

Guidelines for Developing the Competency of Early Childhood Teachers in Child Development Centers under the Local Administrative Organization Surin Province

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Abstract

This research aimed to 1. study current condition, desirable condition, and priority needs for developing the competency of early childhood teachers 2. Study guidelines for developing the competency of early childhood teachers, and 3. evaluate guidelines for developing the competency of early childhood teachers in child development centers. The research was divided into 3 steps (1) surveying current condition and desirable condition on sample group of 333 early childhood teachers selected by simple random sampling. The research tool was questionnaire. (2) conducting in-depth interview with 15 individuals in target group using semi-structure interview as research tool. And (3) evaluating the guidelines by 3 experts using questionnaire as research tool. The statistics that were used were average, standard deviation, Priority Needs Index modified. The results were found that

1. The current condition for developing the competency was at high level while the desirable condition was at the highest level. There are priority needs for developing competency as following (1) knowledge competency which includes, first, knowledge about providing learning experience and integration. And second is knowledge about physical health, safety, and mental health in early children. (2) Skills, which includes, first, skills to cope with environment management. And second is classroom management. And (3) Characteristics, which includes, first, self-development. And second is communication and positive interaction. 2. Guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province is the development of 3-day workshop curriculum focusing on 8 compositions and using lecture, workshops, discussion, and sharing sessions. And 3. The evaluation results of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province, focusing on validity, propriety, feasibility and utility were at the highest level.

Keywords: Guidelines, Curriculum, The Competency of Early Childhood Teachers, Child Development Centers, Local Administrative Organization

Introduction

Thailand's society, in the present, is focusing on early childhood development, as stated in Constitution of the Kingdom of Thailand, BE 2560 (2017), which contains many sections related to early childhood development. In section 54 clause 2, it was stated that the government must proceed on providing care and development for children at early age, before they receive further education. Because it is important for developing their physique, mental, discipline, emotion, social, and intelligence that are proper to their age by encouraging local administrative organizations and private sectors to be part of the process. And according to national education plan 2560-2579 B.E. (Office of the Education Council. 2018) strategy 3 stated about the development of competency at all age and creating learning community. Goal 3.3 refers to the goal that every educational institute can provide activity and learning process according to curriculum and standard of child development center. The activities need to be in alignment with the curriculum of early childhood which relates to ASEAN quality. Basic educational institutes must provide education that aims to develop students to have attributes and skills for learning in 21st century and there should be the policy that supports local community to be ready to receive education management for early childhood from public organizations or author units. This will allow the education in all area and to enhance quality for early childhood in local community to reach for potential, according to national policy, especially the goal of economics development plan. (Kehawong . 2022)

Providing education to support and develop students at early age is very important as it is a fundamental for all development. Investing in children at early age, the social return investment will be 7 times more. Therefore, early childhood education must be the most effective to develop people in society to be skilled workforce of the nation. (Heckman and Zhou. 2022.) To create human resource that has good quality, it is key to start from early childhood. Because proper beginning leads to proper and advanced development. (Office of the Education Council. 2018) Since it is the time that all developments of a child, especially the brain, grow and develop at highest speed. If a child receives proper care and learning experience, they can develop to their full potential in 21st century society. They will have thinking skill, find knowledge and be able to work with others, including creative problem-solving skill, restraint, effective life-skills.

Therefore, the key role as teachers that indicates their ability is competency. The development of competency in teachers is highly essential, especially in the world that contains many changes in economics, social, technology and information. (Wiangsamut. 2012) There are many countries that focus on career development by setting standard teachers' competency. It is very important to work as a teacher and create result with effectiveness that affects in teaches' quality. (Dechakup & Kangkan, 2008) Therefore, early childhood teachers require competency that covers every expect. Which Chantakul (2017 ; Spencer and Spencer,1993) stated 3 composition of competency that are 1) Knowledge: K, refers to knowledge that is related to learning management 2) Skill: S refers to the ability to perform as a teacher 3) Attributes: A; refers to behavior that shows value and benefits

(McClelland,1973). Each composition has different indicators. It is essential to develop early childhood teachers to have competency in doing their teaching that follows the career standard. They need to be ready for future changes which requires career development. In the past, the development of career relied on lecture session with the expectation that participants can use the knowledge to apply in their schools. However, most of development topics were generated from the central organizations, so the teachers themselves rarely had chance to select what they want, or think should be the development. There should be the encouragement for teachers to receive opportunity to choose topics that are essential to their own development and to create teacher community to help each other develop their work. (Office of Educational Standard and Learning Development. 2017) including the procedure that helps teachers to apply knowledge into practice while having personal coach who provides suggestion. This also creates another way for creating learning community tangibly (Jatisatian and Silpakichyan. 2018)

