



## Competency of non-formal education teachers

Chamaiporn Disathaporn<sup>1,\*</sup>, Sumolnit Kerdnoonwong<sup>1</sup>, and Chananporn Areekul<sup>1</sup>

<sup>1</sup>Department of Adult Education and Lifelong Education, Srinakharinwirot University, Bangkok, Thailand

### Abstract

The research aims to (1) study the needs and necessities of non-formal education teachers in order to develop learning management competency by studying the documents and research related to teacher competency, non-formal education teachers, 21<sup>st</sup>-century learning competencies, and lifelong learning competencies; (2) survey the competency of non-formal education teachers. The research sample consisted of administrators and teachers of Offices of the Non-Formal and Informal Education (NFE) in 5 regions, including 6 representatives of teachers in each region, totaling 30 people and 2 representatives of administrators per region, totaling 10 people, totaling 40 people. The research instruments are document analysis, the 5-level rating scale questionnaire on learning management competencies of non-formal education teachers and open-ended questions. The findings show that the highest competency is morality, ethics and professional ethics 93.8%, team working competency 90.2% and the lowest competency is knowledge and ability 82.4%.

**Keywords:** Learning management competency, non-formal education teachers

**Article history:** Received 17 December 2021, Revised 3 March 2022, Accepted 14 March 2022

### 1. Introduction

“Competency” refers to behavioral attributes that result from knowledge, skills, abilities, and other attributes that are hidden within a person, such as values, ethics, personality, character, self-concept, and motivation. These traits drive a person to behave and to perform duties and responsibilities or situations effectively that exceed the criteria or goals as well as create outstanding works [1-3]. These are necessary and consistent with the organization’s suitability [4]. Therefore, the competency model should be established for each profession [5]. The model could be used as a framework for management direction and formulate organization and personnel development strategies in order to operate in a direction that is consistent with the policies of the country and the organization.

Teachers are an important mechanism for driving learning process and citizen potential development as the word “Good Teachers” is the person who creates “Good People” in Thai society [6]. The National Education Act 1999, Section 52 requires the Ministry to promote the system and production process, as well as develop good quality and standardized teachers and educational staff as “high-profession” by directing and coordinating educational institutions for producing, developing and strengthening novice teachers and educational staff, including continuing professional development for experienced teachers and staff [7]. Therefore, promoting the development of quality teachers and educational staff is an important necessity.

Regarding the study of the Thai teacher professional standards (Teachers’ Council of Thailand: “Khurusapha” (KSP)) and Thai teacher competency (National Institute for Development of Teachers, Faculty Staff and Educational Personnel

(NIDTEP)), it can be concluded that the competency of teachers and educational staff consists of (1) 5 main competencies: (1.1) job performance, (1.2) good service, (1.3) self-development, (1.4) team working, and (1.5) morality and professional ethics; and (2) 6 operating competencies: (2.1) curriculum and learning management, (2.2) learner development, (2.3) classroom management, (2.4) analysis, synthesis and research for learner development, (2.5) leadership, and (2.6) community engagement for learning management [8].

Furthermore, technology plays huge roles in today education and teachers should have 21<sup>st</sup> century learning competencies. Regarding the educational reform policy under the National Education Act (1999) which promotes and supports lifelong learning and learning society, teachers should have lifelong learning and self-directed learning competencies.

Thailand focuses on non-formal education to enhance and expand educational opportunities, as there are still many people who are unable to access the formal education system. Non-formal education allows students to receive quality and thorough education, able to further develop in higher grades while working regardless of learners’ limitations [9].

Equitable Education Fund (EEF) surveyed in 2019 and found that 7.3 million Thai students which is over half of total school-age group population dropped out of the informal education system [10]. Moreover, the coronavirus pandemic (COVID-19) pushed more children out of school because of the economic crisis [11]. Poverty students have to work or work in replace of their parents [12]. School reports showed around 21.1% of students do not want to continue studying in schools [13] and estimated that in 2020 the number of students dropped out of the education system may increase [14].

