A Model for Developing English Communicative Competence of Teachers in Schools under the Office of the Basic Education Commission

Tapanapong Onnoom[1] and Poompipat Rukponmongkol[2]

[1,2]Kamphaeng Phet Rajabhat University

*Corresponding Author, e-mail: jikgle@gmail.com

Abstract

The purpose of this research were (1) to study the conditions, problems, components, and guidelines for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission, (2) to create a model and a manual for using the model to develop English communicative competence of teachers in schools under the Office of the Basic Education Commission, and (3) to evaluate the model and its manual. The data were collected by using a questionnaire with 700 teachers in the schools under the Office of the Basic Education Commission, a workshop with 17 experts, and an expert reference seminar in a public hearing with 25 people, including a director of secondary and primary education, school administrators, teachers, and supervisors. The data were analyzed by averaging the standard deviation and content analysis. The results show that components of the model for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission consisted of seven elements: 1) principles, 2) objectives, 3) inputs, consisting of policies and needs, man, money, methods, materials or media, and morale, 4) process defined as self-concept or self-image, self-analyzation, self-design, self-development, self-implementation, self-evaluation, and self-revising, 5) outputs, were competency in using English in four competencies: listening, speaking, reading, and writing, 6) outcomes consisting of the leaders in English communication, use of test results to increase salary, transfer of knowledge, reduction in the time required to apply for academic status, and 7) Conditions for success were awareness of their importance, commitment to development, awareness of duties and responsibilities, timeliness, and cooperation.

Keywords: Model, English Communicative Competence, Teacher

Introduction

Social conditions have undergone rapid changes, with a shift from society in the analog era to one in the digital era. Therefore, it is important that the methods for developing oneself be suitable for the digital age by using innovative media, modern platforms, and technology to help organize learning, raise awareness, and create goals (Khamthieng & Rukponmongkol, 2023). The National Economic and Social Development Plan No.13 (2023-2027) has determined that Thai people have a high-performance workforce. A focus on continuous learning answers the needs of future development. Manpower will develop through innovation and better familiarity with using

technology (Office of the National Economic and Social Development Board Office of the Prime Minister, 2023).

According to the Teachers Council regulations regarding professional standards by the standard of knowledge, teachers must use English for communication and the use of digital technology for education (Royal Gazette, Volume 136, Special Section 68 D., 2019). A meeting between the SEAMEO Congress 2021 and the ministries of education of SEAMEO member countries, including the Thai Ministry of Education, concluded that teacher development reform would raise the level of education (Office of the Permanent Secretary, Ministry of Education, 2021). The Office of the Basic Education Commission (2021) provided guidelines for improving language teacher competency and a drive for English language skills for teachers in accordance with the policy of the Minister of Education, who wants teachers to have additional competencies in the subjects of English language teaching skills and communication because in 2019, the monitoring and evaluation were found that the teachers under the Office of the Basic Education Commission were pass CEFR test in B1 B2 C1 and C2 level in 16.93 % and below A1 A1 A2 level in 67.25 % (Office of the Permanent Secretary, Ministry of Education, 2019). The guidelines included criteria and methods for evaluating the positions and academic status of teachers and educational personnel in teaching positions. Teachers at each academic level must develop themselves systematically and continuously every year (Office of the Teacher Civil Service Commission and Educational Personnel, 2021).

Knowledge of the above information compelled the researcher to find ways to develop a model of an English communicative competence of teachers in schools under the Office of the Basic Education Commission by developing listening, speaking, reading, and writing skills to ensure consistent education and learning in line with the economic development policy or economic development model of Thailand. National reform guidelines and a national strategy could significantly raise the quality of education and develop the quality of education to a higher level in the future.

Research objectives

1. To study the conditions, problems, elements, and guidelines for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission.

2. To create a model and a manual for its use to develop English communicative competence of teachers in schools under the Office of the Basic Education Commission.

3. To evaluate the model and its manual in how it develops English communicative competence of teachers in schools under the Office of the Basic Education Commission.

