Model of Preparing Teacher Students for the Examination for a Teacher License According to the Competency Criteria of the Teachers' Council of Thailand

Benjawan Keesookpun[1], Jira Jitsupa[1] & Alongkorn Koednat[1]

[1] Faculty of Education, Suan Dusit University, Bangkok, Thailand

Correspondence: Jira Jitsupa, Faculty of Education, Suan Dusit University, 295 Dusit, Bangkok, Thailand.

Abstract

The objective of this research was to develop and present a model preparing teacher students for the examination to obtain a teacher license in accordance with the competency criteria of the Teachers' Council of Thailand (TCT). The research comprised the following 5 steps: 1) formulating a conceptual framework; 2) studying the needs and preparation model of teacher students; 3) drafting a model of preparation for teacher students; 4) examining the suitability and feasibility of the model; and 5) presenting the preparation model for teacher students. The sample comprised 124 teacher students of Suan Dusit University, obtained using a specific method. The research instruments used to collect the date were questionnaires and interviews. The data were analyzed to calculate percentages, means, and standard deviations. The results indicated that the model for preparation consists of 6 components: 1) target, 2) goal, 3) objective, 4) main characteristic of model, 5) success factors in using the model (key success), and 6) methods and results after using the model (key result).

Keywords: model of preparing teacher students, teacher license, competency criteria of the teachers' council, teacher students

1. Introduction

Teaching is a profession that involves performing duties that directly affect learners, parents, families, communities, and societies, with the aim of providing educational experiences that enable learners to flourish and become fully developed adults with knowledge, mentality, and skills. Teachers have always been good role models for school-age youth and society. Those in this profession must be highly responsible and have knowledge and expertise while strictly operating within the scope of professional standards. There is a professional organization (The Teachers' Council of Thailand: TCT) responsible for maintaining professional standards (The Royal Government Gazette, 2003) by ensuring teachers develop the necessary knowledge and competence. Currently, graduates with a bachelor's degree from teacher-training institutes based on a program certified by the professional organization (The Teachers' Council of Thailand: TCT) who would like to practice teaching must apply for registration as a professional practitioner.

Currently, the professional organization (The Teachers' Council of Thailand: TCT) has amended the Regulations of the Teachers' Council on Professional Standards B.E. 2556 (The Royal Government Gazette, 2013) with regard to knowledge standards, professional experience, and operational standards so that they are in line with the changes and direction of national education. The "Teachers' Council Regulations on Professional Standards (No. 5) B.E. 2563" became effective from November 16, 2020 (The Royal Government Gazette, 2020). In addition, the Teachers' Council of Thailand Committee announced that it would determine the standards of knowledge and professional experience required by teachers under the aforementioned regulations. These have been used as a criterion for accreditation of the degree and educational certificates for the teaching profession in various institutions certified by the TCT from the academic year 2019 onwards. They are also used as a framework for testing and assessing the professional competence of teachers so that they can obtain a professional license according to the Teachers' Council of Thailand regulations (No. 2) B.E. 2562 (The Royal Government Gazette, 2019). This requires both Thai and foreign applicants for a license to pass a test and undergo an assessment of their professional competence in accordance with the rules and procedures prescribed by the Teachers' Council of Thailand Committee. This applies to those who are studying on degree programs and for a graduate certificate in

the teaching profession certified by the Teachers' Council of Thailand from the academic year 2019 onwards. This forms part of the mechanism and system for screening teachers and ensuring they have the levels of knowledge and competence required according to the teacher professional standards set by the Teachers' Council of Thailand.

Overall, there are 124 student teachers in the Faculty of Education, Suan Dusit University, who must adhere to these professional standards and will graduate in the academic year 2022. They must pass the examination to apply for a teacher license registration (Suan Dusit University, 2021) in order to practice as teachers. The research team therefore conducted a systematic study to present information to Suan Dusit University on preparations and plans to help teacher students complete their studies as they are the first cohort to be tested by the professional organization who will have the knowledge and abilities needed to comply with the professional competence criteria established by the Teachers' Council of Thailand. This will be a practical guideline that helps reduce anxiety among graduates and teacher students. In addition, the examination to obtain a teaching license is a sign of success and the beginning of the teacher students' entry into the profession. It also strengthens the university's reputation and ensures it is recognized for the quality of educational management by graduates, alumni, and society.

2. Objective

To develop and present a model preparing teacher students for the examination for a teacher license according to the competency criteria of the Teachers' Council of Thailand.