Youth leaving school or no education have an impact on Thai

\*Corresponding author; email: chamaiporn@g.swu.ac.th

economic in which Thai labors are less effective, 3 times lower than Malaysia. In contrast, if the education covers across country, it increases 3% Gross Domestic Product (GDP) [14]. Out of school children may cause other social problems. Information from United States of America shows that this group of children likely causes social problems 7 times more and approximately live 9 years shorter than informal students [15-16].

Non-formal education seems to solve this problem however it could not be success due to the ability of teachers. Non formal teachers have many duties such as looking after several classes while some lack the curriculum understanding [17]. Wanawee Boonkoom [18] informed that teacher competency development will improve capabilities and good result will direct to students.

The purpose of education in this era is to create innovators to change teacher's competency. Teachers should have 21<sup>st</sup> century skills too. In addition, Phrakhrusutaworathammakit and Phramaha Pongtaratid Sutheero [19] said not only 21 century skills, but teachers also required lifelong learning skills. It supports abilities and teaching skills of teacher up to date. The competency of non-formal teachers includes 21<sup>st</sup> century skills and lifelong learning skills.

Non-formal education teachers, persons who teach people, create continuous lifelong learning opportunities for people of all ages, manage leaning in order to upgrade education level of people, develop reading literacy, arrange continuing education and develop learners to be lifelong learners even if they are not in the school system [20-21]. These enable Thais can develop themselves, improve quality of life, see through current changes, be good citizens which will lead to be learning and wisdom society as well as develop the ability to compete with other countries [22].

As mentioned above, non-formal education teachers perform important roles in promoting lifelong learning for people of all ages. Therefore, it is essential to survey study on competency of non-formal education teachers in order to develop their teaching quality which will lead to prepare readiness of Thai people in current situations; information age, rapid and drastic changes in economy, society and politics.

Objective: To study non-formal education teachers' needs in the point of developing competency.

## 2. Methodology

1. Review and study documents and research papers related to core competency of teachers and non-formal education teachers, 21<sup>st</sup> century learning competency and lifelong learning competency.

2. Survey needs and problems of non-formal education teachers in the point of developing competency.

### 2.1 Participants

#### Research population

77 Offices of the Non-Formal and Informal Education (NFE) in Thailand

#### Sample group

Administrators and teachers of NFE in 5 regions; North, Northeast, Central, Eastern, and Southern, 6 teacher representatives per region, totaling 30 persons and 2 administration

representatives of per region, totaling 10 people, sum totaling 40 people

### 2.2 Data collection and analysis

#### Instrument for data collection

The questionnaire on learning management competencies of non-formal education teachers was used to collect the data and was developed by studying related research and the IOC results from experts. The questionnaire was divided into 3 parts; (1) questions on general information of the respondents (2) 5-rating scale questions on the learning management competency and (3) recommendations on the competency.

#### Data collection

The questionnaire was sent and responded via e-mail and Google From.

#### The Scale

The data from all completed questionnaires were statistical analyzed, according to the specified criteria. The average score (Mean) was used to display the majority of people opinions. The mean of 3.50 and above were accepted criteria in the study. The findings were summarized in order to be the desired learning management competency of non-formal education teachers.

## 3. Results

From the document and research analysis on core competency of teachers and non-formal education teachers, 21<sup>st</sup> century learning competency and lifelong learning competency then the synthesis on competency of non-formal education teachers, these can be concluded that lifelong learning competency refers to the behavior of individuals demonstrating their ability to learn throughout their lives which consists of 6 competencies; (1) basic knowledge (2) media, information usage (3) knowledge acquiring and self-development (4) learning exchange and team working (5) community engagement (6) analytical thinking and innovation creating.

In the point of teacher competency in the 21<sup>st</sup> century can be summarized that it consists of (1) basic knowledge (2) media, information usage (3) continuing self-potential development (4) team working, colleagues and community assistance (5) community engagement (6) classroom management and learning evaluation (7) leadership (8) ethics and morality of teacher profession.

From the Table 1, it can be summarized into 7 categories as follows; (1) Knowledge and ability competency (2) Ethics and morality of teacher profession competency (3) Learning management competency (4) Continuing self-potential development competency (5) Leadership competency (6) Analytical thinking and innovation creating competency and (7) Teamworking and community engagement competency.

