



Research Article

© 2018 Buaklay et al.
This is an open access article licensed under the Creative Commons
Attribution-NonCommercial-NoDerivs License
(<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Development of a Curriculum to Enhance the Characteristics of the Future Teaching Professions of Undergraduate Students in Thailand

Nannum Buaklay

Paitoon Pimdee

Phadungchai Pupat

Lertlak Klinhorm

*Faculty of Industrial Education and Technology,
King Mongkut's Institute of Technology Ladkrabang (KMITL)*

Doi: 10.2478/mjss-2018-0177

Abstract

Producing teachers with characteristics according to the profession's traits is essential in progressing the country into being a learning community. This research was undertaken in order to assess and develop the present curriculum and to enhance the characteristics of the future teaching professions of undergraduate students in Thailand. The sample group comprised 24 senior undergraduate students of the English and Educational Technology program of the Faculty of Education. Percentage, mean, standard deviation (S.D.), and t-test were used to analyze the data. The findings showed that: 1. The most essential characteristics of the future teaching professions of undergraduate students were the fostering of individualized instruction, the sharing of responsibilities, the sensitive acceptance of diversity, the encouragement of creativity, and the demonstration of caring and kindness, respectively. The experts also agreed that there were 5 guidelines for the enhancement of characteristics of the teaching profession. 2. The experts agreed that the congruity of the curriculum was at a high level. 3. The students better demonstrated the characteristics of the teaching profession after trialing the curriculum. 4. The students' satisfaction with the implementation of the curriculum was at the highest level.

Keywords: *Characteristics of teaching profession, Needs, Students and teachers*

1. Introduction

Education has an important role in developing a population's competencies and qualities which lead to sustainable economic and social development. It can also deal with rapid changes brought by worldwide globalization, as reflected in the Twelfth National Economic and Social Development Plan (2017-2021) of Thailand's Office of the National Economic and Social Development Board (2016), which focuses on the development of people, educational education, teachers, and parents. It aims to produce youths with morality, gratitude, discipline, and responsibility, as well as to develop personnel in the government sector to have knowledge for preparing for ASEAN entry. It also corresponds with the National Education Act B.E. 2542, which regulates the Ministry of Education in supporting this esteemed profession by regulating and coordinating with responsible institutes in order to produce and develop teachers and educational personnel and to constantly develop active personnel. The purpose of that act is to promote the teaching profession as an esteemed profession, where practitioners need to be developed constantly. Where there are

changes in the global economic system, the Thai educational system is affected, and teachers need to adapt to these changes. Universities in Thailand are deemed to be the main institutes in developing teacher competencies and qualities for a modern age and in learning new technologies. They are important mechanisms which develop local people and drive the national economic system in times of global change (Ministry of Education, 2011).

The government has assigned universities to produce teachers under the standards and ethics regulated by The Teachers' Council of Thailand (Khurusapha, 2017). This council will regulate teacher conduct and behavior under the profession's standards and ethics, as well as issue teaching certificates for teachers. Determined by the council, the profession's standards consist of 3 aspects; professional knowledge and experience, professional performance, and professional practice (professional ethics). However, the development of the characteristics of the teaching profession hasn't been able to respond to rapid social change. This could be caused by inadequate content which does not support people in being professional teachers. This view corresponds with Pornsima (2008) who stated that many graduates in teacher programs still lack essential characteristics, abilities, and some behaviors needed for the profession. With this situation, universities are responsible for producing teachers in serving social needs, and they must pursue these ends by having clear production procedures, adjusting them if necessary.

Okeke and Drake (2014, p. 1734) and Malm (2009, p. 77-91) stated that every teacher educator should be involved in the teaching of moral character, and should be working in tandem with other professional colleagues. In-service programs and teacher professional development workshops should be specifically designed and mounted in support of the professional needs of all those involved in the teaching of moral character education. Due to these needs, it is essential to develop an effective and efficient curriculum, in order to enhance the correct characteristics of the future teaching profession in Thailand. This process should be started by determining the objectives and scope of the curriculum, designing and implementing the curriculum, and assessing satisfaction toward the implementation of the curriculum.