3. Related Literature

3.1 Teachers' Council Competency Criteria

The Teachers' Council of Thailand (TCT) amended the regulations of the TCT on Professional Standards B.E. 2556 to align the standards of knowledge and professional experience required with the change and direction of national education. The amended "Teachers Council Regulations on Professional Standards (No. 4) B.E. 2562" has been effective since March 20, 2019 and was accompanied by the TCT's announcement on details of the standards of professional knowledge and teacher professional experience required under the aforementioned regulations. Such standards have been used as criteria for accreditation of the degree and educational certificates for teaching from the academic year 2019 onwards. It is also used as a framework for testing and assessing the professional competence of teachers so that they can obtain a professional license. Both Thais and foreigners must be tested and assessed in accordance with the rules and procedures prescribed by the TCT Committee, which are applicable to those studying on the degree program and for a teacher's graduate certificate certified by the TCT.

Following meeting No. 8/2019 on October 30, 2019, the TCT Committee announced details on the standards of knowledge and professional experience required by teachers under the Teachers Council's regulations on Professional Standards (No. 4) B.E. 2562, which amended Article 6 and Article 10 of the Teachers Council's Regulations on Professional Standards B.E. 2556. These standards were as follows: 1) changes in the context of the world, society, and the Sufficiency Economy Philosophy, which consists of knowledge in the context of social change, both domestically and internationally, that affect education; and applying Sufficiency Economy Philosophy in learning management for learners; 2) using developmental psychology, educational psychology, and analytical consulting psychology to enable learners to develop to their full potential, This will help teachers to understand the nature of learners; support learning to the fullest extent, and ensure learners have a better quality of life; 3) knowledge of the content of the subjects taught, curricula, teaching science, and digital technology in learning management and competencies. Specifically, they need to be (a) well-versed in the content of the majors taught and be able to integrate the body of knowledge in the major for teaching and learning; (b) able to analyze, prepare, use, assess, and develop the curriculum of educational institutions; (c) prepare a learning plan and put this into practice to achieve real results that are suitable for learners; (d) manage classrooms to enable learners to learn; (5) use information technology for communication; (e) search for a variety of learning sources; and (f) apply or develop media and innovations for learners' learning; 4) to measure and evaluate learning outcomes and research to solve problems and enhance learner development and competency. The results of the assessment can be: used to further develop learners; applied in learning management; used to form the basis of research to improve teaching and learning; 5) the use of the Thai language and English for communication, and the use of digital technology for education and competency in listening, speaking, reading, and writing both Thai and English for proper communication in teaching; and 6) the design and implementation of educational quality assurance work, consisting of knowledge content, competence, quality management, development, and quality assessment of learning activities.

3.2 Teacher License

The Teacher license is issued to a person who has acquired the standards of knowledge and professional experience recognized by the TCT and has the right to practice the profession of teacher, which has been a legally regulated profession since 2019 onwards according to item 2. The TCT issued regulations on the Professional License B.E. 2559 and subsequently amended this to the Teachers Council's Regulations on the Professional License (No. 2) B.E. 2562, which is used for determining the criteria, methods, and conditions for issuing a license to practice teaching and applies to both Thais and foreigners. They must pass a test to assess their professional competence in accordance with the rules and procedures prescribed Committee with the exception of those who graduated with a degree or an educational certificate certified by the TCT before the academic year 2019, and those who had the right to apply for a teacher license before this regulation came into force.

The regulations on the Professional License (No. 2), B.E. 2562 require applicants for a teaching professional license to pass a test and undergo an assessment of their professional competence in accordance with the TCT's Notification on Criteria and Test Methods and the Teacher Professional Competency Assessment 2020, which defines two components of professional competency: (1) Teacher Professional Competency Test and Assessment; Knowledge and professional experience according to teaching profession standards, totaling 5 subjects; and (2) teacher professional competency assessment on operations and behavior according to teaching profession standards in 3 areas. The TCT Committee has set the guidelines for testing and the criteria and methods for testing and assessing the professional competence of teachers are clearly defined in the "Notification of the TCT Committee on Criteria and Methods for Testing and Evaluation of Teacher Professional Competency B.E. 2563" which appeared in the Royal Thai Government Gazette (2020).

