

The Development Model of Teachers' Potential for Reducing Disparities in Education in Phrapariyattidhamma Schools, General Education Division

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Abstract

The objectives of this research were 1) to study the potential condition of teachers in Phrapariyattidhamma School, General Education Division to reduce educational disparities; 2) to develop a model of teacher potential in Phrapariyattidhamma schools, General Education Division to reduce educational disparities; 3) to propose a model of teacher potential in Phrapariyattidhamma School, General Education Division to reduce educational disparities. Mixed methods research was designed including quantitative research and qualitative research. The tools used in the research were questionnaires of 354 samples. Statistics used in data analysis were percentage, mean, standard deviation, and data from in-depth interviews with the director, academics and experts of 10 key informants and focus group discussion of 9 experts to examine the potential patterns of teachers in Phrapariyattidhamma School, General Education to reduce educational disparities. Qualitative data was analyzed by content analysis. The results of the research revealed that: 1) the potential condition of teachers in Phrapariyattidhamma School, General Education Division to reduce educational disparities found that teachers were developed more than twice a year, with the greatest amount of improvement in subject content related to the subjects taught by joining the potential development on Saturday - Sunday. National Buddhism Office is responsible for the budget for attending the training. The content of the subjects that have been developed for teachers' potential can be used to meet their needs, methods for developing teacher potential training is the most used method, and followed by workshop study visit learning from practice job rotation continuing education and seminars. 2) A model of teacher potential in Phrapariyattidhamma schools, General Education Division to reduce educational disparities was developed and consisting of values, skills, knowledges, attributes, and method for teacher development. 3) A model of teacher potential in Phrapariyattidhamma School, General Education Division to reduce educational disparities consisted of 1) developing teachers' potential in values, 2) developing teachers' potential in skills, 3) Development of teachers' potential in knowledge, 4) Development of teachers' potential in terms of desirable attributes, and 5) Methods for developing teachers' potential such as continuing education at the higher level, seminar, workshop, study from best practice, job rotation, learning by practice, self-study, research and development work in duty, and mixed methods development.

Keywords— Model Development, Teacher Potential, Phrapariyattidhamma School Department of General Education, Education Disparity

I. INTRODUCTION

Development of teacher potential in Phrapariyattidhamma School Department of General Education which will be a sustainable development. It will affect the peaceful coexistence in the world community and it is important to send educational institutions to the level of standards which are acceptable in the education industry need to have teaching and learning management by using a variety of teaching methods and focusing on thinking skills and important skills of learners in the 21st century such as reading, writing, numeracy, critical thinking and problem-solving skills, Creativity, innovation skills, collaborative skills, teamwork, leadership skills for understanding different cultures, different paradigms, information communication skills, media literacy, computer skills, information communication technology, career skills, learning skills, change skills. In addition, the learners are moral, ethical, compassionate, and disciplined would be a qualified teacher, able to adapt to the current world society and be an important part in promoting it.

In addition to the Education Act B.E. 2562 has written that “Study of the Pariyattihamma” means the study of Buddhist principles as appeared in the Tripitaka, section 5. The management of the study of the Pariyattidhamma has the following objectives: (1) to ensure that the study of the Pariyattihamma is in accordance with the Buddhist teachings; Religions that appear in the Tripitaka, ancient royal tradition, and in accordance with national educational standards. (2) To enable monks and novices to apply Buddhist principles for the development of minds and wisdom and to maintain the Dharma and Discipline to be properly and strictly are admirable to the general Buddhists. (3) To enable the Buddhists to apply the principles of Buddhism and apply them in their lives properly, section 6 There are three departments of the study of the scriptures as follows: (1) the study of the scriptures; Sanam Luang Pali Department. It is the study of Buddhism in the Pali language, Sanam Luang Dhamma

Department. This is the study of Buddhism in the Thai language, Department of General Education. It is a study of Buddhism in both the Pali Sanam Luang Department and the Sanam Luang Dhamma Department. In parallel with the basic education, curriculum of the Ministry of Education and section 12, the committee has the duties and powers as follows: (7) to prescribe central standards for personnel administration for persons working under section 18 in relation to the determination of position, manpower, salary, fixed allowance; position, academic standing, remuneration, wages, welfare and other benefits, recruitment, appointment, development, vacation discipline, disciplinary proceedings, grievances, appeals and penalties, position allowance, academic standing allowance, compensation, wages, welfare and other benefits must be approved by the Ministry of Finance. [1]