2. Objectives

In order to develop the curriculum to enhance the characteristics of the future teaching professions of undergraduate students in Thailand, the researcher determined the following objectives;

1. To determine the objectives and scope of the curriculum;
2. To develop the curriculum;
3. To implement the curriculum, and
4. To assess satisfaction with the implementation of the curriculum.

3. Literature Review

3.1 Needs

Kaufman (2000, p. 47) stated that a need is the gap between the current and the prospective outcome. The assessment of needs aims to develop and improve the program of an organization's structural management and their operation (Witkin & Altschuld, 1995, p. 10). The assessment results that are obtained would highlight problems which need to be solved. This helps with decision-making in solving problems. This is part of planning guidelines and implementation, and helps in determining goals, clearly distinguishes problems, and prevents the loss of resources. A questionnaire is a widely-used method for the evaluation of those needs due to the familiarity and saving. It can collect data from many people and involves statistical calculation in the data analysis. Correspondents can share their opinions freely as there is no direct encounter with data collectors (Sukhothai Thammathirat Open University, 2013, p. 27-31). Priority needs index (PNI) was used in this research, which shows the priority of the importance of a need by calculating the gap between the prospective state (I) and the actual state (D), and is divided with the actual current state (D). This is to frame the size of the need within the appropriate range. It also gives a comparative meaning when taking the level of the actual state as the base in the calculation of the ratio of the

development into the group's expectation (Wongwanich, 2007, p. 279).

3.2 Guidelines for enhancing the characteristics of the teaching profession

Gourneau (2005) mentioned that the enhancement of the characteristics of teaching profession consists of 5 aspects; demonstrating caring and kindness, sharing responsibilities, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity. These correspond with the Secretarial Office of the Teachers Council of Thailand (2011, p. 1-4), which determined 9 practice guidelines for teachers in Thailand. They should show love and mercy to their students, teach knowledge and discipline to students with the utmost capability, be a role model for students, not oppose students' progress, show love to and have faith in the profession, creatively support teachers and the community, and be leaders in conserving and developing local wisdom and culture.

3.3 Guidelines in developing curriculum

Tyler (1971) said that the criteria used in forming curriculum should answer 4 basic questions: what are the aims of education; which experience could achieve these goals?; how can this experience be managed efficiently?; and, if the determined goal is achieved, how can the results of making the decision be evaluated? Taba (1962) said that the curriculum's elements should be prioritized, and that teaching techniques and learning experience management should be highlighted in curriculum development. Saylor, William and Lewis (1981) said that curriculum development concerned techniques for determining objectives, the selection of experience, and the focus on the assessment of curriculum.

3.4 Assessment of the curriculum

Curriculum assessment is the procedure for judging a curriculum's value and efficiency, goal-achievement after implementation, and any revisions that are required in order to determine a better alternative. The Stake assessment method is a congruence–contingency model which considers 3 elements; antecedents, transactions, and outcomes (Stake, 1967). The Cronbach assessment method is used widely; for example, a teaching method's results are taken into consideration by use of 4 assessment concepts: the study of procedure, student's competency assessment, student's attitude assessment, and a follow-up (Cronbach, 1963).

4. Research Methods

4.1 Population and Sample

In the study of teaching profession needs characteristics, the respondents were 239 undergraduate students from the 2017 academic year of the Faculty of Education, Yala Rajabhat University. They consisted of 86 students from the Early Childhood Education program, 41 students from the Physical Education and Health Education program, 30 students from the English and Technology Education program, 40 students from the Elementary Education program, and 42 students from the Teaching Islamic Studies program.

Furthermore, in the study's guidelines' development, nine experts, who were lecturers in teaching profession programs in the Faculties of Education at several universities in Thailand. These included Silpakorn University, King Mongkut's Institute of Technology Ladkrabang, Rajamangala University of Technology Thanyaburi, Ramkhamhaeng University, and Yala Rajabhat University.

