# A Model for the Development of the Teaching Efficiency of Religious Teachers in Islamic Private Schools in the Three Southernmost Provinces of Thailand

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## ABSTRACT

The purpose of this research was to develop a model to improve the teaching efficiency of religious teachers in Islamic private schools in the three southernmost provinces of Thailand using mixed research methods in an exploratory sequential design. Results showed that all six components of teacher efficiency were at unacceptable level and need to be improved urgently. In addition, an institution which has the specific purpose of improving the teaching efficiency of religious teachers should be established under the administration of all stakeholders in the region.

## Keywords

Teaching efficiency, Religious teachers, Islamic private schools

## Academic Discipline

Education

## 1. INTRODUCTION

The three southernmost provinces of Thailand are Pattani, Yala, and Narathiwat. The majority of the population in this area is Muslim and the area has a social structure which is different from other parts of Thailand. According to some authorities, the area includes four districts of Songkhla province, Thepha , Nathawee, Sabayoi, and Chana.

Since most of the population in this region are Muslim, their culture and way of life are also different especially in regards to education, and most people prefer their children to attend Islamic private schools rather than government schools because they want them to  undertake Islamic studies rather than general education (Abdul-kadeh, 1987).

Previously, Islamic private schools were known as *pondok*, from the Arabic word meaning *hut*, since the students boarded at the school and lived in a hut within the school grounds. The teaching system in the school is administered by the *Tokguru*  or school principal, who is a knowledgeable teacher in Islamic Studies. As well as working as school principals, Tokgurus have also acted as community leaders. At each school, the curriculum varies depending on the individual Tokguru. Nowadays, these schools are registered under the Private Education Act (1982) and  offer two types of educational programs, a religious program (Islamic Studies only) and a combined program (both Islamic Studies and general education)  (Office of Private Education Commission, 1985). However, the main objective of the pondok system is to develop all forms of education for young people and since the schools have come under the administration of the Ministry of Education, pondok have been known as Islamic private schools.

Since most religious teachers in Islamic private schools do not graduate in the field of education, they lack teaching skills and urgently need to be up-graded (Faculty of Education, Prince of Songkla University, 2012). Various educational organizations have attempted to improve the quality of these teachers. For instance, the Faculty of Education at Prince of Songkla University, Pattani campus offers a teaching profession graduate diploma program for religious teachers in Islamic private schools. The program's administrators and instructors have found that most teachers from Islamic private schools, especially those in the three Southernmost provinces, who attend this program,  lack professional teaching skills, and this seriously affects the learning outcomes of students in Islamic private schools. However, it has been found that some approaches to improving teaching efficiency may not be appropriate because the expected outcomes in terms of their teaching efficiency and educational standard have not been achieved.

Therefore, it is necessary to establish a specific model to improve the teaching efficiency of these teachers which is based on their needs. It is expected that the development of a model to improve the teaching efficiency of religious teachers in Islamic private schools in the three southern border provinces of Thailand can be used as a guideline to enhance the teaching efficiency in the area as a whole which should result in higher education standards as well as improved student learning outcomes in the area.

## 2. OBJECTIVE

To develop a training model to improve the teaching efficiency of religious teachers in Islamic private schools in the three southern border provinces of Thailand.

## 3. RELATED LITERATURE

The efficiency and potential of educational process depend on teachers more than on any other factor because the teacher is the most important factor to improve student learning outcomes (Wasi, 1998). Thidamphai (2005) also found that the teacher is a very important factor in relation to teaching activities leading to students achieving curriculum objectives. Therefore, it is necessary to develop teacher efficiency first in order to improve the educational system as a whole.

First of all, teachers must develop themselves as set out in the new education curriculum. To enhance their performance, they need to improve their teaching skills, for instance, by attending various training programs for teachers.  Further, Churngchow, Boonchouy, & Thongkum (1998) found that the efficiency of Islamic private schools in the southern border provinces of Thailand depended on the teachers' characteristics, such as their teaching skills.

