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Teachers' Perceptions on Competencies and Professional Development Options: A Case Study of a Private School in Bangkok

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Abstract

This research examines teachers' perceptions on their competencies based on the Southeast Asia Teachers Competency Framework, identifies the specific professional development needs of teachers at a selected private school in Bangkok, and investigates the effectiveness of current professional development programs while gathering suggestions for improvements. A mixed-methods approach was employed, combining qualitative and quantitative data from a population sampling of 100 teachers during the academic year 2023-2024. Findings indicate that teachers perceive their competencies in four key areas: knowledge, continuous improvement, community engagement, and student facilitation at a high level. Teachers expressed a need to focus on creating a positive and caring learning environment. Specific professional development needs were also rated highly in ICT competencies, followed by beliefs and attitudes, student learning outcomes, and classroom practices. The school administration is advised to allocate more resources for training in these areas. Additionally, teachers rated the effectiveness of current professional development programs highly, particularly for on-the-job learning. Teachers highlighted participation in committees or project teams as exceptionally effective. The study concludes that enhancing professional development opportunities can improve teachers' competencies, thereby positively impacting student achievement.

Keywords: Teacher, Competencies, Professional Development Options

Introduction

Teachers' competencies and professional development are crucial for ensuring high-quality education and improving student outcomes. Competency in education encompasses knowledge, skills, attitudes, and the ability to meet complex demands, which are essential for fostering students' learning abilities and critical thinking (Nessipbayeva, 2012). Continuous

professional development allows teachers to stay updated with educational reforms and enhance their teaching strategies (Darling-Hammond et al., 2017). Additionally, a supportive environment created by school administrators further enables teachers to develop effective educational skills and maintain high work standards (Jusuf et al., 2019). Consequently, enhancing teachers' competencies through ongoing professional development and a supportive learning environment is key to achieving educational excellence (Surasak, 2013).

The UNESCO Report 2016 provided key recommendations for Thai educational administrators, including enhancing teacher quality through continuous professional development, reforming the curriculum to meet international standards, increasing equity and inclusion for marginalized groups, improving educational governance, promoting lifelong learning, and integrating technology in education. The Southeast Asia Teacher Competency Framework: SEA-TCF (SEAMEO INNOTECH, 2018) aligns closely with these suggestions, emphasizing continuous professional development, inclusive education, and ICT integration. SEA-TCF advocates for updated pedagogical skills, curricula aligned with international standards, addressing diverse student needs, teachers' involvement in governance, and fostering lifelong learning. These competencies aim to enhance teaching quality, promote equity, and leverage ICT in education.

There is a significant gap in understanding the specific needs of teachers in a chosen private school, which makes it difficult to design and implement effective professional development programs. Despite steady student enrollment over recent, the student numbers remain below 600, even though it can accommodate up to 750 students. This study aims to investigate the professional development needs of teachers at a chosen private school. By identifying these needs, the research seeks to help create tailored professional development programs to improve teaching quality and student outcomes.

Research Questions

1. What are the teachers' perceptions of their competencies based on the Southeast Asia Teachers Competency Framework?
2. What are the specific professional development needs of teachers in the chosen school?
3. How do teachers in the chosen school perceive the effectiveness of current professional development programs, and what improvements do they suggest to better meet their professional growth requirements?

Research Objectives

1. To examine the teachers' perceptions of their competencies based on the Southeast Asia Teachers Competency Framework.
2. To identify the specific professional development needs of teachers in the chosen school.
3. To investigate teachers' perceptions of the effectiveness of current professional development programs at a chosen school and to gather their suggestions for improvements.

Significance of the Study

This study aims to assist teachers in comprehensively understanding their competencies relative to established standards and expectations, thereby facilitating self-reflection and identifying opportunities for professional growth. The findings of this research benefit teachers by highlighting the importance of enhancing their knowledge, skills, behaviors, and attributes to improve classroom effectiveness. It helps teachers understand key competencies such as subject matter expertise, student facilitation, community engagement, and continuous improvement.

In addition, the research provides insights into teachers' perceptions of their competencies based on the Southeast Asia Teachers Competency Framework and identifies areas for improvement in professional development. This framework helps the school administrators to develop tailored professional development methods, strengthening organizational leadership and cooperation among stakeholders.

Moreover, effective teaching driven by competent teachers enhances students' learning experiences and achievements, preparing them better for future educational and professional endeavors. Lastly, the research serves as a reference for future studies, offering a comprehensive background on the SEA-TCF and guiding further investigation into improving teacher competencies and professional development practices.

Literature Review

The teachers' competencies and professional development laid the theoretical foundations for this study.