3.3 Examination for a Teacher License

According to the TCT Committee, the Criteria and Methods for Professional Competency Testing and Assessment B.E. 2020 (The Royal Thai Government Gazette, 2020) form part of the mechanism and system for screening teacher practitioners to ensure they have the knowledge and competence required according to the teacher professional standards set by the TCT and the amended TCT regulations on Professional License (No. 2) B.E. 2562 along with the Resolutions of the TCT Committee in meeting No. 6/2019 on August 29, 2019 and meeting No. Kor 2/2563 on March 3, 2020. According to the criteria and methods for professional competency testing and assessment of teachers, applicants must obtain at least 60 percent of the criteria for each subject, the test and assessment for which consists of the following:

1) Professional knowledge and experience in 3 subject groups, namely Language and Digital Technology, including the use of Thai language for communication, the use of English for communication, and the use of digital technology for education, teaching professions, and majors. This may be required to compare the professional competency testing and assessment results for teachers from other agencies as required. Details regarding the qualifications of applicants for professional competency testing and assessment are as follows:

Group 1 consists of those with a degree in education or equivalent recognized by the Teachers' Council of Thailand or who are currently studying on an educational degree program or equivalent certified by the TCT in accordance with the qualification criteria prescribed by the sub-committee, which determines the test each year in accordance with the announcement of the TCT. Foreigners who only use the Thai language for communication and those who have a professional teacher license from abroad will be exempted from professional competency testing and assessment.

Group 2 consists of those who have other qualifications recognized by the TCT and have one of the qualifications, namely, being certified in accordance with the professional standards prescribed by the TCT or certified educational qualification for teaching profession.

2) Performance and practice according to professional standards, including learning management, relationships with parents and community, performing duties as teachers, professional ethics, and details of professional competency of teachers in accordance with the TCT regulations. Details regarding the qualifications of applicants for professional competency testing and assessment are as follows.

Group 1 consists of Thai people or foreigners who are currently studying on an educational degree program or equivalent recognized by the TCT. To test and assess the professional competence of teachers, assessors are personnel of educational institutions or related agencies. However, other personnel may also be assessors in accordance with the rules and procedures prescribed by the sub-committee.

Group 2 consists of Thai people or foreigners who possess other degrees recognized by the TCT. To test and assess their professional competence, the assessors are personnel working in the educational institution where the

applicant teaches along with other personnel as specified by the rules and methods specified by the sub-committee.

4. Methodology

This research presents a model preparing teacher students for the examination for a teacher license according to the competency criteria of the TCT. A combination of quantitative and qualitative methods was employed. The research was conducted in accordance with the steps presented in Table 1.

Table 1. Research methodology employed to propose a model of preparing teacher students for the examination for a teacher license

Step	Method	Instrument	Resource	Result
1. Define conceptual framework	- Study concepts, theories, and research - Analyze documents, body of knowledge, concepts of preparation for exams - Synthesize information and compile into a conceptual framework	- Document analysis form - Synthesis form	- Documents and textbooks - Research - Electronic media related to preparation for the examination	- Research conceptual frameworks
2. Study the needs and preparation model	Quantitative - Study the needs and the model with questionnaires, analyze the data, and interpret the results using statistical values. Qualitative - In-depth interviews with relevant key informants	- Quality questionnaires - Comprehensive interview forms	- A sample group of 124 students - Key informants: executives of Faculty of Education, faculty members of the teacher profession group, and 21 people involved in the examination	- Demand and preparation model
3. Draft examination preparation model	- Draft examination preparation model	- Data synthesis form	- Data from step 1 and step 2	- Examination preparation model
4. Assess the suitability and feasibility of the examination preparation model	- Assess the suitability and feasibility of the model - Prepare by reviewing and commenting in group discussions.	- Examination form of the draft of the preparation model - Data record form for improvement	- Experts in examination preparation - Experts in educational examination preparation.	- model of preparing teacher students for the examination for a teacher license
5. Presentation of examination preparation model	- Prepare documents for examination preparation model	- Information and documents for examination preparation model	Information from step 4	- Examination and preparation of research report

5. Results

The analysis of the needs and preparation model for teacher students who will take the examination for a teacher license according to the Teachers Council's competency criteria consisted of general information obtained from the respondents. Most of the teacher students were female. There were 124 students in total (96.77%). Of these, 97 students majored in primary education (78.23%). Overall, 46 taught at schools in Bangkok (37.10%). A total of 86 (69.34%) wish to work in government educational institutions under the Office of the Basic Education Commission (OBEC). Overall, 97 (78.23%). wish to work in educational institutions in their hometowns. Finally, 70 (56.45%) were concerned about the examination for a teacher license according to the Teachers Council's competency criteria at the most level.

