



Synthesis of Guidelines for Strengthening Good Teacher Characteristics of Teachers in Schools

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The objective of this research is to synthesize guidelines for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand, by collecting and analyzing relevant concepts, principles, and theories from experts with knowledge and expertise in developing and training personnel in the teaching profession and used semi-structured interviews to collect data. The interview form had an index of consistency between 0.80 - 1.00. The data was content analyzed according to Miles and Huberman's guidelines. The results of the lessons learned from the guidelines for creating a manual to enhance the good characteristics of teachers at St. Paul de Chartres School in Thailand. It can be summarized, as consisting of 4 main processes: 1) Enhancing competencies' Process from actual practice, consist of 2 main indicators. 2) Enhancing skills' Process for peaceful coexistence, consists of 3 main indicators. 3) Strengthening teachers' identity Process and professionalism consists of 6 main indicators, 6 indicators, and 4) Evaluation Process and results monitoring. Developing a manual to enhance the good teachers' characteristics can happen when each process is carried out in detail and systematically.

Keywords: good teacher characteristics, St. Paul de Chartres School, enhancing good teacher characteristics, teacher training, teaching profession

INTRODUCTION

Importance and background

Strengthening teacher characteristics is a process of developing a teacher's professional identity along with integrating identity with personal characteristics (Rittilun et al., 2024). To mold those people into complete teachers. (Tjabolo & Herwin, 2020; Zare-ee

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& Ghasedi, 2014) Moreover, it is a social process of gaining the skills and characteristics required for the teaching profession. Becoming a professional teacher, such as learning from actual practice in the classroom. Developing oneself in terms of skills, knowledge, and professional abilities systematically and sustainably (Ginja & Chen, 2020; Supena et al., 2021; Murray, 2021; Pires Vargas Bolzan et al., 2013; Choy, 2012).

The researcher has studied the concept of ways to enhance good teacher characteristics various academics such as Katz et al. (Katz, 1994) mentioned the guidelines for enhancing good teacher characteristics in 4 stages, consisting of the survival stage (Survival). Stage of stability (Consolidation), the 3rd step is the acceptance of new things (Renewal) and the 4th step is the full development step (Maturity). Oja and colleagues (Oja, 1990) have proposed guidelines for enhancing good teacher characteristics in 4 steps, consisting of the self-protection step. (Self-Protective Stage) Adjustment Stage to Avoid Conflict (Conformist Stage) Awareness of Duty Stage (Conscientious Stage) and the Autonomous Stage. At the same time, Berliner and colleagues (Berliner, 2004) stated that the process of enhancing good teacher characteristics consists of 5 steps: the stage of fostering/developing student teachers or groups of new teachers; and the Stage of enhancing/developing professionalism (The Expert Stage) (Jobelle et al., 2024).

From the above ideas, it can be concluded that the guidelines for enhancing good teacher characteristics should include: The first step is to strengthen various life and learning skills by giving them knowledge and the ability to carry out activities and face various situations in daily life effectively. Training people to use listening, speaking, reading, and writing to gain knowledge (Digo, 2022). Ability to carry out activities and face various situations until a permanent change in behavior occurs. As a result, you will be able to lead a happy and successful life (Hughes, 2012). The step is to build competency through actual practice. It is a behavioral characteristic that comes from knowledge, skills, and abilities that come from repeated actions. Fluently by showing both thinking and behavior in working with experts and expertise, resulting in the creation of good work that can be measured, evaluated, and successfully developed according to or above the specified criteria (Allen et al., 2011; Callahan, 2016; Prasojo et al., 2020) Steps to strengthen skills for peaceful coexistence. It indicates that people come together to live together. There is a feeling of connection. Being the same depends on each other. Being conscious of participating in helping each other and solving problems that arise. Including unity, love, kindness, and generosity towards one another, following the rules of living together in the form of rules, regulations, or laws, and helping and supporting each other without discrimination (Ansley et al., 2019; García Torres, 2019; Supena et al., 2021). And the final step is to strengthen identity. professionalism as a teacher which is the nature or identity of a person or his own unique property that is different from others and is an indicator of the characteristics or characteristics of a person that defines that person (Abahussain, 2016; Islam et al., 2022; Moreno Rubio, 2009; Okolie et al., 2019). However, according to statistical data on the personnel of teachers of schools affiliated with the Order of St. Paul de Chartres in Thailand. 2554 – 2564. It was found that the affiliate schools have changed the number of personnel due to retirement. As a result, more new teachers have been

