Teacher Education: Special Focus on Area-based Teacher Attributes in New Rajabhat University Cluster in The Northeast of Thailand

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ABSTRACT

Teacher training has been a priority mission of higher educational institutions in most countries along with the invention of educational institutions. In Thailand, the first Rajabhat university, formerly called a teacher training school, was established over a hundred years ago. At present, there are 38 Rajabhat universities throughout Thailand, although more missions have been assigned, but teacher training is still the primary mission of these universities. Recently, a new approach on teacher training has been adopted and assigned to a new Rajabhat university cluster, which includes Si Sa Ket, Roi-Et, and Chaiyaphum Rajabhat University, aiming to provide area-based preservice teacher training for local educational institutions. The policy aims to train teacher graduates with local knowledge, attitudes, and ready to work for locality. As both authors are senior lecturers at one of the new Rajabhat university cluster, we conducted a research on the issue and this article is the finding of literature review. The objective of this article is to share important results, especially area-based teacher attributes, synthesis and analysis of the findings, and implication of the results. The article covers the introduction, area-based education and management, teacher attributes related to area-based education, and finally conclusion and implication of the findings. Area-based teacher attributes revealed from the study were grouped into 3 categories, Personal traits, Professional competencies, and Social oriented concerns.

Keywords: teacher training, area-based education, Rajabhat university, teacher attribute, Thailand

Introduction

Teacher training has been one of basic missions of higher educational institutions in most countries along with the invention of educational institutions to provide preservice on teacher training for schools in each country. Rajabhat universities are former teacher training schools and have been reformed and given more missions to serve local needs in education and professions since 2004 (Rajabhat University Law 2547, 2004). Formerly, preservice teacher training policies were to prepare future teachers to work and teach anywhere in the country, but recently a new focus has been switched to localized

As mentioned above that this article is one part of the research on teacher training as a main mission of Rajabhat university in Thailand. The tittle of this research is "The Proposed Strategy of Systems and Mechanism for Quality Teacher Training according to Area-based Context of New Rajabhat University Cluster (Si Sa Ket, Roi-Et, and Chaiyaphum University)". This article is based on the literature review for the research by the author, but the objective of writing this article is to share important results, especially area-based teacher attributes,

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synthesis and analysis of the findings, and implication of the results to drawn attention of academics and policy makers to pay attention to area-based teacher training.

Not long ago, the Ministry of Education launched the project called 'Kuru Tayart or Teacher Heir,' aiming to draw qualified people to teaching profession (Sinlarat, 2015). In addition, all graduates were appointed as teachers in the service areas of the training institutions where they enrolled. Area-based teacher training might lead to the similar direction. The policy of area-based education is to drawn local qualified students to enroll in area-based teacher training program and teach in their local schools. However, there is much work to be done. The authors' research and this article are only initial inspiration.

Sobel (2005) said place-based (area-based) education was the process of using the local community and environment as a starting point to teach concepts. Hand-on or real-world learning experiences increased academic achievement, help students develop stronger ties to community, appreciate natural world, create a heightened commitment to serving as active, contributing citizens. Area-based education might be the right starting point to engage people for the community. And area-based teacher training might be the key.

The method used in this study included second resource reviewed, analysis, synthesis, and description. The findings would be reported in 5 parts, the introduction, area-based education and management, teacher attributes related to area-based education, present and trend of teacher training, and finally conclusion and implication. The content of the first part, the introduction, would cover background and state of teacher training in Thailand, context of new Rajabhat university cluster, and policy and plan of the new cluster.

Background and State of Teacher Training in Thailand

According to Teacher Law 2488 (Teacher Law 2488, 1945) there were three types of school teachers, namely, government official teachers, municipal teachers, and educational institutions under the Ministry of Education. All teachers were members of the Teachers' council of Thailand, and professional teacher ethics stated that all teacher should be role-model of etiquette, well disciplined, conformed with the institutional mandates. After the first teacher law was adopted in 1945 (B.E. 2488), the law had been revised a few times such as Teacher Law 2495 (Teacher Law 2495,1952), Teacher Laws 2509 (Teacher Law 2509,1966), Teacher Law 2519 (Teacher Law 2519,1975), Teacher Law 2521 (Teacher Law 2521,1978), and Teacher Law 2523 (Teacher Law 2523,1980), but there were nothing much changes until the educational reform of 1999. However, it was not until 2023 (B.E.2546) before the new teacher law was adopted and renamed as Teacher and Educational Personnel Law 2547 (Teacher and Educational Personnel Law 2547, 2003), The new law cancelled all former teacher laws and defined school teacher as anyone whose job was to teach and facilitate learning of students with all means in Early Childhood Education, Basic Education, and all educational institutions lower than Bachelor's degree. The Teachers' Council of Thailand functions as professional organization and is authorized to issue teaching professional license. So all teacher training institutions in Thailand have to conform curriculum standard issued by the council for the graduates to be eligible to earn teaching professional license.

