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Development of a Model for Enhancing Teachers' Competencies at Schools under the Saint Gabriel's Foundation, Thailand

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Abstract

This study aims to develop and validate a model for enhancing teachers' competencies at schools under the Saint Gabriel's Foundation, Thailand. The research methods applied both qualitative and quantitative approaches to achieve the four objectives. Objective 1, to explore teachers' competencies needed for teachers at the school level by using Southeast Asia Teachers Competency Framework (SEAMEO INNOTECH, 2018) and 20 studies on teachers' competencies. Results showed five dimensions of teachers' competencies needed which include content knowledge, pedagogy, community engagement, professional skills, and technological proficiency. Objective 2, to identify the needs for enhancing teachers' competencies. Questionnaires were distributed to the 582 teachers across nine schools under the Saint Gabriel's Foundation. Mean, Standard Deviation, and $PNI_{modified}$ were used for data analysis of the needs for enhancing teachers' competencies to indicate the priority for improvement. Results as ranked are technological competencies ($PNI_{modified}$=0.044), community engagement ($PNI_{modified}$=0.043), pedagogy ($PNI_{modified}$=0.042), professional competencies ($PNI_{modified}$=0.039) and content knowledge and curriculum ($PNI_{modified}$=0.032) respectively. Objective 3, to develop a model for enhancing teachers' competencies by considering the priority needs of teachers and design activities based on the professional development process (Guskey, 2002) for the model. Objective 4, to validate the model through the 15 experts in reviewing and approving the appropriateness of the model. Hence, the final model provides a comprehensive and scalable framework for teacher competencies that integrate with technology, interdisciplinary teaching, and school-community collaboration to improve teacher effectiveness and student learning outcomes, fostering sustainable professional growth in Saint Gabriel's Foundation schools.

Keywords: Teachers' Competencies, Model, Professional Development, Technology Integration, Saint Gabriel's Foundation

Introduction

Teacher competencies are critical in enhancing educational quality, extending beyond subject expertise to include pedagogical innovation, digital literacy, and community engagement. In Thailand's Saint Gabriel's Foundation schools, educators must balance academic excellence with holistic student development, integrating 21st-century teaching methodologies with Montfortian educational values. However, teacher training and competency development variations have led to inconsistencies in instructional quality, particularly in adapting to technological advancements and student-centered learning approaches. Research suggests that structured competency enhancement models significantly improve teaching effectiveness and student engagement (Organisation for Economic Co-operation and Development [OECD], 2021).

Although Saint Gabriel's Foundation emphasizes moral and academic development, its schools lack a standardized teacher competency framework, resulting in varying levels of instructional effectiveness and professional growth opportunities. The increasing demand for digital integration, student engagement strategies, and interdisciplinary teaching necessitate a systematic approach to professional development. Current challenges include technological proficiency gaps, limited multidisciplinary collaboration, and insufficient mentorship programs, which hinder the adoption of innovative teaching practices (United Nations Educational, Scientific and Cultural Organization UNESCO, 2020).

This study aims to develop an evidence-based model for enhancing teacher competencies, integrating modern professional development strategies with foundational educational theories. The Southeast Asia Teachers Competency Framework (SEA-TCF) provides a structured foundation for teacher skill development, emphasizing content mastery, pedagogy, community involvement, and lifelong learning (SEAMEO INNOTECH, 2018). Guskey's (2002) Professional Development Model contributes a systematic evaluation framework, ensuring that competency improvements translate into effective classroom application and student learning outcomes.

A mixed-methods research design assessed teacher competency gaps across nine Saint Gabriel's Foundation schools, identifying priority areas for development. The proposed model incorporates Professional Learning Communities (PLCs), mentorship programs, leadership development initiatives, and digital training, aligning with global educational standards and Montfortian values. By bridging traditional teaching philosophies with contemporary competency frameworks. This research provides a scalable model for teacher development, fostering sustained educational excellence in Saint Gabriel's Foundation schools.

Research Objectives

1. To explore the teachers' competencies needed for teachers at the school level.
2. To identify the needs for enhancing teachers' competencies at schools under the Saint Gabriel's Foundation, Thailand.
3. To develop a model for enhancing teachers' competencies at schools under the Saint Gabriel's Foundation, Thailand.

4. To validate a model for enhancing teachers' competencies at schools under the Saint Gabriel's Foundation, Thailand.

Significance of the Study

This study is essential in strengthening teacher competencies in schools under the Saint Gabriel's Foundation, Thailand. Developing a structured competency enhancement model addresses critical areas such as technological proficiency, pedagogical skills, and community engagement. This ensures that teachers are well-equipped to adapt to the evolving demands of education while upholding the foundation's Montfortian values of holistic learning and character development.

Moreover, the study contributes to professional development by integrating global frameworks such as the Southeast Asia Teachers Competency Framework (SEA-TCF) and Guskey's Professional Development Model. By incorporating strategies like mentorship programs, professional learning communities, and digital training, the research provides a sustainable approach to teacher growth, directly enhancing classroom instruction and student achievement.

Beyond individual teacher development, this study has broader implications for educational policy and leadership within the foundation. The proposed competency model offers a standardized framework for teacher assessment, recruitment, and continuous training, ensuring consistency and high standards across all schools. This research supports long-term improvements in teaching effectiveness and student learning outcomes by bridging the gap between traditional teaching approaches and modern educational needs.