Teacher students need to prepare for the examination for a teacher license according to the competency criteria of the TCT, as shown in Table 2.

Table 2. Requirements for teacher students preparing for the examination for a teacher license

Assessed Issues	Mean	SD	Demand Level
1. Policy for obtaining a teacher license of the TCT	3.80	0.88	High
2. Providing clear information about preparation and examinations from the program, faculty or university	3.52	1.05	High
3. Preparation for the self-exam	3.60	0.98	High
4. Preparation for examinations from the program, faculty or university	3.59	0.98	High
5. Examination of the Use of Thai language for Communication	3.50	0.94	High
6. Examination of the Use of English for Communication	3.87	1.14	High
7. Examination of the Use of Digital Technology for Communication	3.50	1.00	High
8. Teacher Profession Examination	3.75	0.91	High
9. Examination of specific subjects (major subjects)	3.71	0.98	High
Overview	**3.67**	**1.00**	**High**

The preparation model teacher students need to prepare for the examination for a teacher license according to the competency criteria of the TCT is presented in Table 3.

Table 3. The model teacher students need to be prepared for the examination for a teacher license

Assessed Issues	Mean	SD	Demand Level
1. Prepare for the examination with self-study	2.81	0.91	Moderate
2. Prepare for the examination with the faculty or university system by tutoring/reviewing exercises from various tests/training both on-site and one-on-one online	2.98	0.86	Moderate
3. Prepare for the examination with the faculty or university system by tutoring/reviewing exercises from various tests/training on-site and one-on-one online, as well as with on-site and online group	3.03	0.93	Moderate
4. Prepare for the examination with the faculty or university system by tutoring/reviewing exercises from various tests/on-site group training	3.13	0.96	Moderate
5. Prepare for the examination with the of the faculty or university system by tutoring/reviewing exercises from various tests/on-line group training	3.02	0.91	Moderate
6. Prepare for the examination with the faculty or university system by tutoring/reviewing exercises from various tests/on-site group training and self-study	3.02	0.83	Moderate
7. Prepare for the examination with the faculty or university system of by tutoring/reviewing exercises from various tests/on-line group training and self-study	2.97	0.88	Moderate
8. Prepare for the examination with the faculty or university system by tutoring/reviewing exercises from various tests/online and on-site group training, as well as self-study	3.02	0.86	Moderate
9. Prepare for exams with the faculty or university system which provides preparation by organizing an online and on-site tests, as well as self-study	2.98	0.87	Moderate
Overview	**3.00**	**0.89**	**Moderate**

Subjects in which teacher students need to be prepared for the examination for a teacher license according to the Teachers Council's competency criteria are presented in Table 4.

Table 4. Subjects in which teacher students need to be prepared for the examination for a teacher license

Subjects	Mean	SD	Demand Level
The Use of Thai Language for Communication			
Listening skill for communication	3.60	0.85	High
Speaking skill for communication	3.60	0.93	High
Reading skill for communication	3.60	0.9	High
Writing skill for communication	3.54	0.91	High
Overview	3.59	0.90	High
The Use of English Language for Communication			
Listening skill for communication	3.31	1.10	Moderate
Speaking skill for communication	3.35	1.14	Moderate
Reading skill for communication	3.36	1.03	Moderate
Writing skill for communication	3.31	1.11	Moderate
Overview	3.34	1.09	Moderate
The Use of Digital Technology for Communication			
Understanding digital media	3.54	0.81	High
Access and application of digital media	3.60	0.83	High
Creativity and problem solving	3.52	0.84	High
Overview	3.55	0.82	High
Teaching Profession			
Knowledge and understanding of changes in the context of the world, society, and the concept of sufficiency economy philosophy.	3.37	0.88	Moderate
Knowledge and understanding of educational psychology, developmental psychology, and counseling psychology in the analysis and development of learners according to their potential.	3.48	0.83	Moderate
Knowledge and understanding of teaching and digital technology in learning management.	3.45	0.81	Moderate
Knowledge and understanding of learning assessment and research to solve problems and develop learners.	3.37	0.85	Moderate
Knowledge and understanding of the design and implementation of educational quality assurance.	3.37	0.86	Moderate
Overview	3.41	0.84	Moderate
Specific Subjects (Major Subjects)			
Application and integration of concepts, principles, and theories of educational psychology, developmental psychology, and learning psychology for use in training children in accordance with the goals of the program.	3.47	0.88	Moderate
The learning design is correct according to the educational management principles in the program in accordance with the developments of the 21st Century and quality assurance.	3.53	0.88	High
Design and use of media and innovations that correspond to the development and learning of children according to the program.	3.53	0.88	High
Being able to plan, design, and organize the school environment and work with parents, community, and society according to the program.	3.52	0.88	High
Classroom management design has sufficient variety and is appropriate to the context of the program.	3.50	0.86	High
Overview	3.51	0.87	High