According to the background information and significance of developing the competency of early childhood teachers, the author, therefore, focused on studying priority needs and guidelines for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province. The aim is to use it as a guideline to develop early childhood teachers while focusing on their knowledge, skills, and attributes. This is an alignment with the changes and context of Thailand and the world which allows related units to apply research results to create supporting plan and to manage human resource with effectiveness.

Research objectives

1. To study current condition, desirable condition, and priority needs for developing early childhood teachers' competency at child development centers, under local administrative organizations in Surin province
2. To study guideline for developing early childhood teachers' competency at child development centers, under local administrative organizations in Surin province
3. To evaluate guideline for developing early childhood teachers' competency at child development centers, under local administrative organizations in Surin province

Literature review

Concepts for developing early childhood

The age of 0-5 is important for development. It is considered a prime time that is the most essential in brain development. If any child doesn't receive care and development properly during this time, it is impossible to look back and change. Therefore, family, parents, teachers, caretakers need to have knowledge, understanding, and realization. They should be able to provide care and motivate children to learn and develop according to their ability. The concepts that are related to child development state that human development starts from fertilization to the end of life. It covers both changes in quantity and quality, especially

the development for physique, emotions, mind, social, and intelligence because they are all related and require continuous development all together according to their age. (Quinn and Wagner, 2018; Somsuda Mathayomchan, 2017; Early Childhood Development Committee. 2019)

Concepts for early childhood education management

Ministry of education (2017) has developed early childhood education curriculum 2017 which stated the guidelines for providing learning experience for early childhood as following (1). providing learning experience that aligns with developmental psychology and brain working that also suitable for age and level of development. This allows every child to develop fully to their potential (2). providing learning experience that aligns with child learning by allowing them to act, learn through 5 senses, move, survey, observe, experiment, and solve problems by themselves (3). providing learning experience with integration of skills and knowledge (4). providing learning session that allows children to think, create, plan, and act, including presenting their ideas. The teachers and learning experience providers should provide support and learn with children. (5). allowing students to interact with other children and adults under circumstances that feels warm and happy. It also includes other activities that support cooperative learning in various form (6) allowing students to interact with media and various sources in child nature. It must be in accordance with child context, social, and surrounding environment (7) providing learning session that encourages good attributes and daily-life skills that follow principles of sufficient economy, moral, virtue, and disciplines (8) Providing learning experience that has either been planned and unexpected, which aligns with Somsuda Mathayomchan (2017).

Concepts for education management

Education management is important for leading educational institutes to achieve their goals or legal objectives. It is essential to have system and work operation along with staff and units who abide by reliable work process, resources, and evaluation (Thongnoppakun et al, 2015; Chumsai, 2016; Kehawong , 2022)

Concepts related to early childhood teachers' competency

Competency is a set of behaviors that displays knowledge, skills, and attributes (Kehawong , 2022) of an individual which corresponds with their roles. This will have effects on effective work operation, and goal achievement with high-standard work results. The competency of early childhood development, therefore, is a set of behavior that displays knowledge, skills, and attributes to provide learning experience that leads to development and growth in physique, emotions, social , and intelligence. (Early Childhood Development Committee. 2019; Spencer & Spencer ,1993)

Concepts about priority needs

The evaluation of priority needs is a process that helps prioritize significance in differences between current conditions and desirable condition. The data collected from informants can lead to prioritizing and using it for decision making, planning, and setting

guidelines for proper development. The data will also lead to further positive or creative changes. (Wongwanich, 2007; Chinpitakwattana, 2014; Kehawong , 2022)

Concepts about developing teachers

Developing teachers is important and essential to the development of education quality. Teachers should be able to teach, evaluate, develop, and improve media, including selecting learning media. They should be able to develop themselves to have expertise in their career and be able to solve and avoid struggles. They must be able to work effectively fast and follow current situation that contains advancement of technology and ready for improvement (Kehawong , 2022) by various methods such as coaching, training, and counseling. (Sadayu Teerawanichtrakul, 2013) Moreover, Chansiri (2008) mentioned the concept of ways to develop competence which contains 9 techniques; 1) workshop 2) training 3) lecture 4) additional activities 5) games 6) recreation activities 7) role play 8) brain-storming 9) study visit

