Exploring the Characteristic of Good Catholic Teacher of the Sister of Saint Paul de Chartres in Thailand

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This study aims to analyze the characteristics of good teachers at St. Paul de Chartres parish schools in Thailand including directors, heads of department, and teachers who make up the total population of 2,400 from 24 schools. A sample of 420 people was selected by stratified random sampling. The research tool was the Good Teacher Characteristics Questionnaire and Rating Scale. The statistics used to analyze the data included was exploratory factor analysis. The results were divided into two parts: The General sample data analysis of good teachers at the Sisters of St. Paul de Chartres Schools in Thailand was comprised of good teachers. 361 of the 420 teachers were female, 86.0% were between the ages of 36 and 45, and 111, or 26.4%, were female. When categorized by level of education, it was discovered that 334 teachers, or 79.5%, held the highest level of bachelor's degrees. There were 211 teachers or 50.2% with at least 16 years of experience, and 375 teachers, or 89.3%. were teachers at the school. And the analysis of the data was analyzed with good teacher characteristics component analysis and divided into 6 components as follows: knowledge (well-rounded), interpersonal skills (interpersonal skills), working spirit spirituality, lifelong learner, teacher leadership) and a good role model (role model).

Keywords: characteristics, good teacher characteristics, good teacher, guidelines development, Sisters of St. Paul de Chartres Schools in Thailand

INTRODUCTION

The Sisters of St. Paul de Chartres are well aware of the teacher's importance as a model for the students. The student's ability to become more or less good depends on the teacher.   The personnel selected to work with the school will always be awakening because the school's administrators will support the development of knowledge, ability

in academics, and mentality for being professional teachers in the school's teaching management. It also shows the systematic recruitment of personnel that the person who I (Phewklieng, 1985; Symonds, 1947) At present, it is found that when becoming a teacher, there are many problems such as teaching, making documents, controlling the class (Admiraal, 2023; Bascia & Rottmann, 2011; Iamsaard, 2016) which arise in the early stages of entering the profession. Due to the nature of the profession, which is extremely challenging and many components of the job are out of teachers' control, feeling occupational stress became the standard and a trend. The physical, mental, and emotional reactions of the teachers who feel their job demand more of them than they are capable of providing are explicitly included in this occupational stress. (Abegail N. Obinguar, 1967) Some people see that the new teachers are imperfect teachers that cause stress to them which is consistent with what (Kecharanan, 2016) said that when new employees start working in the first few months, they will be watched by all colleagues for their work, their adaptation ability, their talents and the acceptance of others. (Bauer & Erdogan, 2010; Kelley et al., 2023)

In the Sisters of St. Paul de Chartres educational management in Thailand, teachers play an important role in driving the education management's progress and proceed continuously to keep up with the changing world society, technology (Ertmer et al., 2012) innovation, new knowledge (Chaiyo & Nokham, 2017; Zhong et al., 2022) and used to develop the work and social appropriately (Papanastasiou et al., 2019)

Teachers are also involved in the operation of both teaching and learning. and administration the school's administration (Bay et al., 2024). The characteristics of social relations and social networks among teachers are a source of important predictive information pertaining to trust and cooperation among each other as well as confidence in institutional bodies and education in general. (Panagiotis Giavrimis, 2021) Therefore it is essential that there must be unity in education management under the educational management policy of the Sisters of St. Paul de Chartres to maintain its identity as a school operating under the Sisters of St. Paul de Chartres administration (Bhekanan, 2011) and Catholic schools are unique which different from other schools as mentioned by (Bryk et al., 1993) and being "catholic" entails being inclusive and being open to the "other" whether these may be different cultures, nationalities, religions, and peoples. (Bombongan, Jr., 2008)

The administration of the Sisters of St. Paul de Chartres observed that teachers play a crucial role in enhancing and sustaining the congregation's educational management. According to data from 2011 to 2021, the number of affiliated school personnel at the Sisters of St. Paul de Chartres Schools in Thailand has changed due to retirement. Consequently, more new teachers are being recruited for school positions. Therefore, the proportion of teachers younger than 30 years old in affiliated schools is increasing, while the proportion of staff older than 30 years old is decreasing. The short tenure of newly admitted teachers at affiliated schools is another essential factor. This requires the recruitment of new teachers each year. As a result, there is a performance disproportion. As a consequence, the operations of the school are inconsistent. New teachers in the affiliated schools have little experience working with teams and

organizing the teaching and learning processes in real conditions. (Ginja & Chen, 2020; Olokooba, 2021; Tjabolo & Herwin, 2020).