Southeast Asia Teachers Competency Framework: SEA-TCF (SEAMEO INNOTECH, 2018)

Improving teacher education is a major focus for the eleven Southeast Asian countries, led by SEAMEO, from 2015 to 2035. Education leaders understand that schools today face complex and ever-changing environments, making continuous professional development for teachers essential to equip students with crucial future skills. The Ministries of Education in these countries are dedicated to professionalizing both pre-service and in-service teacher development using a regional competency framework.

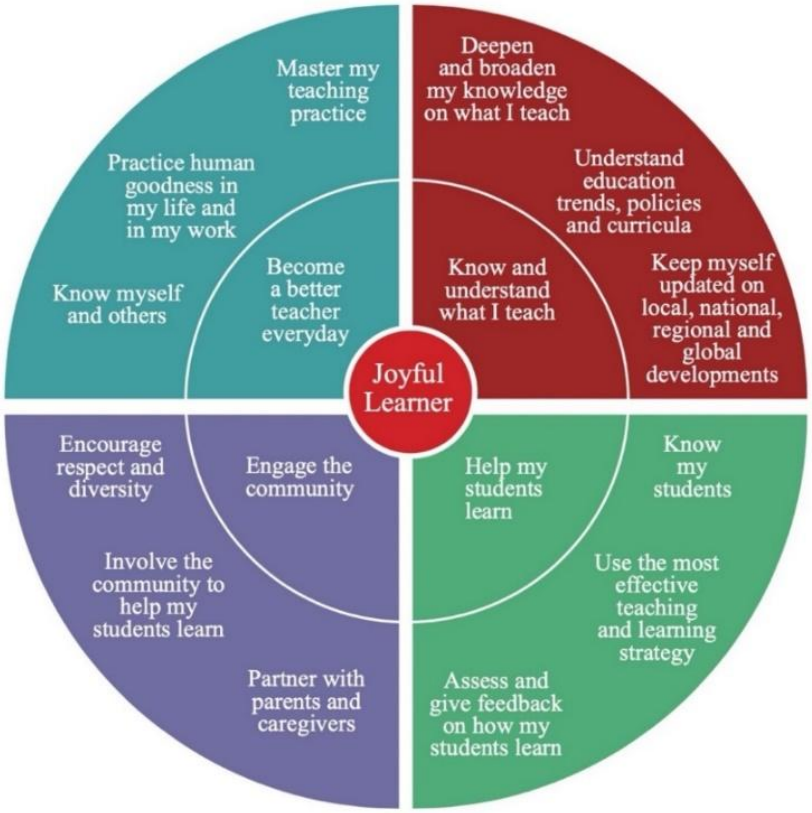
The Teachers' Council of Thailand, in partnership with SEAMEO and SEAMEO INNOTECH (2018) spearheaded the creation of the Southeast Asia Teacher Competency Framework (SEA-TCF). Contributions from experts and prominent organizations like Teachers College, Columbia University, and UNESCO played a key role in developing this framework. The SEA-TCF identifies the key competencies for effective teachers in Southeast Asia, complementing existing standards and catering to the diverse needs of the region. These competencies include a deep understanding of subject matter, the ability to facilitate student learning effectively, engagement with the community to support educational goals, and a commitment to continuous professional development.

The SEA-TCF received approval from the SEAMEO High Officials Meeting and was

adopted by the Council of Ministers of Education from the 11 Southeast Asian countries. This framework is a valuable tool for teachers, education officials, and school leaders, offering guidance on the essential competencies for effective teaching and leadership in Southeast Asia.

Figure 1

Southeast Asia Teachers Competency Framework



Note: Southeast Asia Teachers Competency Framework: SEA-TCF (SEAMEO INNOTECH, 2018).

The Competencies of the Modern Teacher (Olga, 2012)

Teacher competency is defined as the requirements of a "competency-based" teacher education program, encompassing the knowledge, skills, and values needed for successful training completion. Competencies include mastering essential skills, being linked to knowledge, skills, and attitude, and being observable, demonstrable, and measurable. Some view competencies as a blend of knowledge, skills, and behavior that enhance performance.

Students today face complex societal challenges, necessitating key competencies such as logical thinking, problem-solving, self-direction, collaboration, information management, and organization. These skills ensure students' successful communication and personal development, providing them a competitive edge in life.

Teacher competency involves more than knowledge and skills; it includes the capacity to meet complex demands by leveraging psychosocial resources, such as skills and attitudes, in specific contexts. This is crucial for educators aiming for excellence. Effective teachers require a broad spectrum of competencies, including pedagogical skills, mental and physical

health, stability, tolerance, communication, observation, imagination, and leadership.

Teachers progress through levels of professional growth, from acquiring detailed subject knowledge (Pedagogical Ability), perfecting teaching techniques (Pedagogical Skill), implementing innovative methods (Pedagogical Creativity), to integrating new theoretical ideas (Pedagogical Innovation). Cultural competence and pedagogical culture, including values, technological, and heuristic components, are also vital.

