

Development of Teacher Competency Model based on Buddhadhamma Principles for Teachers in Primary Schools under Bangkok Metropolitan Administration

Phramaha Ponsak Varasakko (Buathong)¹, Phramaha Yannawat Thitavaddhano²
Lampong Klomkul³, Phrakhrusathonpariyattikhun (Sanit Chandapālo)⁴

^{1,2,3,4} Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

¹ sak_buathong@hotmail.com, ² yannawat9@gmail.com, ³ lampong.klom@mcu.ac.th,

*Corresponding Author e-mail: lampong.klom@mcu.ac.th

Abstract

The purpose of this research was to study the components of the teacher competency based on Buddhadhamma Principles, to develop a model of teacher competency based on Buddhadhamma Principles, and to propose a model of teacher competency based on Buddhadhamma Principles for teachers in primary schools under Bangkok Metropolitan Administration. Multiphase mixed methods research was designed and was divided into 3 phases. Phase 1 was qualitative research; the key informant was School administrators of 9 people and the target group in focus group discussion of 9 experts and were selected by purposive sampling. Data was analyzed by using analytic induction. Phases 2-3 used quantitative research, the sample group of 50 people was obtained by using two-stage random sampling, data analysis using descriptive statistics, and research hypothesis testing by checking the validity of the structural equation model. The results of the research showed that: 1) The components of the competency of being a teacher based on Buddhadhamma Principles of the teachers of primary schools under the Bangkok Metropolitan Administration were important factors, and there was a causal relationship consisting of 1) the characteristics of the teachers, 2) development of teachers' knowledge, and 3) pedagogical knowledge of teaching. 2) A model of teacher competency according to Buddhist principles of teachers of primary schools under Bangkok was developed. There were components that were important factors and showed a causal relationship. Results that will lead to Bhavana IV and Bhavit IV of educational institution administrators consisted of 1) teachers' characteristics in 5 areas, 2) teachers' knowledge development in 5 areas, 3) pedagogical knowledge of teaching in 5 areas, 4) prayers 4 aspects, and 5) four aspects of life, and the results of the examination found that possible be accurate. 3) A model of teacher competency based on Buddhadhamma Principles for teachers in primary schools under Bangkok Metropolitan Administration was proposed as a causal relationship model. It was consistent with the empirical data (Chi-square = 198.68, df = 210, p = 0.702, RMR = 0.000). Teachers' characteristics, teacher knowledge development and pedagogical knowledge of teaching were able to promote the competence of a teacher through Bhavana IV and Bhavit IV.

Keywords— Developing competency models, Being a teacher, Buddhist principles

I. INTRODUCTION

With the Constitution of the Kingdom of Thailand, B.E. 2560, section 258 E, in summary, it stipulates that implementation of educational reforms in the country covers young children to be cared for and developed

before they are admitted to education to enable young children to develop physical, mental, discipline, emotional, social and intellectual development according to their age without charge to enact a law to establish a fund to reduce educational inequality. There should be

mechanisms and systems for producing, screening and developing professional teachers and teachers in order to have the spirit of teachers truly knowledgeable receive compensation that is appropriate for the ability and efficiency of teaching as well as having a mechanism to create a moral system for personnel management of professional teachers to improve teaching and learning at all levels so that learners can study according to their aptitude and improve the structure of relevant agencies.

Education reforms are also part of the country's reforms to support the achievement of the national strategy in various fields. Because education is an important foundation of the country's development. Therefore, the educational reform plan of the country is an important element that will support the implementation of the national strategy in all aspects especially in the field of human resource development of the country on equality and social equality and the ability to compete Economic Development and Income Distribution,[1] section 52. The Ministry shall promote the establishment of a system production process, development of teachers, faculty members and educational personnel to have quality and standards suitable for being an advanced profession by directing and coordinating the institutions responsible for producing and developing teachers, faculty members, including educational personnel to be ready and have strength in preparing new personnel and continuously developing permanent personnel [2].