The results of the analysis of model of preparing teacher students for the examination for a teacher license according to the TCT competency criteria are presented in Figure 1. It consists of 6 components: target, goal, objective, main characteristic model, key success, and key result. The details of the model have important relevance.
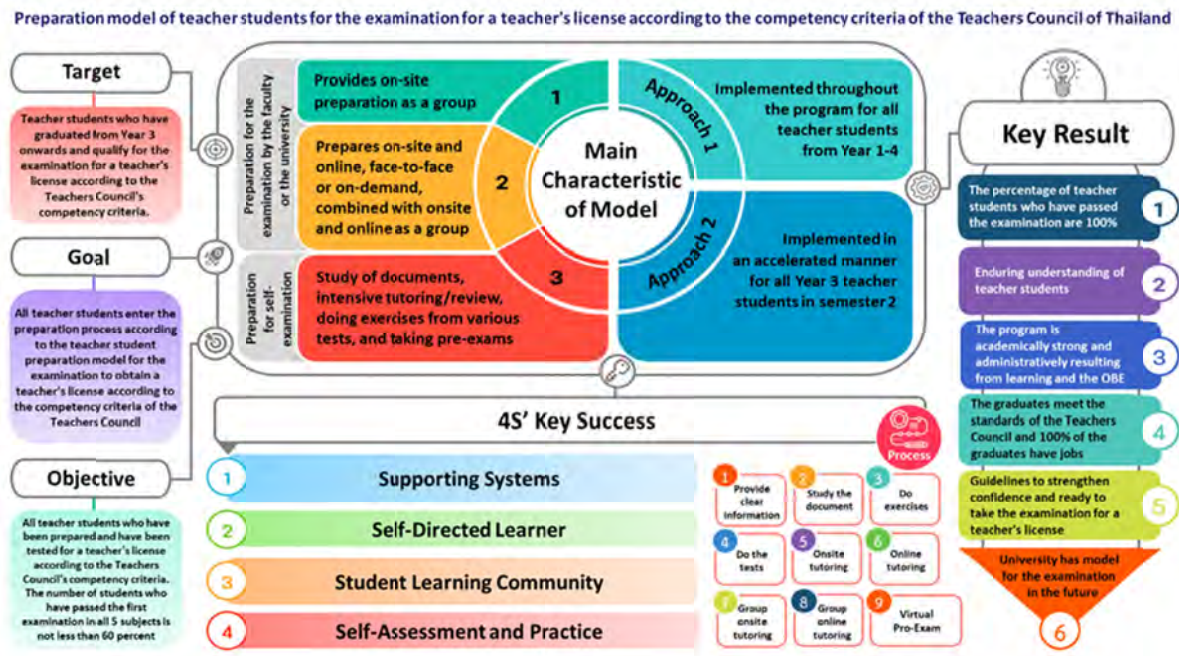
Figure 1. Model of preparing teacher students for the examination for a teacher license according to the competency criteria of the TCT

Component 1: Target. The goal of the model is for teacher students who have graduated from the third year onwards to qualify for the examination for a teacher license according to the Teachers Council's competency criteria.

Component 2: Goal. The goals of the model are for all teacher students to enter the preparation process according to the teacher student preparation model.

Component 3: Objective. The objective is to help all teacher students who have prepared and have been tested for a teacher license according to the Teachers Council's competency criteria. No less than 60 percent of students passed the first examination in all 5 subjects.

Component 4: Main Characteristics of Model. There are 3 characteristics. Characteristic 1: Preparation for the examination by the faculty or the university that provides on-site preparation as a group, with two approaches: Approach 1 is implemented throughout the program for all teacher students from the first to the fourth year while Approach 2 is implemented in an accelerated manner for all Year 3 teacher students in the second semester. Characteristic 2: Preparation for the examination by the faculty or the university system on-site and online, face-to-face or on-demand, combined with onsite and online as a group, with two approaches: Approach 1 is implemented throughout the program for all teacher students from the first to the fourth year while Approach 2 is accelerated for all teacher students in Year 3, semester 2. Characteristic 3: Preparation for self-examination through the study of documents, intensive tutoring/review, completion of exercises from various tests, and taking pre-exams as organized by the university or other places, with 2 methods: Method 1 is conducted throughout the program for all teacher students from Year 1-4 while Method 2 is an accelerated implementation for all teacher students in Year 3, semester 2.