Educational innovation is a global focus, with many countries integrating Information and Communication Technologies (ICT) to enhance teaching and learning. Innovations aim to boost motivation, increase material coverage, speed up training, and improve time management. Advanced pedagogical experiences can be shared, allowing other teachers to achieve high results efficiently.

21st-century competencies, comprising knowledge, skills, and attitudes, are essential for modern teachers. They must create technologically supported learning opportunities and understand how technology enhances student learning. Teachers must demonstrate leadership, create respectful environments, master content, facilitate learning, and engage in reflective practice. They should excel in classroom management, employ diverse teaching methods, assess student learning effectively, and integrate technology to enhance learning outcomes.

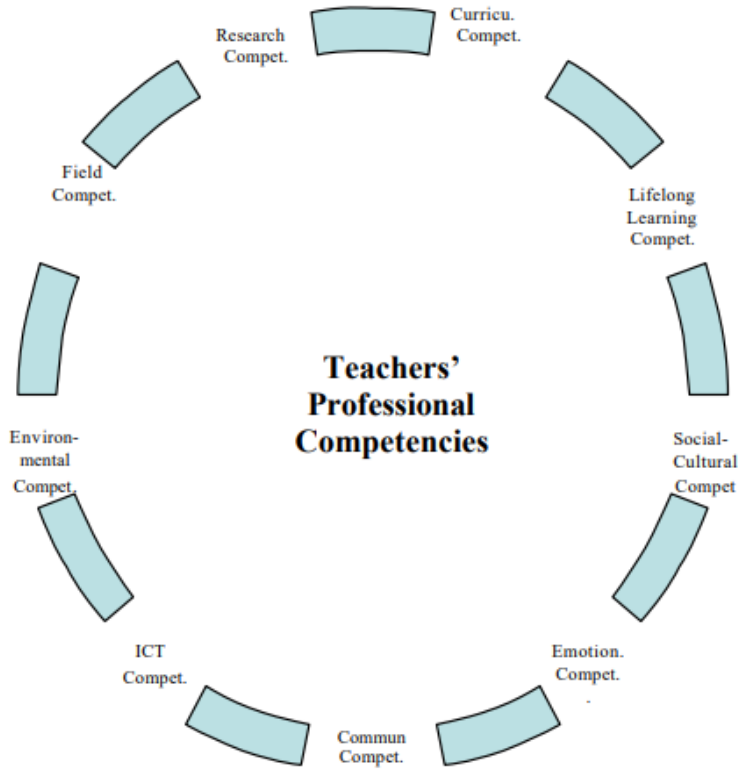
Teachers' Competencies (Kiymet, 2016)

Teachers' competencies need continuous improvement to keep up with the evolving educational landscape. While many studies focus on teachers' classroom roles, understanding broader competencies is essential due to constant changes in educational reforms and advancements in teacher education. Selvi (2006) studied the professional competencies of English Language Teachers using the Conventional Delphi Technique. This method gathered input from teachers through three rounds of data collection until a consensus was reached. The study identified four main competency subgroups: Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies, and Emotional Competencies. It highlighted the need for a fresh perspective on teachers' competencies and redefined them based on various dimensions of professional competencies.

The main dimensions identified include Field Competencies, Research Competencies, Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies, Emotional Competencies, Communication Competencies, Information and Communication Technologies (ICT) Competencies, and Environmental Competencies.

Figure 2

Components of Teachers' Professional Competencies



Note: Teachers' Competencies (Kiymet, 2016)

Teachers' competencies are influenced by advancements in science and changes in the educational system. The interconnectedness of various sciences and societal systems impacts educational practices and necessitates that teachers stay updated to enhance their professional performance. The internationalization of curriculum studies emphasizes the need for teachers to adopt broader competencies, incorporating global developments to effectively implement current curricula and shape future education.

The development of teacher competencies should be an ongoing, structured process, consistently reviewed and aligned with scientific studies and educational reforms. As education evolves, teachers need new competencies to navigate future changes effectively. Thus, it is imperative to redefine and update teacher competencies to meet the changing demands of education.

Comparison table of classification of Teachers' Competencies

This comparison table aims to synthesize existing literature on teachers' competencies, providing valuable insights into the skills, knowledge, and attitudes necessary for effective teaching at the school level. This research seeks to identify common themes and best practices that can inform professional development programs for teachers. The findings of this review are shown in Table 1.

