

# A Model of Characteristics Development based on the Five Precepts for Educational Personnel in Schools under Office of Secondary Educational Service Area 2

Phrakhrupalad Prasit Thitiko (Soithongkum)<sup>1</sup>, Sin Ngamprakhon<sup>2</sup>  
Phrakhruwirunsutakhun Uttamasakko<sup>3\*</sup>, Phra Thammarachanuwat (suthat chaiyapha)<sup>4</sup>

<sup>1,2,3,4</sup> Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

<sup>1</sup> Pbs90046@gmail.com, <sup>2</sup> sin.nga@mcu.ac.th, <sup>3</sup> wirunsutakhun.ont@mcu.ac.th,

\*Corresponding Author e-mail: wirunsutakhun.ont@mcu.ac.th

## Abstract

The objectives of this research were to study the characteristics of educational personnel in schools, to develop a model for developing characteristics of educational personnel based on the five precepts in schools under the Office of Secondary Education Service Area 2, and to propose a model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2. Mixed methods research was used for research design by integrating documentary research, quantitative research and qualitative research, which included studying, analyzing and collecting characteristics of educational personnel in 4 aspects; asking for opinions of educational personnel under Office of Secondary Educational Service Area 2, and collected from 250 samples. Interviewed and focus group discussion with 10 experts from the school administrators, personnel management, expert qualified in Buddhism and qualified in educational institution administration. Data were analyzed by using percentage, mean, standard deviation and content analysis. Results showed that 1) the characteristics of educational personnel in schools in 4 aspects was shown at a high level. 2) A model for developing characteristics of educational personnel based on the five precepts in schools under the Office of Secondary Education Service Area 2 was developed and divided into 4 activities. 3) A model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2 consisted of 4 aspects of compliance with the current educational personnel scope: 1) educational personnel in the 21st century; 2) educational personnel in the Thailand 4.0 era; 3) educational personnel in the changing era; and 4) educational personnel in the development of learning potential integrated with the Five Precepts, which was intentional refraining from killing all deliberately refrain from stealing deliberately refraining from sexual misconduct deliberately refrain from lying, slandering, slanderous speech, deliberately abstaining from alcohol. There were 4 activities for the development of educational personnel in the present era which consisted of activities 1 educational personnel in the 21st century, solving problems facing current media. Activity 2 was educational personnel in the Thailand 4.0 era, and systematic course planning information. Activity 3 was educational personnel in the era of change, traditional teaching to modern teaching and learning. Activity 4 was educational personnel to develop learning potential and competence according to professional standards appropriately.

**Keywords**— Characteristics Development, Educational Personnel Characteristics, Five Precepts

## I. INTRODUCTION

Thailand has always given importance to education as the main engine for the country's

development and because the original national education plan has ended The Ministry of Education by the Office of the Education

Council Secretariat, has therefore formulated the National Education Plan 2017 – 2036. It is to frame the goals and directions of the country's education management by focusing on providing education for all Thais to have access to opportunities and equality in quality education to develop an effective education management system, develop manpower to have the ability to work in accordance with the needs of the job market and the country's development [1].

Education is an important tool for the development of people and society. That is, education will develop people to have the characteristics that society needs in order for people to be a factor in the further development of society, therefore, education must play a role in accordance with the change of society as a whole. At present, the world society and Thai society is entering the 21st century, an era of complexity and quick-change making Thai education is time to change again. To provide education can produce products that are in line with the needs and contexts of society effectively. This article aims to present the state of society in the 21st century, including the synthesis of productivity, which refers to the characteristics of graduates as well as guidelines for developing products to meet the needs through systematic education primarily [2].

Teachers and educational personnel has been developed according to the standard. There are important indicators such as teachers, professors and educational personnel at all levels and types of education developed in accordance with professional standards and be able to operate effectively, including being developed in accordance with the needs and strategies of the increased agency and the level of satisfaction of teachers, teachers and educational personnel towards the development and utilization of development increases. For example, development guidelines have been established, namely, promotion and development of learning resources. Textbooks and learning materials are of quality, standard, and people have access to learning resources

without limitation in time and place, build and change the values of Thai people to be disciplined. Public mind, desirable behavior, developing systems, mechanisms for effective monitoring, measurement, and evaluation of learners and there are important plans and projects such as the teacher production project for local development [3].