Therefore, the researchers noticed that the Sisters of St. Paul de Chartres schools in Thailand lacked clear regulations or a written guidebook for their competent teachers. The results of the internal quality evaluation and the annual reports of the affiliated schools from the 2011-2012 academic year disclose a substantial change in the personnel structure, social environment, and individual characteristics of teachers. In order to strengthen the qualities of good teachers in Sisters of St. Paul de Chartres Schools in Thailand in the future, the researchers were interested in analyzing the composition of good teacher characteristics in Sisters of St. Paul de Chartres schools in Thailand. More specifically and explicitly develop the teachers who come to work in affiliated schools in the same direction, to close the performance gap between teachers of different ages and to increase productivity by fostering positive relationships between school administrators, teachers, and other school employees. This will help to close the performance gap between teachers of different ages. The Sisters of St. Paul de Chartres Schools in Thailand will make use of it to develop teachers and employees who reflect the values of St. Paul de Chartres' characteristics.

Hypothesis

Teachers under The Sisters of St. Paul de Chartres have a unique characteristic and are unique to teachers of schools under St. Paul de Chartres

Objective

To analyze the components of good teacher characteristics of teachers in the Affiliated Schools of St. Paul de Chartres in Thailand

METHOD

The analysis of the composition of good teacher attributes in the Sisters of St. Paul de Chartres Schools in Thailand is as follows:

Population and sample

The population used in this research is sister directors, heads of departments, and teachers in the Sisters of Saint Paul de Chart Schools in Thailand, which are comprised of 24 schools and a total of 2,400 teachers.

The sample for this study consisted of sister directors, heads of departments, and teachers from 24 schools in the Sisters of St. Paul de Chartres Schools in Thailand. In accordance with the Hair sample size requirements (Hair 2014), the sample size was determined by setting the element weight value to 0.40, which corresponds to a sample size of 350 individuals. Stratified random sampling yielded a sample size of 420 individuals after adding 20% to the original sample.

Step 1: Using the Simple Random Sampling method, randomly select representatives from each region from the 24 participating schools. The north has five schools, but only three were chosen. There are two schools in the East, and we picked one of them. The central region has twelve schools, but only six were chosen. There are three schools in

the Northeast, but we only picked two of them. In the South, there are two schools, but we only picked one.

Step 2: Random stratified sampling based on the positions of school administrators, heads of departments, and teachers. 13 school administrators, 32 heads of departments, and 375 teachers were surveyed, as shown in Table I:, to determine and compare the proportions of Rule of Three.

Table I
Population and samples

| Regions | Schools | | Job Title (Person) | | | | | |
| | | | Sister Directors | | Head of Department | | Teachers at Affiliated Schools | |
	Population	Samples	Population	Samples	Population	Samples	Population	Samples
North	5	3	3	3	35	5	137	21
East	2	2	1	1	14	2	231	36
Central	12	6	6	6	119	19	1,719	269
Northeast	3	2	2	2	21	3	178	28
South	2	1	1	1	14	2	135	21
Total	24	13	13	13	203	32	2,400	375

Research Tools

Characteristics of the Tools

The research instrument consists of a questionnaire, a checklist, and a rating scale devised by the researcher concerning the composition of good teacher characteristics at the Sisters of St. Paul de Chartres Schools in Thailand. There are two parts:

Part 1: The first section of the questionnaire requests respondents' age, gender, level of education, job title, and years of work experience.

Part 2: The second part is comprised of 71 items with a 5-level rating scale pertaining to the characteristics of a good teacher.

The following are the scoring criteria for the questionnaire:
5   means   most
4   means   very
3   means   moderate
2   means   little
1   means   least

Creating and Evaluating Instrument Quality

Conducting interviews with administrators and heads of personnel in 24 schools of the Sisters of St. Paul de Chartres Schools in Thailand and studying the concepts, research papers, and documents about good teacher characteristics, doctrinal principles of teaching, spirituality, and philosophy of education management of the Sisters of St. Paul de Chartres Schools in Thailand in accordance with the Catholic educational models in order to serve as a guide for developing questionnaires for teachers.

Define the format and content structure of the questionnaire by outlining the checklist and rating scale formats (Benekos, 2016; Montoya et al., 2020; Teneva, 2019).