recruited to work in the school. This makes the proportion of teachers younger than 30 years old more than teachers and staffs that are older than 30 years old in the affiliated schools. Another important reason is that the newly recruited teachers only have a short period of service in the affiliated schools. This makes it necessary to continuously recruit new teachers every year. (Punnachet et al., 2021) As a result, there are gaps in operations which cause school in affiliated lack continuity. Teachers who come to work in schools under the group lack experience and lack of knowledge and understanding of the practices of being a school teacher under the Order of St. Paul de Chartres in Thailand. Which focus on 1) Teacher discipline 2) Teacher Conduct 3) duty to govern students. 4) Teaching duties 5) The general responsibility that teachers must assist in the affairs of the school as assigned to the best of their ability. (Alzeebaree & Zebari, 2021)

It can be said that the above behavior is the practice of teachers who come to work in the school in the Order of St. Paul de Chartres in Thailand has been practiced and passed down for a long time, resulting in the unique characteristics of teachers of affiliated schools from studying information on the structure and administration of affiliated schools during the period of last 10 year, it was found that the trend of changing teacher personnel in affiliated schools has changed markedly. In addition, the changes in social conditions and age range are increasing. As a result, the guidelines for adhering to good teacher characteristics of teachers of schools affiliated with the Order of St. Paul de Chartres in Thailand have changed.

For this reason, it was found that the characteristics of good teachers of schools affiliated with the Order of St. Paul de Chartres in Thailand lack the clear guidelines or provide prominent manual. As well as the results of the internal quality assessment and the annual report of the affiliated schools since the academic year 2011 show a clear change in the personnel structure. Whether it is an age, social environment and personal characteristics of teachers. As a result, schools affiliated with the Order of St. Paul de Chartres of Thailand to have guidelines and manuals for enhancing the characteristics of good teachers in schools affiliated with the Order of St. Paul de Chartres of Thailand. This is to reduce the gap in the performance of teachers in each age group to increase Productivity of work and build good relationships between executives, teachers, school personnel, as well as to guide administrators teachers and school personnel affiliated with the Order of St. Paul de Chartres in Thailand to be utilize and develop teachers and staffs to have good characteristics that are unique to the Order of St. Paul de Chartres.

Therefore, in this research, the researcher aims to synthesize approaches to strengthen the characteristics of good teachers. Schools affiliated with the Sisters of St. Paul de Chartres in Thailand from related documents, concepts, principles, and theories. By experts with knowledge and expertise in developing and training personnel in the teaching profession who passed the purposive sampling to provide information and study, analyze, and refine ideas related to the elements in creating a manual for enhancing good teacher characteristics in schools affiliated with the Sisters of St. Paul de Chartres in Thailand.

Objectives

Synthesize guidelines for enhancing the characteristics of good teachers in schools affiliated with the Sisters of St. Paul de Chartres in Thailand.

Related documents and research

This research is research and development (research and development). The objectives are: To synthesize guidelines for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand. Teachers are considered to be personnel who are important resources in carrying out various activities in educational organizations to be successful according to the goals and objectives, and operating policies within educational agencies must rely on the abilities and potential of teachers are important. Therefore, strengthening the characteristics of good teachers is considered very important. So that teachers can be good role models for their fellow teachers, learners, and others in society (Sahboun et al., 2023; (Bay et al., 2024); (Choy, 2012)), which is consistent with , who has researched the study of teacher characteristics. To analyze the characteristics of good teachers in the 21st century in the Northeast and to analyze the characteristics of good teachers in the 21st century. 21 of the teachers in the Northeastern region found that according to the standards and indicators in the 2 profile groups, it was found that Group 1 had the highest average in the standards. This is consistent with (Sophon Yaemthongkam, 2009) who has researched and developed a model for enhancing the teaching characteristics of government teachers. Funding for the project was to promote the production of teachers with special abilities in science and mathematics (SQUAK). It was found that the development results were a model for strengthening teacher characteristics. SQUAK (A-STAR Model) consists of 5 steps. The steps are step 1, study of school needs (Assessment of Needs: A), step 2, exchange of experiences (Sharing Experience: S), step 3, group meeting (Team Discussion: T), step 4, strengthening operations. Being a teacher (Action: A) and step 5, reflection on work performance (Reflection: R)