Table 1

Comparison table of classification of Teachers' Competencies

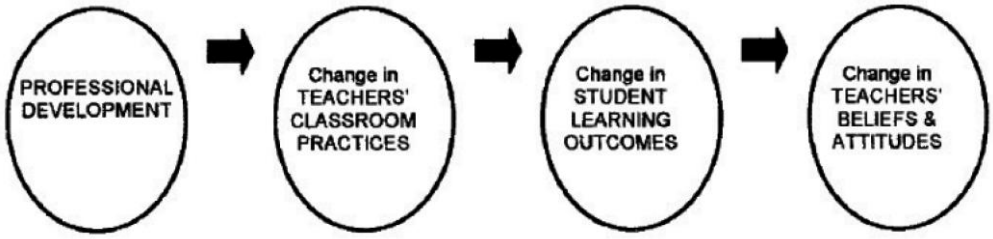
Keywords	Sub-keywords	Definition	Sources
Knowledge	- Academic competence	Teacher's knowledge of a subject and comprehensive proficiency in effectively delivering educational content.	SEAMEO INNOTECH (2018). Olga (2012). Kiymet (2016). Murkatik et al. (2020). Kenny et al. (2017). McCune (2018).
	- Educational trend and policy	Evolving practices and directives to improve learning outcomes and adapt to societal changes.	SEAMEO INNOTECH (2018). Kiymet (2016).
	- Technology Integration	Effective use of technology tools and resources in teaching to enhance learning outcomes.	SEAMEO INNOTECH (2018). Olga (2012). Kiymet (2016).
Student Facilitation	- Student needs and individuality - Progress monitoring	Ongoing assessment of student performance to tailor instruction and support academic growth.	SEAMEO INNOTECH (2018). Olga (2012). Kiymet (2016). Green (2014).
	- Teaching strategies and lesson design - Supportive classroom	Effective instructional methods and a nurturing environment to enhance student learning and engagement.	SEAMEO INNOTECH (2018). Olga (2012). Kiymet (2016). Murkatik et al. (2020). Miller et al. (2017). Kenny et al. (2017). McCune (2018). Safin et al. (2020).
Community Engagement	- Supportive network	Relationships that provide assistance and encouragement to individuals or groups.	SEAMEO INNOTECH (2018). Kiymet (2016). Little (2012).
	- Embracing Diversity - Inclusive Classroom	Valuing diverse backgrounds and perspectives to create an equitable and accessible learning environment for all students.	SEAMEO INNOTECH (2018). Kiymet (2016). Green (2014).
Teacher Improvement	- Personal development and growth	Continuous process of improving oneself through learning, self-reflection, and acquiring new skills.	SEAMEO INNOTECH (2018). Olga (2012). Kiymet (2016).
	- Student Empowerment	Foster students' belief in their abilities and potential	SEAMEO INNOTECH (2018). Kiymet (2016). Fernandes (2019).
	- Teaching Enthusiasm	Passionate and energetic engagement in educating, which inspires and motivates students.	SEAMEO INNOTECH (2018). Olga (2012).

Professional Development and Teacher Change (Guskey, 2002)

A key element of enhancing education is high-quality professional development, which aims to transform educators' professional practices, attitudes, and knowledge to achieve specific goals and promote student learning (Griffin, 1983). Guskey (2002) describes professional development as a model of teacher change (Figure 3), positing that significant shifts in teachers' beliefs and attitudes usually follow observed improvements in student learning outcomes. These outcomes often result from changes in classroom practices, such as new teaching strategies or methods. The essence of this model is that changes in teachers' perspectives are driven by the tangible success of their implementations, rather than the professional development itself.

Figure 3

A Model of Teacher Change



Note: Professional Development and Teacher Change (Guskey, 2002).

This change model is based on experiential learning for teachers, emphasizing that successful practices are likely to be adopted and continued, while ineffective ones are abandoned. Sustainability of instructional change depends on producing verifiable improvements in student learning.

Teachers' attitudes and beliefs about teaching are greatly influenced by their classroom experiences. However, if a new teaching method improves learning for these students, teachers' perceptions are likely to change. Tangible progress in student learning outcomes often leads to a meaningful transformation in teachers' attitudes and beliefs.

The model interprets learning outcomes broadly, including cognitive achievements and a variety of student behaviors and attitudes. These outcomes range from test scores and formal exams to attendance, class participation, behavior, motivation, and overall attitude towards school and self-perception. Essentially, learning outcomes encompass any evidence teachers use to assess the impact of their instructional methods.

Continuing Professional Development (Bubb & Earley, 2007)

Continuing professional development (CPD) is defined as activities related to professional development undertaken by teachers to expand their knowledge and abilities, allowing them to reflect on and improve their teaching practices and the learning processes of their students (Bolam, 1993; Bubb & Earley, 2007). Generally, CPD encompasses formal and informal learning that enhances professional and personal growth, often involving changes in

self-awareness. It emphasizes the development of occupational roles and the holistic growth of the individual.

