



# Components of Teacher Competency in Learning Management to Enhance the Global Citizenship of Secondary School Students: A Qualitative Study

KunathipChumpanin<sup>1</sup>, SaowaneeSirisooksilp<sup>2</sup>, PrakittiyaTuksino<sup>3</sup>

<sup>1, 2, 3</sup>Faculty of Education, KhonKaen University, 40002 KhonKaen, Thailand.

<sup>1</sup>Ckunathip@kkumail.com, <sup>2</sup>saotri@kku.ac.th, <sup>3</sup>prakittiya@gmail.com

## Abstract

The researchers planned their research with the purpose of exploring the teacher competencies to enhance the global citizenship of secondary school students. A total of nine experts were purposively selected to participate because they are information-rich cases related to the phenomenon of interest. The study consists of two phases. In the first phase, researchers conducted a documentary review of a total of 16 previous research reports and two public documents to identify the components of teacher competencies to enhance global citizenship education that has been investigated before. The results of the first phase revealed that there are seven components of teacher competencies, namely curriculum management, teaching and learning management, learning measurement and evaluation, classroom management to support learning, research for learning development, digital technology, and working across cultures. The identified components from the first phase were used to create an interview protocol consisting of eight semi-structured interview questions for the second phase. In the second phase, in-depth interviews were employed to verify the identified components and followed by determining the related indicators of each component. The final results revealed that a total of 20 indicators were derived from the seven components of teacher competencies to enhance the global citizenship of secondary school students.

3632

**Index Terms** Components of teacher competency, global citizenship, learning management, secondary school students.

**DOI Number:** 10.48047/NQ.2022.20.16.NQ880368      **NeuroQuantology**2022;20(16):3632-3641

## INTRODUCTION

Competencies have defined as the knowledge and skills that enable a teacher to be successful. Therefore, teachers need to have specialization in wide-ranging fields to make student learning more efficient because teacher competencies allow

students to make the critical decisions required every day. According to [1], teachers need to improve knowledge and skills in order to enhance, improve and explore their teaching practices. Many of the previous studies on teacher competencies focus on the teaching role of



teachers in the classroom rather than teachers' competencies.

Currently, teacher competencies have been broadening with respect to reform research in education, teacher education development, scientific results of educational science, and many other fields. [2] mentioned that teachers are responsible for operating the educational system and they need strong and efficient professional competencies. Therefore, [2]'s idea can explain why teachers' professional development should be redefined for sustainability because the aims of current education change very rapidly depending on the demands of the era that requires more capability of teachers.

In the 21<sup>st</sup> Century, teacher competencies can be seen as necessary to navigate contemporary and future life, shaped by technology that changes workplaces and lifestyles. Consequently, teachers need to manage effective teaching and learning processes so that students know how to learn and utilize their knowledge appropriately in their daily life and live in a society of happiness. Therefore, teachers need to develop their competencies in accordance with educational transformation in practice as well as professional activities effectively [3].

[3] conducted a study to investigate the effect of teacher competency factors on students' life skills on student learning achievement. [3] indicated that Thai student learning achievement from the O-NET [4] was found to be lower than the national average score. Therefore, [3] investigated a total of 100 teachers and 2,967 students under the Office of Bueng Kan Primary Educational Service Area using multi-stage sampling method by employing survey design using a questionnaire as a method of data collection. [3] found that the overall teachers' competency level and students' life skills are at high level (mean score = 4.18, *S.D.* = 0.31) and (mean score =

3.97; *S.D.* = 0.36) respectively. Besides, [3] found that teacher competency factor that as curriculum and learning management has a positive effect on student learning achievement. [3]'s regression analysis showed that the teacher competency factor can explain the variance of student learning achievement of 6.10 percent.

We now live in an interconnected world where the traditional concept of formal learning, taking place in a single physical location, is becoming increasingly less relevant. There can be no doubt that technology has transformed the way education is delivered to people across the globe. Modern learners are becoming dissatisfied with Modern the stand-and-deliver approach to education that influences attendance times, learning venues, and modes of participation. The emergence of sophisticated communication technologies and mobile devices has enabled a new generation of information learners to satisfy their demands for knowledge without the need to meet in a physical location [5]. As a result, learning management has evolved in response to the demand for innovative educational products that leverage advances in information technology and telecommunications [5].