The 12th National Economic and Social Development Plan (2017-2021) will aim to achieve goals in the five-year period that can be extended in the next period to achieve the long-term development goals according to the 20-year national strategy by. There is an important principle that is to adhere to "people as the center of development" aiming to create a good quality of life and well-being for Thai people, developing people to be complete, disciplined, curious, knowledgeable, skilled, creative have a good attitude social responsibility, have ethics and morals, develop people of all ages and

prepare them for an aging society with quality, including creating people to use and live with the environment, conserving, rehabilitating, using natural resources and the environment appropriately [3].

In February 2017, the Teachers' Council of Thailand, in collaboration with The Southeast Asian Ministers of Education Organization (SEAMEO) and SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO Innotech), initiated the development of Southeast Asian Teacher Competency Framework and led to the meeting of high-level officials from the Ministry of Education of 11 countries in Southeast Asia In April 2017 in Bangkok at that meeting has a review and discussion on teacher standards from different countries including documents Teaching Competency Standards in Southeast Asian Countries: Examination in 11 countries including inviting speakers and experts from leading organizations and institutions such as the University of Colombia's Teachers College, United Nations Educational, Scientific and Cultural Organization (UNESCO) to educate and exchange about teacher competency as well [4].

In the Buddha's time, the Buddha chose human resources suitable for the job, such as the two apostles and Ettakka who excelled in the field, such as Phra Sāriputta, the Thera; one of the top disciples of the Buddha who had greater wisdom than him. He was appointed as a monk as for the other Phramaha Thera, he appointed them to various positions which the appointment of him does not see that anyone is close to him and will appoint him according to the qualifications of each person. It can be seen that in the Buddhist era, the administration of the Sangha rules and procedures. It's easy and not too complicated. This may be because the Buddha is a Dhammarāja with two qualities: 1) Attahit Sombat, which is the complete self-fulfillment and self-interest; 2) Parahit practice, which is the practice for the benefit of others. His Highness practiced Buddhism for the benefit of others. The 4 Buddhist companies practiced the Dharma in accordance with the Dhamma. The more you practice, the more you

follow the Dhamma according to His Majesty's reconciliation [5]. Therefore, it can be seen that the principles that His Highness set are common guidelines, thus making the society peaceful at that time enlightened as it really is.[6] Thai society has continually adhered to and practiced Buddhism, thus prospering in Thailand as a model for the life of Thai people for a long time sharp to spiritual and intellectual growth through various methods of practice [7]. Human development to be complete in all aspects of life. learning of the students Composed of faith will achieve the aim of education. If teachers and students have a relationship in the form of support, guidance, training, and teaching with good will. It makes the disciples having faith and determination, know how to think, in order to create knowledge and understanding of nature as it really is, and can be used to create benefits to life. Sumon Amornwiwat (1983), a prominent Thai educator, had A large number of educational achievements brought the idea from the book of Buddha Dhamma by Phrarajvoramuni (Prayut Payutto) about building faith and Yonisomanasikan. Let's create a principle and teaching process accordingly, Buddhist method. This teaching style developed from the principle that a teacher is an important person who can arrange environment motivate and teach students to have the faith to learn to practice thinking by be smart and put into practice until it is truly evident by the teacher being a good friend gives students the opportunity to think and express it in the right way will be able to help students gain wisdom and solve problems properly. From the background and importance of the aforementioned problem, the researcher was interested in studying the subject "Development of a teacher competency model according to Buddhist principles of primary school teachers under Bangkok Metropolitan Administration" in order to apply the Buddha Dhamma principles of the Lord Buddha to be applied to the competence in developing the competency of teachers in educational institutions to have the ability to work effectively and efficiently along with the morality of the teachers as

benefit to the duty as a teacher and to be completely immune to teacher ethics.

II. Research Objectives

The purpose of this research was to study the components of the teacher competency based on Buddhadhamma Principles, to develop a model of teacher competency based on Buddhadhamma Principles, and to propose a model of teacher competency based on Buddhadhamma Principles for teachers in primary schools under Bangkok Metropolitan Administration.