Write questions for each part and send them to the thesis advisor, the joint thesis advisor, and the experts to check for ambiguity and content validity through item-objective congruence. (IOC).

A value of.50 for the IOC indicates that the query is consistent with the terminology definition.

A value of.50 for the IOC indicates that the query does not match the terminology definition.

The researcher revised the questionnaire provided by the experts and administered it to an additional sample of thirty school administrators and teachers in the Thailand diocese administered by the Congregation of St. Paul de Chartres. Then, compile the data and calculate the reliability using Cronbach's Alpha formula. This generates a result of 0.9

Data Collection

Send a letter to the administrators and teachers working at the Sisters of St. Paul de Chartre Schools in Thailand, requesting their assistance in obtaining research data from the Faculty of Industrial Education at King Mongkut's Institute of Technology Ladkrabang.

Send the letter in item 1 along with the questionnaire on excellent teacher characteristics for teachers at St. Paul de Chartres Schools in Thailand to a random sample of 420 individuals from 13 schools in four regions and collect the data in person.

Collect analyzed data and classify the characteristics of excellent instructors at St. Paul de Chartres Schools in Thailand.

Data Analysis

Examine the fundamental respondent data using statistics, frequency and percentage.

Analyze the exploratory elements using the steps below:

Check the appropriateness of the information collected to determine if the Kaiser-Meyer-Olkin Measure of Sampling Adequacy can be used to analyze the exploratory elements. (KMO)) (Duisembekova, 2021). The following criteria must be considered: (Shkeer & Awang, 2019; Sri Suyati & Zainul Rozikin, 2021)

- KMO values of 0.80 or higher are best for element analysis.
- KMO values between 0.70 and 0.79 are ideal for elemental analysis.
- KMO values ranging between 0.60 and 0.69 are appropriate for moderate composition analysis
- KMO values between 0.50 and 0.59 are suitable for the analysis of a select number of elements.
- KMO values below 0.50 cannot be utilized for element analysis.

Check the variance of each variable by contemplating its commonality (h^2), which should not be less than 0.50; if it is less than 0.50, the variable should be eliminated based on exploratory element analysis.

Factor Extraction Using the Common Factor (CF) Sub-Technique (Principal Axis Factoring (PAF)) and Rotation of the Orthogonal Element Axis (Varimax Method)

Consider elements using the following criteria to establish the number of exploratory elements: 1) Each element must have 3 or more observable variables.2)Eigen Value needs to be greater than 1. and 3)Factor Loading must be greater than 0.3

FINDINGS

This study focuses on the development of guidelines to improve the quality of good teachers in the schools affiliated with the Sisters of St. Paul de Chartres. Based on the following research objectives, the researcher proposed dividing the data analysis results into two parts:

Part 1: General sample data analysis results

Part 2: Exploratory analysis of good Teachers at the Sisters of St. Paul de Chartres Schools in Thailand

General Data Analysis of Samples

According to Table 4.1, the sample of good teachers at the Sisters of St. Paul de Chartres Schools in Thailand was comprised of good teachers. 361 of the 420 teachers were female, 86.0% were between the ages of 36 and 45, and 111, or 26.4%, were female. When categorized by level of education, it was discovered that 334 teachers, or 79.5%, held the highest level of bachelor's degrees. There were 211 teachers or 50.2% with at least 16 years of experience, and 375 teachers, or 89.3%. were teachers at the school.

Results of the Analysis of Exploratory Elements of Good Teacher Characteristics of Schools Affiliated with the Sisters of St. Paul de Chartres in Thailand

The school's affiliation with the Sisters of St. Paul de Chartres Schools in Thailand is based on the qualities of good teachers. For exploratory composition, 71 variables of a sample of 420 individuals were analyzed as follows:

Results of KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) and Bartlett's Test of Sphericity Statistics

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (Shkeer & Awang, 2019; Sri Suyati & Zainul Rozikin, 2021) was 0.965, which is greater than 0.50, and according to Bartlett's Test of Sphericity, Chi-Square = 23816.451, df = 2485, Sig = 0.000, statistically significantly different from zero. 0.01 was determined to indicate that the obtained correlation metrics were not identity metrics and that they were correlated in size to analyze the composition.