Literature Review

The literature review explores key dimensions of teacher competencies and their impact on education, with a particular focus on international frameworks, professional development strategies, and their application within the Saint Gabriel's Foundation schools. It first examines widely recognized competency frameworks, such as the Southeast Asia Teachers Competency Framework (SEA-TCF), which outline essential skills for effective teaching, including pedagogy, content knowledge, community engagement, and technological proficiency. Additionally, the review discusses the increasing importance of digital literacy in education, particularly in response to the growing reliance on technology in teaching and learning.

The review also highlights the role of continuous professional development (CPD) in fostering teacher growth and improving instructional quality. Drawing from established models such as Guskey's Professional Development Model, it explores effective CPD strategies, including mentorship, professional learning communities, and hands-on training. Challenges in implementing CPD, particularly in the Thai educational context, are also addressed, emphasizing the need for structured and accessible training programs.

Finally, the review examines teacher competency development within Saint Gabriel's Foundation schools, identifying five key competencies—technological, pedagogical, community engagement, professional, and content knowledge. It discusses the challenges

educators face in balancing traditional values with modern educational demands and proposes a structured competency enhancement model to support sustainable teacher growth. This synthesis provides a foundation for developing a research-based framework aimed at improving teaching effectiveness and student learning outcomes.

Teacher Competencies and Their Role in Education

Teacher competencies play a crucial role in shaping the quality of education, directly influencing student learning outcomes and overall academic success. As the educational landscape continues to evolve, teachers are expected to develop a wide range of skills beyond subject-matter expertise. These competencies include pedagogical knowledge, digital literacy, classroom management, professional ethics, and community engagement (OECD, 2021). According to Darling-Hammond et al. (2017), high-quality teaching is the most important school-related factor affecting student achievement. Teachers with strong instructional skills and the ability to adapt to new educational challenges significantly enhance student engagement and performance.

Internationally, various frameworks have been developed to define and standardize teacher competencies. One of the most widely recognized is the Southeast Asia Teachers Competency Framework (SEA-TCF), which SEAMEO INNOTECH developed in collaboration with education ministries in the region. The SEA-TCF outlines four key domains of teacher competencies: (1) Knowing and understanding what to teach, (2) Helping students learn, (3) Engaging the community, and (4) Becoming a better teacher every day (SEAMEO INNOTECH, 2018). These domains emphasize subject knowledge and instructional skills and the need for teachers to engage with their communities and continuously develop their professional capabilities.

The growing influence of technology in education has further expanded the scope of teacher competencies. The COVID-19 pandemic accelerated the adoption of digital learning tools, highlighting the importance of technological competencies in modern classrooms (World Bank, 2021). Teachers are now required to integrate digital resources, utilize learning management systems, and effectively facilitate online or hybrid learning environments. Research suggests that educators who lack technological proficiency struggle to engage students in remote learning settings, leading to disparities in educational outcomes (Mishra & Koehler, 2006). Consequently, professional development programs increasingly focus on equipping teachers with the necessary digital skills to enhance student learning in both physical and virtual classrooms (Nguyen et al., 2024).

Professional Development and Teacher Growth

Given the increasing demands on teachers, continuous professional development (CPD) has become essential for maintaining and enhancing teacher competencies. Guskey's Professional Development Model (2002) provides a structured approach for evaluating the effectiveness of CPD programs, emphasizing five key levels: (1) Participants' reactions, (2) Participants' learning, (3) Organizational support and change, (4) Participants' use of new knowledge and skills, and (5) Student learning outcomes. This model highlights the importance

of delivering training programs and ensuring their long-term impact on teaching practices and student success (Guskey, 2002).

Studies indicate effective CPD should be ongoing, collaborative, and directly linked to classroom practice (Desimone, 2009). Professional learning communities (PLCs), mentorship programs, and hands-on training are particularly effective in fostering teacher growth and improving instructional quality (Fullan, 2011). According to Kennedy (2016), professional development programs that provide sustained support, feedback, and opportunities for practice lead to more significant improvements in teaching effectiveness than one-time workshops or seminars.

In Thailand, the government has recognized the importance of teacher development in its National Education Plan (2017–2036), which emphasizes the need for continuous training in digital literacy, innovative pedagogy, and student-centered learning approaches (Office of the Education Council, 2017). Despite these efforts, research suggests that many Thai teachers face challenges accessing high-quality CPD due to limited resources, inadequate institutional support, and inconsistencies in training programs. Addressing these gaps requires a structured competency model that provides clear guidelines for teacher training and professional growth, ensuring educators are well-equipped to meet modern educational demands (Mhunpiew & Asavisanu, 2023).

Teacher Competency Development in the Saint Gabriel's Foundation Schools

The Saint Gabriel's Foundation in Thailand oversees a network of schools committed to providing holistic education that integrates academic excellence with moral and spiritual development. While these schools have a strong reputation for educational quality, they face challenges balancing traditional values with modern educational practices (Saint Gabriel's Foundation, 2022). Teachers in these institutions are expected to excel in their instructional roles and serve as mentors and role models, fostering ethical leadership and community engagement.