Effective CPD focuses on enhancing student outcomes, improving teaching practices, and developing management and leadership skills. It should contribute to the school's overall capacity and collective learning, leading to changes in individuals' ideas, values, attitudes, and behaviors. This, in turn, results in improvements in classroom and school procedures.

Bolam (1993) provides a useful conceptual framework for understanding CPD, distinguishing between three types: Professional Training (focused on practical knowledge and skills), Professional Education (prioritizing theoretical and research-based knowledge), and Professional Support (aimed at gaining on-the-job experience and improving performance).

In 2007, the Training and Development Agency for Schools (TDA) introduced a framework designed to bring coherence to the professional and occupational requirements for teachers in England. This framework aligns with the Qualified Teacher Status (QTS) and includes various levels of standards: Induction, Post-Threshold Teachers; expected to act as role models, contribute to raising standards across the school, and provide mentoring and coaching to less experienced colleagues, Excellent Teachers; serve as exemplary figures through their professional expertise, lead in promoting standards, and support their peers through highly effective mentoring and coaching, and Advanced Skills Teachers; recognized for their exceptional teaching and creativity. They lead school improvement efforts, provide CPD for other teachers, and support staff in other schools by sharing their expertise. The framework is structured into three interconnected sections: Professional Attributes, Professional Knowledge and Understanding, and Professional Skills.

The framework is designed to be adaptive, emphasizing the continuous development of teachers' professional attributes, knowledge, and skills. Also, help in defining specific career paths and roles within the teaching profession. While some teachers may choose not to pursue managerial roles, they still make significant contributions through their classroom practice. Others may progress through various leadership roles before becoming head teachers, with effective CPD supporting all these career transitions.

Comparison table of classification of Professional Development

This comparison table aims to synthesize existing literature on professional development. The findings of this review are shown in Table 2.

Table 2

Comparison table of classification of Professional Development

Keywords	Sub-keywords	Definition	Sources
Instructional practice	- Interactive activities	Actively engage students through participation and collaboration.	Guskey (2002). Bubb and Earley (2007). Borko (2004). Lewis et al. (2006).
Learning Outcomes	- Support students	Providing assistance and encouragement for students.	Guskey (2002). Bubb and Earley (2007).

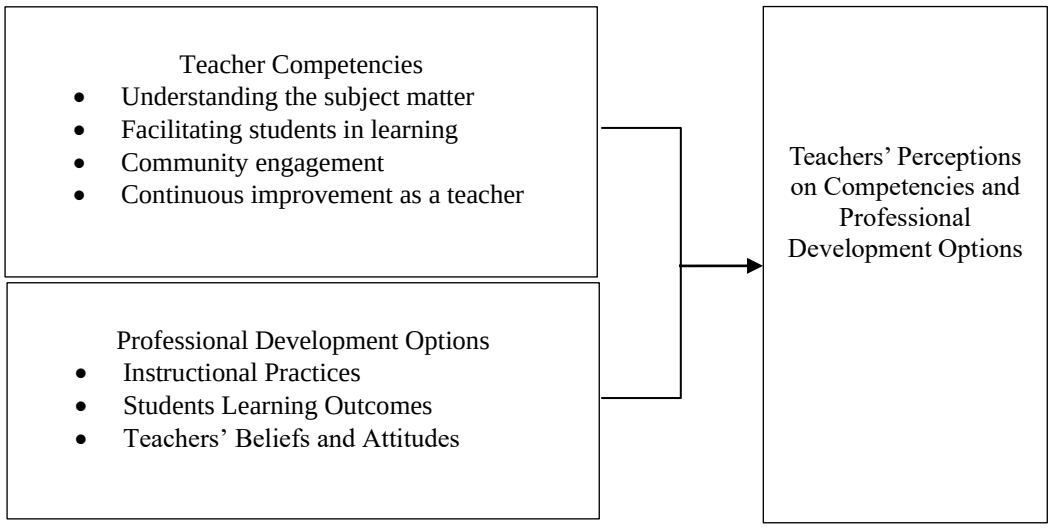
Keywords	Sub-keywords	Definition	Sources
			Borko (2004). Lewis et al. (2006).
Beliefs & Attitudes	- Good role model	Positive behaviors and attitudes of teachers.	Guskey (2002). Bubb and Earley (2007). Smylie et al. (2007).
	- Faith in teaching profession	Belief in the value and impact of teaching as a profession.	Guskey (2002). Bubb and Earley (2007). Lewis et al. (2006). Smylie et al. (2007).
ICT	- Use of technologies	Employing digital tools and devices to enhance learning, communication, and information management in education.	Guskey (2002). Olga (2012). Kiymet (2016). Lewis et al. (2006).

Conceptual Framework

The conceptual framework shows the variables from reviewing the Teacher Competencies and Professional Development literatures that could lead to the teachers' perceptions on competencies and professional development options.