Results of Communalities

71 variables shared a common denominator in the analysis of exploratory elements of excellent teacher characteristics at the Sisters of St. Paul de Chartres Schools in Thailand. Using commonalities to measure the adequacy of variables for analyzing the composition, researchers examined the applicability of each variable to analyze the composition. It was discovered that 71 of the variables used in the analysis of the characteristics of good teachers in the Sisters of St. Paul de Chartres Schools in Thailand were behavioral characteristics. The range of commonalities is 0.35 to 0.72, which is larger than 0.5.

Results of Extraction of Elements by Recognizing the Principal Elements and Rotating the Orthogonal Rotation

An exploratory component analysis of the effective characteristics of teachers at the Sisters of St. Paul de Chartres Schools in Thailand was conducted by extracting elements using principal component factoring and orthogonal rotation using the varimax method (Samuel et al., 2020). It was found that factor extraction using principal component analysis (Shrestha, 2021) could be used to determine the number of exploratory elements in the Sisters of St. Paul de Chartres Schools in Thailand with Eigenvalues greater than 1.0. According to the analysis, the Sisters of St. Paul de Chartres Schools in Thailand consist of ten elements, with elements 1 and 6 having respective eigenvalues of 31,728, 4.426, 2,187, 1.470, 1.355, and 1.228. This indicates that the elements are independent of one another in terms of means. Varimax determined that the eigenvalues changed in six distinct components: 12,581, 9,120, 5,921, 5,660, 5.633, and 3.549, respectively. Therefore, it can be explained that the survey component of good teacher characteristics at the Sisters of St. Paul de Chartres Schools in Thailand consists of six elements. The six elements account for 59.807% of the total variance in the characteristics of good teachers at the Sisters of St. Paul de Chartres Schools in Thailand.

Table 2
The number of eigenvalues elements, the percentage of variance, and the percentage of cumulative variance for each element of the exploratory component analysis of the good teacher characteristics of the teachers of the Sisters of St. Paul de Chartres Schools in Thailand

| Elements	Initial composition extraction			Element axis rotation		
	Eigenvalues	Affair Change %	Affair Change Collect %	Eigenvalues	Affair Change %	Affair Change Collect %
1	31.728	44.688	44.688	12.581	17.719	17.719
2	4.426	6.234	50.922	9.120	12.844	30.564
3	2.187	3.081	54.003	5.921	8.339	38.903
4	1.470	2.071	56.074	5.660	7.972	46.875
5	1.355	1.908	57.982	5.633	7.934	54.809
6	1.296	1.825	59.807	3.549	4.998	59.807
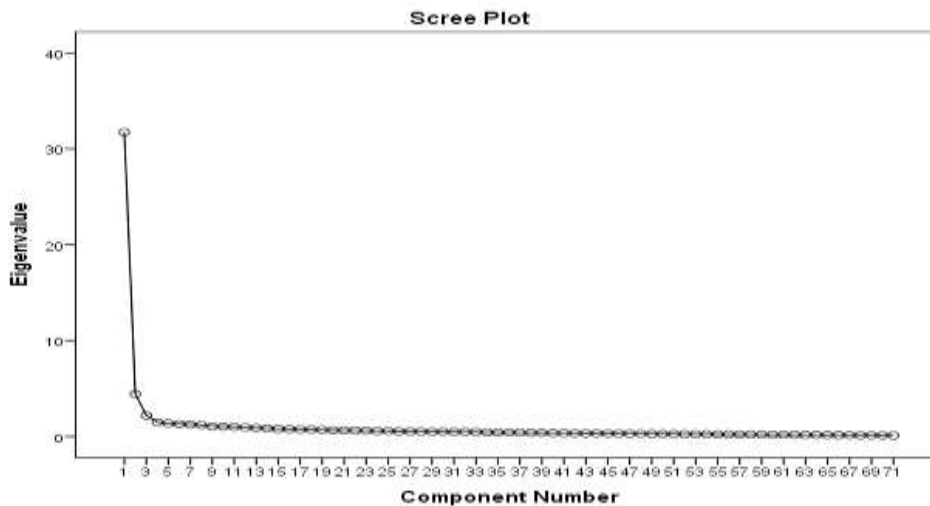
Figure 1
Scree plot graph shows the acquisition of the number of elements

Results of grouping selected variables to enter the composition

When contemplating where to place each variable by considering the weight values of the variables' elements, the most valuable variables can be found in any element. However, factor loading is determined by the notion of Hair (Hair et al., 2010) and by setting the element weight value to 0.40, which corresponds to a sample size of 350 individuals. To prevent data collection errors, a 20% increase in the sample size for a total of 420 individuals can be categorized into six elements, as shown in the following information.