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has promoted global citizenship education. This is because global citizenship education works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies [6]. In this line of reasoning, global citizenship education is a strategic area of UNESCO's education sector program and builds on the work of peace and human rights education. Global citizenship education aims to instill in learners the values, attitudes, and behaviors that support responsible global



citizenship. The values, attitudes, and behaviors contribute to creativity, innovation, and commitment to peace, human rights, and sustainability development [6].

The Global Citizenship Foundation defined global citizenship education as a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet and to equip individuals with global competencies so that learners are able to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant, and inclusive societies [7]. According to UNESCO, global citizenship education includes three conceptual dimensions or domains of learning, namely knowledge (cognitive), socio-emotional (affective), and behavioral (psychomotor) [7].

## **MATERIALS AND METHODS**

### **A. Research Design**

A qualitative research design was employed in this study using a documentary review and in-depth interview techniques. A documentary review allows the researchers to gather information from previous research reports and public documents to make a comparison and understanding of different documentary sources referring to the components of teacher competencies in relation to global citizenship education. On the other hand, the in-depth interview technique allows the researchers to gather information from experts to learn about their experiences, behaviors, or beliefs.

In the first phase, the researchers conducted a documentary review to study the concepts and theories from public documents and previous research reports, both domestically and internationally that related to components of teacher competency in teaching to enhance the global citizenship of secondary school students. This was followed by synthesizing

the identified components of teacher competency in order to determine the observable variables that affect the secondary students' global citizenship education practices. A documentary review is an appropriate research design because its purpose is to provide a context and justification for the research to be conducted [8]. In short, documentary review research design is a variant of scientific research, whose objective represents the analysis of different sociological phenomena [8].

In the second phase, the researchers employed in-depth interviews research design to collect qualitative data. An in-depth interview involves direct, one-on-one engagement with experts. The researchers chose an in-depth interview research design because researchers could establish rapport with experts to make them feel more comfortable, which could generate more insightful responses. Besides, the researchers have a greater opportunity to ask follow-up questions, probe for additional information, and circle back to key questions later on in the interview to generate a rich understanding of experts' points of view. Moreover, the researchers could monitor changes in tone and word choice to gain a deeper understanding because in-depth interviews could potentially be so insightful for researchers to identify highly valuable findings quickly.

### **B. Research Participants**

A purposive sampling technique, the so-called expert sampling was employed for the identification and selection of a total of nine experts to participate in in-depth interviews. These nine experts were selected because they are information-rich cases related to the phenomenon of interest. Expert sampling was used because the research required one to capture knowledge rooted in a particular form of expertise, which are the identification components of teacher competency in



teaching to enhance the global citizenship of secondary school students.

In this line of reasoning, in-depth interviews with experts are mainly designed to confirm and verify the synthesis of elements, operational definitions, components, and indicators of teachers' competency in teaching management to enhance the global citizenship of secondary school students. A total of nine experts were purposively selected using expert sampling as follows:

The first group consisted of three experts who are academicians in higher education institutions, and they are having not less than five years of teaching and research experience in developing teachers' competency in learning management. Moreover, they are also having the highest qualifications whether they are doctoral degree holders or hold an academic position not lower than Associate Professor. The second group comprised three experts who are the policymakers at the Ministry of Education with not less than 10 years of management experience. On top of that, they obtained outstanding achievements in terms of teacher competency development and global citizenship education.

The third group involved a total of three school administrators. They are recognized as visionary and outstanding performance candidates in dealing with ways to develop teacher teaching competencies.

### C. Research Instruments

The researchers reviewed 16 previous research reports and two public documents as conducting a literature review for understanding and analyzing empirical realities. The initial documentary review of 18 documents helped researchers to identify the components of teacher competency in teaching to enhance the global citizenship of secondary school students before the researchers created the semi-structured interview protocol for the second phase [9].

A checklist was used as a research instrument while researchers conducted a documentary review of the 18 documents. The researchers handled the 18 documentary sources scientifically by formulating quality control criteria for handling documentary sources [9]. These quality control criteria are authenticity, credibility, representativeness, and meaning. Authenticity refers to whether the evidence is genuine and from an implacable source. Credibility refers to whether the evidence is typical of its kind. Representativeness refers to whether the documents consulted are representative of the totality of the relevant documents. Meaning refers to whether the evidence is clear and comprehensible [9]. All four quality control criteria were included in the checklist.