This is due to the challenges that are the dynamics of the 21st century world, both in terms of external pressures such as changes in the global economic and social context. Due to the digital revolution, the transformation to Industry 4.0 (The Fourth Industrial Revolution), the operation to achieve the Sustainable Development Goals (SDGs 2030) that Thailand has ratified. including the impact of being an ASEAN community and the demand for skilled manpower in the 21st century, coupled with domestic pressure from demographic changes that will result in the country becoming a fully aging society in the near future, trapped in middle-income countries, attitudes, beliefs, values, cultures and behaviors of the population that have changed in response to globalization. The country's economic growth has resulted in the rapid destruction and degradation of natural resources including the education system that still has many problems since the quality problem of Thai people of all ages quality problems and educational management standards at all levels. Weaknesses of the education system and personnel development in science, English language, technology, and educational administration of educational institutions that are not yet suitable lack of

mobility. There are still inequalities in education opportunities and equality including moral and ethical issues and a lack of awareness of the importance of discipline honesty and the public mind of most Thai people affect the education system that has to be adjusted to meet and accommodate such challenges, it is imperative that Thailand reform education. Therefore, the education system is the main engine of driving the country under the new constitution of the kingdom of Thailand. The twenty-year strategic framework (2017 - 2036) and the directional framework of the Twelfth National Economic and Social Development Plan (2017 - 2021) in order to lead the country towards stability, prosperity and sustainability in the next 20 years [2].

Phrapariyattidhamma School Department of General Education is an educational establishment established by the temple according to the regulations of the National Buddhism Office on Phrapariyattidhamma School General Education Department 2003 to provide education to monks and novices by using the basic education curriculum of the Ministry of Education. At present, there is a school of Phrapariyattidhamma Department of general education across the country (Academic year 2019 No. 1) of 406 places, there are 35,967 students, junior high school students, total 24,587 photos, high school students, total 11,380 photos, number of full-time teachers 2,215 persons, number of special teachers 1,733 persons, 392 persons, Pali teachers, 4,340 persons, including full-time teachers, part-time teachers and Pali teachers, 4,340 persons, 1,072 persons [3].

In addition, from the results of the study on the status of production and development of teachers in Thailand of the Secretariat of the Education Council Ministry of Education. It was found that the present conditions and problems of teacher potential development consisted of: 1) the country's teacher development system does not have a main agency or host to supervise, monitor, set up a system and plan for overall development; lack of mechanisms to combine driving forces to develop the teaching profession to become a

higher profession. 2) There is no follow-up supervision management system to assist in teacher development. The system of supervision to assist teachers is still weak. 3) Teacher development still lacks an analysis of problems needed for teacher development causing the development process to not respond to the needs of teachers. Teacher development courses are still inconsistent with the reality of the classroom. The teacher training and development department usually sets the curriculum according to their own needs, lack of searching for the real need for teacher development. 4) Teacher development still uses the same old format, no new innovations which does not meet the needs of teachers. Teacher development has a short period of time, not suitable for the content. Most of the lectures were used for training and development in the conference room, lack of connection with the teaching activities in the classroom emphasis on principles/theories rather than practice. 5) Teacher development mainly focuses on training in hotel meeting rooms or in a higher education institution which pulls teachers out of the classroom, affecting teaching and learning management. In particular, there will be many problems in schools with insufficient teachers. 6) Teacher development in each department lacks a continuous monitoring system, knowledge and skills in teaching and learning management to improve learner quality [4] with the aforementioned problems and necessities Therefore, the researcher is interested in studying the model of teacher potential development in Phrapariyattidhamma School Department of General Education to reduce educational disparities. It is expected that the research results will be used as a guideline for promoting and developing the potential of teachers in the Scriptures Department of general education next.

II. Research Objectives

The objectives of this research were 1) to study the potential condition of teachers in Phrapariyattidhamma School, General Education Division to reduce educational disparities; 2) to develop a model of teacher

potential in Phrapariyattidhamma schools, General Education Division to reduce educational disparities; 3) to propose a model of teacher potential in Phrapariyattidhamma School, General Education Division to reduce educational disparities.

III. Research Methods

Mixed methods research was designed including quantitative research and qualitative research. The tools used in the research were questionnaires of 354 samples. Statistics used in data analysis were percentage, mean, standard deviation, and data from in-depth interviews with the director, academics and experts of 10 key informants and focus group discussion of 9 experts to examine the potential patterns of teachers in Phrapariyattidhamma School, General Education to reduce educational disparities. Qualitative data was analyzed by content analysis.