Figure 4

Conceptual Framework of this Study



Research Methodology

The purpose of this research was to garner insights into the current competencies and professional development needs and options of teachers in a chosen private school in Bangkok in the academic year 2023-2024. This study was initially designed to incorporate a mixed-methods approach, combining both quantitative and qualitative data for the analysis. The quantitative component involved structured survey questions of 56 items, employed a 5-points Likert scale (Creswell, 2013), while the qualitative component included open-ended questions intended to capture in-depth insights and suggestions from respondents.

Structure of the Instrument

There are two sections in questionnaire, consists of three parts as follow:

Section 1: Self-rating data with three parts

Part 1: Teachers' Competencies, includes 31 items (items 1-31)

Part 2: Teachers' Professional Development, includes 12 items (items 32-43)

Part 3: Preferable Learning Options for Professional Development, includes 13 items (items 44-56)

Further Suggestions: for any comments, the respondents may provide on relevant issues and items of the questionnaire

Section 2: Demographic data, includes gender, age, teaching experiences, and level of education

Items from part 1: Teachers' Competencies, and part 3: Preferable Learning Options for Professional Development, were developed by adopting questions from the standard instrument provided by the Southeast Asia Teachers Competency Framework: SEA-TCF (SEAMEO INNOTECH, 2018). SEA-TCF is a one-of-a-kind and culturally significant guidebook that complement the educational requirements of eleventh Southeast Asian countries. It is made up of four key competencies: (1) Understanding the subject matter, (2) Facilitating students in learning, (3) Community engagement, and (4) Continuous improvement as a teacher, and twelve general competencies that teachers in the region must possess: (1) Increase and extend understanding of taught subjects, (2) Understand trends of education, policies, and curriculum, (3) Keep posted on the world developments, (4) Understand your students, (5) Employ effective learning and teaching strategies, (6) Provide students' assessment and feedback, (7) Encourage respect and diversity, (8) Community involvement, (9) Collaborate with parents and guardians, (10) Master teaching practice, (11) Have kindness in life and at work, and (12) Understand yourself and others. The Southeast Asia Teachers Competency Framework (SEA-TCF) is similar to the European Commission's strategy. This checklist is a well-established tool used to assess various competencies of teachers, ensuring that the instrument aligns with recognized standards in the field.

Items from part 2: Teachers' Professional Development, were developed based on Guskey's (2002) Theory, which focuses on professional development and its impact on teaching practices. By integrating Guskey's Theory, this part aimed to explore the relationship between teachers' professional development experiences and their perceived competencies.

The questionnaire used in this study employed a 5-points Likert scale from 1 =strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. The following Table 3 shows a summary of the interpretation for individual items.

Table 3

Interpretation of 5-points Likert Scale for Teachers' Competency

Agreement level	Scores	Mean score scale	Interpretation level
Strongly agree	5	4.50-5.00	Very High
Agree	4	3.50-4.49	High
Neutral	3	2.50-3.49	Moderate
Disagree	2	1.50-2.49	Low
Strongly disagree	1	1.00-1.49	Very Low

Note: Creswell (2013). Likert scales, levels of measurement and the "laws" of statistics.

The researcher used total population sampling, which is a sampling technique where every member of the population that meets certain criteria is included in the study. This method is typically used when the population is small, specific, and highly relevant to the research question. It ensures that all data from the population is captured, which can provide comprehensive insights and enhance the reliability of the findings (Thompson & Wu, 2020).

In this study, the population sampling comprised of all the 100 teachers at a chosen school in Bangkok in the academic year 2023-2024. This information is displayed in Table 4.

Table 4

Sample Numbers of Teachers in a private school in Bangkok

Teachers	Sample
Teachers	100
Total	**100**

The Validity of the Instrument

The content validity of the survey instruments was confirmed through a rigorous review process involving five experts in the field of educational administration. These experts evaluated the survey questions of 56 items for their relevance and appropriateness to the constructs being measured, resulting in the Item-Objectives Congruence (IOC) Scores of 0.95, which surpasses the accepted threshold of 0.50. The summary of IOC scores is as follows in Table 5 below.

Table 5

Summary of IOC Scores

Item Questions	Total Questions	IOC Scores
1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56	50	1
3, 22, 26, 38	4	0.8

Item Questions	Total Questions	IOC Scores
24, 36	2	0.6
Total		**0.95**

To collect the data, the questionnaire was distributed in Google Form to all teachers at a chosen private school in the academic year 2023-2024. Due to the lack of response to the open-ended questions, the qualitative data could not be collected as anticipated. Consequently, the instrument's focus shifted exclusively to the quantitative method. The quantitative data was collected and analyzed by using descriptive statistical analysis (means and standard deviations). This adjustment was necessary to ensure the integrity and feasibility of the data analysis, given the unavailability of qualitative input.