Even though Islamic private schools have been established in Thailand for more than one hundred years, their quality and teaching efficiency do not meet educational standards. The Office of Private Education Commission (1998) stated that the Islamic private schools need to be improved, especially as regards student achievement, teaching efficiency, teaching media and material, the classroom environment, the number of teachers, and their knowledge,  since some teachers who graduated in, for instance, social science have been assigned to teach other subjects, such as English.

Despite Islamic private schools being supported by the government, they have experienced many problems, especially in respect of educational quality. For instance, most school administrators lack skills in school administration and lack sources of information, the schools receive no financial assistance to improve buildings and learning environments, the curriculum is not appropriate for the students' needs and it is not possible to transfer course credits from Islamic private school to government schools. Furthermore, teachers in Islamic private school lack teaching skills and do not have high quality teaching media and materials such as appropriate laboratory equipment and learning material (Yala Rajabhat University, 2006).

Mangkachi (2007) found that in order to create sustainable development in Islamic private schools, it is necessary to encourage student-centered learning, which is a very important factor in this, process, and that teachers have a clear responsibility to accomplish this task. This finding has been supported by Wae-u-seng, Vanitsuppavong, Narongraksakhet,

Yisunsong, & Baka (2009) who noted that Islamic private schools in the three southernmost provinces need to be improved in every aspect of administration such as administrative structure and the administration of budget, personnel, and especially academic systems. Besides, Tehmamad (2006) found that one of the most serious problems in Islamic private schools in the three southernmost provinces was the quality of the teaching process, and, Inrak, Chusuwan, Panakaseng, & Wongmontha (2007) suggested that the educational standards of the Islamic private schools did not meet acceptable standards and needed to be improved immediately especially in respect of teaching efficiency. This finding was confirmed by Vanitsuppavong & Vanitsuppavong (2013) who reported that educational management in Islamic private schools did not comply with the Office of Education standards and quality assurance guidelines.

In addition, since the year 2004, the unrest in the three southernmost provinces has been a problem for educational development because it has ruined teacher morale and spirit, and hundreds of teachers and educational personnel have been killed or wounded (Prince of Songkla University, 2012). Therefore, it is difficult to administer a process of enhancing teaching skills. This violent situation has affected not only teachers but also students (Hassanee, Churngchow & Sinprajukpol, 2014).

## 4. METHODOLOGY

The study employed both quantitative and qualitative approaches in an exploratory sequential design. In the first stage, the researchers used quantitative methods, collecting data based on a survey employing a questionnaire as the main instrument for data collection. After data analysis, the results obtained were used as the starting point for the second stage, in which the researchers used qualitative methods to explain or help to understand the results obtained in the first stage. This approach was adopted because the quantitative data provide an overview of the problems studied while the qualitative methods help to provide an in-depth understanding of their causes and effects (Creswell & Plano Clark, 2011). A detailed explanation of the process of this study is shown in the following section;

## 4.1 Quantitative methods

The quantitative methods used in this study involved 4 steps as follows:

### 4.1.1 Population

The population of this study was religious teachers in Islamic private schools in the three southernmost provinces as shown in Table 1. To compute the sample size, the researchers used the table of sample sizes from Teddlie & Tashakkori (2009, p.183) as a guideline. Based on this table, a sample size of 323 was obtained. However, it was found that when teachers in Islamic private schools received questionnaires, many other religious teachers recognized the purpose of this research project and they were keen to take part in the project and to also respond to the questionnaire. This was especially true of religious teachers in the four districts of Songkhla province (Thepha, Nathawee, Sabayoi, and Chana).Therefore, the researchers decided to increase the sample size to 593 in order to include every religious teacher who wanted to participate in this project.