Conceptual framework

The conceptual framework used to create the model for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission is depicted in Figure 1.

Concepts and theories, components, development of English language competency. for communication in the digital age of Teachers in educational institutions under the Office of the Commission Basic education
1. Educational administration process
2. Teacher competency
3. Communication format
4. English language competency

Basic information, conditions and problems, analysis of components and guidelines for developing usability. English for communication in The digital age of teachers in educational institutions under the Office of the Committee basic education

Creating a development model and preparing a user manual Competency development model Using English for Communication in the digital age of teachers in educational institutions and offices education board Basics
1. Principles of format
2. Purpose of the format

Evaluation of model development and evaluation of the user manual Competency development model Using English for Communication in the digital age of teachers in educational institutions and offices Basic Education Committee

Got a development model Performance English for business purposes Communication in the digital age of teachers in educational institutions under the Office of the Commission Basic education and preparation of manuals for use and development models Performance English for business purposes Communication in the digital age of teachers in educational institutions under the Office of the Commission Basic education

Ideas about model development

Figure 1 Research Conceptual Framework

Methodology

This research used the research and development (R & D) method with the following three steps: The first step was to study the problem and analyze the components and guidelines for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission. The conditions and problems for developing the English communicative competence of teachers in schools were explored using a multi-step sample selection method (multi-stage sampling) representative of teachers all over the country. The sample size, following Yamane (1973) and Boomsma (1983), resulted in 700 people who were interviewed through a questionnaire. Data analysis included the frequency distribution and percentage, average, and standard deviation (SD). The components of developing the English communicative competence of teachers in schools were examined, including analyses, concepts, theories, and research related to Confirmatory Factor Analysis (CFA). Then, upon studying the best practices for developing English communicative competence of teachers in schools, the schools with the best practices were selected. A structured interview and data analysis was performed using negative analysis to help with the selection.

The second step was to create a model and manual for using the model to develop the English communicative competence of teachers in schools under Office of the Basic Education Commission. The model and its manual were drafted in a workshop with 17 experts using the questionnaire, structured interview, and data analysis, along with the analysis table, the research purpose, and the research framework. The data analysis was used to create a summary. The validation and suitability of the model and user manual were evaluated in collaboration with nine experts. They used the draft format and draft manual from the workshop, the questionnaire to check the correctness and appropriateness of draft formats and draft manuals, and a data analysis average   and standard deviation (SD) Content analysis and suggestions were based on issues determined by the experts to be considered for consensus and improvement.

In the third step, an in-depth look was taken at the feasibility and usefulness of the model and a manual for using the model for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission. A total of 25 people, including 2 directors of secondary and 2 directors primary education, 6 school administrators, 6 teachers, and 6 supervisors, used a feasibility assessment form and usefulness data analysis of the mean and standard deviation.

Research results

The results of the study of conditions, problems, and Confirm Factory Analysis (CFA) to develop English communicative competence of teachers in schools under the Office of the Basic Education Commission can be broken down into the following four components: 1) listening competency, 2) speaking competency, 3) reading competency, and 4) writing competency. The highest average was listening competency, with an average of 3.26, followed by speaking competency, with an average of 3.24.

Table 1 The average standard deviation, skewness, and kurtosis of observed variables.

variable	$\overline{\text{X}}$	SD	Skewness	Kurtosis	level
1. Listening competency	3.26	0.74	-.102	.033	moderate
2. Speaking competency	3.24	0.93	-.308	.134	moderate
3. Reading competency	3.02	0.69	-.103	1.515	moderate
4. Writing competency	2.91	0.03	-.308	-.407	moderate

Table 1 shows that the mean of the observed variables is in the range of 3.26 to 2.91, and the deviation standards are in the range of .03 to .93; therefore, the data is normally distributed. When considering the skewness distribution of the observed variables, all of them had negative values close to 0, indicating normal distribution. The analysis results found that the most prominent value is reading performance, with a value of 1.515, followed by speaking competency, with a value of .134, and listening competency, with a value of .033.