To address these challenges, this study identifies five core competencies that are essential for teachers within Saint Gabriel's Foundation schools:

1. Technological Competencies –the ability to integrate digital tools and online resources into classroom teaching to enhance student engagement and facilitate blended learning (Nguyen et al., 2024).

2. Pedagogical Competencies – Proficiency in lesson planning, instructional strategies, assessment techniques, and differentiated instruction to meet the diverse needs of students (Darling-Hammond & Bransford, 2005).

3. Community Engagement Competencies – The ability to collaborate with parents, stakeholders, and the wider community to create a supportive learning environment (Farihin et al., 2022).

4. Professional Competencies – Ethical conduct, leadership skills, self-reflection, and commitment to continuous learning to ensure ongoing professional growth (Zubaidah et al., 2021).

5. Content Knowledge and Curriculum Competencies – Mastery of subject matter and the ability to align curriculum with national and global educational standards (SEAMEO INNOTECH, 2018).

A structured competency enhancement model can provide a framework for assessing, developing, and improving these competencies. Research suggests that competency-based training programs improve teaching effectiveness, higher student engagement, and better academic outcomes (Guskey, 2002; Desimone, 2009). By adopting a systematic approach to teacher development, schools under the Saint Gabriel's Foundation can ensure consistency in teaching quality while maintaining their Montfortian educational values.

The literature highlights the critical role of teacher competencies in shaping student success and the overall quality of education. Global frameworks such as the SEA-TCF and Guskey's Professional Development Model provide valuable insights into structuring effective teacher training programs. While national policies emphasize the need for competency-based teacher development in Thailand, practical implementation remains challenging due to resource limitations and inconsistencies in CPD opportunities.

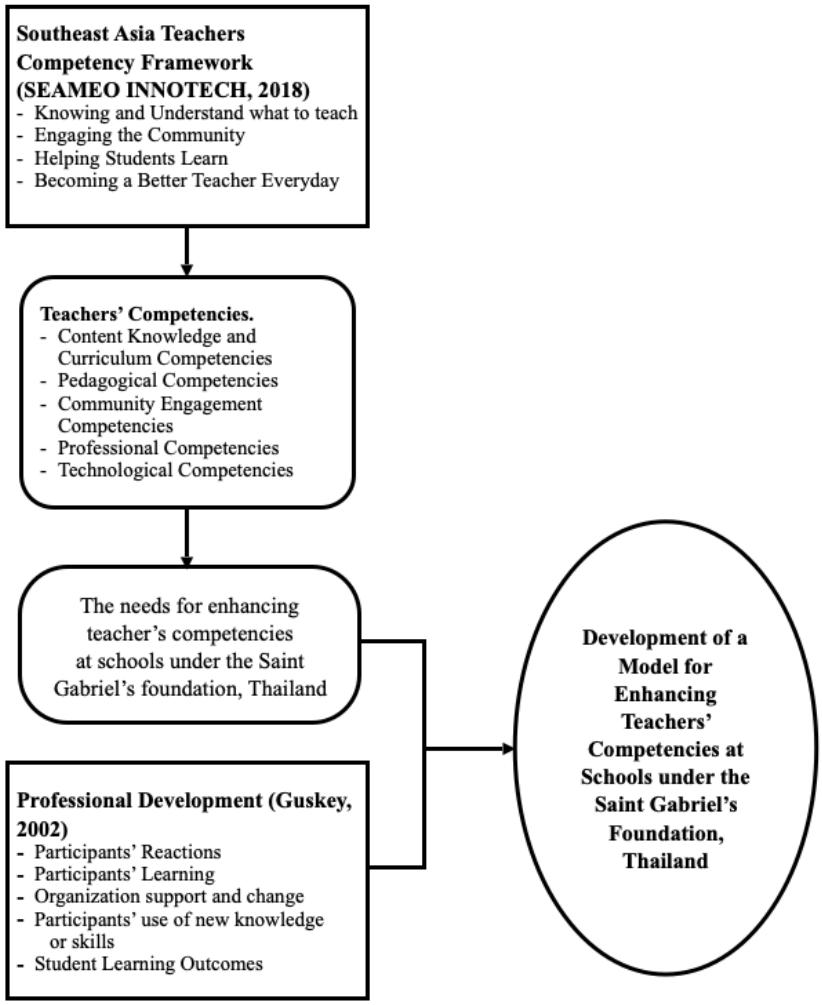
For schools under the Saint Gabriel's Foundation, a well-defined competency enhancement model can bridge existing gaps and ensure that teachers are adequately prepared to meet modern educational demands. The proposed framework will support sustainable teacher development by integrating technological skills, student-centered pedagogy, professional ethics, and community engagement, leading to improved student learning experiences. This study contributes to the broader discourse on teacher professional development by offering a research-based, scalable competency model tailored to the needs of Saint Gabriel's Foundation schools and beyond.

Conceptual Framework

Figure 1 presents the conceptual framework of this study, outlining the key theories and concepts relevant to the literature review.

Figure 1

Conceptual Framework of the Study



Research Methodology

This study utilized both quantitative and qualitative approaches to develop a competency enhancement model for school teachers under the Saint Gabriel's Foundation in Thailand. A systematic process ensured accurate data collection, analysis, and model validation, aligning with best practices in teacher professional development and educational research (Creswell & Creswell, 2018; Desimone, 2009).