Teaching in Thailand from its inception until the early 1950's is therefore a teaching that relies heavily on teachers, up to the present time, we commonly call this type of teaching as "Teacher Centered" teaching, which is the teaching that teachers know the content of the subject best. Teachers are dedicated and dedicated to preparing teaching, checking homework, taking care of all students make yourself an example in every opportunity. Coordinating with parents, caring, advising, training and teaching students in every matter without the sake of tiredness. Students who learn slowly receive advice and assistance. As they enter the 21st century, robot technology has advanced and has a very high rate of development. Artificial Intelligence (AI) is used in inventions, innovate and management. It allows humans and artificial intelligence to develop innovations in various fields faster than human expectations in many matters. Teaching students to be 3.0 students is therefore not enough. Teachers in the 21st century, besides being teachers 1.0, teachers 2.0, and teachers 3.0, must also transform themselves to become teachers 4.0 so that students can become 5.0 students and be able to sustain themselves to achieve success. Success can be achieved in the 21st century. Teacher 4.0 focuses on building a community of doubts, enthusiasm, curiosity, and would like to get answers in class make every classroom atmosphere a classroom of doubt want to learn, want to know, want to find answers "Community of Inquiry"[4] as well as changes in the globalization era coupled with the condition of business competition and the way of life of the people has changed especially the challenges of business in the 21st century, what is indispensable besides Money, Material, Marketing, and Management is MAN or people,

how we can create and develop people in the process of personnel management briefly is to recruit and develop. Maintaining and utilizing the era of learning that originally required experts to solve problems from people, machines, or operational tools has changed to everyone join to improve all work systems. Due to the dimension of change that challenges the knowledge and abilities of human beings in the era of globalization which requires the qualifications of executives in various fields to manage people to be the most economical, highly beneficial, efficient and always safe [5]. From the above information show that teachers and educational personnel are important for youth development leading to the development of the nation. This can be seen from the policy of the country's development that teacher development is part of the plan to develop the strategy of the Thai nation to flourish and be called "Thailand 4.0" completely. Therefore, it is necessary to develop teachers and educational personnel to be able to develop themselves, to pass on knowledge to students, work with colleagues to make them happy and in order to develop teachers and educators to have the potential to bring out their own positive energy to the fullest, it requires self-training and cultivating until they become proficient in their profession. It can be applied cautiously in every situation and for maximum benefit, operator that the researcher is already working in the training field, so in this research. The researcher therefore focuses on developing teachers and educational personnel to gain knowledge, skills, and the ability to use them for the benefit of their own educational institutions in 4 aspects: 1) creative development consisting of the ability to use materials and equipment; limited, inventing a method of transferring knowledge, inventing a method to create relaxation for learners; 2) Self-development consisting of emotional control, discipline or responsibility; 3) Harmonious development consists of working as a team, sacrifice, empathy; and 4) Communication aspect consists of communication with learners, communication within the school, communication between the

educational institutions that one is affiliated with and other educational institutions.

## II. RESEARCH OBJECTIVES

The objectives of this research were to study the characteristics of educational personnel in schools, to develop a model for developing characteristics of educational personnel based on the five precepts in schools under the Office of Secondary Education Service Area 2, and to propose a model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2.

## III. RESEARCH METHODS

Mixed methods research was used for research design by integrating documentary research, quantitative research and qualitative research, which included studying, analyzing and collecting characteristics of educational personnel in 4 aspects; asking for opinions of educational personnel under Office of Secondary Educational Service Area 2, and collected from 250 samples. Interviewed and focus group discussion with 10 experts from the school administrators, personnel management, expert qualified in Buddhism and qualified in educational institution administration. Data were analyzed by using percentage, mean, standard deviation and content analysis.

## IV. RESEARCH RESULTS

Results showed that 1) the characteristics of educational personnel in schools in 4 aspects was shown at a high level. 2) A model for developing characteristics of educational personnel based on the five precepts in schools under the Office of Secondary Education Service Area 2 was developed and divided into 4 activities. 3) A model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2 consisted of 4 aspects of compliance with the current educational personnel scope: 1) educational personnel in the 21st century; 2) educational personnel in the Thailand 4.0 era; 3) educational personnel in the changing era;

and 4) educational personnel in the development of learning potential integrated with the Five Precepts, which was intentional refraining from killing all deliberately refrain from stealing deliberately refrain from sexual misconduct deliberately refrain from lying, slandering, slanderous speech, deliberately abstaining from alcohol. There were 4 activities for the development of educational personnel in the present era which consisted of activities 1 educational personnel in the 21st century, solving problems facing current media. Activity 2 was educational personnel in the Thailand 4.0 era, and systematic course planning information. Activity 3 was educational personnel in the era of change, traditional teaching to modern teaching and learning. Activity 4 was educational personnel to develop learning potential and competence according to professional standards appropriately.