Results and Discussion

The research findings are organized into three sections, corresponding to the three objectives of this study.

Research Objective One: To examine the teachers' perceptions of their competencies based on the Southeast Asia Teachers Competency Framework.

The gender distribution of teachers from the chosen private school in Bangkok who participated in this research study demonstrates that the majority of teachers are female at 68% while male teachers are at 32% in total. The majority of those who responded were between age 25-30 which represents 29%, followed by 31-35 aged at 32%, after that 36-40 aged at 18%, then 46-50 aged at 12%, 41-45 aged and participants who are less than 25 are at the same rate at 3%, next 56-60 aged at 4%, and the smallest group is 51-55 aged at 3% respectively. Most of the teachers who participated in this research study have 11-15 year of teaching experiences at 30%, followed by 29% of teachers who have 6-10 year of teaching experiences, next is the group of participants who have less than 5 year of teaching experiences at 26%, 21-25 year of teaching experiences at 7%, 26-30 year of teaching experiences at 4%, and lastly 2% of teachers with 16-20 and 31-35 year of teaching experiences groups. Teachers who hold a bachelor's degree constitutes 72% of the population after that master's degree holders 27% and 1% have a Doctoral degree.

The researcher utilized a questionnaire from Part I: Teachers' Competencies, which includes 31 items (Items 1-31) to conduct the analysis. The result is shown in table 6 below.

Table 6

Summarized of teachers' perceptions of their competencies based on the Southeast Asia Teachers Competency Framework (n=100)

Teachers' Perceptions of their Competencies	M	SD	Interpretation
Understanding the Subject Matter	4.21	.593	High
Facilitating Students in Learning	4.00	.548	High
Community Engagement	4.09	.539	High
Continuous Improvement as a Teacher	4.10	.683	High

The research found that teachers at a private school in Bangkok rated their competencies across four components as high overall. The components were Understanding the Subject Matter, highest mean score of 4.21, Continuous Improvement as a Teacher with mean score of 4.10, Community Engagement with mean score of 4.09, Facilitating Students in Learning, lowest mean score of 4.00. Despite the high overall competency levels, the component Facilitating Students in Learning was identified as needing the most improvement.

Table 7

Teachers' competencies in terms of Facilitating Students in Learning component (n=100)

Number	Survey Items	Item Questions	*M*	SD	Interpretation
1	7	I recognize the unique needs and strengths of my students to improve their learning	3.99	.893	High
2	8	I comprehend the learning styles of my students	4.16	.929	High
3	9	I appreciate the individuality of each student	4.03	.948	High
4	10	I choose the right teaching methods and strategies for effective learning	4.15	.757	High
5	11	I create lessons that are easy for my students to grasp and effective	3.92	.872	High
6	12	I build a welcoming and supportive classroom environment	3.49	.980	Moderate
7	13	I develop methods and tools to evaluate student learning	3.93	.769	High
8	14	I track how well my students are doing and offer the help they need	4.08	.662	High
9	15	I apply insights from evaluations to enhance teaching methods	4.24	.726	High
Overall			**4.00**	**.548**	**High**

According to Table 7, the specific aspect of Facilitating Students in Learning component is "Building a welcoming and supportive classroom environment" had the lowest mean score of 3.49, *SD*=.980, indicating it is at a moderate level and requires significant enhancement.

To address this, the study suggests implementing targeted workshops, seminars, and ongoing training to help teachers develop a more supportive learning environment and adapt their teaching strategies effectively. The teachers need to focus on building a positive and caring

learning space for their students. Creating a positive learning environment involves several key elements. Teachers should establish a safe, healthy, and secure space where students feel comfortable. It's crucial to ensure equal learning opportunities, encourage students to express themselves confidently, and foster mutual respect among classmates. Implementing consistent routines and flexible arrangements can also enhance a creative and dynamic classroom atmosphere.

Additionally, effective lesson planning is essential. Lessons should be designed with clear objectives, focusing on essential content. Contextual learning should be prioritized, incorporating both individual and group activities. Clear communication of expectations and instructions is important, and teachers should be ready to adjust their methods as needed. Lessons should be engaging and meaningful, promoting activities that help students analyze, deepen their understanding, and create new knowledge. This approach will help ensure a well-rounded and high-quality educational experience for students.

Research Objective Two: To identify the specific professional development needs of teachers in the chosen school.

The researcher utilized a questionnaire from Part II: Teachers' Professional Development which includes 12 items (Items 32-43) to conduct the analysis. To answer this objective, mean and standard deviation of each item were measured and analyzed on the table shown below.