METHOD

In synthesize guidelines for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand, it consists of:

Important Informant

A group of informants in the study of enhancing good teacher characteristics of school teachers affiliated with the Sisters of St. Paul de Chartres of Thailand is people with expertise in educational administration, and personnel management from a group of experts who are priests, sisters, and academics, a total of 24 schools throughout the country. The inclusion criteria are: Have at least 5 years of experience in personnel management. Graduated with a master's degree or PhD in Educational Administration or human resource management obtained from purposive sampling, 9 people, classified as 3 administrators who are priests of schools affiliated with the Sisters of St. Paul de Chartres in Thailand, 3 academics from the Catholic Educational Council of Thailand 3 people and 3 academic personnel development experts.

Research Tools

The tool used in the study is semi-structured interviews, which consist of two parts:

Part 1: Basic information of the respondents

Part2: The opinions of the informants regarding guidelines for enhancing the characteristics of good teachers in schools affiliated with the Sisters of St. Paul de Chartres in Thailand. The interview form was consistent between the questions and the definitions of the terms. It was found that the interview form has an Index of Conformity (IOC) between 0.80 – 1.00 which has been evaluated by 5 experts.

Data collection

The researcher collected data as follows:

1. Requested a letter requesting cooperation in collecting data from the Faculty of Industrial Education, King Mongkut's Institute of Technology Ladkrabang to study 5 experts in order to confirm the guidelines for enhancing the characteristics of good teachers in schools affiliated with the Sisters of St. Paul de Chartres in Thailand.
2. The researcher sent a letter requesting assistance in interviewing key informants to make various appointments and went to the area to interview key informants and tape recording the interview results along with using a semi-structured interview form manually collecting this information Starting from the beginning of May Until July 2023 and bring back the complete interview form to process ideas.
3. The researcher used the obtained data Content from the interviews was synthesized to summarize key points in order to draw up guidelines for strengthening good teacher characteristics of teachers at the Sisters of St. Paul de Chartres School of Thailand.

Data Analysis

Using content analysis and analysis information by (Miles and Huberman, 1994) have proposed steps in collecting qualitative data consisting of 3 steps of analysis, namely data reduction, data displaying, conclusion drawing, and verification

The results of lessons learned from the guidelines for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand.

From the research process, synthesize guidelines for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand. Through the study of guidelines for strengthening good teacher characteristics in 4 main steps, all data were assessed through semi-structured interviews. Using the method of collecting data by interviewing 9 experts in 4 areas: 1) the step of enhancing various life and learning skills, 2) the step of enhancing competency from actual practice, and 3) the step of enhancing skills for living together harmoniously, peacefully and 4) the step to strengthen the identity of a professional teacher consisting of knowledge, and human relations skills. Spirit in work person of learning Teacher leadership and good role models.

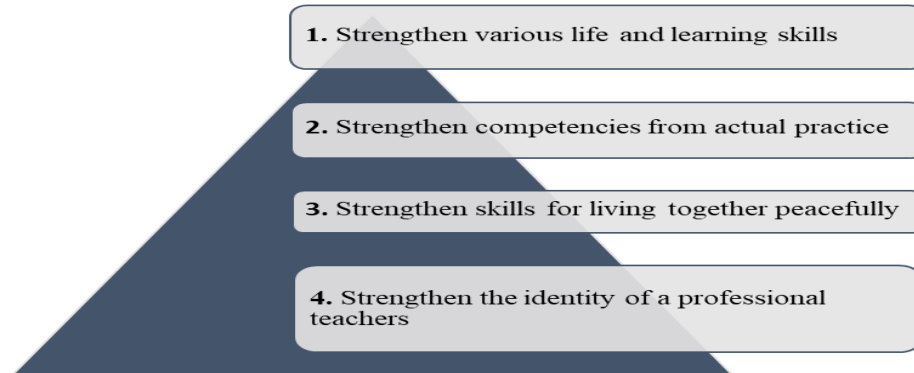


Figure 1

Topics in the structured interviews (Prasojo et al., 2020; Rogers, 2010) were guidelines for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand.