Research framework

According to the study of documents and related research about competency of early childhood teachers, the author has analyzed the data following research framework as in figure 1

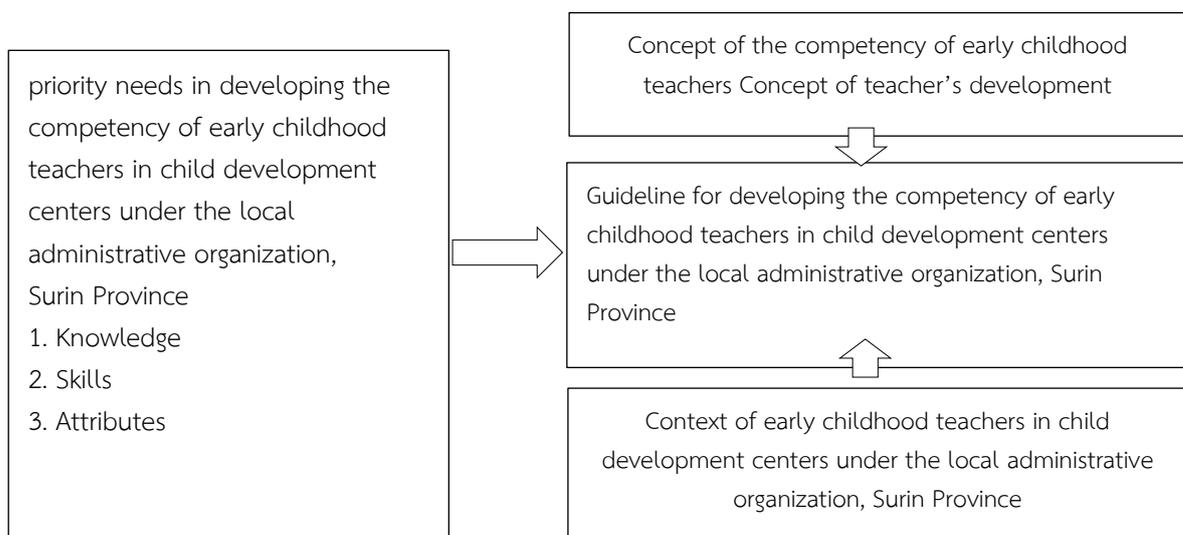


Figure 1 Research framework

Research methodology

This is development research that has 3 steps of research methodology as following

Step 1 Studying current condition, desirable condition and priority needs for developing early childhood teachers' competency at child development centers, under local administrative organizations in Surin province

Population refers to approximately 1,600 caretakers at child development centers under the local administrative organization, Surin Province

Sample group refer to 333 teachers at child development centers under the local administrative organization, Surin Province. They were selected by simple random sampling and the size was set by Yamane's formula (Yamane. 1973) with possibility at 95 % and error at ± 5 %.

Research tools

1. This research used 5-rate scale questionnaire to collect data of current and desirable conditions to analyze its priority needs for developing early childhood teachers' competency at child development centers, under local administrative organizations in Surin province. There are 3 aspects: knowledge, skills, and attributes. The content validity was validated by 5 expertise. The index of item objective congruence was at 0.60 – 1.00. The reliability was found from Cronbach's alpha which was at 0.90 and 0.94.

Steps in collecting data

The author planned and set the timeline for collecting data and started sending documents to Department of Local Administration in Surin to ask for permission to collect data and proceed as planned. After that, the data was checked for its validation and analysis.

Data analysis, and statistics

1. Analyze current situation and desirable situation in developing the competency of early childhood teachers in child development centers under the local administrative organization using frequency, percentage, average, and standard deviation.

2. analyze priority needs in internal quality procedure for child development centers under the local administrative organization, Surin Province using PNI_{modified}

Step 2 Studying guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province

This steps, the author used data from the study of priority needs in developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province. In the first step, it is the selection of items that have highest PNI_{modified} . It includes competency of knowledge, skills, and attributes and creates questions for interview conducted on expertise and stakeholders to find guidelines in developing teachers' competency in 3 aspects.

Key Informant were 5 expertise who have experience in early childhood education and in developing teachers, and 10 teachers at child development centers. So, there were 15 individuals in total.

The tool that was used in the research was semi-structured interview which generated from the analysis and priority of needs in step 1.