4.2 Research Instrument

A questionnaire was used in the study which covered five aspects by use of 25 items and was

modelled after concepts used by Gourneau (2005). They included demonstrating caring and kindness, sharing responsibilities, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity. The questionnaire was created in the form of rating scales of 5 levels, which was determined to have an overall confidence value of 0.81.

4.3 Data Collection

239 questionnaires on teaching profession needs characteristics were sent to, and collected from, 239 students of the Faculty of Education at Yala Rajabhat University. This represented a return rate of 100%. Additionally, the researchers collected data from interview sessions. Data was noted in the form of structured interviews, and was collected in the period during October – November 2016.

4.4 Instrument Design Process

The researcher conducted the development of the curriculum according to the Tyler (1971) model. There were 4 developmental steps, as per the following;

Step 1: Education purpose - The determination of goals from needed characteristics of the teaching profession and from the opinions of the experts, and data analysis. The researcher analysed data taken from the interview by content analysis.

Step 2: Education experience - The determined content corresponded with the objectives for the enhancement of the characteristics of the teaching profession, approved by the experts: demonstrating caring and kindness, sharing responsibilities, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity.

Step 3: Organization of education experience- The content, consistency, and the competency of the students in enhancing the characteristics of the teaching profession. This consisted of handouts and worksheets. These covered 15 units, and 15 hours, in total.

Step 4: Determination of what to evaluate - An assessment form for the characteristics of the teaching profession and a survey on satisfaction with the implementation of the curriculum.

After this process, the curriculum to enhance the characteristics of the teaching profession was reviewed by five experts on curriculum development (doctoral university lecturers in curriculum development who had at least ten years' experience). These included the King Mongkut's Institute of Technology Ladkrabang, Rajamangala University of Technology Thanyaburi, Ramkhamhaeng University, and Yala Rajabhat University. Their assessment was evaluated by use of six aspects, including the background and the importance of the curriculum, the goals of the curriculum, the structure of the curriculum, learning activities, learning media, and measurement and evaluation during December 2017 to January 2018.

4.5 Trial Questionnaire

The population comprised undergraduate students of the 2017 academic year of the Faculty of Education, Yala Rajabhat University. The sample group comprised 30 senior students of the English and Technology Education program, Faculty of Education, chosen using cluster random sampling, and the subject program was the random unit. After completing the trial of the curriculum to enhance the characteristics of the teaching profession over 15 hours, the sample group completed the satisfaction survey form in terms of use of the curriculum. Satisfaction with the use of the curriculum to enhance the characteristics of the future teaching professions of students were analyzed with mean and standard deviation.

4.6 Curriculum Assessment

The assessment on the characteristics of the teaching profession took the form of a 4-choice objective form, covering 50 items. It was trialed with 24 undergraduate students from the Faculty of Education at Yala Rajabhat University, Thailand, during February to March 2018, who were not from the sample group. The difficulty index was between 0.43-0.63, the discrimination index was

between 0.36-0.89, and the confidence index (KR-20) was 0.96.

Specifics of the implementation of the curriculum to enhance the characteristics of the teaching profession, as well as the procedures and learning activities used in it, was explained to the sample group of students, in order to ensure understanding of it. The sample group then completed an assessment form before taking the session. Thereafter, the curriculum was implemented over 15 hours with the students. The procedures consisted of a class introduction, where the students' interests were stimulated with media and multiple activities. The step of conducting the activity was when the students aimed to perform their roles and interactions, develop self-confidence, and be involved in exchanging their views, as well as accepting others' opinions. The last step was the conclusion, where students took part in summarizing the main content of what they had learned and in exchanging their knowledge with each other, in order to collect their findings and synthesize them into new knowledge.