Component 5: Key Success. The success factors of the program or the faculty or the university in using the model consists of the essential 4S actions, namely Supporting Systems from faculty members who have knowledge and competence and from a network of all relevant sectors of the university, faculties, programs, and integrated responsible departments; Self-Directed Learner of all students; the Student Learning Community in every year; and Self-Assessment and Practice.

Component 6: Key Result. When applying the model preparing teacher students for the examination for a teacher license, the outcome after applying the model is the percentage of teacher students who have passed the examination and are 100% licensed to practice teaching, resulting in the development of an enduring understanding of teaching. This is because teacher professional competence will arise from cultivating knowledge

through learning and practice to create a link between the content of the teaching profession and the major, as well as rational thinking, critical thinking, the program is academically and administratively strong resulting from the combined learning and administration of the OBE (Outcome Based Education) curriculum, graduates meet the standards of the Teachers' Council of Thailand competencies, being accepted among graduate users, 100% of the graduates have jobs, university, faculty, teachers, and students have guidelines that help to strengthen confidence and ensure they are ready to take the examination for a teacher license according to the Teachers Council's competency criteria effectively, the university has a model/program, the university has a concrete process/ operating model in the development of teacher professional competency that can be further developed into a new teacher development program, full-time teachers, teachers/caregivers of children under various institutions in the future.

The results of the group discussion of experts conducted to examine the suitability and feasibility of the model, indicate that the experts thought that the model studied and synthesized by the research team is both suitable and feasible. They stated that this model is quite comprehensive. There is an opportunity for all teacher students to pass the teachers' council competency criteria in all 5 subjects in the first examination. The objectives are clear and feasible for teacher students entering the preparation process. Moreover, the examination for obtaining a teacher license is a model that involves a modern process by bringing technology to participate in educational management. In addition, the university, faculties, programs, and faculty members have support to prepare teacher students to apply for a teacher license. It is also appropriate to use the model as a support system, leading oneself in learning to create a community in which knowledge is shared, as well as self-assessment. The experts also agree that students should be prepared to take the test for a teacher license because students will have experience in processing knowledge for the actual test so they will not waste time in examinations.

6. Discussion

The modification of the regulations in the examination for obtaining a teacher license according to the competency criteria of the TCT resulted in teacher students needing to prepare for the examination in accordance with the Teachers' Council competency criteria at a high level in all relevant topics. Teacher students have a strong desire to prepare for the examination in English for Communication as a first priority. This is consistent with the findings of a e study conducted by Juhana (2012), who reported that anxiety, shyness, fear, and lack of self-confidence are major problems that result in learners' inability to speak or communicate in English. This is because most learners are afraid of using incorrect vocabulary or grammar. They were afraid that they would make mistakes when speaking in front of the class. Similarly, Sangkapan, Boonprakarn, and Krairiksh (2015) found that students were reluctant to express themselves and unable to communicate. This is consistent with the research conducted by Chai-ngam, Waikham, and Chai-ngam (2018), who found that students' basic mastery of English was not good; they did not know and could not remember basic vocabulary, did not pay attention, did not cooperate in classes, did not dare to speak, did not express themselves, did not interact while talking, could not pronounce words correctly, and lacked thinking, analytical, and research skills. It is also in consistent with research by Udomkitsakul (2016) who found that learners needed a basic English subject that emphasizes the development of listening skills and that learning English in university should gradually increase the level of language proficiency. Participants also thought that English was important for their current English language learning and future work.