Most Thai universities and all Rajabhat universities in Thailand provide preservice teacher training programs. The curriculum has to meet the requirement standards set by both the Ministry of Higher Education and The Teachers' Council of Thailand. Recently, the new mandate of the Ministry of Higher Education, by Higher Education Standards Council, has declared the new standards called The Announcement of The Commission on Higher Education Standards on Thailand Professional Standards 2566, or Thailand TSF (The

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วารสารบริหารการศึกษา
บัวบัณฑิต

ปีที่ 25 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)

Vol.25 No.2 (July-December 2025)

Announcement of Higher Education Standards Commission on Thailand Professional Standards 2566, 2024). All lectures must meet the standards to be eligible to teach in higher education institutions.

Context of new Rajabhat University Cluster

New Rajabhat university cluster includes Si Sa Ket Rajabhat University, Roi-Et Rajabhat University, and Chaiyaphum Rajabhat University, situated in Northeastern Part of Thailand. Other Rajabhat universities in the area are Buriram Rajabhat University, Loei Rajabhat University, Maha Sarakham Rajabhat University, Nakhon Ratchasima Rajabhat University, Sakon Nakhhon Rajabhat University, Surindra Rajabhat University, Ubon Ratchathani Rajabhat University, and Udon Thani Rajabhat University. These eight Rajabhat universities hosted 30,000 teacher students in 2024 (ISAN Insight & Outlook, 2025), or about 19 percent of 155,603 students enrolling in the program that year. . The new cluster of Rajabhat universities are no border boundary. Si Sa Ket Rajabhat is in Southern part of region (Southern Isan), Roi Et Rajabhat University is in Middle Isan, and Chaiyaphum Rajabhat University is in Eastern Isan. However, they are newly established universities, compile of similar sizes, and other characters such as number of faculties, budgets, lecturers, supporting staffs, and students, as to be presented as follow.

Si Sa Ket Rajabhat University (2024) was established in 1995 in Si Sa Ket Province, on about 500 Rais or 242 Acres of land. It consisted of 6 faculties or equivalent offices, Humanity and Social Science, Nursing Science, Business and Finance, Arts and Science, Education and Development, and College of Laws and Governance. In 2024, the university had 551 lectures and supportive personnel and hosted about ten thousand students. Most of them were Thai and a few from neighbor country and China. Total of undergraduate students in this faculty in 2024 were 320 students (Faculty of Education and Human Development, 2025). Most of the programs had full enrolment of 60 students, except for General Science, Computer Education, Music Study, Dance Study, and Chinese Language. The enrolments were 59, 51, 43, 40 and 26 respectively. Curriculum and programs provided by Faculty of Education and Development, whose responsibility is preservice and in-service teacher training, included Teacher Profession Certificate, Bachelor's Degree in Education, Master Degree in Education Administration, and Doctoral Degree in Educational Administration.

Roi-Et Rajabhat University (2024) was established in 1997 in Roi-Et Province, on about 961 Rais or 465 465 Acres land. The university consisted of 7 faculties or equivalent offices, Laws and Governance, Nursing Science, Business and Finance, Arts and Science, Education, and Information, Technology and Graduate School. In 2024, the university had 470 lectures and supportive personnel and hosted about five thousand students. Most students were Thai, and some were Chinese. Total of undergraduate students in this faculty in 2024 were 320 students (Office of Academic Affairs, 2025). Most of the programs had full enrolment of 60 students, except for Physical Education, and Arts Study. The enrolments were 59, 43, and 33 respectively. Curriculum and programs provided by Faculty of Education, whose responsibility is preservice and in-service teacher training, included Teacher Profession Certificate, Bachelor's Degree in Education, Master Degree in Education Administration, Strategy and Development, Local Governance, Teaching English, and Doctoral Degree in Educational Administration.