The information presents the results of the analysis of the characteristics of good teachers in schools affiliated with the Sisters of St. Paul de Chartres. A total of 23 distinct variables can be used to characterize the first element. (A4, A3, A2, A1, A6, A11, A16, A15, A9, A7, A5, A14, A8, A18, A12, A17, A10, A44, A45, A19, A21, A20, and A31). The 23 variables account for 17,719% of the variance; the composition weight ranges from 0.426 to 0.776; and the eigenvalues total 12,581. This causes element 1 well-rounded.

Factor loading of the exploratory component analysis of good teacher characteristics of the Sisters of St. Paul de Chartres Schools in Thailand. Element 1: Well-rounded appeared as follows:

Table 3
Factor loading of the exploratory component analysis of good teacher characteristics of the Sisters of St. Paul de Chartres Schools in Thailand. Element 1: Well-rounded

Variable	Details	(Factor Loading)
A4	Be able to create curricula to use in school and to develop students.	.776
A3	Be able to conduct research, develop, and generate new knowledge to use for student development and problem-solving.	.766
A2	Possess critical thinking, synthesis, creative thinking, and critical thinking.	.736
A1	Have knowledge of a variety of scientific fields and possessing the ability to integrate that knowledge.	.735
A6	Possess proficiency in language, especially English.	.696
A11	Understand the structure and functions of the education system.	.675
A16	Possess the ability to apply various psychological principles to the management of learning will aid students in achieving success in their studies.	.668
A15	Be able to measure and evaluate students precisely and academically.	.663
A9	Recognize the benefits and limit of various methods and techniques for making it a reality.	.648
A7	Be precise or have a deep knowledge of the content well taught.	.647
A5	Be able to use technology to manage learning effectively.	.636
A14	Be able to manage learning using a variety of techniques and methods.	.631
A8	Be alert, up-to-date, keep updated on technological, scientific and educational developments.	.630
A18	Enhance and develop methods, techniques, and instructional materials in accordance with lessons and student requirements.	.617
A12	Be able to provide the necessary resources for the development of students in response to their opinions and suggestions.	.606
A17	Be an effective learning facilitator.	.590
A10	Know how to utilize the necessary resources and methods to motivate students in a variety of subject areas.	.580
A44	Be a knowledgeable and competent academic leader.	.579
A45	Be professional.	.579
A19	Plan lessons and establish specific objectives for learning management.	.534
A21	Develop appropriate instructions and learning materials based on the requirements of the students.	
A20	Facilitate a participatory learning environment in the classroom.	.485
A31	Seek knowledge and continuously develop oneself academically.	.426
	Eigenvalues	12.581
	Percentage of Variance	17.719

Eigenvalues were 12.581 and the percentage of variance was 17.719.

Next is the information which displays the results of the exploratory composition analysis of good teacher characteristics in schools affiliated with the Sisters of Saint Paul de Chartres in Thailand. Element 2 can be described by 12 variables (A 64, A 60, A 61, A 63, A 59, A 65, A 66, A 57, A 58, A 67, A 38, and A 62). The 12 variables can account for 12.844% of the variance with element weights ranging from 0.422 to 0.752 and eigenvalues of 9.120. So, the second factor is called "Interpersonal Skills."

Table 4
The factor loading of the exploratory component analysis of good teacher attributes at the Sisters of St. Paul de Chartres Schools in Thailand. Element 2: Interpersonal Skills appeared as follows

Variable	Details	(Factor Loading)
A64	Have a good hope for students.	.752
A60	Completely cooperate in teaching students.	.741
A61	Be polite and respectful; obey superiors; and follow supervisory procedures.	.684
A63	Give students both love and justice, without making them choose between being loved and hated.	.679
A59	Ignore bad things, love careers, love institutions, love fellow teachers.	.671
A65	Do not be arrogant that causes the pupils to feel frightened or behave improperly.	.650
A66	Be receptive to students' viewpoints and accepting of their differences.	.640
A57	Neatly dressed.	.617
A58	Know how to be frugal and instil this trait in students.	.534
A67	Take good care of students.	.501
A38	Be proud of Thai citizenship and the global citizenship.	.465
A62	Avoid spreading malicious rumours and insulting administrators and fellow teachers.	.422
	Eigenvalues	9.120
	Percentage of Variance	12.844

Eigenvalues were 9.120 and the percentage of variance was 12.844.