From data synthesis, a summary of each step is obtained as follows:

1) The step of enhancing various life and learning skills

The process of enhancing various life skills and learning requires the use of individual training processes using listening, speaking, reading, and writing to equip individuals with knowledge. Ability to carry out activities, face various situations in daily life, and experience permanent behavioral changes. As a result, you can live a happy life and be successful in life there are comments from the interview as shown in the following example:

“Professional Development : Continuous professional development for teachers on topics that require knowledge and expertise, seminars, online meetings, and workshops. Learn higher in the topic that you want to specialize in, join a teaching, and educational network, try to be relevant, offer yourself, and join a team that requires leadership. Responsible for the curriculum nanny Finding new ways: Project-based, using technology Always try to follow the news and new knowledge in that area” (Expert A8).

“Teacher training and training is important for teaching and learning. In knowledge development teacher's ability To have good teaching quality At the beginning of my career as a teacher, there should be effective training and training. Allow teachers to improve and develop their potential as follows: 1) practice and training on communication 2) practice and training on teaching planning and Teaching preparation Provide appropriate games and be aware of the objectives of teaching. 3) Practice and training on teaching technology are very important to help teach quickly. And 4) Practice and training on analyzing and evaluating learning outcomes. of students” Expert A9 and to enhance the various life and learning skills mentioned above to achieve maximum results, schools affiliated with the Sisters of St. Paul de Chartres of Thailand should follow:

2) The step of enhancing competency from actual practice

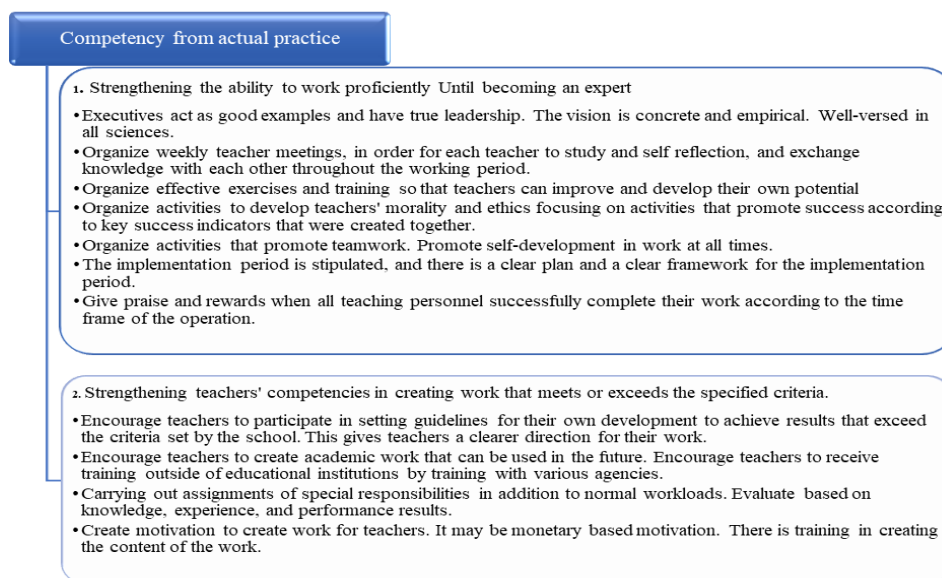


Figure 2

Research results for the process of capacity building from actual practice

3) The step of enhancing skills for living together harmoniously, peacefully

In this process, the researcher defines it as a person can learn. Practice living together There is a feeling of connection. be the same depend on each other Have a conscience to participate together Help each other to solve problems that arise without discrimination. There is unity, love, and caring for each other. and follow the rules for living together in the form of rules, regulations, or laws, and express opinions in the process of strengthening skills for living together peacefully from the interview as follows:

“Create understanding and strengthen cooperation Create a foundation that supports understanding Set clear rules and roles For everyone to understand and follow Take responsibility for the role together Create opportunities to develop skills and unity Organize activities that are exercises and training to work together create good communication Create unity in solving problems quickly and efficiently A variety of communication Use of communication technology Helps in understanding and trusting each other. Creating an organizational culture that supports teamwork and unity is important. by promotes flexibility in working together responsibility and Initiative to solve problems and promote teamwork Especially in solving problems that arise. Important moments Teachers can use teamwork techniques, division of work, and assignment of responsibilities. to support teamwork” (Expert A9)

“By creating an organizational culture In case a problem occurs Every sector will participate in helping each other. with unity Love and generosity Training in communication, listening, dialogue with mutual respect, practicing praising, praising, declaring good qualities. Study, evaluate, and analyze problems that arise. and

problem solving It will help to solve the problem better next time. more efficient and leaders should participate and take action as well Modify methods by listening to suggestions from various perspectives” (Expert A8)

And to strengthen skills for living together peacefully mentioned above to achieve maximum results. Schools affiliated with the Sisters of St. Paul de Chartres in Thailand should follow the steps in Figure 3 as follows.