Chaiyaphum Rajabhat University (2024) was established in 1995 in Chaiyaphum Province, on about 1,400 Rais or 677 Acres land. The university consisted of 5 faculties or equivalent offices, Nursing Science, Business Administration, Arts and Science, Education, Engineering, and Public Administration. In 2024, the university had 360 lectures and

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บัวบัณฑิต

ปีที่ 25 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)

Vol.25 No.2 (July-December 2025)

supportive personnel and hosted about a thousand students. All students were Thai. Total of undergraduate students in this faculty in 2024 were 544 students (Chaiyaphum Rajabhat University, 2025). Most of the programs had less enrolment members than the plan of 60 students, except for Mathematic Education (61 students) Primary Education, Physical Education, and Social Study. The lowest numbers of enrolment were Home Economic Education, Arts Study, and Industrial Education whose enrolments were 18, 17, and 5 respectively. Curriculum and programs provided by Faculty of Education, whose responsibility is preservice and in-service teacher training, included Teacher Profession Certificate, Bachelor's Degree in Education, Mater Degree in Curriculum and Instruction, in Education Administration, and Doctoral Degree in Educational Administration.

According to the information presented above, it could be concluded that teacher education programs were popular choices of careers. However some programs, such as Arts Study, Music Study, Industrial Education, and Home Economic Education, were priority focuses of improvement. It was surprised to find out that Computer Education and Chinese Language programs were not choices of study. These crucial information should be taken to considered when area-based teacher training programs were designed especially on the aspects of local needs and cultural fulfillment.

Policy and Plan of the New Cluster

Basically, all Rajabhat universities have been reformed from teacher training colleges to serve local needs (Pranakorn Rajabhat University, 2025, Training College Law 2508, 1965). It aimed to enhance the country wisdoms; facilitate learning power; support and honor local wisdoms; preserve local culture, nature, and sustainable development. Missions includes education provision, research, society service, and preserve arts and cultures. However, each university has their own focuses as follow. The vision of Si Sa Ket Rajabhat University (2023) is to become the leading model of teacher training and development, research and new knowledge development for local development, implement the King's Philosophy to improve well-living and sustainability. Teacher training and development is the main mission. Crucial graduates' attribute is 'service mind.'

The vision of Roi-Et Rajabhat University (2023) is to become the leading university in the Northeastern Part of Thailand on local development through innovation. The main focus of the university includes innovation, local development, and preserve nature and environment. Graduates' crucial attribute is 'service mind.'

The vision of Chaiyaphum Rajabhat University (2023) is to to become multi-integrated academic university, good governance, and the model on local-base research. Focus of the university is research on new knowledge and innovation for local development and strong professional teachers. Graduates' crucial attribute is to have good knowledge, demonstrate high ethics, and be able to lead society.

Taken the findings mentioned in the last section, the new Rajabhat University cluster should held the seminar or conduct more researches to formulate area-based teacher education program, such as what programs would enrich local education development and what knowledge and skills that area-based teachers should have and apply to their setting. The next section would review and present the concept of area-based education and management in order clarify more on the application.

Area-based Education and Management

A few months ago, the authors reviewed and wrote the article on area-based concept related education and educational management as a part of the same research project. The concept in that article is revised and summarized as follow.

วารสารบริหารการศึกษาบัวบัณฑิต I E-ISSN: 3027-7892

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บัวบัณฑิต

ปีที่ 25 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)

Vol.25 No.2 (July-December 2025)

Area-based Basic Concept

Different scholars, both in international and Thai context, defined area-based concept differently. Decree issued on area-based management a few years ago (Decree on Integrated Area-based Management 2565, 2022) aimed to integrate provincial management by grouping provinces by geographical area and planned their work together. Guideline on area-based management stated that the management should be based on sustainable development principles for wellbeing of the citizen, both short and long terms, facilitate and response to people's needs in the areas. While Paritsatt (2016) pointed out that area-based management was a new concepted adopted to solve problems in Thailand where public management was more centralized because it was an approach that focused on local problems instead of those recommended from the central. Local people should played key functions. Besides, each area had different culture, politic, and social context. These factors were crucial for problems solving.

Jutamas (2010) said that area-based approach was not only working with people in the area, but the approach inspired local people to identify their own problem and involve in problem solving together. The approach implemented a glass-root working style, by allowing participation of all parts, people, local organization, government agencies, and private sectors. While government officials applied the concept based on geographic areas, but the academics included more variables, similar to site-based decision and local problem-solving approach. That is new trend in leadership and management in Thailand, but the important issue is how 'area' is defined. Now, let us explore some notices from western academics.