IV. Research Results

The results of the research revealed that: 1) the potential condition of teachers in Phrapariyattidhamma School, General Education Division to reduce educational disparities found that teachers were developed more than twice a year, with the greatest amount of improvement in subject content related to the subjects taught by joining the potential development on Saturday - Sunday. National Buddhism Office is responsible for the budget for attending the training. The content of the subjects that have been developed for teachers' potential can be used to meet their needs, methods for developing teacher potential training is the most used method, and followed by workshop study visit learning from practice job rotation continuing education and seminars. 2) A model of teacher potential in Phrapariyattidhamma schools, General Education Division to reduce educational disparities was developed and consisting of values, skills, knowledges, attributes, and method for teacher development. 3) A model of teacher potential in Phrapariyattidhamma School, General Education Division to reduce educational disparities consisted of 1)

developing teachers' potential in values, 2) developing teachers' potential in skills, 3) Development of teachers' potential in knowledge, 4) Development of teachers' potential in terms of desirable attributes, and 5) Methods for developing teachers' potential such as continuing education at the higher level, seminar, workshop, study from best practice, job rotation, learning by practice, self-study, research and development work in duty, and mixed methods development.

V. Discussions

From the research on Development of teacher potential model in Phrapariyattidhamma School Department of General Education to reduce educational disparities. The key issues found for discussion are as follows: 1) the development of teachers' potential in terms of values, 2) the development of teacher potential in skills, 3) the development of teachers' potential in knowledge, 4) Developing teachers' potential in terms of desirable attributes, 5) Methods for developing teachers' potential. The results of this study were consistent with consistent with Sadie's research, a study on career development opportunities for primary school teachers in Turkey. The results showed that teachers should be given opportunities to share ideas and experiences find a way for professional development. The data was then used to create a quality tool for further problem solving [5] and Chew studied "Teachers' and Administrators' Perceptions of Teacher Study Groups as One Mean of Professional Development in Taiwanese Junior High School" by studying the ideas of teachers and school administrators in junior high schools in Taipei city to study the perception that study groups are an appropriate method for professional development of teachers. This study used a quantitative survey and a qualitative interview. The results showed that 1) teachers and school administrators in lower secondary schools in Taiwan recognized that study groups were an appropriate formal professional development method. because it can be linked to the actual teaching, 2) Teachers' attitudes towards professional

development had a significant influence on teachers' perceptions; 3) Teacher motivation influenced the success of professional development programs [6] and the Secretariat of the Education Council Ministry of Education Study and research on the status of production and teacher development in Thailand. The results showed that the crisis in the quality of education in Thailand reveals that Thailand attaches great importance to education and has continued by supporting the budget for education in 2015, more than 500-billion-baht, accounting for 4% of gross domestic product (GDP: Gross Domestic Product, but Thai education still has quality problems that cannot compete on the international stage both obvious problems and complex problems. The lack of quality education leads to the deterioration of the quality of the population in the country. The problem of Thai education is not a lack of "resources" but a lack of "efficiency" in the use of resources due to lack "Accountability" of the education system towards students and parents. One of the factors responsible for solving Thai education problems is "teachers" who are key personnel in upgrading and improving the quality of education. Quality reform of education would be impossible without upgrading the quality of teachers as one of the most important elements in the education system, ignorance of teachers thus affecting the quality of education of the country as a whole [7].

Skills development for teachers 21st century, teachers skills with the skills needed, including the abbreviated 3Rs + 8Cs skills, which 3Rs consist of: reading, writing, calculations as (arithmetic) 8Cs consists of critical thinking skills, and critical thinking and problem solving skills, creativity and innovation skills, cross-cultural understanding skills, different paradigms, cross-cultural understanding, collaborative skills, teamwork and leadership communication skills, information and media literacy (Communications, Information and Media Literacy) computer skills, information and communication technology (Computing and ICT Literacy), career skills and learning skills, compassion, discipline, morality and

ethics, which is consistent with the research of Bunyarit Piyasri, "Teacher professional development model for enhancing teaching competency with emphasis on individual differences". The results of the research were as follows: 1. Teacher professional development model to enhance teaching competency that emphasizes individual differences. It was found that the "BOONSARIT Model" was a model with principles, objectives, conditions for success. The teacher professional development model to enhance teaching competency that emphasizes differences between individuals developed in 9 steps: Step 1: Basic data analysis-B; Step 2: Data processing. (Organization Data-O, Step 3: Objective Setting-O, Step 4 : Network Practices-N, Step 5: Selection of instructional method-S, Step 6: Ability of Assessment – A, Step 7: Routine to research-R, Step 8: Individual Differentiated Diagnostic-I) , Step 9: Teamwork and Transportability (T). The teacher professional development model for enhancing teaching competency that emphasizes individual differences is an effective process under the supervision of experts. 2. The results of using the teacher professional development model to enhance teaching competency emphasizing differences between individuals found that after using the teacher professional development model to enhance the teaching competency emphasizing differences, interpersonal. Teachers had a statistically significantly higher level of .05 level of statistical significance of teaching and learning management that emphasized differences between individuals. Teacher's teaching competency in student analysis was at a very good level. The design of the learning unit and the learning plan was at a very good level. In terms of teaching and learning management that emphasized differences between individuals through the research process, it was at a good level. The aspect of assessment results that emphasized differences between individuals was at the highest level. Students have a very good level of thinking skills, and the results of the expansion to the network schools. It was found that teachers had an increased understanding of