Next is the information which displays the results of the exploratory analysis of the composition of good teacher characteristics in schools affiliated with the Sisters of Saint Paul de Chartres in Thailand. Element 3 can be characterized by 11 variables (A 22, A 24, A 25, A 23, A 26, A 27, A 47, A 30, A 46, A 48, and A13). The 11 variables explain 8.339% of the variation, the composition weight is.373–.738, and the eigenvalues are 5.921. The third element is therefore called Spirituality.

Table 5
Factor loading of the exploratory component analysis of good teacher characteristics of the Sisters of St. Paul de Chartres Schools in Thailand. Element 3: Spirituality appeared as follows

Variable	Details	(Factor Loading)
A22	Be generous and kind.	.738
A24	Forgive students and provide them with opportunities.	.737
A25	Learn, understand, and respect Learners' opinions and expressions	.656
A23	Be patient.	.584
A26	Be honest, responsible, disciplined and deliberate.	.573
A27	Display sacrifice and compassion, gratitude, bravery, and cohesion.	.528
A47	Be a compassionate teacher for students.	.445
A30	Teach, mentor, and lead students to be good.	.421
A46	Be affable and approachable.	.409
A48	Be capable of resolving students' issues and questions.	.389
A13	Be a good listener.	.373
	Eigenvalues	921.5
	Percentage of Variance	339.8

Eigenvalues were 5.921 and the percentage of variance was 8.339.

Next is the information which displays the results of the analysis of the exploratory composition of good teacher characteristics in schools affiliated with the Sisters of St. Paul de Chartres in Thailand are presented in eleven variables that can be used to characterize element 4: (A49, A55, A51, A56, A32, A33, A50, A54, A39, A52, and A53). The eleven variables can explain 7.97% of the variance, the composition weight is between 0.430 and 0.610, and the eigenvalues are 5.660, hence the fourth element is called "lifelong learner."

Table 6
Factor loading of the exploratory component analysis of good teacher characteristics of the Sisters of St. Paul de Chartres Schools in Thailand. Element 4: Lifelong learner appeared as follows

Variable	Details	(Factor Loading)
A49	Have high expectations for all students and show them that expectation.	.610
A55	Know how to share best practices.	.555
A51	Utilize constructive criticism and advice as a means of professional development.	.498
A56	Realize as a teacher to educate students.	.496
A32	Always be adaptable to the surrounding circumstances.	.469
A33	Recognize the roles, responsibilities, or burdens assigned to them.	.468
A50	Collaborate with colleagues constantly.	.452
A54	Emphasize learning about the actual world.	.452
A39	Know and understand the diverse Thai national identities.	.451
A52	Maintain professionalism in all areas, from personal to business skills.	.440
A53	Be prepared for each day.	.430
	Eigenvalues	5.660
	Percentage of Variance	7.972

Eigenvalues were 5.5660 and the percentage of variance was 7.972.

Next is the information which displays the results of an exploratory analysis of the composition of good teachers in schools affiliated with the Sisters of St. Paul de Chartres. Element 5 can be described by nine different factors. (A68, A70, A42, A43, A69, A41, A71, A40, and A36). The nine variables can explain 7.934% of the variance with element weights between 0.417 and 594 and eigenvalues of 5.633. Therefore, the fifth element is called teacher leadership.

Table 7
Factor loading of exploratory component analysis of good teacher characteristics of the Sisters of St. Paul de Chartres Schools in Thailand. Element 5:Teacher Leadership appeared as follows

Variable	Details	(Factor Loading)
A68	Inspire the learning of students.	.594
A70	Take the essential measures to develop students' fundamental skills.	.560
A42	Be a leader with a broad intellectual perspective.	.541
A43	Express oneself positively as a moral leader.	.510
A69	Respect students and cultivate a welcoming environment for all students.	.509
A41	Possess both confidence and leadership.	.503
A71	Collaborate with parents and other relevant parties to enhance the education of students.	.503
A40	Accept the transformation and act as a leader of it.	.437
A36	Have a sense of humor and incorporate quips into the learning arrangements.	.417
	Eigenvalues	5.633
	Percentage of Variance	7.934

Eigenvalues were 5.633 and the percentage of variance was 7.934.