### 4.1.2 Research Instruments

The first step in this study was a survey employing a self-report questionnaire for data collection. The questionnaire consisted of items relating to six components pertinent to teaching efficiency, as follows: curriculum content, subject content, learning media, process of learning management, management of learning atmosphere and classroom assessment. The participants were asked to respond on a 5-point Likert scale to indicate to what extent they believed they needed to develop. The scale ranged from 1 (least need to develop) to 5 (most need to develop). To interpret the meaning of the responses to each item, average scores between 1.00 and 1.49 were interpreted as representing very low need, 1.50-2.49 as low need , 2.50-3.49 as moderate need, 3.50-4.49 as high need and 4.50-5.00 as very high need.

The questionnaire was assessed for construct validity by reviewers with expertise in Islamic education and curricula. After the validation process was completed, questionnaires were given to thirty religious teachers in Islamic private schools and their responses used to compute the reliability of the instrument based on the Cronbach Alpha coefficient. The reliability of questionnaire was found to be 0.982 which was considered very high.

### 4.1.3 Data collection

Initially, the researchers selected a sample of 323 religious teachers using simple random sampling, to whom questionnaires were sent. However, it was found that when teachers in Islamic private schools received questionnaires, many other religious teachers recognized the purpose of this research project and they were keen to take part in the project and to also respond to the questionnaire. This was especially true of religious teachers in the four districts of Songkhla province (Thepha, Nathawee, Sabayoi, and Chana).Therefore, the researchers decided to increase the sample size to 590 in order to include every religious teacher who wanted to participate in this project.

### 4.1.4 Data analysis

The researchers used descriptive analysis such as means, standard deviations and percentages to analyze the data.

## 4.2 Qualitative methods

The qualitative methods employed in this study involved four steps as follows:

### 4.2.1 Focus group

To obtain a more detailed understanding of the results from the quantitative study, the researchers invited 22 religious teachers who had been teaching in Islamic private school and/or working in the three southern border provinces of Thailand for at least 10 years and the participants agreed to the group conversation being tape recorded. During the focus group discussion, the results from the quantitative stage were shown to the participants who were encouraged to freely state their opinions about the results and to advance reasons for the findings. All the participants were encouraged to talk in either Thai or Jawi (the local Malay dialect). To validate the data analysis, triangular validation was employed, with two researchers analyzing the data from the tape recordings independently. After both of them had completed their analysis, the results were compared and were then were merged into a single conclusion. One participant from the focus group was then selected as a third person to check the correctness of the results. After he had approved the results, the final draft of the data analysis was obtained.

### 4.2.2 Synthesizing the model for the development of teaching efficiency

The researchers used both the quantitative and qualitative results to synthesize a development model of teaching efficiency for religious teachers in Islamic private schools in the three southern border provinces of Thailand (the *draft model*).

### 4.2.3 Model evaluation

In order to evaluate the appropriateness of the draft model developed following the focus group discussion, the researchers set up another focus group, in which the participants were key informants involved in the Islamic private educational system. They consisted of religious teachers who had been teaching in Islamic private schools in the three southernmost provinces for at least 10 years, administrators of Islamic private schools who are recognized as experts on Islamic studies, educational staff from educational organizations related to Islamic private schools in the three southernmost provinces and academic staff from local universities, none of whom had participated in the first focus group. The draft model was shown to the participants and, as before, they were encouraged to state their opinions about the model, in particular about its advantages and weak points, whether or not it is possible for this model to be used in practice and how it could be improved. All opinions and suggestions were recorded with a view to later improvement of the model.

### 4.2.4 The final model for the development of the teaching efficiency of religious teachers in Islamic private schools in the three southernmost border provinces of Thailand (The full report).

After improving the model based on the suggestions from the participants in the second focus group, the researchers produced the full report incorporating the model for the development teaching efficiency for religious teachers in Islamic private schools in the three southernmost provinces of Thailand.

### 5. RESULTS

The results of this study are divided into two parts, the quantitative results from the survey questionnaire, and the qualitative results from the focus group discussions.

### 5.1 The quantitative results

Descriptive statistics were used to analyze the data collected by questionnaire from the respondents who were 593 religious teachers as shown on Table 2 - 9.