Steps in data collection has index of item objective congruence between 0.60 – 1.00.

Steps in data collection

The author planned and set the timeline for data collection which starts by sending documents to key informants to ask for permission to conduct in-depth interview and collect data as planned.

Data analysis and statistics that were used

Content Analysis focuses on research framework and objectives. It also creates analytic induction to interpret the meaning and summarize inductive reasoning from the interview. The summary will be used to create draft of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province.

Step 3 evaluating the quality of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province

In this step, the author used draft of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province to develop curriculum for workshops. The author has made the draft of workshop curriculum to develop competency of early childhood teachers, which was generated from step 2, and send it to expertise to evaluate for aspects of quality which are accuracy, propriety, feasibility, and utility.

Key Informants were 3 expertise in early childhood development and teacher development

data collection

The author issued the official documents to expertise for quality evaluation of guidelines for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province and sent the draft of workshop curriculum generated from step 2 for quality evaluation in step 3. The evaluation result was checked for validity, accuracy, and used to analyze the result.

Research tools

This research used 5-rating scale evaluation form to evaluate validity, propriety, feasibility, and utility of the guideline to develop competency of early childhood teachers in child development centers under the local administrative organization, Surin Province. And there were 3 expertise setting the criteria for evaluation of accuracy, propriety, feasibility, and utility, as following

Average at 4.24 – 5.00 refers to accuracy / propriety/ feasibility/ utility is at the highest level

Average at 3.43 – 4.23 refers to accuracy / propriety/ feasibility/ utility is at high level

Average at 2.62 – 3.42 refers to accuracy / propriety/ feasibility/ utility is at medium level

Average at 1.81 – 2.61 refers to accuracy / propriety/ feasibility/ utility is at low level

Average at 1.00 – 1.80 refers to accuracy / propriety/ feasibility/ utility is at the lowest level

Data analysis and statistics that are used to analyze the data

1. To analyze the evaluation, result of accuracy, propriety, feasibility, and utility of the guidelines for developing the competency of early childhood teachers in child development

centers under the local administrative organization, Surin Province, there were numeral data and descriptive statistics and quantitative data that was analyzed by expertise.

Research result

1. The analysis result of current condition, desirable condition, and priority needs of developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province

Table 1 Average and standard deviation of current condition and desirable condition, including priority needs in developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province (n=333)

No	Competency of early childhood teachers	Level of current condition			Level of desirable condition			PNI modified	Order
		\bar{X}	S.D.	level	\bar{X}	S.D.	level		
1	Knowledge								
	Knowledge about education curriculum for early childhood	3.51	0.62	High	4.61	0.48	Highest	0.32	6
	Knowledge about early childhood development	3.44	0.62	High	4.59	0.49	Highest	0.33	5
	Knowledge about providing learning experience and integration	3.39	0.71	High	4.67	0.47	Highest	0.38	1
	Knowledge about evaluating early childhood development	3.46	0.62	High	4.65	0.48	Highest	0.34	4
	Knowledge about analyzing student individually and research	3.44	0.63	High	4.66	0.47	Highest	0.35	3
	Knowledge about health, safety, and mental health in early childhood	3.45	0.60	High	4.69	0.45	Highest	0.36	2
	Total for knowledge aspect	3.44	0.63	High	4.64	0.47	Highest	0.35	
2	Skills								
	Management and administration skills	3.45	0.59	High	4.61	0.49	Highest	0.34	2
	Environmental management skills	3.42	0.60	Medium	4.66	0.48	Highest	0.36	1
	Community cooperation skills	3.47	0.60	High	4.62	0.49	Highest	0.33	3
	Total for skills aspect	3.45	0.60	High	4.63	0.48	Highest	0.34	
3	Attributes								
	Self-development	3.52	0.60	High	4.65	0.48	Highest	0.32	1

No	Competency of early childhood teachers	Level of current condition			Level of desirable condition			PNI _{modified}	Order
		\bar{X}	S.D.	level	\bar{X}	S.D.	level		
	Moral, virtue, and career ethics	3.67	0.68	High	4.62	0.49	Highest	0.26	4
	Communication and positive interaction (realization of being early childhood teachers)	3.57	0.70	High	4.61	0.49	Highest	0.29	2
	Achievement motivation	3.62	0.70	High	4.61	0.49	Highest	0.27	3
	Total for attributes aspect	3.60	0.67	High	4.62	0.49	Highest	0.29	