Based on the authors' research, there were two applications of area-based concepts, geographic areas and area-based influenced factors for understanding the areas. According to the United Nations report on focused areas of concern (UN environment program, 2025) and restrict areas of construction site to oversee and control (Kienley & Seppänen, 2010), areas referred to a certain places or restrict locations of focus. On the other hand, although educational scholars such as Smith & Sobel (2010), or Melaville, Berg & Blank Cited in Smith, G.A. & Sobel, D. (2010) places (areas) according to definitions, they focused variables were social, cultural and art, economic, and political states of the area to be used for educational planning and management. Smith & Sobel wrote that based concept was important because each area consisted of different context factors such as environment, social, economic, culture, and arts. Communities are learning and living of people in the areas, and students learn from and within local contexts. Similarly, Melaville, Berg & Blank stated that students learned from and in local settings led them to better understand and appreciate their communities. So, understanding locality would help students perceived overall picture of the community and that would foster them to love and want to participate in improving the community. Area-based concept in education is originally derived from community education.

Although different authors named and defined the term, area-based, differently, the main concept includes (1) Decentralized decision making to the location defined as area or community, (2) The boundary of the area should be drawn based on similar characteristics or area-context variables such as environmental, social, cultural, politic, and economic factors, and (3) participation and engagement of stakeholders and networks in the area are key management practices to achieve area-based management goals.

Area-based management

Area-based management is how area-based organization us area-based concept to plan, implement, and evaluate the results. Document reported by Urban Settlements Working Group (2019), whose work was to plan and manage UN (United Nations) environment program that

provide multi-sectoral supports, and work with multiple stakeholders, consider the needs of population living in the area as priority. Four characteristics of effective area-based management included Multi-sectoral, Multi-stakeholder, Consider the whole population, and Specific geographic areas with high needs. Area-based management consisted of four stages, namely, Initiation, Assessment and data collection, Establish Community Centers, and Implementing and Monitoring.

Another model of area-based management was used by Canadian Government (Government of Canada, 2020) consisted of 7 components, Vision, Principles, Anticipate Outcomes, Governance Structures, High Level goals and objectives, Strategies in support of goals and objective, and Action Plan. The author believe that this model relied the implementation on Action Plan, meaning if the Action Plan is well formulated and clearly communicated, the implementation of the plan should go well, too. And Forced Migration Review (2525) proposed that effective area-based management should embed the following characteristics, (1) Targeting specific geographical area: Geographic, (2) Considering needs, capacities, and access to service across all sectors: Multi-sectoral, (3) Considering all population in the area: Inclusive, and (4) Involving all those sectors in that location: Participatory.

Chidthaisong (2023) conducted a research on Area-based Management Process as one of the components of Area-based Model for Enhancing the Quality of Educational Management in the Educational Service Area, in Thailand. He reported that area-based management of basic educational institutions consisted of three stages: Planning, Implementing, and Evaluating. Planning included area-analysis, goal setting, and choosing alternative activities to achiever goals. Implementing included network building, active coordinating with key figures of the area, building good relation and effective communication, and integrating school and community activities. Evaluating focused on information to improve education, especially the information on performance according to the standards, key indicators of personnel performance, ethic and transparency management, and school rewards. Context factors of the area included personnel quality, social and cultural state, economic state, physical state, and budgeting. While Jutamart (2010) pointed out 6 stages of overall area-based working, namely readiness preparation, tool development and lecturer, survey and data analysis, planning and stakeholder-based proposal, integrating plans to local government offices, and finally, knowledge management and distribution

Based on literature revision above, it could be concluded that Inclusion, Area-based Management refers to planning and running the organization based on influenced factors of a specific and focused geographical area with similar contexts of environmental, social, cultural, political, and economical variables to achieve local needs. The approach employs the site-based decision-making approach with participation of population and networks in the area. The management process includes (1) Local need identification, (2) Planning and organizing working forces, (3) Operating and controlling, (4) Evaluating, and (5) Recycling the process.