### 5.2 The qualitative results

The first step of the qualitative approach was to set up a focus group at which the researchers showed the results obtained from the quantitative survey to the participants, who were encouraged to state their opinions about why they had responded as they had, whether or not they agreed with the overall results and why these kind of phenomena had occurred. After recording their opinions as qualitative data, the researchers merged the quantitative and qualitative data together and synthesized the draft model for the development of teaching efficiency. After the model had been synthesized, the researchers set up another focus group in which the brainstorming technique was used to evaluate the model synthesized. Stakeholders on Islamic studies and Islamic private schools such as school administrators, experienced teachers, educators and instructors in local university were invited to participate in this focus group. The participants were urged to state their opinions about how to improve the model synthesized. The participants' opinions were used to improve the model and, to construct the final model. The final model for the development of teaching efficiency for religious teachers in the three southernmost provinces is described in the following section.

### 5.2.1 Model for curriculum development

At present, Islamic private schools generally use three types of curriculum, 1) The curriculum from the Office of the Private Education Commission which comprises the Islamic Studies curriculum (2003) and the Islamic Studies curriculum (2008) (improved version), 2) The curriculum from the National Institute of Educational Testing Service (Public Organization) and 3) curricula from various countries such as Egypt, Sudan or Pakistan. It is therefore suggested that all the schools should meet to agree a core curriculum that can be used in every school. Stakeholders such as school principals, teachers,

parents, local leaders, imams (Islamic priests) should be invited to participate at such a meeting, and participants should come from every level of local society, such as schools, districts and at a regional level. It is essential that the curriculum agreed should meet the parents' needs as well because some of them prefer their children to further their Islamic studies in other countries such as Egypt or Pakistan. Nevertheless, in the process of curriculum development, Islamic educators also need to be aware of educational regulations and it is recommended that the curriculum should be revised every 5 years in order to keep abreast of advances in knowledge and technology. Finally, most teachers and focus group participants agreed that the most appropriate methods of curriculum development for religious teachers are internal and external supervision. For internal supervision, knowledgeable teachers or principals should act as supervisors because they recognize and understand the problems with the curriculum in each particular school, while educators who have expertise in Islamic Studies curricula could act as external supervisors.

## 5.2.2 Model for development of subject content

Most religious teachers teach only topics they are interested in or are related to their specialties. Therefore, they rarely teach all subject areas included in the curriculum. The participants in the focus groups believed that subject content should be revised by educators who have expertise in particular content to make the curriculum more interesting for the students.

However, all stakeholders such as school principals, imams, parents and local leaders should participate in the process of curriculum revision and the opinions expressed in the focus groups suggested that the curriculum should focus on some subject areas such as the content and history of Islam, and the Arab and Malay languages more than other areas. However, all students need to take the Ordinary National Examination Test (ONET) if they wish to enter a university. This test is administered by the National Institute of Educational Testing Service (NIETS), so a representative of NIETS should be allowed to participate in every step of the process of revising the subject content in the curriculum to ensure that its content also covers all areas of the ONET test. In addition, content skills are essential for all teachers. Therefore, all teachers need to be continuously evaluated to assure their content related skill. It is also recommended that they should take the qualification examination every 3 or 5 years. Only teachers who pass the examination should be allowed to continue their teaching career.  However, teachers who cannot pass should be offered the opportunity to attend additional training programs until they can pass the examination.

## 5.2.3 Model for development of learning media

Traditionally, religious teachers employed only traditional media such as books, blackboards, chalk and printed materials. In addition, teachers lacked knowledge about how to produce learning media. Most participants in the focus groups suggested that teachers should not be expected to develop media of their own since they already have a heavy workload and do not have the expertise in advanced technology necessary to produce up-to-date media by themselves. All participants in the focus groups agreed that the learning media used in Islamic private schools should be transformed to incorporate advanced media such as computer-assisted instruction (CAI), tablets and online instruction.  They also suggested that students should have access to newly developed media such as mobile learning which would provide them with the opportunity to participate in the learning process everywhere so that learning would not be limited to their classroom. Therefore, a central organization should be established to meet this need, of which the main objective would be to develop teachers' knowledge of how to operate advanced learning media and to apply these media more appropriately for their students. It is recommended that a training program for teacher should be established and implemented as soon as possible. The locations at which teachers would receive this training should be as close as possible to their schools to make it easy for all teachers to participate. The trainers should include both academics with expertise on advanced media and experienced religious teachers who could work as consultants to select the most appropriate media for each of the subject areas covered. Moreover, the target of the training program should include not only religious teachers but also students to ensure that they can also use advanced media appropriately.