III. Research Methods

Multiphase mixed methods research was designed and was divided into 3 phases. Phase 1 was qualitative research; the key informant was school administrators of 9 people and the target group in focus group discussion of 9 experts and were selected by purposive sampling. Data was analyzed by using analytic induction. Phases 2-3 used quantitative research, the sample group of 50 people was obtained by using two-stage random sampling, data analysis using descriptive statistics, and research hypothesis testing by checking the validity of the structural equation model.

IV. Research Results

The results of the research showed that: 1) The components of the competency of being a teacher based on Buddhadhamma Principles of the teachers of primary schools under the Bangkok Metropolitan Administration were important factors, and there was a causal relationship consisting of 1) the characteristics of the teachers, 2) development of teachers' knowledge, and 3) pedagogical knowledge of teaching. 2) A model of teacher competency according to Buddhist principles of teachers of primary schools under Bangkok was developed. There were components that were important factors and showed a causal relationship. Results that will lead to Bhavana IV and Bhavit IV of educational institution administrators consisted of 1) teachers' characteristics in 5 areas, 2) teachers' knowledge development in 5 areas, 3) pedagogical knowledge of teaching in

5 areas, 4) prayers 4 aspects, and 5) four aspects of life, and the results of the examination found that possible be accurate. 3) A model of teacher competency based on Buddhadhamma Principles for teachers in primary schools under Bangkok Metropolitan Administration was proposed as a causal relationship model. It was consistent with the empirical data (Chi-square = 198.68, $df = 210$, $p = 0.702$, $RMR = 0.000$). Teachers' characteristics, teacher knowledge development and pedagogical knowledge of teaching were able to promote the competence of a teacher through Bhavana IV and Bhavit IV.

V. Discussions

1. The results of a study on the components of Buddhist teacher competency of primary school teachers under Bangkok. There are three components of teacher competency, namely, aspect 1. Teacher's characteristics include (1) diligence, (2) sacrifice, (3) having compassion, (4) setting oneself appropriately, (5) building unity, aspect 2. development. Teacher's knowledge consists of (1) having interest, (2) having curiosity, (3) having a vision, (4) developing oneself, (5) being a leader, being able to practice, and 3. The science of teaching of teachers consists of (1) having beautiful speech, (2) having human relations, (3) knowledge of academics, (4) creativity, (5) responsibility. The development of teachers' competency according to the Buddhadhamma principles are: 1. Bhāvanā 4 consists of (1) having the teacher's physical development, (2) developing the teacher's behavior, (3) the teacher having a refreshed mind and cheerful, (4) training the teacher's wisdom 2. Bhāvit (Bhāvita) 4 consisted of: (1) the teacher had a developed body, (2) the teacher had developed behavior, (3) the teacher had good mental health, (4) the teacher had gained knowledge and understanding. The integration of Buddhist principles in the development of a teacher competency model of primary school teachers under Bangkok can make it more effective on teacher competency which is consistent with the research of Kataya Ayuyuen [8] "Strategies for human competency development according to Buddhist principles of the Institute of Skill

Development of the Upper Southern region". The results of the research were as follows: 1) The integration for personnel competency development consists of 3 steps: 1. Physical behavior modification stage and verbally to be normal be appropriate and beautiful that helps in enhancing the behavior of personnel to be more reliable in society that helps to strengthen the foundation for morality and ethics of personnel; to strengthen and prevent future mistakes.

2. The results of a study on the development of a teacher competency model according to Buddhist principles of primary school teachers under Bangkok Development of a teacher competency model according to Buddhist principles of primary school teachers under Bangkok will begin with self-development first in each aspect both internal and external properties. Then, the knowledge gained will be used to develop students and the surrounding environment, especially academic work and teaching. The results of this research are consistent with Poonsuk Udom[9] studying the subject "Causal Factor Analysis and Impact on Teacher Competency Development in the Southern Region according to Professional Standard Criteria for Learning Management Development Process". The results of the study revealed that 1) Causal factors affecting teacher competency development in the region under in creating and developing courses in terms of organizing the learning process that focuses on learners and classroom management, including teaching experience, teacher's workload, teacher self-development, academic readiness of educational institutions, academic atmosphere of the school 2) The causal relationship of factors affecting the competency development of teachers in the southern region found that 2.1) Teaching experience and self-development of teachers direct influence, but the teacher's workload is indirectly influenced through the teacher's self-improvement to the competence in creating and developing curricula in terms of organizing the learning process that focuses on learners and classroom management with statistical significance at the 0.05 level; 2.2) Academic readiness of