Table 2 lists the results of the analysis of the internal correlation coefficients among the components used to create a model for developing the English communicative competence of teachers in schools under the Office of the Basic Education Commission.

Table 2 Coefficients internal correlation between observed variables.

|	Listening	Speaking	Reading	Writing
Listening	1			
Speaking	.902**	1		
Reading	.845**	.920**	1	
Writing	.735**	.843**	.846**	1

Note: ** p. < 0.01

     In Table 2, the results of coefficient analysis intersections found significant relationships. The statistical significance was .01. The pair of variables with the highest correlation of .920 was reading competency and speaking competency. Next, the intersection of listening and speaking competencies had a correlation value of .902.

Table 3 Statistics to test the relationship of elements.

Test statistics	Test statistic value/criteria	Interpretation of results
KMO	.959	It is very appropriate to analyze the elements.
Bartlett's Test of Sphericity	126351.782	There is a relationship.

    Table 3 reveals the statistical analysis results, with an appropriate significance of 0.000. The confirmatory component analysis was carried out further, checking the suitability of the sample group. The value is equal to 0.959, showed that it was appropriate for use since it was greater than 0.5.

Chi-square = 21.256 df = 2 p = .000 ratio = 1.198
CFI = .996 NFI = .995 RMSEA = .007
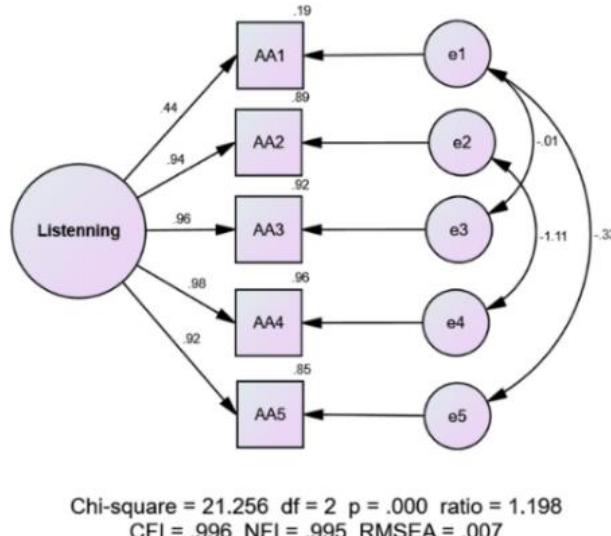
Note: AA1 represent to Lecture, AA2 represent to Process, AA3 represent to Detail/Note-taking, AA4 represent to (Suggestions/Advice), AA5 represent to Attitude

Figure 2 Components based on the theoretical concept of listening competency

The Figure 2 model evaluation results found that the value X^2 equals 21.256, which is the number of degrees of freedom equal to 2, and the p-value = 0.000, which was statistically significant. This confirms that the hypothetical model fits well with the empirical data. However, because of statistics X^2, there will already be limitations. Therefore, the index must be considered. Ignoring the other has the following results: the comparative fitness index value (CFI) is equal to .996 (Hu & Bentler, 1998); the normal fitness index (NFI) is equal to .995, which is accepted as consistent with the empirical data; the index value RMSEA has a value of .007, which is considered adequate (Kline, 2011), and the value X^2 normal or value X^2/df has a value of 2.208, a value less than 3 that is considered within the critera. From these results, it can be concluded that the theoretical model is fit or consistent with the empirical data (Wang & Wang, 2012).