According to table 1, **current condition** includes (1) knowledge competency which was in high-level (\bar{X} = 3.44) The current condition has knowledge competency about early childhood education curriculum (\bar{X} = 3.51) at the highest, following by knowledge about evaluating early childhood development (\bar{X} = 3.46) and about health, safety, and mental health in early childhood (\bar{X} = 3.45) respectively. (2) For skills aspect, it was in high level (\bar{X} = 3.45). The current condition has community cooperation skills (\bar{X} = 3.47) at the highest, following by class management and administration skills (\bar{X} = 3.45) and (3) For attribute aspect, totally, it was at high level. (\bar{X} = 3.60) For current condition, the aspect of moral, virtue, and career ethics (\bar{X} = 3.67) was at the highest and followed by achievement motivation (\bar{X} = 3.62)

Desirable condition includes (1) (1) knowledge competency which was in the highest level (\bar{X} = 4.64) The aspect of knowledge about health, safety, and mental health in early (\bar{X} = 4.69) was at the highest and followed by knowledge about providing learning experience and integration (\bar{X} = 4.67) The third was knowledge about analyzing student individually and research (\bar{X} = 4.66) and (2) skills aspect, in total, was at the highest level (\bar{X} = 4.63) and had desirable condition on skill for environment management (\bar{X} = 4.66) at the highest and followed by skills for creating community cooperation (\bar{X} = 4.62) and (3) for attribute competency, it was at the highest level (\bar{X} = 4.62) with the desirable condition of self improvement (\bar{X} = 4.65) at the highest followed by moral virtue and career ethics (\bar{X} = 4.62)

Priority needs (1) for knowledge competency, it was found that the top 3 priority needs are as follow. First, knowledge about learning experience and integration has PNI_{modified} at 0.38 and second, knowledge about health, safety, and mental health in early childhood has PNI_{modified} at 0.36. The third is knowledge about analyzing students individually and research has PNI_{modified} at 0.35 (2) For, skill, It was found that the first priority needs, skill of environment management has PNI_{modified} at 0.36. Second is skill of classroom management



which has $PNI_{modified}$ at 0.34, and (3) for attributes, it was found that the first priority need is self-development which has $PNI_{modified}$ at 0.32 and the second is communication and positive interaction (realization of being early childhood teacher) was at 0.29. And the third is achievement motivation which has $PNI_{modified}$ at 0.27.

2. The results of analysis of guidelines for developing competency of early childhood teachers at child development center, under local administrative organizations in Surin, according to the expertise who have experience in early childhood education, and teaches at child development center who are stakeholders ($n=15$), it can be concluded that the guidelines are workshops, self learning, study visit, learning by doing, career learning community, and coaching, respectively. First, which is the item that all informants agreed 100% is the development of workshop curriculum with the context that covers competency in knowledge, skills, and attributes. The guidelines include (1). Title of workshop curriculum for developing the competency of early childhood teachers (2) Background information and significance (3). Curriculum objective (4). Target group (5). Workshop pattern (6) Workshop duration (7). Curriculum structure and (8). Evaluation of workshop result.

3. The result of quality evaluation of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province ($n=3$)

Table 2 Average and standard deviation of evaluation result of accuracy and propriety in developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province ($n=3$)

No	Compositions	Accuracy			Propriety		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Title of workshop curriculum for developing the competency of early childhood teachers	5.00	-	Highest	5.00	-	Highest
2	Background information and significance	4.67	0.58	Highest	4.67	0.58	Highest
3	Curriculum objective	5.00	-	Highest	4.67	0.58	Highest
4	Target group	4.67	0.58	Highest	4.67	0.58	Highest
5	Workshop pattern	5.00	-	Highest	5.00	-	Highest
6	Workshop duration	5.00	-	Highest	5.00	-	Highest
7	Curriculum structure	5.00	-	Highest	5.00	-	Highest
8	Evaluation of workshop result	4.67	0.58	Highest	4.67	0.58	Highest
Total		4.88	0.34	Highest	4.83	0.38	Highest

Table 3 Average and standard deviation of result of quality evaluation of feasibility and utility of guidelines for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province (n=3)