## V. DISCUSSIONS

1. The results of a study on the characteristics of educational personnel in educational institutions under the Office of Secondary Education Service Area 2. The development of characteristics of educational personnel according to the 5 precepts in educational establishments under the Office of Secondary Education Service Area 2, in all 4 aspects, overall opinions were at a high level. In terms of educational personnel in the Thailand 4.0 era, they were at the highest level and at the high level, in descending order in terms of educational personnel in the development of learning potential in terms of educational personnel in the 21st century, in terms of educational personnel in the changing era, respectively. The results of the aforementioned research may be due to educational institutions developing the potential of teachers and educational personnel. which is consistent with the research of Sophon Yamthongkham, Mariam Nilphan did research on "Development of a model for enhancing teacher characteristics of government teachers Scholarship Program for the Promotion of Teachers with Special

Skills in Science and Mathematics (SAO)" aims to develop a model for enhancing teacher characteristics of government teacher funding project to promote the production of teachers with special abilities in science and mathematics (SQW) by using research and development methods (Mixed Methods Research) consisting of The research was carried out in three steps: Step 1: Analysis of the characteristics of teachers of the SAO, Step 2: Development of a model for enhancing the characteristics of teachers of the NHA, and Step 3: Evaluation of the effectiveness of the model of enhancing. The characteristics of being a teacher of the SAO are tested first, and after the experiment, the developed model was applied to the experimental group of 60 people, and the normal model was applied to the control group of 60 people. The research instruments consisted of 1) a manual for using the model, 2) an assessment form for teacher characteristics, and 3) the satisfaction assessment form with the use of the model.

2. The results of the development of a model for the development of characteristics of educational personnel according to the 5 precepts in educational institutions under the secondary Educational Service Area office 2 are: Part 1 1) Environment: the general condition affecting the adoption of forms. The types to be used are as follows: 1) The environment within an educational establishment is an educational institution curriculum school policy school vision. The mission of the educational institution, 2) The environment outside the educational institution is the policy of the Ministry of Education, community cooperation social change national economy consistent with research by Marquardt & Reynolds, who studied being a learning organization (The Global Learning Organization), found that [6] there are 11 factors that make it a learning organization, namely 1) appropriate structure (Appropriate Structure), 2) Corporate Learning Culture, 3) Empowerment, 4) environmental analysis Environmental Scanning, 5) Knowledge Creation and Transfer, 6) Learning Technology,

7) Quality, 8) Strategy, 9) Supportive Atmosphere, 10) Teamwork and Networking, and 11) Vision.

3. Propose a model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2, consisting of 4 parts: Part 1, Preface, Part 2 Model, Part 3 Implementation Procedures, Part 4 Conditions for success consistent with the research of Phramaha Chirasak Jirasakko (Sriprab) has done research on “Buddhist methods for enhancing desirable teachers in Thai society”. Not doing all evil, doing good is perfect making one’s mind bright which is suitable to be a principle in life of teachers and all professions especially the fact that Thai teachers have embraced the principles of Buddhism. The Buddha applied to the process of organizing activities and teaching. As the author has pointed out, enough to be an important guideline. There are 7 things, known as Kalyanamitta which means the qualities of good friend. This is the principle that teachers in Thai society should adhere to as a guideline for their conduct in performing their duties as a teacher. When it can be concluded that they are lovely, respectful, commendable, and know how to speak effectively, tolerant of words make a profound statement or be able to explain difficult matters in a simple way and do not recommend that disciples their own lives in a way that is not good which can be considered as the principle of Buddhism as a primary teacher according to Buddhist way. The author believes that when all Thai teachers have performed their duties in accordance with the principles. The Buddha has already shown being a teacher will be more complete. Are you ready to develop your students? Their students to be good people and smart people in the future [7].

## VI. BODY OF KNOWLEDGE

The researcher has presented a new body of knowledge from a model of development of characteristics of educational personnel according to the 5 precepts in educational institutions under the Office of Secondary Education Service Area 2 as shown in figure 1.



Figure 1 Body of knowledge obtained from research “PERSONNEL Model”

Source: Phrakhrupalad Prasit Thitikro (Soithongkum), 2021.

### Symbol Description

Figure 1 showed the body of knowledge obtained from research on “A model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2” by the researcher can be summarized as the “PERSONNEL Model” as follows:

P (Processes) means the National Education Act (No. 4) B.E. 2019, as mentioned in Sections 31, 32 and 32/1, relating to educational management. It can be concluded that the promotion and supervision of education at all levels all types and vocational education. However, it does not include higher education that is under the powers and duties of other ministries that have specific laws stipulating policies, plans, and educational standards, support educational resources, promote and coordinate religion, arts, culture and sports.

E (Ethics Instruction) means moral and ethical training.

R (Reporting and Counseling) refers to the general condition that affects the implementation of the model. Both internal and external environments must be conducive, such as curricula, policies, visions, missions of educational institutions under the Office of Secondary Education Service Area 2.

S (Systems) means the system of work. Educational personnel that are important to the development of the nation and as a role model for the youth of the nation. This can be seen from the policy of the country’s development that teacher development is a part of the

development plan of the Thai national strategy for prosperity and the name “Thailand 4.0” completely. Therefore, it is necessary to develop teachers and educational personnel to be able to lead themselves and pass them on to learners or society around them to be happy.