Teacher students need a preparation model for the examination to obtain a teacher license that consist s of: 1) Preparation for the examination with the faculty or university system that involves tutoring and review through exercises from the quiz, and group on-site training. This model of preparation will help to boost morale and build confidence for teacher students. This is consistent with research by Bevan, Russell, & Marshall (2019), who found that preparing for examinations using peer-to-peer approach improves test preparation efficiency and also improves clarity on the issues necessary to gain a better understanding and repetition of a variety of activities or methods to have a positive effect on examination performance. This is also consistent with the results reported by Fakcharoenphol and Stelzer (2014) who found that group or peer preparation helps peers take care of each other by performing various activities such as doing homework, doing exercises, taking the test, studying the answers to the questions, which is more effective than preparing for the examination alone or face-to-face, and 2) preparing for the examination with the faculty or university system through tutoring/reviewing by doing exercises from the quiz, and face-to-face on-site and online training combined with on-site and group online training. It is a preparation in a multitude of ways, both on-site and online mixed together. It is a model consistent with their needs, appropriate to the current situation, and able to support learning according to individual differences. This principle of learning that emphasizes differences between individuals is extremely important in individual learning and development. This is consistent with Wanichwattanaworachai (2016) study

which focused on the lifestyles of the new generation who must use their different potential for maximum benefit in their careers and social contributions. Therefore, learning management focuses on promoting learners to develop themselves according to the abilities in which they differ. This involves discovering and increasing the potential differences between themselves and others, leading to collaboration which is important for strengthening society and the country in the future. This is in line with the results of Boonphakdee (2020) who found that online teaching management based on the new lifestyle of learners or students has the ability to use different methods while facing an unpredictable future. This makes it even more necessary to practice problem-solving and innovative thinking skills. Apparently, working together and creativity are no longer just soft skills, they are essential in enabling our society to adapt to new challenges.

The subjects that teacher students need to be prepared for at a high level include the Use of Thai for Communication with respect to listening, speaking, and reading skills in teaching or related to the teaching profession; the Use of Digital Technology for Communication with respect to accessing and applying digital media, understanding digital media, and creativity and problem solving; and specific subjects (major subjects). Teacher students want to be prepared according to the competency criteria of the TCT on the topic of correct learning according to educational management principles that align with 21st Century developments, quality assurance, and the design and selection of media and innovations that correspond with the development and learning of children according to the curriculum.

The subjects that teacher students would like to be prepared for include the Teaching Profession with respect to knowledge and understanding of educational psychology, developmental psychology, and counseling psychology, the development of learners according to their potential, and the subject on the use of English for communication. Teacher students also need to be prepared according to the Teachers Council's competency criteria to obtain a high level score on reading communication skills in daily life and work contexts.

The model consists of 6 components: Component 1: Target – teacher students who have graduated from the 3rd year onwards to qualify to apply for the test for a teacher license according to the competency criteria of the TCT. To ensure good and systematic preparation, test takers must ensure they meet the criteria for eligible candidates which is an important starting point for preparing for a quality test. This is consistent with research conducted by Thamlikitkul and Sinudomphon (2012) who found that applicants must have complete and comprehensive preparation before entering the system or must provide a preparation program suitable for the context of the applicants being tested. The preparation program that has been implemented will greatly reduce anxiety about the examination (Nilwatcharamani et al., 2018). Component 2: Goal – all teacher students have entered the preparation process according to the Teachers Council's competency criteria to ensure they have the knowledge, ability, and strength of mind to overcome obstacles until they achieve expected success. This is in line with research by Damrongpakapakorn et al. (2013), and Chonsawat and Rastsadondee (2015) who found that students need to have behavior in preparing for the examination, serious motivation, and support from teachers. In addition, there must be preparation to accumulate knowledge, professional competence, work with proficiency, work with care, prudence, professional integrity, responsibility, morality, and professional potential development (Binyasen & Sukwatanasinit, 2018). Component 3: Objective – to enable all teacher students who have been prepared and have taken the test to obtain a license to practice according to the competency criteria of the TCT. They pass the first examination in all 5 subjects with a score of no less than 60%. This means equipping them with academic weapons to be confidently used in examinations (Kunaviktikul et al., 2012. Component 4: Main Characteristics of the Model, which consist of 1) examination preparation by the faculty or university system that provides on-site preparation as a group; 2) preparation for the examination by the faculty or university system, as well as on-site, online, one-on-one or on-demand, combined with on-site and online groups; and 3) self-examination preparation. There are two approaches for each style, including through the curriculum for all teacher students from the first to the fourth year and the intensive course for all the third year teacher students in the 2nd semester. The main characteristics of all 3 models are consistent with the behavior of learners in the present and future who can learn anywhere, anytime, and everything is educational. However, learning well must come with practice (Khiat, 2017). Practicing and self-learning are important as they help learners learn effectively, as well as support to help adult learners and score well on learning assessments, which is consistent with Nemec (2011) who found that learning support by self-guided learning allows learners to effectively control their time. This is consistent with the notion of Gureckis and Markant (2012) that learners learn better when exchanging experiences under their own control. Component 5: Key Success consists of 1) a support system: integrated support from faculties, programs, faculties, universities, and responsible agencies; 2) self-directed learning for all students; 3) building a community for exchange of learning among students in every year; and 4) training and self-assessment of students. Component 6: Key Result – when applying the model, the