From the Table 2, the results from the document analysis were used to conduct a survey questionnaire on the needs of non-formal education teachers in developing their learning management competency. It was found that non-formal education teachers need in developing teaching and learning; basic knowledge, continuing self-potential development, analytical thinking and innovation creating, learning management, leadership, teamworking and community engagement and ethics

**Table 1.** Comparison table between lifelong learning competency and teachers' competency in 21<sup>st</sup> century.

Items	Lifelong learning competency	Teachers' competency in 21st century
1	Basic knowledge	Basic knowledge
2	Media, information usage	Media, information usage
3	Knowledge acquiring and self-development	Community assistance Community engagement
4	Learning exchange and team working	Classroom management and learning Evaluation
5	Community engagement	Leadership
6	–	Ethics and morality of teacher profession
7	–	
8	–	
9	Analytical thinking and innovation creating	

**Table 2.** Table of the percentage of needs assessment learning management competency of non-formal education teachers. (N = 40)

Learning management competency	Percentage of needs assessment
Knowledge and ability competency	82.4
Continuing self-potential development competency	86.2
Analytical thinking and Innovation creating competency	86.2
Learning management	86.4
Leadership competency	87.2
Teamworking and community engagement competency	90.2
Ethics and morality of teacher profession competency	93.8

and morality of teacher profession. The results on teachers' needs in developing their competency, the highest competency is ethics and morality of teacher profession representing 93.8%, teamworking competency 90.2% and the lowest competency is knowledge and ability 82.4%.

### 3.1 Results and Discussion

From the survey of the needs of non-formal education teachers in their competency development, it was found that the competency that the teachers need for teaching and learning were knowledge and ability, which can be discussed as follow; the competency that should be developed are: (1) the ability to create or develop learning subject groups that are consistent with the core curriculum and local area appropriately, (2) expertise in content in order to manage learning and the ability to determine learners' learning outcomes to think analytically, synthesize, and apply in accordance with the differences and nature of learners. This is consistent with Duchanee Piyapong [23] found that non-formal education teachers need to expand their abilities to efficiently manage teaching. The abilities include self-study, lifelong learning, knowledge, attribute and ethical values in order to improve teacher's learning competency. Moreover, Muhammad Ali Wate [24], which conducted a study on "The Desirable Competency of Non-School Education Volunteer Teachers in Pondok" it was found that the problem of non-formal education teachers in Pondok education institutions was the lack of knowledge and understanding about the non-formal education curriculum. and writing integrated lesson plans, lack of skills in organizing the learning process various teaching techniques especially teaching with an emphasis on

student-centered and thought-provoking and teachers who do not have graduated teacher qualifications, no qualifications in the subjects taught and is not good at the main subject. Furthermore, the research results of Pornpipat Suesat [25] found that the problem of providing learning services was the most problematic, followed by supporting activities in the community and society, culture, traditions, building learning networks. in planning for lifelong learning management and learning activities, respectively, which is consistent with Siriprapha Longphimai [26] presented in the study "Development of guidelines to enhance teacher competency in learning management under non-formal and informal education center in Maha Sarakham Province". It was found that the teacher's competency in learning management, it was at a moderate level in all aspects which can be sorted from highest to lowest average as follows; learning management that focuses on learners, the mean was equal to the measurement and evaluation of learning, followed by learning design which is equal to media and innovation for learning management. However, if considering the desirable conditions for enhancing teacher competency learning management, only the learning design aspect was at the lowest level, is lower than the other competency.

Therefore, non-formal education teachers are necessary to develop knowledge competency, especially instructional design, curriculum development for learning subject groups and local curriculum regarding raising appropriate learners' potential in thinking, analyzing, synthesizing and applying for themselves, local area and community.