Chi-square = 5.748 df = 2 p = .056 ratio = 1.165
CFI =1.000 NFI = .999 RMSEA = .049
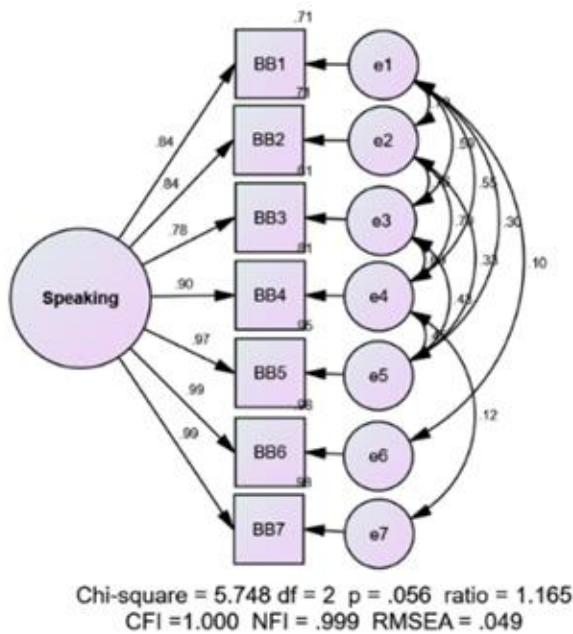
Note: BB1 represent to Small Talk, BB2 represent to Situation, BB3 represent to Giving Direction, BB4 represent to Greeting and Welcoming, BB5 represent to Opening, BB6 represent to Public Relations, BB7 represent to Presentation

Figure 3 Component based on the theoretical concept of speaking performance.

The Figure 3 results show X^2 equal to 5.748. The number of degrees of freedom is equal to 2, and the p-value = 0.56, which is statistically significant and shows that the hypothetical model does not fit the scientific data because the statistics X^2 will already be limited. Therefore, other evaluation indices must be considered, and the results are as follows: the comparative fitness index value (CFI) is equal to 1.000 (Hu & Bentler, 1998); the normalized fitness index (NFI) is equal to .999, which is accepted and consistent with the empirical data; the RMSEA index value has a value of .049, which is considered adequate (Kline, 2011), and the value X^2 normal or value X^2/df has a value of 2.874, a value less than 3, that is considered within the criteria. It can be concluded that the theoretical model is fit or consistent with the empirical data (Wang & Wang, 2012).

Figure 3 shows the weight of all seven components of the speaking competency variable. The highest value was 2.6 for educational institution public relations and presentations, with a weight value of .99. The second was the opening speech, with a weight value of .97. The third was greeting and welcoming, with a weight value of .90. Therefore, the model measures the confirmatory component of the variable of speaking competency; it was appropriate and consistent with empirical data, measuring all the observed variables, i.e., all seven aspects of latent variables.

Chi-square = 2.492 df = 2 p = .288 ratio = 1.011
CFI = 1.000 NFI = .999 RMSEA = .018
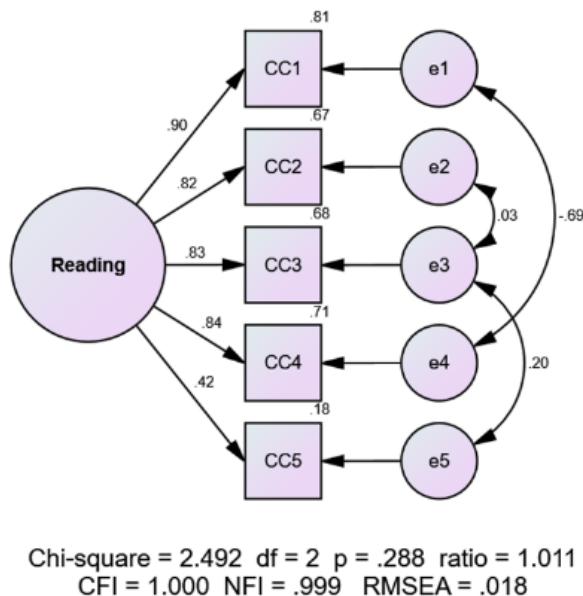
Note: CC1 represent to Skimming and Scanning CC2, represent to Process, CC3 represent to Vocabulary, CC4 represent to Critical Reading, CC5 represent to Academic Reading

Figure 4 A theoretical component of reading performance.