Using Krejcie and Morgan's (1970) formula, a sample of 582 teachers was selected from a population of 1,564 educators across nine schools, ensuring a representative distribution through stratified random sampling (Cohen et al., 2018). Data collection utilized structured questionnaires and expert interviews, focusing on five key competency domains: technological proficiency, pedagogical skills, content knowledge, community engagement, and professional development (SEAMEO INNOTECH, 2018). The instrument underwent reliability and validity testing, including Cronbach's alpha for internal consistency and expert content

validation (Tavakol & Dennick, 2011).

The model was validated through expert review by 15 education specialists, ensuring its practical applicability and alignment with institutional goals (Bryk et al., 2015). Finally, a pilot implementation was conducted in selected schools, followed by an impact assessment to measure improvements in teacher competencies and student learning outcomes (Timperley et al., 2007). This structured approach ensures that the competency model aligns with modern educational standards and Montfortian values, contributing to sustainable teacher growth (Saint Gabriel's Foundation, 2022).

Research Findings

Findings of Research Objective One

This study conducted a systematic literature review to explore the teacher competencies required at the school level, identifying five essential competency domains crucial for effective teaching in Saint Gabriel's Foundation schools. The review followed a structured approach: first, relevant keywords and concepts were gathered from teacher competency frameworks, including the Southeast Asia Teacher Competency Framework and national education policies. Next, the meanings of these competencies were analyzed, and similar concepts were grouped under unified competency domains. These domains were categorized based on their core functions and relevance to modern teaching practices. Table 1 summarizes the five key teacher competencies essential for enhancing instructional effectiveness and professional growth in the Saint Gabriel's Foundation's educational system.

Table 1

Systematic Review of Teachers' Competencies

Keywords	Sub-keywords	Definition
1.Content Knowledge and Curriculum Competencies	- Subject Matter Expertise - Curriculum Integration - Understanding Educational Trends and Policies - Curriculum Adaptation and Innovation	A person with deep subject matter expertise aligns their teaching with curriculum standards, stays informed about educational trends, and adapts the curriculum to meet the diverse needs of students.
2.Pedagogical Competencies	- Student-Centered Teaching Strategies - Differentiated Instruction - Effective Assessment and Feedback - Fostering Critical Thinking and Problem Solving	A person who uses student-centered teaching strategies employs differentiated instruction, provides effective assessments and feedback, and fosters students' critical thinking and problem-solving skills.
3.Community Engagement Competencies	- Building Partnerships with Parents and Caregivers - Promoting Respect for Diversity	A person who collaborates with parents and the community promotes respect for diversity, involves the community

Keywords	Sub-keywords	Definition
	- Involving the Community in Learning - Facilitating Collaborative Learning	in learning, and facilitates collaborative learning experiences.
4.Professional Competencies	- Reflective Practice and Self-Assessment - Participating in Professional Learning Communities - Embracing Lifelong Learning - Ethical and Professional Growth	A person who engages in reflective practice participates in professional learning communities, embraces lifelong learning, and upholds high ethical standards while continuously seeking professional growth.
5.Technological Competencies	- Digital Literacy and Competence - Incorporating Technology into Curriculum - Promoting Online Safety and Digital Citizenship - Using Technology for Professional Development	A person who is proficient in digital tools integrates technology into the curriculum, promotes online safety and digital citizenship, and uses technology for ongoing professional development.

Findings of Research Objective Two

A quantitative survey questionnaire was administered via a Google Docs survey form to assess the desired and current teacher competencies in schools under the Saint Gabriel's Foundation, Thailand. The survey was distributed across nine schools, resulting in 582 responses. Table 2 below presents a detailed breakdown of each demographic profile.

Table 2

Gender (n=582)

Gender	Number	Percentage
Male	162	27.84
Female	420	72.16
Overall	582	100%

Table 2 presents the gender distribution of the 582 respondents in the study. The majority of participants were female (72.16%), while male participants accounted for 27.84%. This distribution highlights a higher representation of female teachers in schools under the Saint Gabriel's Foundation in Thailand.

Table 3

Subjects Being Taught (n=582)

Subject Being Taught	Number	Percentage
Thai	97	16.67
Math	67	11.51
Science and Technology	133	22.85
Social Religion and Culture	82	14.09
Health and Physical Education	25	4.30
Art	43	7.39
Career	28	4.81
Foreign Languages	107	18.38
Overall	582	100%

Table 3 presents the distribution of subjects being taught by the 582 respondents. The largest proportion of teachers specialized in Science and Technology (22.85%), followed by Foreign Languages (18.38%) and Thai (16.67%). Other subjects included Social Religion and Culture (14.09%), Mathematics (11.51%), Art (7.39%), Career (4.81%), and Health and Physical Education (4.30%), indicating a diverse subject representation among teachers.

Table 4

Grade level (n=582)

Grade Level	Number	Percentage
Grade 1	84	14.43
Grade 2	38	6.53
Grade 3	61	10.48
Grade 4	56	9.62
Grade 5	40	6.87
Grade 6	43	7.39
Grade 7	42	7.22
Grade 8	44	7.56
Grade 9	34	5.84
Grade 10	52	8.93
Grade 11	43	7.39
Grade 12	45	7.73
Overall	582	100%

Table 4 shows the distribution of teachers across grade levels. The highest proportion of teachers taught Grade 1 (14.43%), followed by Grade 3 (10.48%) and Grade 4 (9.62%). Other grades had relatively even representation, ranging from 5.84% to 8.93%, indicating a balanced distribution of teachers across primary and secondary levels.