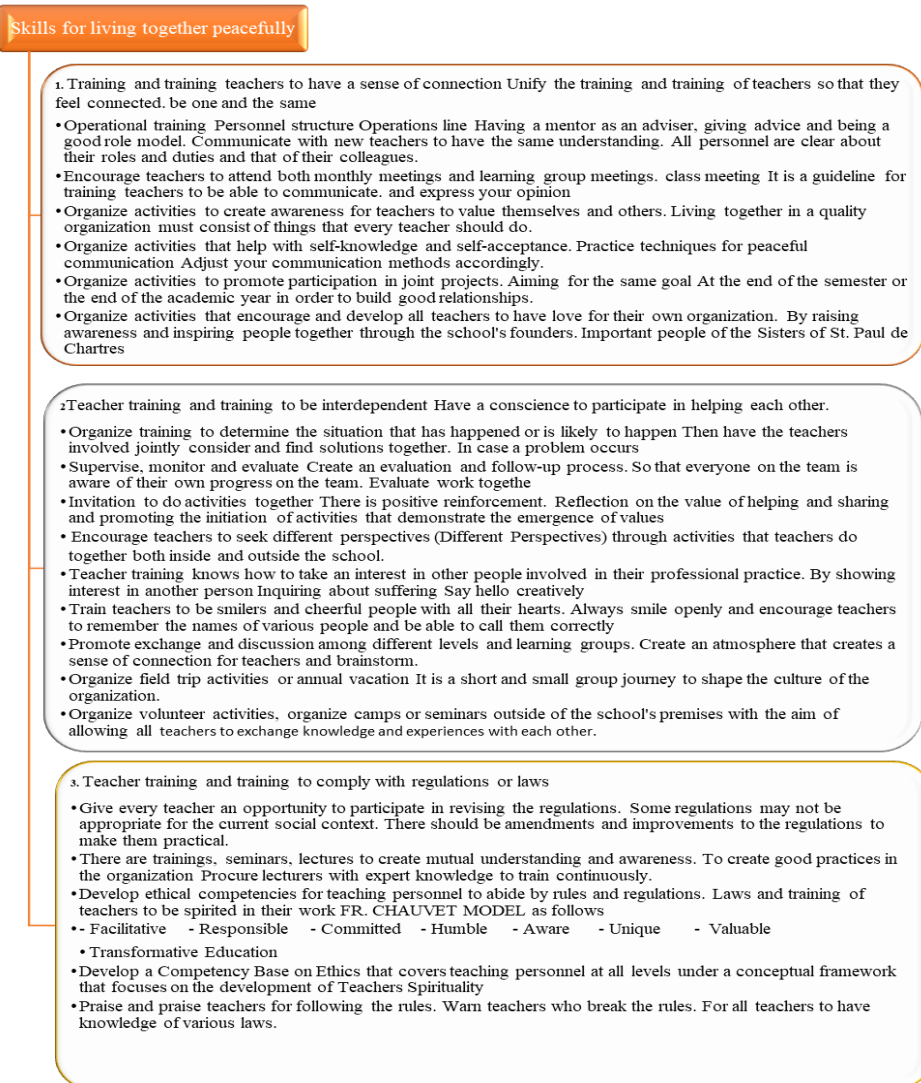


Figure 3
Research results for the process of enhancing skills for peaceful coexistence

4) The step to strengthen the identity of a professional teacher

The final research results will be the process of strengthening professional teacher identity. The results of the research provide details that professional teachers should have the identity of a teacher with knowledge, abilities, and good characteristics, have ethics, and systematically organize teaching and learning. Has professional expertise, has a vision, and creates an atmosphere that stimulates and encourages students to learn. Being friendly is an indicator of the characteristics that indicate the spirit of being a teacher. and opinions were expressed in the process of strengthening the identity of a professional teacher. From the interview as follows:

“Encouraging teachers to develop themselves professionally. In terms of personality and vision, keep up with changes and be a good inspiration for students in learning. Providing assistance and supervision in teaching, teaching media, and learning evaluation. Including the characteristics of being a good teacher. Using AAR (after-action review) activities to jointly reflect on results and find appropriate ways for development. and using PLC activities to learn together as a team, which should be a PLC circle that is not too large. and the participants are similar in status or performance” (Expert A5)

“St. Paul de Chartres should have a module for training teachers and all personnel. that everyone must attend training Both theory and practice, and complete every MODULE by completing a degree in Educational Science. It is considered basic knowledge. When becoming a teacher, you must be promoted to be spiritual in the style that the Sisters of St. Paul de Chartres want, which is basic knowledge. The new body of knowledge is a new body of knowledge” (Expert A8)

“How to train teachers to be a person of learning. By training to understand individual differences in order to organize education according to the aptitudes, interests, and abilities of each student as criteria. Teachers must therefore develop innovative abilities that demonstrate a thorough understanding of each student and are friendly towards students. Able to observe children's readiness for learning in order to develop their ability to organize lessons appropriate to each child's ability level, such as arranging learning centers that respond to the different needs of each student. person Using time for research (Research) in order to manage teaching time in relation to the characteristics of each subject, which will not take the same amount of time. Some subjects may be taught in short sessions but taught frequently. Studying is not limited to school only. Able to learn from hands-on experience and practice increasing learning efficiency (Learning Efficiency) by seeking new and more efficient methods. Both in terms of factors related to the students and factors external to the school. Able to develop innovations in various fields” (Expert A6).

And to strengthen skills in the process of strengthening the identity of a professional teacher mentioned above to achieve maximum results, schools affiliated with the Sisters of St. Paul de Chartres in Thailand should follow the steps in Figure 4.



Figure 4
Components for having a professional teacher identity

From the interview results from experts at each step, the researcher expects that the research results can be used as a guideline for enhancing good teacher characteristics of teachers in schools affiliated with the Sisters of St. Paul de Chartres of Thailand effectively.

DISCUSSION

This research was conducted through the process of developing guidelines and manuals for strengthening teacher qualities at schools under the Sisters of St. Paul de Chartres in Thailand, using semi-structured interviews and the Miles and Huberman content analysis method which consist of 4 processes. This is because the problems and guidelines for developing good teacher characteristics in the schools affiliated with ,came from the schools' administrators who jointly analyzed the data. And the data was synthesized to summarize the guidelines for creating the manual as follows:

1.The process of enhancing various life and learning skills that requires the use of personal training processes using listening, speaking, reading, and writing to give individuals the knowledge and ability to carry out activities and face various situations in daily life and to cause permanent changes in behavior, resulting in being able to live happily and successfully in life. The activities are: 1) Define educational goals 2) Define characteristics of good teachers 3)Appoint a teacher development committee 4) Appoint mentor teachers to act as consultants, give advice and monitor the performance of new teachers 5) New teachers Orientation 6) Create a friendly working atmosphere 7) Develop new teachers in 2 formats: (1) Develop personnel by integrating with regular work (On the job training) and (2) Training projects for personnel development (Off the job training) 8) Using the Professional Learning Community sharing experiences: (Professional Learning Community: PLC) This is consistent with the research of (Charoywan Prasertphon, 2013)who concluded that the development model of new teachers' learning management competence in private general education schools consists of 5 components:Component1: Objectives of learning management competence development of new teachers in private general education schools. Component 2:

Guidelines for new teachers' learning management competence development in private general education schools. Component 3: New teachers' learning management competence in private general education schools. Component 4: Principles for New teachers' learning management competence development in private general education schools. And Component 5: Conditions for success in New teachers' learning management competence development in private general education schools.

2. The process of enhancing competency from actual practice which the research's results found that there should be behavioral characteristics that come from knowledge, skills, abilities and other characteristics of the person, which come from repetitive, skillful actions, demonstrating both thinking and behavior in working with expertise and skill, resulting in the creation of successful work according to the criteria or higher than the specified criteria by setting the following activities: 1) Strengthening the ability to work skillfully until becoming an expert 2) Strengthening teachers' abilities to produce successful results according to the criteria or higher than the specified criteria, which is consistent with the theory of enhancing/developing professional teaching of (Paul Burden, 1980) which is the study's result on teacher development through 5 factors: 1) Teachers' personality perception and self-development of professionalism 2) Teachers' basic environment and professional development 3) External environment that promotes professional development 4) Training and professional development and 5) Educational institution environment used for internship and facilities.