Figure 4 shows X^2 equal to 2.492, the number of degrees of freedom equal to 2, and the p-value equal to 0.288. These were statistically significant and show that the hypothetical model fits well with the empirical data. Because X^2 has limitations, the index must be considered. Evaluating other factors resulted in the following results: the comparative fitness index value (CFI) is equal to 1.000 (Hu & Bentler, 1998); the normalized fitness index (NFI) is equal to .999, which is accepted that the model fitness is consistent with the empirical data; the RMSEA index value has a value of .018, which is considered adequate (Kline, 2011), and the value X^2 normal or value X^2/df has a value equal to 1.246, which is a value less than 3 and considered to be within the criteria. It can be concluded that the theoretical model is fit or consistent with the empirical data (Wang & Wang, 2012).

Figure 4 shows the weight of all 5 components of reading performance. The highest value was skimming and scanning, with a weight of .90. Critical reading had a weight value of .84. Reading to understand the meaning of words had a weight value of .83. These all show standard values. The fifth variable, reading articles, projects, or agreements (academic reading), has a weight value of .42, which is less than the standard value. Therefore, the model measures the confirmatory component of the variable, reading performance. These results are appropriate and

consistent with empirical data, which can actually measure all four aspects of the observed variable of the latent variable.

Chi-square = 23.204 df = 9 p = .006 ratio = 1.137
CFI = .999 NFI = .998 RMSEA = .045
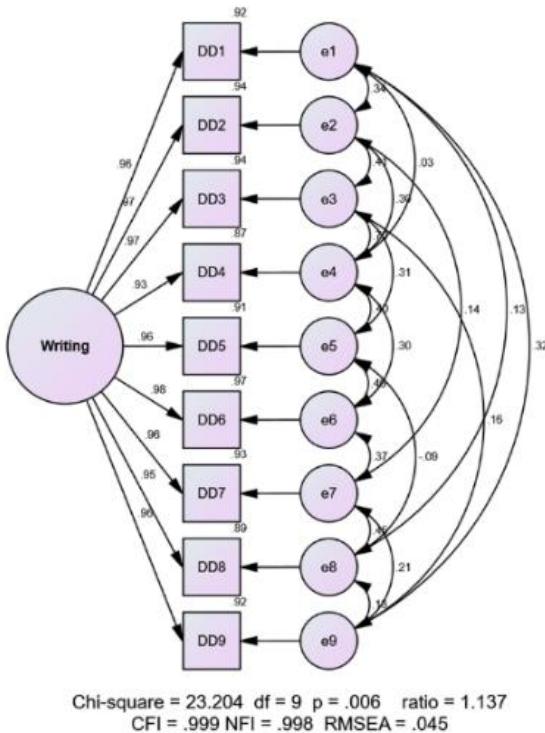
Note: DD1 represent to Requesting, DD2 represent to Letter, DD3 represent to Situation, DD4 represent to Congratulations, DD5 represent to Condolence, DD6 represent to Public Relations, DD7 represent to Suggestions, DD8 represent to Cover Letter, DD9 represent to Accepting

Figure 5 Theoretical concept of writing performance

The Figure 5 results show X^2 equal to 23.204, the number of degrees of freedom equal to 9, and the p-value = 0.006, which was found to be statistically significant and shows that the hypothetical model fits well with the empirical data. Because X^2 is limited, other evaluation indexes must be considered. The results were as follows: the comparative fitness index value (CFI) is equal to .999 (Hu & Bentler, 1998); the normalized fitness index (NFI) is equal to .998, which is accepted that the fitness model is consistent with the empirical data; the index value RMSEA has a value of .045, which is considered inadequate as it is below the 0.05-0.08 range (Kline, 2011); and the value X^2 normal or value X^2/df has a value of 2.578, a value less than 3, which is within the criteria for consistency. The theoretical model is considered fit or consistent with the empirical data (Wang & Wang, 2012).

Figure 5 shows the weight of all 9 components of the writing performance variable. The highest value was writing for public relations, with a weight value of .98. Writing letters and writing situation had a weight value of .97. Writing to request information, condolence, suggestions, and accepting had a weight value of .96; these were all standard values. Therefore, the model measures the confirmatory component of the variable writing performance. It was appropriate and consistent with empirical data, which can actually measure observed variables, i.e., all 9 aspects of the latent variables.

