

Research Title	Study of Director Sentiments towards Qualification Standards for Early Childhood Teachers in the 21 st Century
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This research aims to study the opinions of primary education administrators regarding the ideal characteristics of 21st century primary education teachers. The sample for this research consisted of 105 administrators from three administrative institutions: Lampang District Office, Office of the Private Education Commission, and the local government. The instrument used was a five-point questionnaire designed to determine the opinions of school administrators regarding the characteristics of teachers. For the Lampang District Office, mean scores were 4.737, 4.680, and 4.566 for personal development, knowledge management, and personality categories, respectively. Knowledge management scores for the local government and the Office of the Private Education Commission received average scores of 4.777 and 4.520, respectively.

A comparative review between these three administrative institutions demonstrated significant differences for the ideal characteristics of primary education teachers ($p < 0.05$). In the subcategory of personality, open-mindedness was the most important trait for the Office of the Private Education Commission (average = 4.657). Both the local government and Lampang District Office agreed that role-model behavior was the most important trait for teachers, with averages equal to 4.829 and 4.629, respectively. For the sub-category of knowledge management, the Office of the Private Education Commission ranked moral and ethical conduct highest (average = 4.857). The local government ranked national pride as the highest sub-category (average = 4.857). Both the local government and Lampang District Office ranked appropriate use of Thai language highly, with averages of 4.629 and 4.829, respectively. For personality, the Office of the Private Education Commission ranked self-development, specifically innovation, as most important (average = 4.771). The Lampang District Office ranked maintaining professional and academic relationships as the highest personality sub-category (average = 4.829). Finally, the local government ranked knowledge acquisition as the highest sub-category of the personality dimension (average = 4.543).