Area-based Education and Management

Area-based education has been formerly known as community-based or place-based education (Smith & Sobel, 2010). Formerly, the implement of the concept was more or less like school and community relationship. Hower in later state, more influenced factors on education and education management are collected, analyzed, and used to plan and operate educational institutions. Schools or educational institutions, in general, are not operated in vacuum, but under context of community. So, community or place, where an educational institution situates, bears new meaning, by referring to the process of using the local community and environment as a starting point to define education, to develop the curriculum,

วารสารบริหารการศึกษาบัวบัณฑิต I E-ISSN: 3027-7892
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วารสารบริหารการศึกษา
บัวบัณฑิต

ปีที่ 25 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)
Vol.25 No.2 (July-December 2025)

to teach, and to evaluate the results. The subjects included in the curriculum, emphasizes on hand-on and real-world education (2013). The aims of doing so are to help students better learn about their community, love and work to improve the community.

Educational scholars, as cited above and in Thailand, prefer to use the term 'area-based education. Pimmas (2019) for example, wrote an article stating that the area-based education referred to the change of educational management role from centralization, meaning the central educational unit decreased decisions on educational operation and let the schools decide for themselves. Similar trends were school-based management and Area-Based Collaborative Research. No matter what scholars name or define, Place-based, Community-base, or Area-based, holds similar concept as Area-based Concept and Management in the early sections. So the authors adopt and apply the same concept to educational setting and management.

Teacher Attributes Related to Area-based Education

Attribute is listed as one of three components of competency, tan important personal quality of all professions. Teacher attribute is crucial because teachers work in human-oriented organizations and they have bother direct and indirect influences on students. So, this variable is reviewed and used as one of the research variables. Important findings of literature review are as follow.

Definition and the Importance of Attributes

Attribute, as being defined in Longman Dictionary of Contemporary English, (2001) refers to a specific quality or feather that is considered to be good or useful such as a set of good attributes a manager should have. Most of sources that we revised did not define the word, attribute. It might be because those authors assumed the concept was clear by itself. And often, some authors use the words, attribute and characteristic, interchangeably. Cruickshank, Jenkins, & Metcalf (2009) used these two words interchangeably, too. And teacher personal attributes, as defined by Cruickshank, Jenkins, & Metcalf, are expressed through behavior as personality traits that the persons possess and exhibit to varying degrees. McChrystal (2025) pointed out that character consisted of convictions and discipline. Character is essential structure of lives. It is what we are willing to tolerate or not. Conviction is what we believe in, and how we enforce our believe, which is the foundation of our character. Discipline is the ability to follow through on our stated beliefs, which connect our convictions to the character to uphold. This is a good guideline for teacher training on attributes.

Wassenmann (2022) pointed out three important affects of teacher attributes on student learning. Firstly, teacher attribute bears important ways on teacher's effectiveness and student learning, Secondly, teacher positive attribute affects teaching strategy, interaction, and relation between teachers and students. And thirdly, generally, attributes are important to most human relationship profession. Attributes guide teacher behavior and partnership among teacher fellows and community relation.

In conclusion, attributes or characters of a person consist of a set of belief that guides behaviors of a person towards his or her life and work. Appropriate teacher attributes should lead to better practices of teaching profession. In the next section, teacher attributes related to area-based teachers would be reviewed and reported.

Teacher Attributes in Relation to Area-based Teacher Training

Based on the literature, it seems that academics do not agree on what good teacher attributes are. However, that is no surprise because different influent factors and conditions provide different solutions. Here are some of literature review and the recommendations.

Ram (2019) recommended 10 attribute to become great teacher. They are (1) On time very time, (2) Let them 'ask', (3) Create an interest in the subject, (4) Have knowledge of the subject, (5) Encourage, inspire, and motivate, (6) Give example, (7) Learning objectives, (8) Explain the topic, (9) Bea mentor, and (10) Update your self.

Jeter (2011) said that if someone wanted to be a master teacher, he or she should develop and applied these attribute (1) Teach with authority, (2) Be meek and humble, (3) Be diligent, (4) Make things clear and simple, (5) Be a master learner, (6) Inspire through positive reinforcement, (7) Have a large bag of tricks, (8) Treat other with fairness, (9) Be master gardener, and (10) Teach in Divine Love.