Table 4 Summary results of the confirmatory factor analysis.

component	Chi-square	df	p-value	ratio	CFI	NFI	RMSEA
1. Listening competency	21.256	2	0.000	1.198	.996	.995	.007
2. Speaking competency	5.748	2	.056	1.165	1.000	.999	.049
3. Reading competency	2.492	2	.288	1.011	1.000	.999	.018
4. Writing competency	23.204	9	.006	1.137	.999	.998	.045

Table 4 results confirm the factor analysis of the model for developing English communicative competence of teachers in schools under the Office of the Basic Education Commission. All four components were found to have CFI comparative fitness index values for all four components with values greater than .09. The greatest values were speaking competency and reading competency at 1.000, writing competency at .999, and listening competency at .995. For the normal fitness index value (NFI), all four components have values greater than .09, ordered from the highest value of speaking competency and reading competency at .999, writing competency at .998, and listening competency at .995. The RMSEA index value was less than 0.05, indicating that the model was adequate (Kline, 2011).

In regard to the 3 best practices guidelines including Anuban Lampang Khelangrat Anusorn School, Satitwatphraborommathat School and Sriwittaya School, the results of the synthesis can be summarized into components of developing teachers' competency in using English for communication in the digital age in educational institutions, including listening competency, speaking competency, reading competency, and writing competency, through processes or guidelines of self-improvement. These consist of 6 steps and are defined as follows: self-concept, self- analysis, self-design, self-development, self-implementation, and self-evaluation.

The results of creating a model and manual for using the model to develop the English communicative competence of teachers in schools under the Office of the Basic Education Commission are discussed next.

Fifteen experts drafted a model and manual at a workshop. They critiqued the appropriateness of the weight values of the components as well as the overall appropriateness of the draft format, finding all four elements to be appropriate. The workshop concluded that the components of the model for developing competence in using English for communication were as follows: 1) principles of the model, 2) objectives, 3) inputs, 4) processes, 5) outputs, and 6) conditions for success.

The draft model and manual and the model elements developed by the researcher were evaluated at expert-based seminars. The elements consisted of principles, objectives, input factors, processes, outputs, and additional success conditions. An additional seventh element was added, i.e., results (Outcome), consisting of leadership in communication, use of test results, transmit and expand results, use to reduce time, and cooperation. The details of the four self-development process variables were also added. Great attention to detail was given to ensure every step was in order as well as complete and concise.

Finally, the model and its manual to develop the English communicative competence of teachers in schools under the Office of the Basic Education Commission underwent an evaluation through a public hearing with academic educational institution administrators, educational supervisors, and teachers, totaling 25 people. It was found that a pattern consisted of seven elements that could be assembled into 1) principles of the model, 2) objectives, 3) inputs, 4) process,

5) output, 6) results, and 7) success conditions. In conclusion, the model and manual were found to have potential and meet their intended goal.

Discussion of research results

Several areas of interest were uncovered in the research and are discussed in this section.

The results of the condition study and the problem show that the condition of the development model for teachers' competency in using English for communication in the digital age consisted of four competencies: listening competency, speaking competency, reading competency, and writing competency, and they included 26 variables. Overall, it was a moderate level in line with the research of Ranratiya et al. (2017), who found that teachers and educational personnel should have basic knowledge and communication skills in English according to the framework (CEFR) that complies with the Professional Standards for Teachers' Professional Standards for Teacher Supa (2021). Language competencies can use skills in listening, speaking, reading, and writing in English or other foreign languages in order to communicate the meaning correctly and consistently. Nuammano (2019) found that the current condition of teachers' competency in managing English language learning for secondary schools as a whole was at a high level. The highest average was the aspect of learning management skills, while knowledge of organizing and learning English overall was the most desirable level. When considering each aspect, the one with the highest average was knowledge regarding English language learning management.