In the point of highest competency, morality and ethics, this is consistent with the study of Jiradej Klakhayan [27] which

found that the current state of competency in expertise of non-formal teachers Kalasin Province were at a moderate level, however, only the morality and ethics competency was at a high level. This is also consistent with Achiraya Yamtub, Kulchalee Chongcharoen and Chouchat Phuangsomchit [28] studied in the title “Ethical Leadership Capabilities of administrators affecting the effectiveness of educational institutions”, which studied with formal education teachers in Nonthaburi province. It was found that; (1) the ethical leadership competency of the administrators was at high level (2) the moral leadership competency of the administrators and the effectiveness of the educational institutions, was at high level of positive correlation with statistical significance at .01 level (3) ethical leadership competency of the administrators affecting educational institution effectiveness, i.e., concerning public interest rather than personal benefits, compliance with standards, moral and ethical sensitivity.

Furthermore, there are more formal strategies which supports on the morality and ethics competency, (1) Government Teacher and Educational Personnel Regulation Act (2004) which has established guidelines, priorities, and basic criteria for teacher competency. It strengthens morality, and professional ethics which is proper personality performance of teachers as well as being good role model for colleagues, students and community [29], (2) the Teachers Council’s regulation on professional ethics 2013 in the category of professional ethics, article 28 states that educational professionals must have faith, honesty, responsibility for their professions, and being good members of the professional organization [30]. This regulation is part of ethics for teacher professional standards in order set patterns of behavior for persons who are in educational profession including those who practice professional education which aimed to maintain and promote honor, reputation and educational professional status, for being trustworthy to service recipients and society. These include desirable behaviors of teachers, such as showing appreciation and faith in the values of the profession, maintain reputation and protect professional dignity, praise and honor those whose professional achievements are known to the public.

## 4. Conclusion

From the documents analysis and competency survey, discovered that non-formal education teachers need to develop learning management competency. The findings show that the highest competency is morality, ethics and professional ethics, team working competency and the lowest competency is knowledge and ability.

### 4.1 Recommendations

From the study, it was found that the learning management competency is the lowest mean. This result presented that the need of non-formal education teachers was in improving their ability to create or develop appropriate curriculum for learning subject groups and local curriculum. Therefore, NFE should focus on the development of non-formal education teachers in terms of curriculum and local curriculum as the first priority because teaching management is the process of transferring

knowledge and various developments of learners, which will develop learner quality correctly according to the knowledge, local conditions, and learners’ abilities.

In addition, their competency should be monitored periodically in order to develop and improve the competency of non-formal education teachers for maintaining teaching quality and sustainable self-competency development.

For further research, researchers should study developing specific learning management performance. Study the factors that influence or motivations for enhancing the learning management competencies of nonformal education teachers.