After completing the trial for 15 hours, the sample group completed the assessment form for the characteristics of the teaching profession. Data collected from before and after the sessions were analyzed and compared with the curriculum to enhance the characteristics of the teaching profession, using a t-test for independence.

4.7 Data Analysis

An analysis of the teaching profession needs (PNI) was done by calculating the gap between the prospective state (I) and the current actual state (D), divided by the current actual state (D), by implementing the principle in determining the need from the actual level. Additionally, the researcher analyzed the data from the interviews by content analysis. The suitability assessment of the curriculum by mean and standard deviation. A questionnaire for satisfaction with the use of the curriculum to enhance the characteristics of the teaching profession was used, in the form of a rating scale. This consisted of 25 items, covering five aspects including content, learning activities, learning media, measurement and evaluation, and implementation and advantages. The confidence index was 0.83.

5. Research Results

5.1 Determining objectives and scope of the curriculum to enhance the characteristics of the teaching profession

5.1.1 Needed characteristics of the teaching profession

From Table 1 shows the results of the needed characteristics of teaching profession of students (from highest to lowest) were fostering individualized instruction, sharing responsibility, sensitively accepting diversity, encouraging creativity, and demonstrating caring and kindness.

Table 1 Means, standard deviations, and the priorities of needed characteristics of the future teaching profession of students

Aspect	Actual state (D)		Prospective state (I)		Needs (PNI)	
	Mean	S.D.	Mean	S.D.	(I-D)/D	No.
Demonstrating Caring and Kindness	4.23	0.49	5.00	1.00	0.18	5
Sharing Responsibility	4.13	0.50	5.00	1.00	0.21	2
Sensitively Accepting Diversity	4.12	0.55	5.00	1.00	0.21	3
Fostering Individualized Instruction	4.02	0.54	5.00	1.00	0.24	1
Encouraging Creativity	4.14	0.50	5.00	1.00	0.20	4

5.1.2 Guidelines for enhancing the characteristics of the teaching profession

Table 2 Guideline for enhancing the characteristics of the teaching profession- experts' views

Characteristics	Characteristics from experts' views
Demonstrating caring and kindness	1. Giving love to friends 2. Care to friends 3. Generosity to friends
Sharing responsibilities	1. Giving full competency in work 2. Giving cooperation to friends in group work assignments 3. Planning in education
Sensitively accepting diversity	1. No frustration with classmates 2. Giving warm words when friends make any mistakes 3. Showing appropriate manners toward classmates
Fostering individualized instruction	1. Inspiring classmates 2. Encouraging classmates in learning 3. Advising friends about learning
Encouraging creativity	1. Arousing friends' interests in self-learning 2. Encouraging friends to do more research. 3. Encouraging friends to freely show their opinions.

5.2 Development of the curriculum to enhance the characteristics of the teaching profession

5.2.1 Elements of the curriculum

Figure 1 depicts the curriculum elements necessary in enhancing teaching profession development.