Regarding the results of the analysis of the components, there were four components: 1) listening competency, 2) speaking competency, 3) reading competency, and 4) writing competency. These correspond to Chuma's (2017) research on guidelines for developing speaking skills in English for communication using communication strategies. This study also emphasized the importance of the English language when used in the ASEAN region. Therefore, effective communication requires four elements: 1) knowledge of grammar or structure, 2) knowledge of social aspects, 3) knowledge of the use of language structures to convey meaning, and 4) knowledge of the use of communication strategies. The results of the study's best practice guidelines show important points consistent with the documented related research, i.e., 1) the English language use competency according to the language proficiency reference framework (CEFR), 2) developing competency in using English for communication in all four areas with a variety of strategies, and 3) the ways to self-development. These correspond to Rukponmongkol (2020), who proposed the concept of self-development and found that organizing the environment within the organization creates a network for development and mobilizing necessary resources.

Drafting the model and its manual resulted in four components: 1) listening competency, 2) speaking competency, 3) reading competency, and 4) writing competency. The fifth variable, academic reading, was removed from the sub-variables in both components. Then, after document synthesis and interviews, the following input factors were added: 1) policy and need, 2) man, 3) money, 4) method, 5) material/media, 6) management, and 7) moral. Additionally, the elements of the model for developing competence in using English for communication are 1) principles of the model, 2) objectives, 3) inputs, 4) processes, 5) outputs, and 6) conditions for success. This corresponds to Chittachanon (2017), who stated that results-oriented management techniques (Result-Based Management: RBM) is a systematic management method that focuses on achievement or the main performance results. There is clear performance measurement to achieve the set objectives, which corresponds to Puttakunheerunmata and Rukponmongkol (2023), who found that leaders in the digital age must analyze their need for self-development. Selecting appropriate groups of people for new development is consistent with Marid and Rukponmongkol

(2024) and their guidelines for managing educational institutions. In educational institutions, administrators must manage based on the principle of decentralization by providing opportunities for teachers and personnel to use new innovations in developing their work. Other principles include assigning work to people according to their knowledge and abilities, dividing work clearly, appropriately, quickly, and with supervision and follow-up, and providing an opportunity for all sectors to participate in collaboration with other educational institutions in planning and carrying out work.

The results of the verification for the appropriateness of the format of the model and manual consist of seven elements. The overall accuracy and suitability results were at the highest level. These results are consistent with Ranratiya et al. (2017), who found that administrators and educational personnel must have the knowledge and basic English communication skills according to the CEFR framework to be role models for students. This includes being able to organize teaching and learning appropriately, which is consistent with Singampimon and Rukponmongkol (2023), who found that teamwork within the context of a large educational institution must be clearly defined, have good communication, and must think about further developing.