educational institutions, academic atmosphere of the school, and readiness of students have direct and indirect influence. 3) The causal factor which had the greatest impact on teacher competency development in the southern region was teachers' self-development, followed by teaching experience, and the teacher's workload respectively.

3. To present the development of a teacher competency model according to Buddhist principles of primary school teachers under Bangkok. The results of the analysis of the Buddhist teaching competency model of primary school teachers in Bangkok with transmission variables found that the model was consistent with the empirical data. Considered from the statistical values used to check the coherence between the model and the empirical data, i.e., the chi-square value was 198.68 degrees of freedom 210, the probability (p) was .70, i.e., the chi-square value insignificantly different from zero, indicating that the main assumption that model of teacher competency according to Buddhist principles of primary school teachers under Bangkok developed in harmony with the empirical data. This corresponds to the analysis results for the Harmony Index (GFI) of .969, the Adjusted Harmony Index (AGFI) of .960, which is close to 1, and the mean square root index of the remainder (RMR) is equal to .858, which is close to zero and the residual value in the form of a standard score between the highest variables (Largest Standardized Residuals) was 7.920, which supports that the research model is consistent with the empirical data. It can be seen that the model of teacher competency according to Buddhist principles of primary school teachers under Bangkok This has been developed to have key components that are important, teacher attributes, teacher knowledge development by giving importance to discipline, morality, and ethics together. This is consistent with the research of Pongsak Duangtha [10] "Development of professional competence of private schools teachers under the Phitsanulok Educational Service Area Office 1" Structural Model Analysis of teacher professional competencies with the

corroborative component analysis method consistent with the empirical data according to the teacher professional competency measurement model in the 7 components of the core competency, it was found that the component weight ranked from least to greatest as follows: 1) Teacher psychology, 2) Teachership, 3) Self-development, 4) Focusing on achievements, 5) Teamwork, 6) Good service, 7) Discipline, morality and professional ethics and the 9-element teacher professional competency measurement model. It was found that the component weight 1) Teacher leadership, 2) Curriculum development, 3) Cooperation with the community, 4) Analytical synthesis and educational research for learner development, 5) Measurement and evaluation of education, 6) Language technology for teachers and educational information technology innovations, 7) Knowledge of subject matter, 8) Learner development with a learner-centered focus, 9) Learning management and classroom management. 3. To present the development of a teacher competency model according to Buddhist principles of primary school teachers under Bangkok. The results of the analysis of the Buddhist teaching competency model of primary school teachers in Bangkok with transmission variables found that the model was consistent with the empirical data. Considered from the statistical values used to check the coherence between the model and the empirical data, i.e., the chi-square value was 198.68 degrees of freedom 210, the probability (p) was .70, i.e., the chi-square value insignificantly different from zero, indicating that the main assumption that Model of teacher competency according to Buddhist principles of primary school teachers under Bangkok developed in harmony with the empirical data This corresponds to the analysis results for the Harmony Index (GFI) of .969, the Adjusted Harmony Index (AGFI) of .960, which is close to 1, and the mean square root index. of the remainder (RMR) is equal to .858, which is close to zero and the residual value in the form of a standard score between the highest variables (Largest Standardized Residuals) was