Table 5

Experiences (n=582)

Year of Teaching Experiences	Number	Percentage
Less than 1 year	28	4.81
1-5 years	93	15.98
6-10 years	108	18.56
11-15 years	79	13.57
16-20 years	60	10.31
21-25 years	77	13.23
26-30 years	85	14.60
31-35 years	37	6.36
More than 36 years	15	2.58
Overall	582	100%

Table 5 presents the distribution of teaching experience among respondents. The largest group had 6–10 years of experience (18.56%), followed by 1–5 years (15.98%) and 26–30 years (14.60%). A significant portion also had 11–15 years (13.57%) and 21–25 years (13.23%) of experience. Fewer teachers had less than 1 year (4.81%) or more than 36 years (2.58%), reflecting a diverse range of experience levels in the study.

Table 6

Number of participants in each school (n=582)

School Affiliation	Number	Percentage
St. Gabriel's College	39	6.70
Assumption College Thonburi	42	7.22
Assumption College Samut Prakan	86	14.78
Assumption College Sriracha	66	11.34
St. Louis College Chachoengsao	99	17.01
Assumption College Rayong	40	6.87
Assumption College Nakhon Ratchasima	76	13.06
Assumption College Ubonratchathani	90	15.46
Assumption College Lampang	44	7.56
Overall	582	100%

Table 6 presents the number of participants from each school under the Saint Gabriel's Foundation. The highest representation came from St. Louis College Chachoengsao (17.01%), followed by Assumption College Samut Prakan (14.78%) and Assumption College Ubonratchathani (15.46%). Other schools had varying levels of participation, ensuring a diverse and balanced sample across the foundation's institutions.

Table 7

Summary of the Results from Desired and Current Teachers' Competencies of Teachers at Schools under the Saint Gabriel's Foundation. (n= 582)

Item description	Desired		Interpretation	Current		Interpretation
	Mean ($\bar{x}$)	SD		Mean ($\bar{x}$)	SD	
1. Content knowledge and curriculum competencies	4.21	0.678	High	4.08	0.682	High
2. Pedagogical competencies	4.19	0.683	High	4.02	0.698	High
3. Community Engagement Competencies	4.15	0.698	High	3.98	0.708	High
4. Professional competencies	4.22	0.660	High	4.06	0.671	High
5. Technological competencies	4.27	0.683	High	4.09	0.692	High
Overall	4.21	0.680	High	4.05	0.690	High

Table 7 compares the desired and current competencies of teachers at schools under the Saint Gabriel's Foundation. The results show that all five competency domains—content knowledge and curriculum, pedagogical, community engagement, professional, and technological competencies—were rated at a high level for both desired and current states. The desired competencies were defined based on the literature review, national teacher professional standards, and international frameworks for 21st-century teaching (OECD, 2013; UNESCO, 2018). These were incorporated into the needs assessment questionnaire, which asked respondents to rate both the current level of competency they perceive they have and the level they believe is necessary for effective teaching.

Notably, the highest desired mean was for technological competencies ($\overline{x}$ = 4.27), while the current mean was lower ($\overline{x}$ = 4.09), indicating a meaningful gap in digital readiness. Other competencies showed smaller gaps between desired and current levels. Overall, the findings suggest that while teachers generally perceive themselves as competent, they aspire to even higher standards—particularly in technology integration—highlighting areas for targeted professional development.

Table 8

The Priority Needs Index ($PNI_{modified}$) of Desired and Current teachers' competencies of teachers at schools under the Saint Gabriel's Foundation of Thailand. (n= 582)

Item Description	Mean ($\bar{x}$)		$PNI_{modified}$	Ranking
	Desired (I)	Current (D)	(I-D)/D	
Technological competencies	4.27	4.09	0.044	1
Community engagement competencies	4.15	3.98	0.043	2
Pedagogical competencies	4.19	4.02	0.042	3
Professional competencies	4.22	4.06	0.039	4

Item Description	Mean ($\bar{x}$)		$PNI_{modified}$	Ranking
	Desired (I)	Current (D)	(I-D)/D	
Content knowledge and curriculum competencies	4.21	4.08	0.032	5
Overall	4.21	4.09	0.040	

Note: Mean of $PNI_{modified}$ = 0.040

Table 8 compares desired and current teacher competencies, revealing the competency gap that indicates areas for improvement. The fourth column calculates the Positive-Negative Index modified ($PNI_{modified}$), which quantifies the level of improvement needed for each competency. The results show positive $PNI_{modified}$ values, meaning that the desired competency levels are rated higher than the current levels, suggesting a need for enhancement. The ranking column orders teacher competencies based on their $PNI_{modified}$ values, where a lower rank signifies a higher priority for development. According to the table, teachers have a high priority need to improve in technological competencies ($PNI_{modified}$ = 0.044), community engagement ($PNI_{modified}$ = 0.043), pedagogical competencies ($PNI_{modified}$ = 0.042), professional competencies ($PNI_{modified}$ = 0.039), and content knowledge and curriculum competencies ($PNI_{modified}$ = 0.032), ranking 1 to 5 by the $PNI_{modified}$ formula was applied to prioritize competency gaps (Wongwanich et al., 2014). These results indicate that while technology integration, community collaboration, and instructional strategies require urgent attention, the competency gaps in professional development and content knowledge are relatively smaller, signifying some potential for improvement but a closer alignment between desired and current levels in these areas.