An interview protocol consisting of 8 questions gave direction for conducting the data gathering process and subsequent analysis for the in-depth interviews in the second phase with nine experts. This interview protocol serves to ground the specific discussion in the expert's personal experiences [10] and facilitate the documentation of a chronological sequence of teacher competency developmental practices [11] within the interview. Moreover, the interview protocol provides some consistency in conducting a series of interviews [12].

### D. Data Collection and Data Analysis

The nine potential participants were initially contacted by email. They were informed that doctoral research was to be conducted and that aimed to gain an understanding of the nature of the relationships between social networks, interpersonal trust, management support, and knowledge sharing. The researchers explained to the participants that an interview of approximately one hour would be conducted at their convenience. Two weeks from the initial contact, follow-up



procedures were required to contact the nine informants who had not replied to the initial contact. Such procedures included calling informants directly and sending another email. Finally, all nine informants responded with a willingness to participate after three times of follow-up procedures. The researchers played back through the interview video, the researchers could follow along with the transcript and take notes on what is important. The research processes were improved because the researchers have time to pay attention not just to the words that were said, but to other nuances like facial expressions, and perhaps most importantly, what was left unsaid. This was followed by importing the qualitative data into NVivo software. The researchers started to analyze the interview data using thematic analysis. Since the researchers worked with semi-structured interviews where the nine informants were asked the same set of questions, the researchers used heading styles to automatically organize the responses. The thematic analysis made sense of what the participants were saying, for example, their main points, some surprising perspectives that they did, and how their views or ideas differ as well as the points of commonality [13].

**RESEARCH FINDINGS**

The findings of this study are presented in accordance with the research purpose as indicated before. In the first phase, the

researchers employed a documentary review to identify the components of teacher competency in teaching to enhance the global citizenship of secondary school students. This is followed by in-depth interviews with nine experts to confirm and verified the identified components from the first phase.

**A. Findings of Documentary Review on Teacher Competency in Teaching**

Findings of the first phase revealed that learning management to enhance global citizenship must be based on the competence of teachers. Teachers must develop their secondary students according to the standards of the learners in the 21st century. Therefore, teachers must create their learning management aiming to develop their students in both knowledge thinking skills, and life skills by focusing on living life in order to keep up with the changing world. This is because students need to have basic knowledge before, they can learn independently with the technological learning tool assistance.

The researchers explored 16 documents of the previous research reports and public documents aiming to identify the components of teacher competency in teaching that had been investigated from 2005 to 2017. Table 1 shows the 16 documents together with scholars and years of publication that related to components of teacher competency in teaching.

3636

**Table 1. Documents used in documentary reviews to identify components of teacher competency in teaching**

No	Name of Scholars	Title of Document	Year of Publication
1.	Trilling and Fadel	21 <sup>st</sup> Century Skills: Learning for Life in Our Times	2009
2.	UNESCO	Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-first Century.	2014
3.	The American College Personnel	College Learning for the New Global Century	2007



	Association		
4.	Teachers Council of Thailand	Professional Education Standards	2005
5.	SEAMEO INNOTECH	Teaching competency standards in Southeast Asian Countries eleven countries audit	2010
6.	Thanomporn Laohacharasang	21 <sup>st</sup> Century Skills for CMU Faculty Development	2013
7.	Vijaan Panich	Ways to create learning for students in the 21 <sup>st</sup> century	2012
8.	Phimphan Dechakup	Learning Management in the 21 <sup>st</sup> Century	2015
9.	Werot Rattanakitiro	The competence of social studies teachers in promoting desirable global citizenship of high school students under the Office of Private Education Mueang Chiang Mai District, Chiang Mai University	2012
10.	Pinsuda Siritarangsri	Improving the quality of Thai teachers in the 21 <sup>st</sup> century.	2014
11.	APEC	21 <sup>st</sup> Century Competencies.	2012
12.	Hammond and Baratznoden	A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers our Children Deserve	2005
13.	Thanyaporn Phomkarn	Characteristics of teachers in the 21 <sup>st</sup> century in a school with cross-cultural students in the province. Chiang Rai	2017
14.	Chatchai Wangmijongmi and Ong-art Naiyaphat	Competency of Thai teachers in the 21 <sup>st</sup> Century: Adjust learning, change competency	2017
15.	Wasana Tanthong	Teacher Competency Development in the 21 <sup>st</sup> Century under the District Office Chaiyaphum Primary Education 3.	2017
16.	Pattaraporn Kesang et al.	Competency and Need Assessment for Professional Development in 21 <sup>st</sup> Century, Loei Province of Teachers	2017