Table 8

Professional Development Needs of Teachers in the Chosen School (n=100)

Professional Development Needs of Teachers	Mean	SD	Interpretation
Teachers' Classroom Practices	3.71	.652	High
Student Learning Outcomes	3.79	.568	High
Teachers' Beliefs & Attitudes	4.02	.733	High
Information and Communication Technologies-ICT competencies	4.22	.419	High

Table 8 shows that Information and Communication Technologies (ICT) competencies received the highest mean score of 4.22, indicating that teachers at the private school in Bangkok place the highest value on ICT-related professional development. This suggests that the school should invest more resources into ICT training and workshops to enhance teachers' technological skills and integrate technology effectively into teaching.

Conversely, Teachers' Classroom Practices had the lowest mean score of 3.71, showing a lower demand for development in this area. To address this, the school administration might consider adjusting existing professional development programs to better meet teachers' needs. This could involve involving students in setting classroom rules and transforming disciplinary actions into positive incentives, which are highly preferred strategies within Teachers' Classroom Practices. Additionally, targeted support could be provided to address areas where teachers feel less confident or skilled.

Research Objective Three: To investigate teachers' perceptions of the effectiveness of current professional development programs at a chosen school and to gather their suggestions for improvements.

The researcher utilized a questionnaire from Part III: Preferable Learning Options for Professional Development which includes 13 items (Items 44-56) to conduct the analysis. To determine this objective, mean and standard deviation of each item were measured and analyzed on the table shown below.

Table 9

Preferable Learning Options for Professional Development at the chosen school in Bangkok (n=100)

Preferable Learning Options for Professional Development	Mean	SD	Interpretation
Learning On-The-Job	4.38	.576	High
Learning from Others	4.30	.642	High
Structured Learning	3.90	.519	High

Table 9 indicates that the most effective professional development option based on teachers' perceptions at the private school is Learning On-The-Job, with a high mean score of 4.38. This suggests that teachers find active, hands-on roles within committees or project teams to be highly effective for their professional growth.

In contrast, Structured Learning received a lower mean score of 3.90. This indicates that teachers perceive traditional structured learning methods, such as workshops and formal training sessions, as less preferable compared to on-the-job learning. The lower preference for Structured Learning might be due to its often less interactive nature and perceived lower relevance to daily teaching practices.

To better support teachers' professional development, the school should focus on increasing opportunities for Learning On-The-Job experiences, such as through expanded committee roles and project-based activities. Ensuring these activities are well-resourced and collaborative will enhance their effectiveness. The preference for interactive, hands-on learning methods over structured formats highlights the need for professional development programs to better align with teachers' learning preferences.

Conclusion and Recommendations

This study aimed to understand the current competencies and professional development needs of teachers in a private school in Bangkok. A mixed-methods research approach was used, involving 100 teachers in the academic year 2023-2024. Although there were no responses to the open-ended questions, quantitative data provided insights into teachers' competencies and professional development needs. The study identified four key competencies based on the Southeast Asia Teachers Competency Framework: understanding subject matter, continuous improvement, community engagement, and facilitating student learning (SEAMEO INNOTECH, 2018). Teachers rated their competencies as high in these areas, indicating proficiency in the framework's standards. Among these four components, understanding the

subject matter had the highest mean score. To elevate their competencies further from a “high” level to achieve the “very high” level, teachers should deepen their subject matter knowledge (Nessipbayeva, 2012). This could be done by focusing on deepening academic competence, staying abreast of educational trends and policies, and integrating technology effectively into teaching practices.

The study also found that teachers' professional development needs were highest in ICT competencies, followed by beliefs and attitudes, student learning outcomes, and classroom practices. As the study highlighted the importance of ICT competencies, suggesting that school should support teachers in integrating technology into their teaching practices by investing in technological resources. Establishing collaborative environments and encouraging innovation can enhance teachers' ICT skills.

According to the research objective three, teachers rated on-the-job learning as the most highly effective current professional development method according to the mean score. The school should create professional development plans aligned with teachers' preferences and regularly review these plans to incorporate advancements in teachers' competencies (Desimone & Garet, 2015). As for recommendations for teachers, attending workshops, seminars, and courses relevant to their teaching discipline and pursuing additional certifications will deepen their expertise (Darling-Hammond et al., 2017). Collaboration with peers and mentoring new teachers can foster a culture of continuous improvement (Hobson et al., 2009). Additionally, staying updated with educational research and integrating technology into teaching practices can enhance student engagement and learning outcomes (Ertmer & Ottenbreit-Leftwich, 2010).

For future researchers, conducting similar studies with larger sample sizes and using qualitative methods can provide deeper insights into teachers' competencies and professional development needs. Comparing results over multiple academic years can validate findings and reveal the efficiency of needs assessments for selecting professional development options (Guskey, 2002).

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