## 5.2.4 Model for development of the process of learning management

The most appropriate model for developing the process of learning management would be through workshops at schools rather than relying only on theory, and should focus on learning-by-doing under the supervision of expert instructors. The first step should be a field study at specific schools which are well-known for the excellence of their learning management so that they could share the experience of their teachers. The field study group should be accompanied by supervisors who would be able to provide knowledge to the religious teachers during their trip. The second step would be for teachers to attend a workshop on learning management which would include both theory and practice. The final step would be for the teachers to return to their own schools to practice under the supervision of the same group of supervisors. The first group of teachers to undertake this process would then be able to act as mentors for the rest of the religious teachers at their schools.

## 5.2.5 Model for development of classroom atmosphere

The most serious problem in developing classroom atmosphere is that classes need to be arranged to teach religious subjects in the morning and general subjects in the afternoon (or vice-versa).  However, more students attend the religious session than the general session. This creates the problem that teachers often need to change classrooms. Therefore, religious teachers need to visit schools which have created the best classroom atmosphere in order to observe the methods those schools employ for improving the classroom atmosphere. The results from the focus groups suggest that teachers would prefer to make field trips to schools in Malaysia since they have a good reputation for creating a good classroom atmosphere, appropriate for teaching both religious and regular courses simultaneously and the educational

system in Malaysia is at the top level according to global standards. Therefore, the Malaysian model may also be suitable to be applied to Islamic private schools in Southern Thailand. However, the most serious problem at the moment is that schools need necessary equipment such as students' tables and chairs to create a good classroom atmosphere. Therefore, they should request the Office of the Private Education Commission to provide such equipment as soon as possible.

## 5.2.6 Model for development of classroom assessment

The results of both the quantitative and qualitative study clearly indicated that most religious teachers have little knowledge about classroom assessment except for those who had had the opportunity to attend the diploma program in the teaching profession. This program is offered by a local university for teachers who graduated with a non-educational degree, to provide them with the opportunity to become licensed teachers. The suggestion from the focus groups was that the appropriate model to develop knowledge of classroom assessment would be workshops which include both theory and practice and that participants need to practice under the supervision of experts in classroom assessment. The most suitable site for this kind of workshop should be at their own schools so that every teacher has an equal opportunity to participate. If workshops are set up at other places, some teachers, especially female teachers, would find it difficult to join since they also have household responsibilities. In addition, from experience in the past, most workshops are attended by the same group of teachers because some of them felt uncomfortable about traveling far from home to attend workshops.

After teachers have attended the workshop program, they need to apply their assessment skills in their classes and supervisors should visit schools periodically to observe the improvement in teachers' classroom assessment such as whether they are able to conduct assessment based on the theory they learn at the workshop. The supervisors' visits will also provide teachers with the opportunity to consult them if they have any problems. Based on the research findings, it is strongly recommended that a central organizing unit should be established with the main objective of developing the teaching efficiency of religious teachers in the three southernmost provinces of Thailand. This organization should be named the **Center for the Development of Religious Teachers in Islamic Private Schools in the Three Southernmost provinces**, and should consist of three units as follows: Unit of Curriculum Development, Unit of Learning Media Development and Unit of Classroom Assessment Development. The functions of the individual units are described below.

### (1) Unit of Curriculum Development

**-** Develop or revise the curriculum of Islamic Studies to be in accordance with Islamic principles and provide a standard curriculum for all Islamic private schools.