O (Objective) means goals and objectives, which is the 11st National Social and Economic Development Plan, which focuses on the development of people of all ages into a sustainable lifelong learning society. Emphasis is placed on applying the principles of Sufficiency Economy Philosophy to empower people in all dimensions both physically complete, strong, and intelligent and has a mind that is conscious of morality, virtue, ethics and perseverance; is immune to change including enhancing the environment in society and strengthening social institutions and contributing to human development

N (Network) refers to various networks, the interconnection of various elements. To help make the model usable is human resource development or human resource development in 6 ways, namely: 1) Training, 2) Further education, 3) Visiting, 4) Organizing academic conferences, 5) Organizing seminars, 6) Publication of academic documents or the preparation of operational manuals.

E (Extra Jobs) means performing special duties. The process of selecting one of the many alternatives considered. or well assessed that way to achieve objectives and the goal of the model is to develop learners to have 8 desirable characteristics, able to coexist with others happily.

L (Leader) means a leader, a system of continuous quality improvement of teachers and learners to develop schools into a learning organization with a systematic and comprehensive plan on 21st century skills to enhance teacher development should be implemented in a systematic way that involves teachers, namely administrators, teachers, and supervision studies by creating an atmosphere of development in educational institutions.

## VII. RECOMMENDATIONS

### A. Recommendations for Practices

1. The relevant agencies should promote the development of professional potential for teachers and educational personnel.
2. Educational institutions should study Ethics of Teachers in Thailand 4.0 Era in Educational Institutions under the Secondary Education Service Area Office.
3. Educational institutions concerned should promote equal understanding and care for all students on a regular basis.
4. Relevant agencies should encourage teachers/students to be praised. To encourage and help inspire students to make them a person who has a passion for learning.
5. Relevant agencies should encourage teachers to be good role models with professional ethics have the spirit of being a teacher.

### B. Recommendations for Further Research

1. Should study the development of characteristics of educational personnel.
2. Should study the development of sufficiency economy network according to Buddhist principles in educational institutions under Local Administrative Organization, Samut Prakan Province.
3. Should study strategies for developing the potential and characteristics of teachers and educational personnel.

## CONCLUSION

This research was a Model of Characteristics Development based on the Five Precepts for Educational Personnel in Schools under Office of Secondary Educational Service Area 2. There were to study the characteristics of educational personnel in schools, to develop a model for developing characteristics of educational personnel based on the five precepts in schools under the Office of Secondary Education Service Area 2, and to propose a model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary

Educational Service Area 2. The study showed that 1) the characteristics of educational personnel in schools in 4 aspects was shown at a high level. 2) A model for developing characteristics of educational personnel based on the five precepts in schools under the Office of Secondary Education Service Area 2 was developed and divided into 4 activities. 3) A model of characteristics development based on the five precepts for educational personnel in schools under Office of Secondary Educational Service Area 2 consisted of 4 aspects of compliance with the current educational personnel scope: 1) educational personnel in the 21st century; 2) educational personnel in the Thailand 4.0 era; 3) educational personnel in the changing era; and 4) educational personnel in the development of learning potential integrated with the Five Precepts, which was intentional refraining from killing all deliberately refrain from stealing deliberately refrain from sexual misconduct deliberately refrain from lying, slandering, slanderous speech, deliberately abstaining from alcohol.

approach to quantum improvement and global success”, (U.S.A.: McGraw-Hill).

7. Phra Maha Chirasak Jirasakko (Sriprab). (2014). “Buddhist Methods for Enhancement of Desirable Teachers in Thai Society”, Journal of Education, vol.1, pediatrics, Chulalongkornrajavidyalaya University, Abstract.

## REFERENCES

1. Office of the Education Council Secretariat. (2017). National Education Plan 2017-2036. First Edition, (Bangkok: Sweet Pepper Graphic, 2017), page 5.
2. Adul Wangsrikhun. (2015). “Thai Education in the 21st Century: Product of Development” Humanities and Social Sciences, Vol. 8, No. 1 (January-June 2015) 1.
3. Secretariat of the Education Council. (2017). National Education Plan 2017-2036. First Edition, (Bangkok: Chili-Wan Graphic Co., Ltd., 2017), page 14.
4. Thai Teacher 4.0, [online], source: [http://www.moe.go.th/moe/th/news/detail.php?NewsID=46603&Key=news\\_research](http://www.moe.go.th/moe/th/news/detail.php?NewsID=46603&Key=news_research) [6 August 2020].
5. Somchat Kityanyong.(2013). intelligent personnel, (Bangkok Petchprakai), page 38.
6. Marquardt & Reynolds. (1994). “Building the learning organization: A system