results that will be achieved is that 100% of teacher students have passed the examination and are licensed to practice teaching, resulting in the development of lasting understanding among teacher students who participated in activities to prepare systematically for the examination. In a variety of academic activities, there will be an indirect effect that will make learning more durable, because going through the various processes will help stimulate the students' interest and they will have the opportunity to review the lessons many times. This resulted in longer persistence, which is consistent with the findings of Ninwatcharamanee et al. (2017), as well as the fact that teacher professional competency derives from cultivating knowledge from learning and practice to create a link between the content of the teaching profession and the major, as well as rational thinking and critical thinking. This makes the program strong in academics and administration resulting from learning and administration of the OBE (Outcome Based Education) curriculum, enabling graduates to meet the competency standards of the TCT. It is accepted among graduate users and they have a 100% chance of obtaining a job Universities, faculties, faculty members, and teacher students have guidelines to help them build confidence and ensure they are ready to take the examination for a teacher license in accordance with the Teachers Council's competency criteria. The university employs a concrete process/operational model in developing teacher professional competence that can be further developed into a new teacher development curriculum for full-time teachers, teachers, and child caregivers in various institutions in the future. Regarding the results of applying the model, in addition to the key result mentioned earlier, organizations will also receive indirect benefits or by-products that are enormously valuable. In addition to creating an empirical picture that is important and valuable to the organization, it also creates connections and synergies that are considered the beginnings of human development, job development, and organizational development. This enables the organization to achieve the expected success with the foundation of a corporate culture that drives together, work together, and continually create and develops in every mission with continuous improvement in quality. This is consistent with the findings of Feunp and Thabrani (2018) that there is also a positive impact on innovation and the ability to compete.

7. Suggestions for Applying the Research Results

7.1 University Level

1) To prepare teacher students of Suan Dusit University for the examination for a teacher license according to the model, specific digital technology infrastructure facilities should be provided to support them in accessing relevant resources and knowledge directly through the Internet.

2) Teachers from other faculties or those with knowledge competency in the subjects related to the examination such as various majors, the Use of Thai Language for Communication, the Use of English for Communication, the Use of Digital Technology for Communication, should have the opportunity to integrate their cooperation, assistance, and support in academic activities to help Suan Dusit University teacher students prepare for the examination

3) Building services both during and outside office hours should be facilitated for use in organizing activities as the teacher students need to exchange, learn, experience or review various things together in order to prepare for the examination for a teacher license

7.2 Faculty and Program Level

1) The model of preparation h is a guideline for implementation and application. Therefore, this model should therefore be applied to expand the results. There should be an agency or working group in place or a group of people who are directly responsible for managing the development of the model in order to achieve the anticipated results.

2) For the model to be effective as specified, the responsible agencies or peoples involved should have established criteria or an agreement on the practice guidelines enabling those who would like to prepare for the examination to achieve the goals and objectives of the preparation model. In addition, there should be a concrete follow-up and evaluation design.

3) Before applying the model, it should be studied in various contexts that are relevant, as well as developing and improving details in the elements that are related to each other so that the model is suitable for that situation and can be applied effectively.

4) The programs should collaborate in planning the implementation of the model with responsibility shared among the faculty, the university or related agencies.

5) Student advisors in every year must play a role as good mentors of students undergoing preparation, asking them questions, to encouraging them to stay alert and learn, and ensuring they are ready to take the

examination without excessive anxiety or stress.

6) Each student's E-Portfolio should be provided in order to track information on their education, learning, review or participation in preparatory activities, as well as the results of their own various tests, to give students the opportunity to assess the progress of their development in various fields.

7) There should be a knowledge management system for teacher students so that everyone has the opportunity to access knowledge sources and bring knowledge to exchange and learn until they can create new bodies of knowledge that can be replenished regularly and continuously through effective self-learning.

8) Teacher students' activities of the faculty in the form of a teaching profession club should be supported so that students can gather together to carry out development activities according to the preparation model.

7.3 Teacher Students Level

1) Teacher students should cooperate in participating in various activities in preparing for the examination for a teacher license.

2) Teacher students can employ various approaches in the model that will help them build confidence and ensure they are ready to take the examination for a teacher license.

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