Finally, the results of the feasibility assessment and the usefulness of the model and manual were found to be at the highest level overall. These results are consistent with the work of Kaewkhamsai et al. (2016), who formed the model for developing performance competencies of administrators of basic educational institutions under the jurisdiction of the Roi Et Primary Educational Service Area Office, Area 1, with an overall appropriateness at the highest level Figure 6).
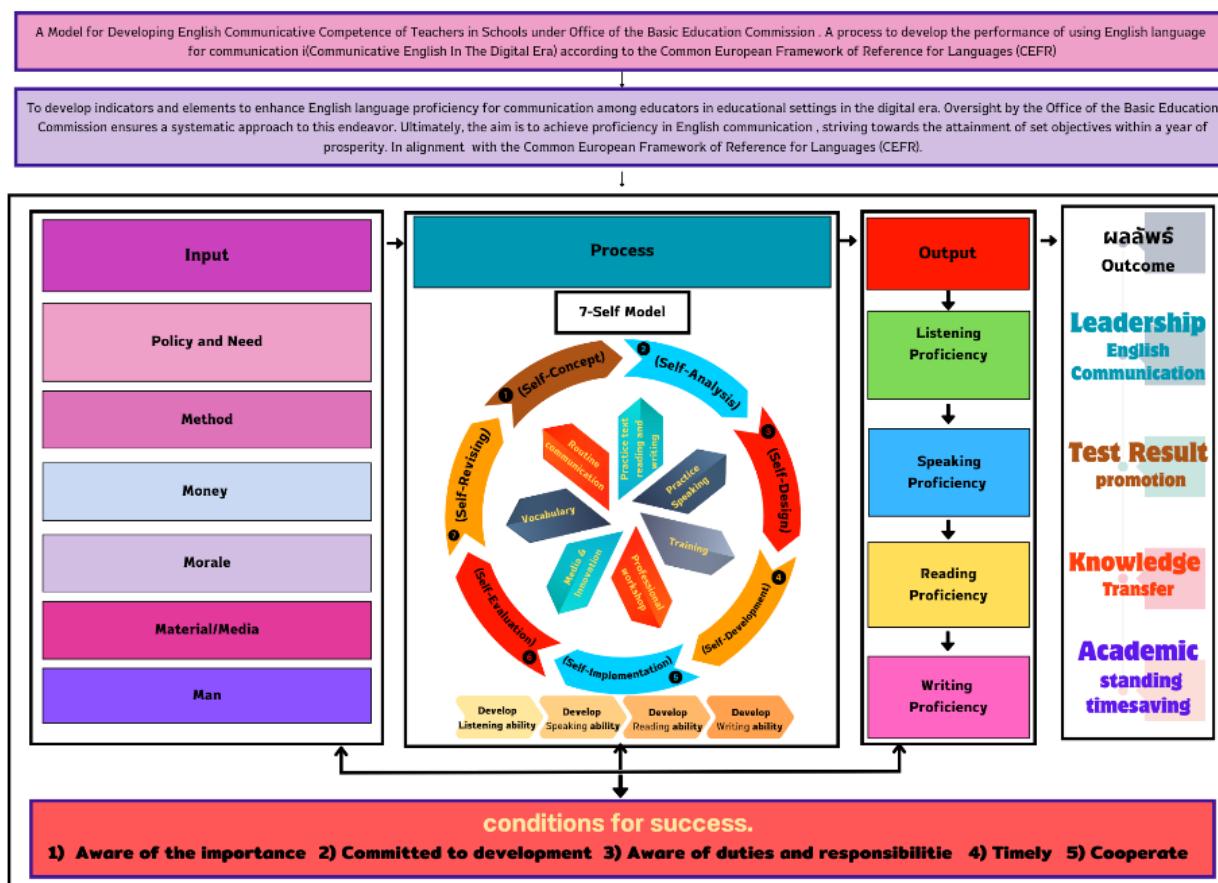

Figure 6 New knowledge from research

The model consisted of the following components: 1) principles of the model, 2) objectives, 3) inputs, 4) process, 5) output, 6) outcome, a n d 7) success condition, w h i c h d r i v e s the self-development model consisting of 1) self-concept, 2) self-analysis, 3) self-design, 4) self-development, 5) self-implementation, 6) self-evaluation, and 7) self-revising.

Recommendations

Suggestions

The Educational Service Area and related agencies should adopt a model for developing competency in using English for communication in the digital age of teachers in schools under the Office of the Basic Education Commission. This would provide teachers with useful information to help them improve and develop themselves as well as to develop and improve the model to be appropriate and achieve maximum efficiency in the future.

Applying the model to developing competencies for using English for communication in the digital age of teachers in school under the Office of the Basic Education Commission would provide a thorough understanding of the current issues before applying them to real situations.

Suggestions for next research

First, further research on the important variables would benefit developing competency in using English for communication.

Second, research should be conducted on each input factor that affects the development of English language competence for communication in the digital age of teachers in educational institutions under the Office of the Basic Education Commission. This would provide information that is useful for promoting and supporting the development of competency in using English for communication.

Finally, a study should be conducted to compare the effectiveness of the work of teachers in educational institutions whose competence in using English for communication passes the criteria with teachers in educational institutions whose competence in using English for communication does not pass the criteria in order to confirm the factors. This would ascertain whether the criteria promote or hinder the development of competency in using English for communication.

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