## References

- [1] Office of the Civil Service Commission, Office of Position Classification and Compensation System Development, (2010), Civil Service Competency Determination Manual: Key Competency Handbook. Bangkok: Technician meeting.
- [2] L. M. Spencer, S. M. Spencer, Competence at work: Model for Superior Performance, Wiley, New York, 1993.
- [3] D. C. McClelland, Test for Competency, Intelligence American Psychologists 17(7) (1970) 57 – 83.
- [4] A. Sakvorawit, The concept of Competency: The old story that we lost, Chulalongkorn Review 16 (2004) 57 – 72.
- [5] U. Intarakamhang, T. Thongphakdi, The development of leadership competency models. Academics of Teachers in Public, Private and Autonomous Universities, Journal of Behavioral Sciences 11(1) (2005) 51 – 52.
- [6] Komchadluek, 3 Hearts. “Education” King Rama IX Leaves, <https://www.komchadluek.net/news/edu-health/298799>, 2021 (accessed 5 March 5 2021).
- [7] Ministry of Education, National Education Act, B.E. 2542, Bangkok, Siam Sport Syndicate, 1999.
- [8] Office of the Basic Education Commission, Teacher Competency Assessment Manual, Bangkok, Office of the Basic Education Commission, 2010.
- [9] Education Center, What’s non-formal education like? Let’s see, <https://www.educatorroundtable.org/>, 2021 (accessed 28 August 2021).
- [10] ThaiPublica, Open data 7.3 million students Why high overlapping in “Thai Education”, <https://thaipublica.org/2020/08/thai-education-high-inequality01/>, 2020 (accessed 10 August 2020).
- [11] workpointTODAY, 2021 school-semester open found more than six thousand drop out students, <https://workpointtoday.com/education-38/>, 2021 (accessed 17 June 2021).
- [12] Thansettakij Digital, Coronavirus cause 1.9 million drop out school, <https://www.thansettakij.com/general-news/501513>, 2021 (accessed 29 October 2021).
- [13] P. Nokkaew, Coronavirus push children drop out school then poverty continue to rise, <https://themomentum.co/poverty-line-educationsystem/>, 2021 (accessed 28 August 2021).
- [14] Equitable Education Fund, Equitable Education Fund survey found children drop out, <https://www.eef.or.th/news-eef-explore-children-falling-out-of-system-after-new-semester/>, 2021 (accessed 17 June 2021).
- [15] School Team, [Problem Insights] Problems of Thai Non formal education children, <https://www.schoolofchangemakers.com/knowledge/17270/>, 2019 (accessed 30 June 2019).
- [16] Bangkokbiznews, Statistic Shows more than 8 hundred thousand are Non formal education, <https://www.bangkokbiznews.com/news/848106>, 2019 (accessed 21 September 2019).
- [17] Pantila Thanaboonipat, Problem and solution of Thai non formal education, <https://researchcafe.org/non-formal-education/>, 2020 (accessed 2 November 2020).
- [18] W. Boonkoun, P. Boonkoun, W. Po-ngern, Development of learning activities model of sub-district non-formal education facilitators in the Western region to develop learners’ thinking skills, Veridian E-Journal, Silpakorn University 9(3) 2016 840 – 856.
- [19] Phrakhrusutaworathammakit, Phramaha Pongtaratid Sutteero, Development of Thai teachers to 21st century, Journal of Graduate Saket Review 5(2) (2020) 19-30.
- [20] C. Medel-Anonuevo, Operationalizing the Policy Discourses of Lifelong Learning: Challenges for Africa, ADEA Biennale Meeting, Libreville, Gabon, 2006.

- [21] M. W. Galbraith, M. Owen, First things first in becoming a teacher of adults, *Journal of Adult Education* 37(1) (2008) 1 – 12.
- [22] Ministry of Education, The act on the promotion of non-formal and informal education 2008, Bangkok : Office for the Promotion of Non-Formal and Informal Education, 2008.
- [23] D. Piyapong, Development of a competency model for non-formal science teacher in Pattalung, <http://phatthalung.nfe.go.th/khuankanun/index.php?name=research&file=readresearch&id=5>, 2021.
- [24] M. A. Wate, Desirable competency of volunteer teachers non-formal education in institutions Pondok studies under the Office of Non-Formal Education Promotion and Informal Education, *Walailak Cultural Ashram* 14(2) (2015) 67 – 81.
- [25] P. Suesat, Guidelines for improving the quality of teachers' performance in the sub-district Non-Formal Education Commission in the provincial west area, *Veridian E-Journal*, Silpakorn University 5(3) (2012) 319-328.
- [26] S. Longphimai, Development of guidelines to enhance teacher competency in learning management under Non-formal and informal education center in Maha Sarakham Province, *Educational Measurement Journal Mahasarakham University* 23(2) (2017) 162 – 172.
- [27] J. Klakhayan, Development of guidelines for enhancing competency in the accumulation of expertise in work occupation of a teacher at the Center for Non-formal and Informal Education in Kalasin Province, *Mahachulalongkornrajavidyalaya University Journal* 7(8) (2020) 311 – 323.
- [28] A. Yamtub, K. Chongcharoen, C. Phuangsomchit, Ethical leadership capabilities of administrators affecting the effectiveness of educational institutions under the Office of Nonthaburi Primary Educational Service Area, *Panyapiwat Journal* 12(2) (2020) 188 – 200.
- [29] Ministry of Education, Government Teacher and Educational Personnel Regulation Act, Bangkok: Prikwan graphics, 2004.
- [30] Teachers' Council of Thailand, Regulations on professional ethics, Bangkok: Khurusapha, 2013.