teaching that emphasized individual differences [8].

VI. Body of knowledge

Development of a potential teacher model in Phrapariyattidhamma School Department of General Education to reduce educational disparities. The researcher proposed a model to present a model of teacher potential development by giving the abbreviation VSKA Thong Model, it focuses on the creation of values (Values), skills (Knowledges) and desirable attributes, showing what is necessary for teacher development in each area as follows:

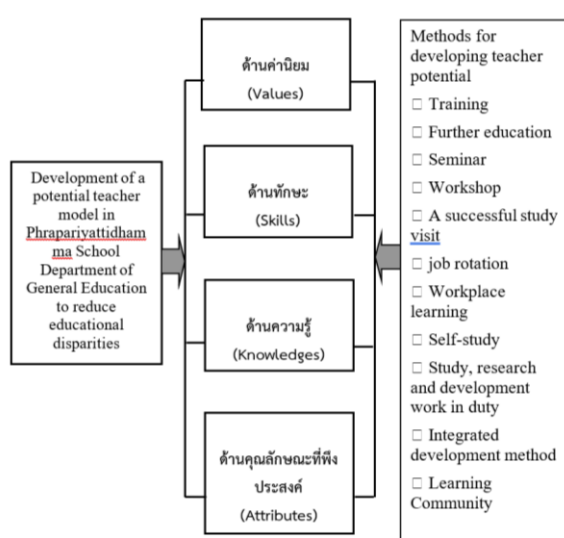


Figure 1 Knowledge from VSKA research: Thong Model

VII. Recommendations

A. Recommendations for Practices

1. Develop the potential of teachers to create potential in 4 areas: Values, Skills, Knowledge, and Attributes.
2. Use a variety of teacher potential development models There is an integrated approach learning community self-study. Study, research and development work in duty on-the-job learning, training, higher education, seminars, workshops. Successful study visits job rotation

B. Recommendations for Further Research

1. Should be a research study on teacher potential development using a joint

development model to create cooperation between educational organizations, educational supervisors and other stakeholders.

2. Should conduct in-depth research of each issue about the development of teachers' potential in future research.
3. There should be a study on the potential of teachers in each subject group to delve deeper into each course.
4. Should be a comparative study of teacher potential issues in each government educational establishment.
5. Should study the values, skills, knowledge, and desirable characteristics of teachers towards the development of teacher potential models in large or small schools.
6. Should study various factors affecting teacher competency development in various educational institutions, such as social, economic, political, environment, threats to learning from teachers, friends, family, and technological advances.

CONCLUSION

This paper studies about the Development Model of Teachers' Potential for Reducing Disparities in Education in Phrapariyattidhamma Schools, General Education Division. Results indicated that 1) the potential condition of teachers in Phrapariyattidhamma School, General Education Division to reduce educational disparities found that teachers were developed more than twice a year, with the greatest amount of improvement in subject content related to the subjects taught by joining the potential development on Saturday - Sunday. National Buddhism Office is responsible for the budget for attending the training. The content of the subjects that have been developed for teachers' potential can be used to meet their needs, methods for developing teacher potential training is the most used method, and followed by workshop study visit learning from practice job rotation continuing education and seminars. 2) A model of teacher potential in Phrapariyattidhamma schools, General Education Division to reduce educational disparities was developed and consisting of values, skills, knowledges, attributes, and

method for teacher development. 3) A model of teacher potential in Phrapariyattidhamma School, General Education Division to reduce educational disparities consisted of 1) developing teachers' potential in values, 2) developing teachers' potential in skills, 3) Development of teachers' potential in knowledge, 4) Development of teachers' potential in terms of desirable attributes, and 5) Methods for developing teachers' potential such as continuing education at the higher level, seminar, workshop, study from best practice, job rotation, learning by practice, self-study, research and development work in duty, and mixed methods development. Results of the study can apply in educational development.

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