3637

The findings of the 16 documents revealed that there are seven components of teacher competency in teaching that have been investigated by previous researchers or institutions. The seven components identified can enhance the global citizenship of secondary school students as follows:

- Curriculum management
- Teaching and learning management
- Learning measurement and evaluation
- Classroom management to support learning
- Research for learning development
- Digital technology
- Working across cultures



### A. Findings of Documentary Review on Global Citizenship

The researchers continued to explore two public documents aiming to identify the elements of global citizenship education, namely Oxfam Great Britain and Education Service Australia to investigate how global citizenship education has been developed in the United Kingdom and Australia.

The qualitative findings from Oxfam Great Britain, which was published in the year 2015, entitle "Education for global citizenship: A guide for schools" revealed that educational organizations in the United Kingdom have to take the responsibility in providing global citizenship education by the following the five guidelines as follows:

- School atmosphere: Schools must have a vision, environment, and development that reflects the promotion of teaching and learning on global citizenship to students at a variety of levels
- Participation: To encourage students to participate in courses and projects on global citizenship both inside and outside the school.
- Personnel development: Schools should develop personnel to have a better understanding of global citizenship. and can set up learning management guidelines.
- Referral: This is to pass on teaching and learning about global citizenship from primary to secondary level in order to reinforce these values in higher education and continue in the workplace
- Community involvement: To develop guidelines for community participation in global citizenship and involvement in the community in the same approach.

In addition, the documentary analysis revealed that there are seven elements of global citizenship education practiced in the United Kingdom as follows:

- Curriculum management

- Using information and communication technology in learning management
- Using sports and arts as a learning base
- Using the community as a learning base
- Teacher development
- Promotion of initiatives
- Global Citizenship Examination and Assessment.

The second public document was Education Service Australia which was published in the year 2011, entitle "Global perspectives: A framework for global education in Australian schools" which discussed the principles of the teaching and learning process in developing effective global citizenship. These main principles are regarded as guidelines for school management to follow:

- Schools and communities should adopt education
- Curricula should enhance students' awareness of national citizenship and global citizenship, strengthen relationships among students to develop global citizenship, integrate it into budgetary missions, and the curriculum to be seen in a concrete manner
- teaching management: The classroom should be reinforced interactive learning environment for effective communication in the room and activities in teaching and learning must be designed for learners to learn about values
- Global Citizenship: Teachers and students must learn about the world and how to manage differences in society, culture, politics, and the environment, including problem-solving and the means of peace.

### B. Findings of In-depth Interviews in the Second Phase

The in-depth interview finding from the nine experts confirmed the seven



components from the documentary review findings are appropriate components of teacher competency in teaching to enhance the global citizenship of secondary school students. Furthermore, the interview findings revealed that the details of the seven components and related indicators of teacher competencies to enhance global citizenship education for secondary school students are as follows:

The first component is teacher competency in curriculum management. There are three indicators that can be derived from the curriculum management component to lay guidelines for teaching that enhance the global citizenship of the world as follows:

- Creation of quality curriculum
- Integration of knowledge in world studies
- Curriculum development to be up to date

The second component is teacher competency in teaching and learning management. There are three indicators to encourage secondary school students to become global citizens as follows:

- Application of curriculum in teaching
- Application of learning psychology
- Having skills in learning management design

The third component is teacher competency in learning measurement and evaluation. There are two indicators to encourage secondary school students to develop the characteristics of being a global citizen as follows:

- Creating tools for measuring and evaluating learning
- Having a variety of assessment methods

The fourth component is teacher competency in classroom management to support learning. There are three indicators to enhance secondary school students to have the characteristics of being a global citizen as follows:

- Classroom management

- Promotion of the classroom atmosphere
- Creating an environment that enhances learning