And the last is the information that displays the results of an analysis of the qualities of good teachers in schools affiliated with the Sisters of St. Paul de Chartres. The element 6 is described by four variables. (A35, A29, A28 and A34). The four variables can account for 4.998 percent of the variance, with element weights between.463 and.580 and eigenvalues of 3.549. Consequently, the sixth element is titled Role model.

Table 8
Factor loading of exploratory component analysis results of good teacher characteristics of St. Paul de Chartres Schools in Thailand Element 6:Role model appeared as follows:

Variable	Details	(Factor Loading)
A35	Be humble and have good human relations.	.580
A29	Supervise and instruct pupils to adhere to the teachings of Jesus.	.551
A28	Instruct students to avoid doing wrong and to adhere to Jesus' teachings.	.541
A34	Behave only in a positive manner to set an appropriate example.	.463
	Eigenvalues	3.549
	Percentage of Variance	4.998

Eigenvalues were 3.549 and the percentage of variance was 4.998.

DISCUSSIONS

The results from the objective that to analyze the elements of good teacher characteristics of teachers in the Affiliated Schools of St. Paul de Chartres in Thailand showed that all elements which were considered essential for developing teachers and related personnel were well-rounded, interpersonal skills, the spirituality of work, the lifelong learner, teacher's leadership and a role model. This was consistent with Bhekanan's study (Bhekanan, 2011)that to maintain its identity as a school operating under the Sisters of St. Paul de Chartres administration (Bhekanan, 2011) This was consistent with Marsh Colin's study (Marsh, 1997). which found that the new teacher

must be competent, and diverse, consisting of being attentive, understanding, and responsive to the development of learning and student background and they must have the ability to deal with student behavior, have knowledge and understanding of the subject matter according to the curriculum and can be put into practice, have the ability to plan and assessment and have the ability to inspect, measure and evaluate and this is consistent with Sophon Yamthongkam's study (Yamthongkham & Nilphan, 2010) which found that the teacher must be conscious, confident, creative, honest, sacrificial, kind, fair and patient which is consistent with Pinsuda Siritharungsri's study (Sridhrungsri, 2014) which found that the quality teacher attributes must be a person whom characteristics of a quality teacher consist of teacher's spirit teacher and a giver, Curious and constantly seeking knowledge which is consistent with (Ertmer et al., 2012)which found that it must proceed continuously to keep up with the changing world society and technology. After all, all elements have been proven statistically that they were applicable elements of good teacher characteristics of schools affiliated with the Sisters of St. Paul de Chartres in Thailand.

CONCLUSION

From this research conducted, it can be concluded that

1. According to a general analysis of the sample, the teachers at the Sisters of St. Paul de Chartres School in Thailand possess the qualities of good teachers. 86.0% of the 420 teachers were female, 26.4% were aged 36-45, 79.5% had a bachelor's degree, 50.2% had at least 16 years of work experience, and 89.3% were school teachers.

2. Exploratory component analysis of good teacher characteristics at the Sisters of St. Paul de Chartres schools in Thailand, KMO = 0.965, Chi-Square = 23816.451, df = 2485, Sig = 0.000, as determined by Bartlett's Test of Sphericity. The resultant correlation metric is not an identity metric and is appropriately correlated to analyze the composition.

3. The analysis of the common values revealed that the 71 variables used in the analysis of the characteristics of good teachers at schools affiliated with the Sisters of St. Paul de Chartres in Thailand have commonalities between 0.359 and 0.724, which are greater than all 0.5.

4. Extracting the elements by principal component factoring and orthogonal rotation by varimax method showed that the survey component of good teacher characteristics at the Sisters of St. Paul de Chartres Schools in Thailand is made up of six elements, which can explain 59.807% of the cumulative variance of good teacher characteristics at the Sisters of St. Paul de Chartres Schools in Thailand.

5. The analysis of the exploratory elements of good teacher characteristics of schools affiliated with the Sisters of St. Paul de Chartres in Thailand can be classified into 6 elements as follows:

5.1 Element 1 is well-rounded, sufficient to explain variance by 17.719%, with an element weight between 0.426% and 0.776% and eigenvalues of 12.581 from a total of 23 distinct variables which are the capability to be able to create curricula to use in

school and to develop students,conduct research, develop, and generate new knowledge to use for student development and problem-solving, possess critical thinking, synthesis, creative thinking, and critical thinking ,have knowledge of a variety of scientific fields and possessing the ability to integrate that knowledge,possess proficiency in a language, especially English, understand the structure and functions of the education system, posses the ability to apply various psychological principles to the management of learning will aid students in achieving success in their studies , measure and evaluate students precisely and academically ,recognize the benefits and limits of various methods and techniques for making it a reality ,be precise or have a deep knowledge of the content well taught , use technology to manage learning effectively, manage learning using a variety of techniques and methods, be alert, up-to-date, and keep updated on technological, scientific, and educational developments ,enhance and develop methods, techniques, and instructional materials in accordance with lessons and student requirements, provide the necessary resources for the development of students in response to their opinions and suggestions, be an effective learning facilitator,know how to utilize the necessary resources and methods to motivate students in a variety of subject areas, be a knowledgeable and competent academic leader,be professionally,plan lessons and establish specific objectives for learning management, develop appropriate instructions and learning materials based on the requirements of the students, facilitating a participatory learning environment in the classroom and seek knowledge and continuously developing oneself academically.

5.2 Element 2 is interpersonal skills, which explains 12.844% of the variance with an element weight ranging from 0.422 to 0.752 and eigenvalues of 9.120 from a total of 12 distinct variables which are the capability to be able to have a good hope for students, completely cooperate in teaching students ,be polite and respectful; obey superiors; and follow supervisory procedures ,give students both love and justice, without making them choose between being loved and hated ,ignore bad things, love careers, love institutions, love fellow teachers, not be arrogant that causes the pupils to feel frightened or behave improperly, be receptive to students' viewpoints and accepting of their differences ,neatly dressed ,know how to be frugal and instill this trait in students ,take good care of students ,be proud of Thai citizenship and the global citizenship and avoid spreading malicious rumors and insulting administrators and fellow teachers.

5.3 Element 3 is the spirituality of work, accounting for 8.339 % of the variance with an element weight ranging from 0.373 to 0.738 and eigenvalues of 5.921 from a total of 11 distinct variables which are the capability to be able to be generous and kind, forgive students and provide them with opportunities ,learn, understand, and respect Learners' opinions and expressions,be patient ,be honest, responsible, disciplined, and deliberate, display sacrifice and compassion, gratitude, bravery, and cohesion, be a compassionate teacher for students, teach, mentor, and lead students to be good, be affable and approachable ,be capable of resolving students' issues and questions and be a good listener.

5.4 Element 4 is the lifelong learner, explains 7.97% of the variance with an element weight ranging from 0.430 to 0.610 and eigenvalues of 5.660 from a total of 11 distinct variables which are the capability to be able to have high expectations for all students

and show them that expectation ,know how to share best practices, utilize constructive criticism and advice as a means of professional development, realize as a teacher to educate students, always be adaptable to the surrounding circumstances, recognize the roles, responsibilities or burdens assigned to them ,collaborate with colleagues constantly ,emphasize learning about the actual world ,know and understand the diverse Thai national identities ,maintain professionalism in all areas from personal to business skills and be prepared for each day

5.5 Element 5 is teacher leadership, accounting for 7.934% of the variance with an element weight ranging from 0.417 to 0.594 and eigenvalues of 5.633 from a total of 9 distinct variables which are the capability to be able to inspire the learning of students,take the essential measures to develop students' fundamental skills, be a leader with a broad intellectual perspective,express oneself positively as a moral leader, respect students and cultivate a welcoming environment for all students , possess both confidence and leadership,collaborate with parents and other relevant parties to enhance the education of students,accept the transformation and act as a leader of it and have a sense of humor and incorporate quips into the learning arrangements.

5.6 Element 6 is a role model, explaining 4.998% of the variance with an element weight ranging from 463 to 580 and eigenvalues of 3,549 from a total of 4 distinct variables which are the capability to be able to be humble and have good human relations,supervise and instruct pupils to adhere to the teachings of Jesus, instruct students to avoid doing wrong and to adhere to Jesus' teachings and behave only in a positive manner to set an appropriate example.

SUGGESTIONS

1. The administrators of schools in the Affiliated Schools of St. Paul de Chartres in Thailand apply the guidelines for enhancing good teacher characteristics to develop school's personnel in the Affiliated Schools and promote the formation of good teachers according to their identity as teachers of St. Paul de Chartres Affiliated Schools in Thailand.

2. Catholic schools under the Catholic Education Council of Thailand can use these guidelines for enhancing good teacher characteristics, apply them, formulate them into a personnel development, plan, and create elements of good teacher characteristics in affiliated schools.

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