

Research Title	Research and Development for Desirable Teacher Characteristic of Early Childhood Students in corresponding to Professional Education Standard and the Change in the 21 st Century Education: Longitudinal Analysis of Changing
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The purposes of this research were 1) to formulate the components of desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education, 2) to develop and to examine indicators and research instruments of desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education, 3) to evaluate desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education, 4) to study guidelines for developing desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education, 5) to examine guidelines for developing desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education, 6) to study factors affecting desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education.

The significant research findings were as follows:

1. Ninety seven related literatures were reviewed for synthesis the components and indicators for desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education. They were 6 components of desirable teacher characteristic of early childhood students: 1.1) *knowledge characteristic* consisted of 19 sub-indicators 1.2) *teaching characteristic* composed of 20 sub-indicators 1.3) *communication characteristic* composed of 8 sub-indicators 1.4) *research characteristic* composed of 14 sub-indicators 1.5) mental and personality

characteristic composed of 21 sub-indicators and 1.6) *moral and virtue characteristic* composed of 11 sub-indicators

2. The result of the quality examination of components, indicators and research instruments of desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education evaluated from 6 experts and 3 groups of stakeholders found that components, indicators and research instruments of the desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education had content validity, appropriateness, utility and applicable

3. The evaluation results of desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education from 3 groups of stakeholders (students, faculty members, administrators) considering by components found that the current evaluation results of component of mental and personality characteristic had the highest mean (mean= 4.23, 4.20 and 4.21, respectively) followed by moral and virtue characteristic (mean = 4.16, 4.16 and 4.17, respectively), communication characteristic (mean= 4.13, 4.11 and 4.12, respectively), knowledge characteristic (mean= 4.02, 4.01 and 3.94, respectively), teaching characteristic (mean= 3.98, 3.82 and 3.88, respectively), and research characteristic (mean= 3.76, 3.72 and 3.74, respectively). The goal evaluation results of desirable teacher characteristic of early childhood students from 3 groups of stakeholders considering by components found that the research characteristic had the highest mean (mean=4.69, 4.71 and 4.70, respectively) followed by the component of teaching characteristic (mean= 4.68, 4.69 and 4.69, respectively), knowledge characteristic (mean= 4.68, 4.69 and 4.61, respectively), communication characteristic (mean= 4.60, 4.58 and 4.57, respectively), mental and personality characteristic (mean= 4.55, 4.52 and 4.49, respectively), and moral and virtue characteristic (mean= 4.48, 4.42 and 4.39, respectively).

4. The component of the guidelines for developing desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education composed of foreward, guideline origin, guideline development discipline, purpose of the guideline, structure of the guideline, guideline plan, guideline activities organizing guidelines, program document and program evaluation. Program perspectives consisted of 5 components: 1) training on doing 2) monitoring PDCA cycle 3) collaboration of stakeholders 4) mentoring 5) empowerment and 6) evaluation from all stakeholders.

5. The quality examination study results of the developed guidelines for developing desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education using latent growth curve model found that the growth of desirable teacher characteristic indicators: knowledge characteristic, teaching characteristic, communication characteristic, research characteristic, mental and personality characteristic and moral and virtue characteristic that all 6 models had changed increasing in linear growth model. The three times of growth rate analyses of desirable teacher characteristic indicators found that the growth rate of February to April 2017 ranged from 0.256 - 0.447 and April to June 2017 ranged from 0.478 – 0.723. The initial means ranged from 1.625 – 2.123 and the slope means ranged from 0.569 – 0.843. The 6 models fitted nicely to empirical data.

6. The factors affecting the desirable teacher characteristic of early childhood students in corresponding to professional education standard and the change in the 21st century education were average GPA and numbers of training.