No	Compositions	Feasibility			Utility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Title of workshop curriculum for developing the competency of early childhood teachers	5.00	-	Highest	5.00	-	Highest
2	Background information and significance	5.00	-	Highest	5.00	-	Highest
3	Curriculum objective	4.67	0.58	Highest	5.00	-	Highest
4	Target group	4.67	0.58	Highest	4.67	0.58	Highest
5	Workshop pattern	4.67	0.58	Highest	5.00	-	Highest
6	Workshop duration	5.00	-	Highest	5.00	-	Highest
7	Curriculum structure	4.67	0.58	Highest	5.00	-	Highest
8	Evaluation of workshop result	5.00	-	Highest	4.67	0.58	Highest
Total		4.83	0.38	Highest	4.92	0.28	Highest

According to table 2 and 3, the evaluation result of guidelines for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province is evaluation result of workshop curriculum, which includes (1). Title of workshop curriculum for developing the competency of early childhood teachers (2) Background information and significance (3). Curriculum objective (4). Target group (5). Workshop pattern (6) Workshop duration (7). Curriculum structure and (8). Evaluation of workshop result. It has the highest point in all 4 aspects as following, accuracy ($\bar{X} = 4.88$) propriety ($\bar{X} = 4.83$) feasibility ($\bar{X} = 4.83$) and utility ($\bar{X} = 4.92$)

Research discussion

According to the research result, the author has summarized the result as following

1. Desirable condition for developing the competency of early childhood teachers in child development centers was at the highest level, while current condition was in high level in every competency. Early childhood teachers evaluated their current condition of competency and require opportunities to develop into the desirable condition. They have acknowledgment and realizations of weaknesses and needs in developing themselves. This aligns with the research of Tunwichai (2021) who found out the current condition of competency to perform learning management in 21st century of early childhood teachers, in every aspect, was in high-level. While the desirable condition was, too, in high-level. It aligns with the research of Philangam (2022) who found that the current condition was in high-level

while the average of desirable condition was also in high-level. The priority needs for developing competency of early childhood teachers, It was found that the first priority need is (1) knowledge competency with the first in providing learning experience and integration. Second was knowledge about health and safety in early childhood. Third was knowledge about analyze student individually, and research. (2) Skills competency, first was environment management skills. Second was classroom management and third was community cooperation, and (3) for attributes, first it was self-improvement and second was communication and positive interaction. Third was achievement motivation which equal 0.27. According to the research result of priority needs and its significance it can be concluded that the items that have higher value remain more important. Therefore, it should be fixed and developed immediately. For those items that have lower value are items that are less important. The result will be used for a decision-making and finding that is accurate to the current situation which leads to setting goals. This aligns with the concept of Wongwanich (2007) referring to priority needs as data for decision-making. It is in accordance with Tunwichai (2022) who found that priority needs for developing the competency are media, innovation, and technology. For measuring and evaluating the development of students, it aligns with the research of Kehawong (2022) who found that knowledge is the competency needed the most, followed by skills, and attributes. It aligns with the research of Balee et al (2023) who found that providing learning experience has the highest need.

2. The results of analysis of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province according to expertise who have experiences about a childhood education, and teachers at child development centers, which are also stakeholders, stated the development guideline such as workshops, self-learning, study visit, learning by doing, and professional learning community, and coaching, respectively. It can be concluded that for the development guidelines, it is important to develop curriculum of workshops. The research result was from priority needs in developing the competency of early childhood teachers. According to the data from expertise who have experience about early childhood education and in teacher competency development, and data from teaches at child development center, who are also stakeholders, it can be concluded that guidelines or patterns in developing teacher competency that are suitable and possible should have the curriculum that is in accordance with priority needs and use effective techniques and key compositions. The research result aligns with the research of Chensuksomwang (2013) who found that the guideline for developing career competency of early childhood teaches must be supported by administrators to conduct research in classroom, and there should be conference focusing on research in classroom via reflective thinking. And it also aligns with the research of Thanomchat and Sricharoenmong (2018) who found that the guideline for developing teacher's competency is to have skills in analyzing and synthesizing. It aligns with Sairoong Lekpang (2018) who found that, for self-improvement, early childhood teaches studied and applied knowledge and innovation to their teaching and develop their work with the knowledge. They