7.920, which supports that the research model is consistent with the empirical data. It can be seen that the model of teacher competency according to Buddhist principles of primary school teachers under Bangkok Metropolitan Administration. This has been developed to have key components that are important, teacher attributes, and teacher knowledge development by giving importance to discipline, morality, and ethics together. This is consistent with the research of Pongsak Duangtha [10]. “Development of professional competence of private school’s teachers under the Phitsanulok Educational Service Area Office 1”. Structural Model Analysis of teacher professional competencies with the corroborative component analysis method consistent with the empirical data according to the teacher professional competency measurement model in the 7 components of the core competency, it was found that the component weight ranked from least to greatest as follows: 1) Teacher psychology, 2) Teachership, 3) Self-development, 4) Focusing on achievements, 5) Teamwork, 6) Good service, 7) Discipline, morality and professional ethics and the 9-element teacher professional competency measurement model. It was found that the component weight: 1) Teacher leadership, 2) Curriculum development, 3) Cooperation with the community, 4) Analytical synthesis and educational research for learner development, 5) Measurement and evaluation of education, 6) Language technology for teachers and educational information technology innovations, 7) Knowledge of subject matter, 8) Learner development with a learner-centered focus, and 9) Learning management and classroom management.

VI. Body of knowledge

The researcher presented the body of knowledge from the results of the development of a teacher competency model according to Buddhist principles of primary school teachers under Bangkok. The competence of being a teacher consists of 3 things: 1) teacher characteristics, 2) teacher knowledge development, and 3) teacher’s teaching science

by integrating with the principles of Buddha Dhamma, i.e., Bhāvanā 4, in order to obtain competence as a teacher according to the 4 principles of Bhāvita as shown in the figure below:

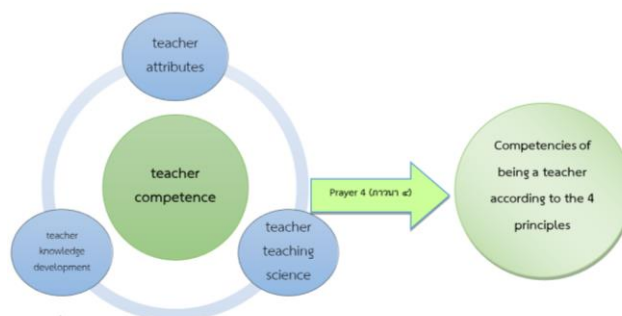


Figure 1 Knowledge from research

Source: Phramaha Ponsak Varasakko (Buathong) (2021)

VII. Recommendations

A. Recommendations for Practices

1. Relevant organizations should encourage the integration of Buddhist principles in the process of developing teacher competency in primary schools under Bangkok Metropolitan Administration.
2. The relevant organizations should have a policy to support the development of personnel in all aspects for personal benefit and great benefit to the organization.
3. Relevant organizations or executives should create incentives to persuade personnel in the organization to be enthusiastic and curious in their own development.

B. Recommendations for Further Research

1. Should study additional competencies of teachers in primary schools.
2. Should study other Buddhist principles that may be integrated in the development of teacher competency models in primary schools.

CONCLUSION

This paper studied about Development of Teacher Competency Model based on Buddhadhamma Principles for Teachers in Primary Schools under Bangkok Metropolitan Administration, results indicated that 1) The components of the competency of being a

teacher based on Buddhadhamma Principles of the teachers of primary schools under the Bangkok Metropolitan Administration were important factors, and there was a causal relationship consisting of 1) the characteristics of the teachers, 2) development of teachers' knowledge, and 3) pedagogical knowledge of teaching. 2) A model of teacher competency according to Buddhist principles of teachers of primary schools under Bangkok was developed. There were components that were important factors and showed a causal relationship. Results that will lead to Bhavana IV and Bhavit IV of educational institution administrators consisted of 1) teachers' characteristics in 5 areas, 2) teachers' knowledge development in 5 areas, 3) pedagogical knowledge of teaching in 5 areas, 4) prayers 4 aspects, and 5) four aspects of life, and the results of the examination found that possible be accurate. 3) A model of teacher competency based on Buddhadhamma Principles for teachers in primary schools under Bangkok Metropolitan Administration was proposed as a causal relationship model. It was consistent with the empirical data (Chi-square = 198.68, $df = 210$, $p = 0.702$, $RMR = 0.000$). Teachers' characteristics, teacher knowledge development and pedagogical knowledge of teaching were able to promote the competence of a teacher through Bhavana IV and Bhavit IV. Results can apply in primary school development.

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