3. The process of enhancing skills for living together harmoniously, peacefully, which the researcher defines as the ability of individuals to learn and practice living together, have a connection's sense, be one, rely on each other, have a participation's sense, help each other to solve problems that arise without division, have unity, love, care for each other and follow the rules of coexistence in the form of rules, regulations or laws, with the following activities: 1) Training and developing teachers to feel connected and united. 2) Training and developing teachers to rely on each other and have a participation's sense in helping each other and 3) Training and developing teachers to comply with regulations or laws which is consistent with (Nodie Oja, 1990) theory of professional development and promotion of teachers, which states that teachers in autonomous stage understand their duties and are able to deal well with problems and conflicts that arise, begin to be aware of the learning society's context, the operation of one's educational institution, emphasis on self-assessment of one's abilities and responsibility, learn to rely on each other with colleagues.

4. The process of strengthen the identity of a professional teacher consisting of knowledge, and human relations skills. The research results provide details on how teachers should have knowledge, ability and good characteristics, ethics, systematic teaching and learning, professional expertise, vision, creating an atmosphere that encourages students to learn, and being a good friend. The activities to develop teachers are in the following areas: 1) Knowledgeable 2) Interpersonal skills 3) Knowledgeable working spirit 4) Learning person 5) Teacher leadership and 6) Being a good role model. This is consistent with the research of Charlotte Dannileson (2011) who defined the characteristics of teachers towards becoming professional teachers in 4 aspects: 1) Planning and preparation for teaching and learning, including knowledge of teaching

content and skills, knowledge and learners' skill, teaching's objectives and learning, knowledge and selecting appropriate resources' skills, designing consistent teaching and learning, and evaluating learner learning outcomes. 2) Classroom Management (The Classroom Environment) is to create a harmonious environment, create a learning's culture, organize the learning management's steps, manage student behavior, and organize the classroom's physical conditions. 3) Teaching techniques (Instruction) include clear and correct communication, using questioning techniques and creating discussion topics, teaching and learning's participating, participating in expressing opinions together, and being flexible according to the situation. 4) Self-development towards professionalism (Professional Responsibilities) is a reflection of teaching and learning. Accurately studying the student's record, communication and interaction with the student's family, involvement of the school with the community, continuous development and professionalism.

From the above information, guidelines for developing good teacher characteristics in schools affiliated with the Sisters of St. Paul de Chartres in Thailand can be achieved by following each process in detail. In addition, the four processes mentioned above can be applied to organizations other than educational institutions to develop personnel and organizations to be more efficient and higher quality, such as hospitals, industrial factories, etc.

CONCLUSION

From the lesson learned on how to enhance teachers' good teacher characteristics, it was found that guidelines for the development of all teachers of affiliated schools should be established through a 4-step strengthening approach 1) the step of strengthening various life and learning skills, 2) the step of strengthening competencies from actual practice, 3) the step of strengthening skills for peaceful coexistence, and 4) the step to strengthen the identity of a professional teacher. Create a professional teacher identity that includes knowledge, human relations skill, spirit in work person of learning, teacher leadership and good role models.

SUGGESTION

1. This research result is basic information for the enhancing good teacher characteristics' process in schools under the Sisters of St. Paul de Chartres in Thailand. Administrators or related persons should use this information as a guideline for enhancing an developing good teacher characteristics for teachers in schools under the sisterhood by setting activities that promote teacher characteristics in concrete form.
2. The Education Department of the Sisters of St. Paul de Chartres in Thailand reviews and improves the personnel development plan of affiliated schools by determining the components of good teacher characteristics of teachers based on the research results and assigns them to affiliated schools to use in determining guidelines for developing good teacher characteristics to promote the identity of teachers in affiliated schools of the Sisters of St. Paul de Chartres in Thailand.
3. The executives of affiliated schools of the Sisters of St. Paul de Chartres in Thailand apply the guidelines for developing good teacher characteristics to develop affiliated

schools' personnel and promote good teacher characteristics in accordance with the teachers' identity in affiliated schools of the Sisters of St. Paul de Chartres in Thailand.

4. Catholic schools under the Catholic Education Council of Thailand and interested educational institutions can study, apply, determine the guidelines for developing good teacher characteristics, and create personnel development plans and components of good teacher characteristics in their affiliated schools.

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