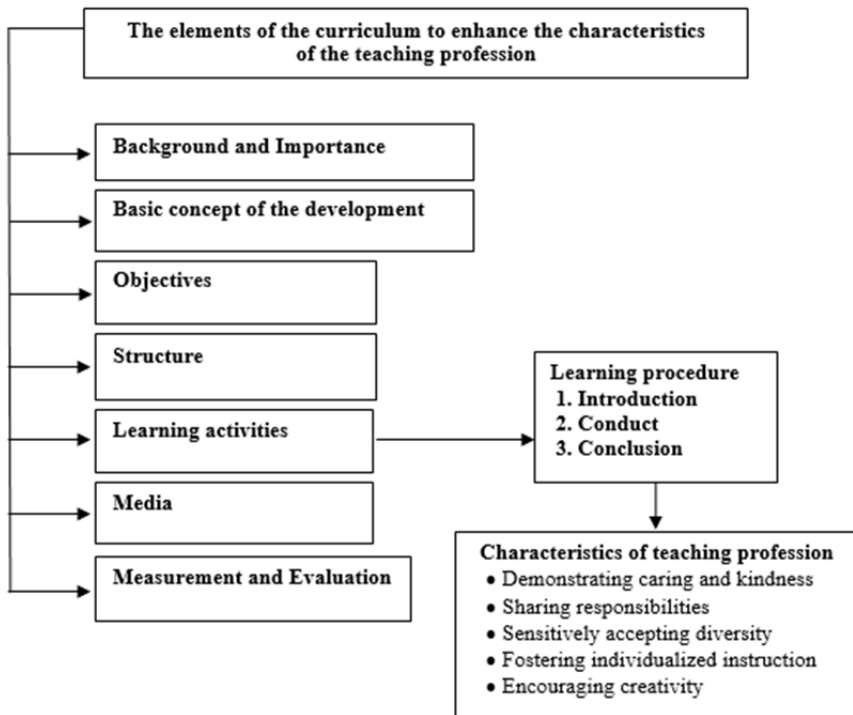


Figure 1. Curriculum elements

5.2.2 Suitability assessment

Table 3 explains that the suitability levels of the curriculum to enhance the characteristics of the future teaching professions of students, according to the experts' views, was high (Mean= 4.07, S.D. = .42).

Table 3 Means, standard deviations, and suitability levels of the curriculum- experts' views

Assessment points	Mean	S.D.	Suitability level
1. Background and importance	4.31	.31	High
2. Objectives of the curriculum	3.87	.52	High
3. Structure of the curriculum	4.18	.42	High
4. Learning activities	4.18	.37	High
5. Learning media	3.68	.55	High
6. Measurement and evaluation	4.18	.89	High
Total	4.07	.42	High

5.3 Implementation of the curriculum to enhance the characteristics of the teaching profession

Table 4 shows that the gap between before and after the implementation of the curriculum was significant at 0.1. Students showed higher characteristics of the teaching profession after trialing the curriculum. The researcher implemented the curriculum and studied its effectiveness. The results were as per the following:

Table 4 Comparison of the characteristics of the teaching profession before and after the implementation

Characteristics of the teaching profession	Mean	S.D.	t	sig
Before the implementation	3.63	.77	12.63**	.00
After the implementation	5.92	.47		

**Sig. < .01

5.4 Assessment of satisfaction with the implementation of the curriculum

From table 5, it is found that the students' satisfaction with the use of the curriculum was overall at the highest level. By considering each aspect, it is found that students' satisfaction with the implantation and advantages, content, measurement and evaluation, and learning activities were also at the highest level. Learning media was at a high level.

Table 5 Means, standard deviations, and satisfaction levels of students with the implementation of the curriculum to enhance the characteristics of the teaching profession

Assessment point	Mean	S.D.	Satisfaction level
1. Content	4.61	.39	Highest
2. Learning activities	4.51	.49	Highest
3. Learning media	4.48	.54	High
4. Measurement and evaluation	4.51	.47	Highest
5. Implementation and advantages	4.73	.33	Highest
Total	4.57	.38	Highest

6. Discussion

In this research on the development and the assessment of the curriculum to enhance the characteristics of the future teaching professions of undergraduate students in Thailand, the researcher discusses the results by aspect, as per the following;

Through assessing needed characteristics of the future teaching professions of students in the Faculty of Education, Yala Rajabhat University, prioritization could be made in the following way: the fostering of individualized instruction, sharing responsibilities, sensitively accepting diversity, encouraging creativity, and demonstrating caring and kindness, respectively. This conforms with the concept of McNergney and Keller (1999). It was found that the majority of teachers of students in need of special care would have to be attentive to the progress of their students and be eager to find arousing learning activities to keep their attentions, while giving them advice and appreciation for their attempts and successes. In addition, it also corresponds with the research of Buaklay (2017a). It was found that there were 5 needed characteristics in the teaching profession, which were the fostering of individualized instruction, sharing responsibilities, sensitively accepting diversity, encouraging creativity, and demonstrating caring and kindness.