Wassenmann (2022) pointed out 5 attributes hat all teachers should have to become a good teacher. Genuineness is the first attribute, referring to a person's ability to be real. Teachers should note flake their believes, conducts, and what they teach. Secondly, respect, meaning that teachers should be figure of respect. Students trust respectful teachers and likely learn more from trustful teachers. The third one is 'no defensiveness'. If the teachers make a mistake, they should admit it rather than try to cover it up and find an excuse. Number four is 'non-dogmatism', means being over confident. If teachers are over confident, they likely take themselves as final sources and that they do not likely listen to what students have to say. And dependency is the last attribute Wassenmann wrote. This attribute is the opposite choice of behavior from over confidence. Teachers should admit that they are ready to learn and seek advice or help from other people or sources.

Cruickshank, Jenkins, & Metcalf (2009) grouped teacher attributes into 3 sets, Motivating personality, Orientation towards success, and Professional demeanor. Motivating personality included enthusiasm, variety, warmth and humor. Orientation towards success referred to success-attitude that teachers had toward themselves and students, such as expecting success, encouraging and supporting students. Professional demeanor meant that the teacher was focused on helping students learn. Professional teachers are those whom student trusted. The professional teachers are knowledgeable and businesslike. They prepare lessons well, build credibility, make classroom atmosphere more businesslike.

Czaban (2016) suggested 7 mindsets of highly effective teachers as follow, students mirror the energy teachers transmit, everything changes from moment to moment, it is not all about me, use the power of silence, be flexible, people like you when you like them, and we cannot please everyone all the time. At the end of each chapter, the writer recommended that these were characters of teachers of the future.

The Teachers' Council of Thailand (The Announcement of The Teachers' Council of Thailand on Knowledge and Experience Standards for Teachers according to Professional Standard 2562, 2019) announced professional standards for teachers which included three categories, teacher duty standard, Instruction standard, and school and community relation standard. Teacher duty standard complies of (1) Determine on student development with teacher spirituality, (2) Support student learning and accept individual difference, (3) Inspire students to have inquiry mind and culture fostering, (4) Self-development on knowledge, role-model, morality, and good citizenship. Instruction standard compiles of (1) Engage in curriculum development, (2) Preparing lesson plans to enhance student development, (3) Oversee and support student development systematically, (4) Research, create innovation, and apply technology to classroom, (5) Work in team creatively, (6) Teaching media and learning evaluation, (7) Integrate knowledge and pedagogy science, and (8) Initiate activities to promote learning atmosphere. And School and community relation standard compiles of (1) Cooperate with parents to develop students' desired attributes, (2) Building cooperative network with parents and community to support students' quality learning, and (4) Promote local environment and wisdoms.

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วารสารบริหารการศึกษา
บัวบัณฑิต

ปีที่ 25 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)
Vol.25 No.2 (July-December 2025)

No doubt that the future teacher profession Is one of the most challenge jobs of all. First of all is that we are now living in a highly turbulent world, with deficient natural resources, overloaded population, and all sorts of problems to be focused and solved. Future prediction is no guarantee. Teachers have to teach and help prepare learners to be ready to live in the unknown future world. New sets of teacher professional attributes are crucial, not only for better teacher training, but to cope with unpredicted situation. The proposed new set of teacher professional attributes presented in the next section are not the summary of the previous literature review, but the combination of what have been learned above, with our own experiences as faculties of teacher education and imagination.

Area-based Teacher Attributes

The future area-based teacher attributes should be focused on 3 categories, Personal traits, Professional competence, and Social oriented concerns. Personal traits of the future area-based teacher profession should include (1) Growth mindset, be ready to face new problem and changes. (2) Collaboration and engagement, plural heads and shared responsibility are needed for unpredicted situation. (3) Flexibility and adaptability, the real action of growth mindset. Without flexibility and adaptability, human-being won survive. (4) Creativity and Innovation, if we want new results and progresses, we must be creative and innovative. And (5) Digital technology orientation, both digital tool technology and digital-approach process technology will influence our work and life throughout the 21st century.

Professional Competence includes (1) Knowledge on duty, referring to what to teach and how to teach in the future. (2) Work-know how, referring to how to practice what we have known to real life. (3) Initiation and problem solving, new problems and situations on work need effective tools, methods, and process to do the job. (4) Evaluation and decision making, evaluation is an effective skills ever, but more important now is effective decision making. (5) Student-focused commitment, top priority of educational aim is the students' benefit. And (6) Leadership and followship, everyone in educational organization should be capable of both leadership and followship.

