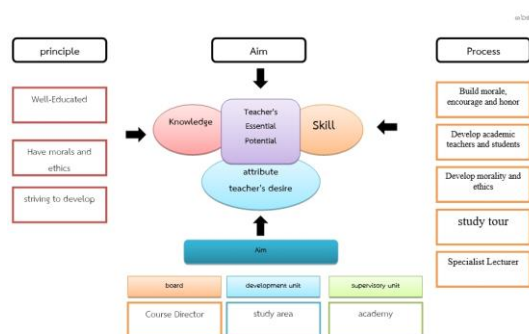


Figure 1 Knowledge gained from research
“TEACHERS Model”

Source:

Phrakhrupalad Somnuek Samanadhammo (U-thaisaengphaisan), 2021.

Symbol Description

Figure 1 shows the body of knowledge obtained from research on “Results to propose a model for developing teacher characteristics according to the Sangahavathu 4 principles in educational institutions under the Office of Secondary Education Service Area 4” by the researcher can be summarized as the “TEACHERS Model” as follows:

T = Teaching and Training

E = Ethics Instruction is moral and ethical training.

A = Action Research is research or seeking new knowledge.

C = Cultural Heritage is the transfer of culture.

H = Human Relationship is to build human relations.

E = Extra Jobs is to perform various special duties.

R = Reporting and Counseling is reporting and guidance.

S = Student Activities is the organization of student activities.

VII. Recommendations

A. Recommendations for Practices

1. Educational institutions concerned should encourage the analysis of teacher characteristics before every teaching session.
2. Educational institutions should study ethics of teachers in Thailand 4.0 Era in Educational Institutions under The Secondary Education Service Area Office 4.
3. Educational institutions concerned should promote equal understanding and care for all students on a regular basis.
4. Relevant organizations should encourage teachers/students to be praised. To encourage and help inspire students to become a person who has a passion for learning.
5. Relevant organizations should encourage teachers to be good role models with professional ethics to have the spirit of being a teacher.

B. Recommendations for Further Research

1. Should study Ethics of Teachers in Thailand 4.0 Era in Educational Institutions under the Secondary Education Service Area Office 4.
2. Educational institutions should adopt the development of teacher characteristics in the 21st century in educational institutions under the Office of Secondary Education Service Area 2, in all nine aspects, to develop teachers.
3. Should research creating a model for cultivating moral and ethical awareness is the basic foundation for daily life.

CONCLUSION

This paper study about a Model of Teacher-Characteristics Development based on Sangahavatthu IV Principles for Schools under Office of Secondary Educational Service Area 4, results showed that teachers-characteristics in schools under the Office of Secondary Educational Service Area 4 overall in 9 aspects, and the teachers' opinions were at a high level. A model of teachers-characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4 was developed and consisted of 4 activities. A model of teachers characteristics development based on Sangahavatthu IV principles in schools under the Office of Secondary Educational Service Area 4 was proposed and consisted of teacher characteristics in schools with 9 aspects: 1) Teachers must love and have mercy on their students, 2) Teachers must train, teach, practice, build knowledge, 3) Teachers must behave and behave as a role model for students, 4) Teachers must not act against their progress, 5) Teachers must not seek benefits that are unpaid, 6) Teachers should develop themselves in profession, 7) Teachers love and have faith in the teaching profession, 8) Teachers should help and support teachers and community in a creative way, 9) Teachers should behave as leaders integrating with Sangahavattha IV principles, namely: giving, kindly speech, doing good, even and equal treatment. Four activities were set which consisted of Activity 1, Development of Giving,

Knowledge and Sharing; Activity 2, Developing kindly speech, using nice speech and congratulations to others; Activity 3, Developing doing good by helping others and promote ethics; Activity 4 developing even and equal treatment by creating equality for mutual benefits. Results of the study can apply in educational development.

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