For the data analysis of the guidelines for enhancing the characteristics of the teaching profession, according to the experts' views, the researcher analysed data from interviews using content analysis. The research showed that there were 5 characteristics for enhancing the characteristics of the teaching profession which were: the fostering of individualized instruction, sharing responsibilities, sensitively accepting diversity, demonstrating caring and kindness, and encouraging creativity. This conforms with the concept of Prasantree (2012), who said that the ethics of the teaching profession consisted of self-discipline, love, faith, honesty, mercy, care, assistance, and encouragement to the students. Students of the teaching profession need to realize this aspect, due to the importance of the ethics of the profession. As a teacher, it is required to have advanced knowledge; in researches at the undergraduate level, both theoretical teaching and workshops, raised proficiency among students and experience in the teaching profession. This also corresponds to the research of Buaklay (2017b) who found that there were 5 aspects in enhancing the characteristics of the teaching profession: the fostering of individualized instruction, sharing responsibilities, sensitively accepting diversity, encouraging creativity, and demonstrating caring and kindness.

According to the experts' views, the demonstration of caring and kindness is the love, caring, and generosity shown toward friends. This is possibly related to the aspect of teachers needing to show love, in the form of giving attention and the desire to rejoice in others' happiness. It could be nurtured if one were trained to observe and listen attentively in order to see and understand needs. This conforms to Hosking (2007) who said that mercy is the deep sympathy which makes a person tend to provide support to others and relieve pain and misfortune.

According to the experts' views, sharing responsibilities was the capability to work with full potential, cooperate in group work and assignments, and educational planning. It is possibly the result of personal characteristics which show interest, the ambition to work on assignments, and tolerance toward any obstacles, with the ability to prudently plan in order to achieve the determined objectives. This corresponds with Zimmerman (1998), who believed that learning procedures should be designed to allow students to have responsibility for their own learning. Students should have their own rights to think and do. Learning which commits to responsibility sharing will allow students to judge their own learning competency levels, in order to suitably enhance their educational planning skills.

According to the experts' views, the sensitive acceptance of diversity is the emotional intelligence to not show any frustration with classmates, to give encouragement to classmates when they make mistakes, and to show suitable manners. It is possibly the result of the characteristics of teachers who need to support and appreciate their own students' work and activities. Generally, people are different. Students should be developed to their full competency, as each of them has different physical, emotional, social, and intelligence capabilities and other personality aspects. Those differences all directly and indirectly affect personal learning. This corresponds to Nel (1992), who stated that teachers' positive attitudes would affect behaviors in class, especially students' attitudes. Teachers need to learn and accept those personal differences.

According to the experts' views, the fostering of individualized instruction was the encouragement of motivation in classmates, the support of classmates in learning, and the giving of advice to classmates about learning. It is possibly the result of the nature of teachers in attempting to create motivation for students by creating activities and lessons which would attract students'

interest, in order to achieve the goals of learning. Teachers must smile and have positive attitudes which would push on the students' spirit to learn, and be able to recognize students' different personalities. This conforms to McNergney and Keller (1999), who found that most of the teachers of student in need of special care would have to pay attention to and progress their students. They also needed to eagerly search for activities which would attract the students' attention and to persuade them to join learning activities, while giving them advice on and praise for their attempts and successes.

According to the experts' views, the encouragement of creativities is the stimulation of self-learning. This is the support of classmates to do more research and to encourage them to show their opinions. It is possibly the result of the nature of teachers who need to arrange teaching suitable for their competencies, as well as the arrangement of an atmosphere which arouses their creativities. It must be filled with acceptance and the encouragement to share views freely. The relationship between innovative and retro information, encouraging imagination and new problem-solving methods, students' intelligent risk-taking must be found. Therefore, not only does it develop students' thoughts, but the development of students' creativity can also improve their creativity. This corresponds to Hallman (1971), who said that a person who had creativity would have agility and flexibility in their thoughts. They would be themselves, be curious, and be pursuant in learning and researching. They would have their own ways of trying to do things. They would have more freedom in thought than others.