Findings of Research Objective Three

To develop and refine the model, semi-structured interviews were conducted between December 2024 and January 2025 with 15 educational experts, including school administrators, department heads, and managers, each with at least 10 years of experience and a master's degree or higher. These experts evaluated key teacher competencies, the model's effectiveness, and strategies for professional development, highlighting mentorship, interdisciplinary learning, and continuous training as essential elements. Findings suggest that while the model effectively enhances core competencies, further improvements are needed in ethics, emotional intelligence, and mental well-being. Interviews were conducted via Zoom, LINE video calls, and email.

The third research objective aimed to develop a draft model for enhancing teacher competencies in Saint Gabriel's Foundation schools, integrating both key competency domains and Guskey's (2002) Professional Development Model to ensure a comprehensive and sustainable approach. The proposed model consists of five essential competency domains—technological competencies, community engagement competencies, pedagogical competencies, professional competencies, and content knowledge and curriculum competencies—each playing a crucial role in teacher development. These competencies are strategically aligned with Guskey's five levels of professional development evaluation, ensuring that the model is

practical, measurable, and capable of driving continuous improvement in teaching effectiveness. At the core of the model, technological competencies focus on equipping teachers with digital proficiency through interactive digital lesson design challenges, ensuring that educators can effectively integrate technology into their teaching. Community engagement competencies emphasize the importance of collaboration with parents, students, and stakeholders through parent-teacher communication roleplays, strengthening school-community relationships. Pedagogical competencies are enhanced through Universal Design for Learning (UDL) simulations, promoting inclusive teaching strategies that accommodate diverse student needs. Professional competencies involve reflective teaching journals and peer coaching, fostering continuous self-assessment and collegial learning. Lastly, content knowledge and curriculum competencies are supported by curriculum mapping challenges, ensuring that teachers can align their instruction with national and international educational standards. To ensure long-term effectiveness, the model is designed within the framework of Guskey's (2002) five levels of professional development. The first level, Participants' Reactions, focuses on gathering feedback on training relevance and engagement, ensuring that teachers find professional development activities meaningful and applicable. The second level, Participants' Learning, assesses how well teachers acquire new knowledge through activities like interactive digital lesson design and UDL simulations. The third level, Organization Support and Change, emphasizes the role of schools in fostering a supportive learning environment through mentorship, coaching, and peer collaboration. The fourth level, Participants' Use of New Knowledge and Skills, ensures that teachers apply their learning in real classroom settings through strategies like curriculum mapping and reflective teaching journals. Finally, the fifth level, Student Learning Outcomes, evaluates the model's impact on student success, reinforcing the connection between teacher competency enhancement and improved educational performance.

By integrating Guskey's model with the five key competency domains, this research presents a structured, research-based framework that is both adaptable and scalable. The expert validation process confirmed its feasibility, highlighting its potential for long-term impact in Saint Gabriel's Foundation schools. By focusing on technological innovation, interdisciplinary pedagogy, reflective practice, and strong community engagement, the model ensures that teachers are well-prepared to meet the challenges of modern education while continuously improving their professional skills. Ultimately, this competency enhancement model provides a sustainable solution for teacher development, improved instructional quality, and enhanced student learning outcomes.

Findings of Research Objective Four

Model Validation

The model underwent a rigorous validation process to assess its effectiveness and applicability in primary and secondary education. Experts were given sufficient time for evaluation, and their feedback was collected through direct consultations. Table 10 outlines their key insights and recommendations for improvement.