Social oriented concern includes (1) Local responsibility, education should be responsible for both students' learning and local development as well. (2) Network participation, school as a social system, network and participation of the network are crucial for educational success. And (3) Global well-being concern, for every community is a part of the country, and every country is a part of the world, so global well-being should be taken into consideration of all educational institutions in this planet. The truth is we share the same world, use the world resources for our own goods, and we cannot go anywhere else. So, should we provide education that build our future world more sustainable for all.

Observation and Recommendations

Although, teacher attributes were important traits student teachers should acquire, but as Cruickshank, Jenkins, & Metcalf (2009) said, some attributes like enthusiasm or warmth were difficult to acquire. However, teacher education curriculum should propose certain attributes to be acquired and applied in their practices. Wassermann (2022) suggested three stages of teacher competency, including teacher attributes, namely, knowing, understanding, and knowing how. Knowing is gained by searching, observing, watching, and so on, in order to comprehend what to be learned. Understanding demonstrates by showing conclusion and formulation of new concepts. After that learners would apply what has been known and understood to perform certain tasks.

Tyler (2013) suggested that effective learning organization should include continuity, sequence, and integration. Continuity refers to the repetition of what to be learn. Whatever

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ปีที่ 25 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2568)

Vol.25 No.2 (July-December 2025)

attributes that future teachers should have, they should be included in the program repeatedly. Consequence refers to the enrichment of what is meant to be learned. For example, if the attribute of social minded is the learning objective, other related attributes and behaviors should also be introduced for students. And Integration refers to the connection of the new attribute should be designed in relation to other areas and different situation so that students would be able to make learning more meaningful and could apply to real life situation.
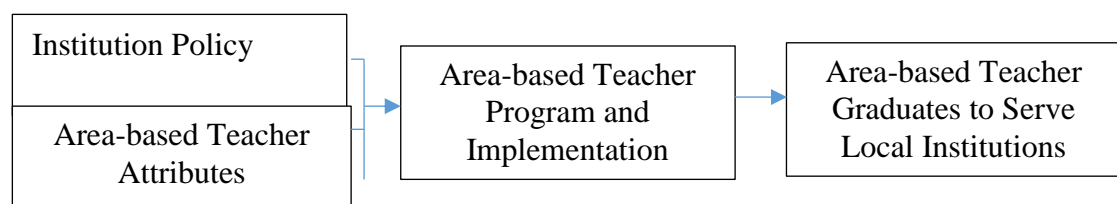
As Gordon (2003) pointed out in his book that everyone could teach, but whether or not teaching was effective. No matter how well the curriculum is designed, the matter is how it is delivered. And the TEACHER is the key. Asawapoom (1996) wrote long ago that, "A teacher is the curriculum". Whatever the teachers do in classes, those are real curriculum and curriculum implementation. Gordon emphasized that student and teacher relation was the key success factor of teaching. So, in order for area-based teacher training to be successful, teachers of teachers (university lecturers) should be well-trained and implement the curriculum objectively.

Conclusion and Implication

Three main ideas could be summarized from the review presented above, (1) New Rajabhat university cluster includes three Rajabhat universities in Northeastern part of Thailand, namely Si Sa Ket Rajabhat University, Roi-Et Rajabhat University, and Chaiyaphum Rajabhat University. (2) Area-based concept refers to specific geographical of focus and the influent factors of the area used as data for planning and implementing area-based teacher training programs. And (3) three categories of area-based teacher attributes are recommended in this paper. They include Personal traits, Professional competence, and Social oriented concerns

The initial implication of the findings presented in this paper is used as a partial literature review for the research title, The Proposed Strategy of Systems and Mechanism for Quality Teacher Training according to Area-based Context of New Rajabhat University Cluster (Si Sa Ket, Roi-Et, and Chaiyaphum University. The second implication, the authors would like to recommend faculties of education in all higher education institutions in Thailan, not only Rajabhat universities, to apply the findings to their policy and programs. Finally, the authors suggest to all higher education institutions to rethink about world education and reform teacher training programs and practices. The authors believe that teachers and educational personnel are key factors of quality education and the survival of humankind in general.

To summarize the findings from this study as presented above, the area-based teacher attributes could be added the whole scheme of the research as follow. The final report of the research shall be publicized soon.

Institution Policy		
Area-based Teacher Attributes	Area-based Teacher Program and Implementation	Area-based Teacher Graduates to Serve Local Institutions

Conceptual Diagram: The relations of teacher attributes to the whole research plan

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Vol.25 No.2 (July-December 2025)

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Vol.25 No.2 (July-December 2025)

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