The fifth component is teacher competency in research for learning development. There are three indicators to encourage secondary school students to have the characteristics of being a global citizen as follows:

- Using research as a tool for learning management
- Designing and creating research tools
- Applying research results to develop learning management

The sixth component is teacher competency in digital technology. There are three indicators to encourage secondary school students to develop the characteristics of being a global citizen as follows:

- Using digital technology to create a body of knowledge
- Using digital technology in learning management
- Creating learning innovations with digital technology

The final component is teacher competency in working across cultures. There are three indicators to encourage secondary school students to manage and encourage learning to have the characteristics of being a global citizen as follows:

- The ability to work together with people of different nationalities and religions
- Acceptance of human equality
- Cultural adaptation

## DISCUSSION

Education is a discipline aiming at revealing systematic and scientific findings towards meeting the needs of the 21<sup>st</sup> Century learners with global citizenship education. Future studies need to be conducted to develop all related components and indicators of teacher competency to meet needs and expectations. The basic purpose





of teacher professional training is to ensure the effective planning, management, development, and administration of the educational system by equipping teachers with sufficient competencies.

The major findings of this study contribute the seven components and 20 related indicators to secondary school teachers in developing their learning management competencies to enhance the global citizenship of secondary school students. Secondary school teachers can possess their teaching and learning management competencies by refining these seven components, namely curriculum management, teaching and learning management, learning management and evaluation, classroom management to support learning, research for learning development, digital technology, and working across cultures together with the related 20 indicators.

#### ACKNOWLEDGMENT

The authors gratefully acknowledge the use of service and facilities of the Faculty of Education, Khon Kaen University, Khon Kaen 40002, Thailand. The contents of this manuscript are derived from the first author's doctoral dissertation thus fulfilling the Ph.D. requirement of Khon Kaen University.

#### Reference

- [1] K. Selvi, "Teachers' competencies," *Cultura. International Journal of Philosophy of Culture and Axiology*, vol.VII, No.1, pp.167-175, 2010.
- [2] G. Kress, "A curriculum for the future," *Journal of Education*, vol.30, no.1, pp.133-145, 2000.
- [3] T. Prasertcharoensuk, K. Somprach, and K. N. Tang, "Influence of teacher competency factors and students' life skills on learning achievement," *Procedia – Social and Behavioral Sciences*, vol.186, pp.566-572, 2015.
- [4] Educational Testing Institute, ONET Report, Pratomsuksa 6, 2012 academic year, 2012. [Online]. Available: <http://www.onetresult.niets.or.th/AnnouncementWeb/Login.aspx>.
- [5] D. Turnbull, R. Chugh, and J. Luck, "Learning management systems: An overview," In A. Tatnall (Ed.), *Encyclopedia of Education and Information Technologies* (pp.1-7), 2019. [https://doi.org/10.1007/978-3-319-60013-0\\_248](https://doi.org/10.1007/978-3-319-60013-0_248)
- [6] UNESCO, *Global citizenship education: Preparing learners for the challenges of the 21<sup>st</sup> Century*. Paris, French: UNESCO, 2014.
- [7] UNESCO and UNODC, *Strengthening the rule of law through education: A guide for policymakers*. Paris, French: UNESCO, 2019.
- [8] L. R. Gay, G. E. Mills, and P. Airasian, *Educational research competencies for analysis and applications*, Columbus, OH: Pearson, 2009.
- [9] J. U. Ahmed, "Documentary research method: New directions," *Indus Journal of Management & Social Sciences*, vol.4, no.1, pp.1-14, Spring 2010.
- [10] W. Swap, D. Leonard, M. Schields, and L. Abrams, "Using mentoring and storytelling to transfer knowledge in the workplace," *Journal of Management Information Systems*, vol.18, no.1, pp.95-114, 2001.
- [11] B. Czarniawska-Joerges, "Narration or Science? Collapsing the division in organization studies," *Organization*, vol.2, no.1, pp.11-33, 1995.
- [12] M. G. Hunter, "Creating qualitative interview protocol," *International Journal of Sociotechnology and Knowledge Development*, vol.4, no.3, pp.1-16, July 2012. <https://doi.org/10.4018/jskd.2012070101>



- [13] R. Godau, "Qualitative data analysis software: NVivo," *Qualitative Research Journal*, vol.4, no.2, January 2004.