The suitability level of the curriculum to enhance the characteristics of the future teaching professions of students, according to the experts' views, was high (Mean=4.73, S.D.=.42). This result showed that the curriculum improved students' knowledge of, and their awareness of, their conduct, as well as allowing them to be able to implement guidelines for the practice of being a good role model in the teaching profession. This conforms to the research of David & Stockes (2001), who studied the perceptions of executives and teacher about students' learning capabilities in order to analyze the effectiveness of learning competency. It was found that learning competency was needed in school, and that it affected the improvement of students' behavior. As learning competency was effective in school, the teachers and executives felt that the curriculum was adequate. The content was right to the point, and teachers devoted themselves to teaching.

The difference of students' characteristics of teaching profession before and after implementing the curriculum to enhance the characteristics of the teaching profession was 0.1. Students showed more characteristics of the teaching profession after implementation. This result showed that the curriculum had improved their knowledge of and realization of their conduct. They could also use it for the practice of being a good role model in the teaching profession. This corresponds to the research of Alexandra (2004), who studied the effects of learning in social science toward students' academic performance and analysis capability. It was found that students who studied a social science class using a cooperative and collaborative technique could demonstrate significantly higher academic performance, at .05. Students who studied social science using a workshop technique had higher scores in analysis competency, compared to students who used a traditional technique, at .05.

Students' overall satisfaction with the use of the curriculum to enhance the characteristics of the teaching profession was at the highest level (Mean=4.73, S.D.=.42). The result indicated that the curriculum was suitable. From the observance of students' behaviour, it was found that students paid more attention in listening and in working on their worksheets. They were eager to ask questions and express their doubts. There were constant exchanges of opinions. This corresponds to the research of Na Pattalung (2007), who conducted research on curriculum development for "English class research" for teachers in private Islamic school in the 5 southernmost provinces. The results showed that the satisfaction of the participants with the workshop was high.

7. Recommendations

According to this research on development to enhance the characteristics of the future teaching professions of undergraduate students in Thailand, 5 characteristics were found to be most needed in the teaching profession. These were: the demonstration of caring and kindness, sharing

responsibilities, sensitively accepting diversity, the fostering of individualized instruction, and the encouragement of creativity. Therefore, the development of the curriculum to enhance the characteristics of the teaching profession should be conducted according to the need of the country, as per the following:

1. There should be research which supports the characteristics of the teaching profession by developing the characteristics over 5 aspects respectively: the fostering of individualized instruction, sharing responsibilities, sensitively accepting diversity, the encouragement of creativity, and the demonstration of caring and kindness.
2. There should be research for the development of the characteristics of the teaching profession by implementing concepts and techniques of organizing multiple forms of activities, in order to search for suitable workshops with the context of the characteristics of the teaching profession, covering each aspect as mentioned.
3. There should be research for the development of the characteristics of the teaching profession over the 5 aspects as mentioned by developing students and the teachers of each program. There should also be research conducted in searching for the characteristics of the teaching profession in other dimensions which conforms to the context of a rapidly-changing society.