also exchange knowledge. It aligns with Anusara Auttha (2019) found that the ways to develop competency are workshops, coaching, study visit, self-learning. McClelland (1973) highlighted that competence extends beyond cognitive knowledge and encompasses observable performance behaviors. Spencer and Spencer (1993) further argued that superior performance depends on the alignment of knowledge, skills, and motivation, suggesting that professional development programs should integrate multiple learning methods. Collectively, these findings indicate that a combination of guided learning, peer collaboration, and self-directed experiences contributes significantly to the sustained growth of professional competencies. And it aligns with Kehawong (2022) who found that guideline for developing competency in schools under local administrative organization is to make handbook, provide workshops that allow teachers to improve and gain knowledge about early childhood. It aligns with research of Philangam (2022) who found that guidelines for developing competency are 1) developing teachers about curriculum and learning management 2) encouraging teachers to receive training sessions about learning result evaluation, and 3) developing virtue and career ethics. It aligns with the research of Jaiklongklew et al (2022) who found that guidelines for developing competency to add more value of teacher's performance in Ban Huay Rai Samakkee schools are 1) learning by doing 2) coaching 3) further learning 4) consulting with expertise 5) study visit 6) work exchange 7) following up by coach 8) work rotation 9) on the field training 10) assigning 11) self-learning 12) training/workshop.

3. The evaluation result of guidelines for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province was at the highest level in all 4 aspects as following; accuracy ($\bar{X} = 4.88$) propriety ($\bar{X} = 4.83$) feasibility ($\bar{X} = 4.83$) and utility ($\bar{X} = 4.92$). The author has set the framework of the research that aligns with the concept of early childhood teacher's competency, including the concept of priority needs evaluation. It requires mixed method research to gain data that are accurate to current and desirable conditions. And there is also the qualitative data from interviewing expertise and teachers at child development center about guidelines for applying into practice. The first inductive reasoning collected from the interview was the development of workshop curriculum to develop early childhood teachers that are practical. It aligns with Saknarin Ninratsirikul (2020) who found that the result of handbook development for developing teachers competency for active learning includes 1) background and significance 2) objective 3) methods 4) follow-up and evaluation. Evaluation Propriety and feasibility were in high-level. However, it might be because the research was action research. It aligns with Machara (2021) who found that evaluation result of competency development for teachers in educational institutes using learning community has the highest propriety and high feasibility.

New knowledge

Guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province is to develop

workshop curriculum that contains (1). Title of workshop curriculum for developing the competency of early childhood teachers (2) Background information and significance (3). Curriculum objective (4). Target group (5). Workshop pattern (6) Workshop duration (7). Curriculum structure and (8). Evaluation of workshop result. This development used the concept of needs assessment to effectively develop and use in finding solutions (Wongwanich, 2007) Mixed Methods leads to more information from data analysis, both quality and quantity, to find the answers for research hypothesis that are correct and reliable (Makmee, 2016; Chalakbang, 2017; Creswell, 2013). And the concept of early childhood teacher's competency (Kehawong, 2022) about knowledge, skills, and attributes to allow early childhood teachers to perform their work with effectiveness and to be able to achieve goals (Early Childhood Development Committee, 2019) And the concept of developing teachers using various methods such as training, coaching, lecture, and counseling (Kehawong, 2022) such as training, coaching, lecture, and counseling (Teerawanichtrakul, 2013) Moreover, Chansiri (2008) mentioned about techniques for developing teachers, which are 1) workshop 2) training 3) lecture 4) additional activities 5) games 6) recreation activities 7) role play 8) brain-storming 9) study visit.

Suggestions

Suggestion for applying research result

1. The research result was found that the current condition of competency of early childhood teachers was lower than desirable condition. Therefore, early childhood teachers should evaluate their competency and plan on developing it continuously. It must, too, be in accordance with the context of early childhood development center and changes of early childhood in each semester.

2. The study result of priority needs for developing competency found that teachers have priority needs for developing competency in all 3 aspects which are knowledge, skills, and attributes. Therefore, it is essential that teachers have competency in knowledge, skills, and attributes, and local administrative organization support budget for them continuously.

3. The result of quality evaluation of guideline for developing the competency of early childhood teachers in child development centers under the local administrative organization, Surin Province. The research used the curriculum that has been developed using techniques that have accuracy, propriety, feasibility, and utility. Therefore, the education division should use the curriculum to plan and proceed on providing trainings for early childhood teacher under local administrative organizations.

Suggestion for future research

1. There should be further studies on factors that affect the development of comp in early childhood teachers on knowledge about providing learning experience and integration, knowledge about health, safety, and mental health in early childhood, knowledge about analyzing student individually and research.

2. There should be further research and evaluation that use workshop to develop competency for early childhood teachers to improve and develop the curriculum in the future.

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