Table 10

Experts Comments on the Model of Teachers' Competencies

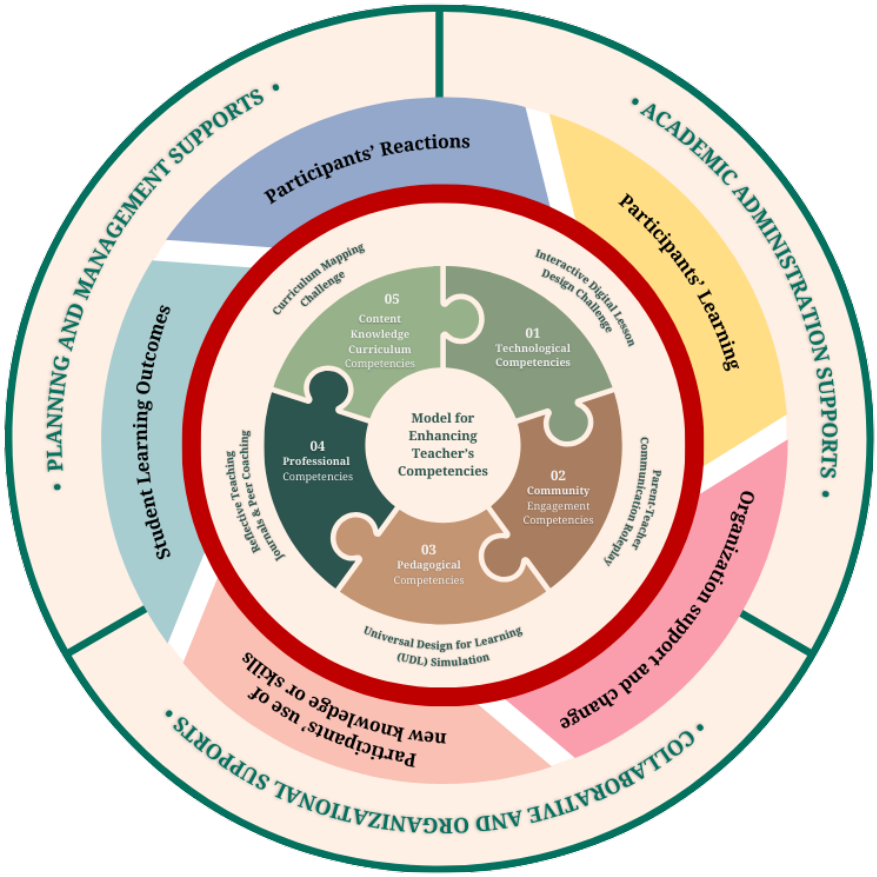
Experts	Comments
Expert 1	There are challenges to using the model, but on the other hand, it is crucial to monitor the outcomes of implementing this model. Once applied in practice, assessing what problems or obstacles arise and how they can be improved and developed to minimize or eliminate issues is important. In most cases, there is little follow-up on its effectiveness after implementation.
Expert 2	This model is appropriate and can serve as a valuable guideline for enhancing teachers' competencies in schools under the Saint Gabriel's Foundation and across Thailand.
Expert 3	Addressing digital literacy gaps, time constraints, and resistance to change requires ongoing training, phased implementation, and fostering a collaborative learning culture among teachers.
Expert 4	If this model is implemented, caution should be taken regarding teachers' varying levels of knowledge and time management.
Expert 5	Information must be introduced and addressed before the beginning of each activity. To gain a deep understanding, time must be appropriately managed.
Expert 6	It is acceptable, but it should be adjusted to emphasize advanced technology.
Expert 7	It is acceptable but should be adjusted to include the spiritual essence, morality, and ethics to enhance efficiency and good governance for all stakeholders.
Expert 8	It is acceptable, but it should focus more on motivating teachers.
Expert 9	The model is well-designed, but the challenge lies in creating opportunities for others to provide feedback on teachers' self-development. This would help educators identify their strengths and areas for improvement, as well as those of their peers.
Expert 10	The model is highly effective, but time constraints and heavy workloads pose challenges for implementation. Effective planning and strong motivation strategies are essential to engage teachers and ensure meaningful participation.
Expert 11	The model is suitable for implementation but requires administrative support and teacher engagement. When teachers see competency development as essential for growth, participation increases. However, organizational commitment must come first—without it, teacher development will not be prioritized.
Expert 12	A good model but offers a solution approach: Researchers should communicate and collaborate with department heads responsible for overseeing teachers to serve as mediators in conveying information and fostering understanding. By jointly planning activities, they can help teachers recognize the benefits these activities will bring to the school.
Expert 13	If the model will be used, the structural organization should be tested first. Establish a core model to determine what can be added. Develop it into a policy and collect feedback on both pros and cons.
Expert 14	The model is acceptable, but continuous PLC should be added.
Expert 15	Practical for implementing the model but requires target group segmentation, leveling, age grouping, and categorization based on experience.

All experts approved and endorsed the finalized visual model with no significant modifications. However, they emphasized the importance of continuous monitoring, structured implementation, and administrative support to ensure its effectiveness in enhancing teacher competencies. Key concerns included time constraints, resistance to change, and varying skill levels among teachers, underscoring the need for phased training and strong institutional backing.

Experts recommended a greater focus on digital literacy, motivation strategies, ethics, and professional learning communities (PLCs) to strengthen the model. Additionally, they suggested structural testing, policy integration, and targeted implementation based on teacher experience and specialization to enhance sustainability and maximize impact. Figure 2 presents the finalized model for enhancing teachers' competencies in schools under the Saint's Gariel Foundation in Thailand.

Figure 2

Model for Enhancing Teachers' Competencies in Schools under the Saint's Gabriel Foundation in Thailand.



Summary of Research Results

The research findings highlight key competency gaps among teachers in schools under the Saint Gabriel's Foundation, Thailand, with technological competencies ranking as the highest priority, emphasizing the need for greater digital literacy and technology integration. Additionally, community engagement and pedagogical competencies emerged as critical areas requiring improvement as teachers face challenges in stakeholder collaboration and adaptive teaching strategies. Experts emphasized the necessity of structured professional development, administrative support, and targeted implementation to address time constraints, resistance to change, and varying skill levels. The Competency Enhancement Model, developed to bridge these gaps, was validated and endorsed by experts for its effectiveness in primary and secondary education settings. To ensure long-term impact, recommendations include ongoing training, phased implementation, and the integration of professional learning communities (PLCs) to foster sustainable teacher development and improved student learning outcomes.