References

- Alexandra, E. A. (2004). The Effect of Constructionism Learning in the Social Subject on Student Achievement and Analysis Thinking. Dissertation Abstracts International. 51 (November).
- Malm, B. (2009). Towards a new professionalism: enhancing personal and professional development in teacher education, *Journal of Education for Teaching*, 35(1), 77-91.
- Buaklay, N. (2017a). A Needs Assessment For Teacher Professional's Attribute of Students, Faculty of Education, Yala Rajabhat University in 7th national academic conference on The Development of Learning Experience in Real Life: SMART EDUCATION for sustainable development by Faculty of Education, Industry and Technology, King Mongkut's Institute of Technology Ladkrabang, Thailand, pp.61-66.
- Buaklay, N. (2017b). Guidelines for enhancing instructor professional qualification According to expert opinion of the Faculty of Education students, Yala Rajabhat University in the 15th national academic conference on Global Education Trends and Challenges by Asia Pacific University, Japan, 2017, pp.32.
- Cronbach, L. J. (1963). Course Improvement through Evaluation. *Teachers College Record*, 64, 672-683.
- David & Stockes. (2001). Effect of the System of Instruction on Achievement, Product and Attitudes Toward Science of Ninth-Grade Student, Dissertation Abstracts International. 58 (November).
- Gourneau, B. (2005). Five Attitudes of Effective Teachers: Implications for Teacher Training. *Essays in Education*, 13, 1-8.
- Hallman, R. J. (1971). Techniques of Creative Teaching. Training Creative Thinking.
- Hosking, P. (2007). Compassion: what is in a word? In Kostanski, M (Ed.). The power of compassion an exploration of the psychology of compassion in the 21st century. Newcastle: Cambridge Scholars Publishing.
- Kaufman, R. (2000). *Mega Planning*. Thousand Oaks: Sage Publications.
- Khurusapha. (2017). Khurusapha: Mission & Vision. (Thai). Retrieved from <https://tinyurl.com/y99venq3>
- McNergney, R., & Keller, C. (1999). Appendix. Some effective teachers' actions. In R. McNergney & C. Keller (Eds.), *Images of mainstreaming: Educating students with disabilities* (pp. 211-212). New York, NY: Garland Publishing.
- Ministry of Education. (2011). *Thai teachers' training day*.
- Na Pattalung, N. (2007). Workshop curriculum development on English class research for teachers in private Islamic school in 5 southernmost provinces. The research of Faculty of Education, Taksin University.
- Nel, J. (1992). Preservice teacher resistance to diversity: Need to reconsider instructional methodologies. *Journal of Instructional Psychology*, 19(1), 23-27.
- Office of National Economic and Social Development Board. (2015). *Direction of the twelfth national economic and social development plan*. Bangkok: Office of the Prime Minister
- Okeke, C. I. O. & Drake, M.L. (2014). Teacher as Role Model: The South African Position on the Character of the Teacher. *Mediterranean Journal of Social Sciences*, 5(20), 1728-1737. Retrieved from <https://tinyurl.com/ycz7ugp7>
- Pornsima, D. (2008). 31 December. The direction in developing teaching profession. Matchon. pp. 23.
- Prasantree, T. (2012). Teacher Developing Models of Students in Nakorn Phanom University. *Nakorn Phanom University Journal*, 2(3), 25-32.

- Saylor, J. G., William, M. A., & Lewis, A. J.. (1981). *Curriculum Planning for Better Teaching and Learning*. 4th ed. New York, NY: Holt, Rinehart and Winston.
- Stake, R. E. (1967). The Countenance of Educational Evaluation. *Teachers College Record*, 68, 523-540.
- Sukhothai Thammathirat Open University. (2013). *Academic Curriculum Development and Curriculum Development*. Nonthaburi, Thailand: Sukhothai Thammathirat Open University Press.
- Secretarial Office of the Teachers Council of Thailand. (2011). *Criteria and Code of Conduct for Teachers*. Bangkok, Thailand: Kurusapa Printing Ladphrao.
- Taba, H. (1962). *Curriculum Development Theory and Practice*. New York, NY: Harcourt, Brace and World.
- Tyler, R.W. (1971). *Basic Principles of Curriculum and Instruction*. Chicago, IL: The University of Chicago Press.
- Witkin, B. R., & Altschuld, J. W. (1995). *Planning and Conducting Needs Assessments*. Thousand Oaks, CA: Sage Publications.
- Wongwanich, S. (2007). *Needs Assessment research*, Bangkok, Thailand: Chulalongkorn University Press.
- Zimmerman, B. J. (1998). *Invited symposium: motivation & self-regulation in gifted students' Graduate School*, New York, NY: City University of New York.