Discussion

The development of a competency enhancement model for teachers in schools under the Saint Gabriel's Foundation, Thailand, represents a crucial advancement in improving the quality of education within the foundation. The model was created based on a comprehensive review of literature, integrating various teacher competency frameworks to ensure a systematic approach to professional development. By utilizing both qualitative and quantitative methods, the study identified key competency gaps and prioritized interventions in technological competencies, community engagement, pedagogy, professional skills, and content knowledge. The competency gap analysis revealed that the most significant areas requiring improvement were technological proficiency, community engagement, and pedagogical strategies, highlighting the necessity of targeted training initiatives to strengthen teachers' effectiveness in these domains (Guskey, 2002; OECD, 2021; UNESCO, 2020).

Drawing on Guskey's (2002) five levels of professional development evaluation, the competency enhancement model was structured to align training outcomes with classroom effectiveness. The model was designed as a multi-layered framework, ensuring a holistic and interconnected approach to teacher competency development. This strategic structure acknowledges the diverse responsibilities of educators, reinforcing the importance of continuous learning, collaboration, and professional reflection in enhancing teaching effectiveness (Desimone, 2009; Leithwood et al., 2008). Furthermore, studies emphasize that effective professional development requires institutional support, leadership involvement, and sustained learning opportunities to facilitate long-term improvements in teaching quality (Fullan, 2014; Harris & Spillane, 2008).

Overall, a comprehensive and structured approach to professional development is essential, addressing both individual and institutional challenges. Teachers should be provided with ongoing skill enhancement opportunities through workshops, professional learning communities (PLCs), mentorship programs, and leadership training (DuFour et al., 2005;

Katzenmeyer & Moller, 2009). Regular assessments and feedback mechanisms should be implemented to evaluate competency growth and refine training approaches (Guskey, 2002). Within the context of Thai education, factors such as curriculum demands, workload management, and digital transformation may influence the effectiveness of competency development programs (UNESCO, 2019). Therefore, the model must remain adaptable and scalable, ensuring long-term sustainability and relevance in different educational settings.

Conclusion

This study successfully developed and validated a competency enhancement model for teachers in schools under the Saint Gabriel's Foundation, Thailand, using a mixed-method approach that combined qualitative and quantitative research. A comprehensive review of 20 academic sources identified essential teacher competencies, highlighting key areas for improvement, including technological competencies, community engagement competencies, pedagogical competencies, professional competencies, and content knowledge and curriculum competencies. The Priority Needs Index ($PNI_{modified}$) analysis revealed that technological competency required the most urgent attention ($PNI_{modified} = 0.044$), followed by community engagement competencies ($PNI_{modified} = 0.043$), pedagogical competencies ($PNI_{modified} = 0.042$), professional competencies ($PNI_{modified} = 0.039$), and content knowledge and curriculum competencies ($PNI_{modified} = 0.032$). Based on these findings, a structured competency enhancement model was developed, integrating Professional Learning Communities (PLCs), digital training workshops, mentorship programs, and leadership development initiatives. The model was designed in alignment with Guskey's (2002) professional development framework and was validated by 15 educational experts, leading to refinements in digital training strategies, professional development flexibility, and administrative support mechanisms.

Moving forward, the effective implementation and evaluation of this model will be critical to assessing its impact on teacher performance and student learning outcomes. This study contributes to ongoing educational reforms, offering a scalable and adaptable framework that can be applied across faith-based and private institutions in Thailand. This research underscores the commitment to enhancing teacher effectiveness, fostering sustainable professional growth, and improving the overall quality of education within the Saint Gabriel's Foundation and beyond by ensuring a balance between traditional educational values and modern pedagogical innovations.

Recommendations

For Teachers in Saint Gabriel's Foundation Schools

Teachers are crucial in shaping student learning outcomes and overall educational quality. Teachers should actively engage in continuous professional development by participating in professional learning communities (PLCs), mentorship programs, and interdisciplinary collaborations to enhance their competencies. Embracing digital literacy and adaptive instructional strategies will strengthen their ability to integrate technology-driven

teaching methods. Also, fostering community engagement and stakeholder collaboration will enhance the overall learning environment. By committing to lifelong learning and reflective teaching practices, educators can effectively implement the Competency Enhancement Model and improve their instructional effectiveness.

For School Administrators and Educational Institutions

School administrators and policymakers must provide structured professional development programs that align with the Competency Enhancement Model. This includes workshops, hands-on training, and leadership development programs tailored to enhance technological, pedagogical, and professional competencies. Institutions should also implement strong administrative support systems to address time constraints, resistance to change, and workload challenges. Encouraging peer coaching, collaborative learning, and structured evaluations will ensure sustained teacher growth. Additionally, schools should incentivize professional development efforts by recognizing and rewarding teachers who demonstrate excellence in instructional practices and leadership development.

For Future Researchers

Future research should investigate the effectiveness of the competency enhancement model further through longitudinal studies and in-depth evaluations of its impact on teacher performance and student learning outcomes. Researchers should conduct needs assessments to identify evolving educational challenges and competency gaps, ensuring the model remains adaptable and relevant. Integrating innovative teaching methodologies, technology-based learning, and real-world case studies can enhance teacher training programs. Collaborative research involving educators, policymakers, and institutional leaders will foster evidence-based improvements in professional development models. Publishing findings in academic journals, educational conferences, and policy discussions will contribute to ongoing advancements in teacher competency development and education reform.

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