- Add more content to Islamic curriculum such as Jawi, Arabic, Thai, English and Chinese languages to strength the relationship among people from different cultures in the area.
- Since Thailand will join the ASEAN Community in 2016, the revised curriculum should focus on the languages, culture and characteristics of the people in the region in addition to Islamic content.
- Contact relevant organizations to approve the curriculum developed and revised by the center for it to be recognized as meeting global standards.

### (2) Unit of Learning Media Development
- Develop advanced learning media and material related to the content of the curriculum developed and revised by the Unit of Curriculum Development.
- Establish training programs for religious teachers to enable them to gain expertise on the use of learning media and to enable them to use learning media to its highest potential.
- In co-operation with the Classroom Assessment Unit, to periodically evaluate the quality of learning media.

### (3) Unit of Classroom Assessment Development

- Provide training programs for religious teachers to develop their classroom assessment skills.

- Evaluate student performance periodically to diagnose their weaknesses and provide teachers with test results in order to improve the learning process.
- Develop standardized tests on Islamic Studies so all students can be evaluated and compared based on the same educational standards.
- Create a standard test to compare the quality of Islamic Studies teaching and learning for all students to the same standard.

From an administrative perspective, the Center for the Development of Religious Teachers in Islamic Private Schools in the Three Southernmost Provinces should be set up under a committee consisting of representatives from all stakeholders, which it is suggested based on the data collected at the model evaluation stage, should be comprised of the following:

1) A representative of Office of Jula-ratch-montri of Thailand (Chief of Muslims in Thailand)

2) Representatives of the Islamic Committee of Thailand.

3) Representatives of the Office of the Private Education Commission (OPEC).

4) Scholars from local universities.

5) Religious leaders in the community

6) Representatives from school administrators and religious teachers from Islamic private schools in the three southernmost provinces.

7) Community leaders from the region.

## 6. CONCLUSION AND DISCUSSION

The results of the study showed that in order to improve teaching efficiency, six components should be developed: curriculum content, subject content, learning media, learning management, learning atmosphere and classroom assessment. An appropriate model to develop these six components was derived from the ideas and opinions of religious teachers and the principals of Islamic private schools in the three southernmost provinces and relevant academics in the area. These groups of people were involved in the research project from the beginning to the final stage. In the first stage, involving quantitative techniques of survey research using questionnaire for data collection. In the second stage, after analysis of the data from the qualitative study, the results were shown to a focus group and the brainstorming technique was employed during the discussion to gain a deep understanding of the problem and what type of model would be appropriate to develop the teaching efficiency of religious teachers. Triangular validation was employed to validate the data obtained from the first focus group since some participants had conducted the discussion in Jawi (the local Malay dialect). After a draft development model was synthesized, a second focus group was set up to evaluate the model, the participants of which were representatives from various stakeholders. It is believed that the final development model proposed would lead to increased academic achievement by students since it was derived from the ideas and opinions of the various stakeholders in the Islamic educational system.

To enable students to achieve their educational objectives within the curriculum, schools need co-operation among members of the school administration such as the principal, the teachers and other school staff (Lashley, 2001). However, teacher determination is the most powerful factor affecting student achievement (Conway, 2001). In addition, Cox, 2004 & Mees, 2008) suggested that the factor that can best motivate teachers to achieve the maximum teaching efficiency is whether they are empowered to make decisions and plan projects to develop their teaching efficiency. Such empowerment causes teachers to have more self-confidence and directly affects their performance in regard to teaching efficiency. Similarly, Logan (2002) found that administrators who allowed teachers the freedom to state their opinions about the educational system in schools can empower teachers and enable them to be more responsible for their job performance. In addition, Watis (2009) found that co-operation between administrators and teachers are the key factor in developing teaching efficiency, and that this directly affects student achievement. This result was supported by Russel & Rinehart (1997) who found that if administrators allow teachers greater opportunity to participate in school committees to plan programs of teaching development, teacher efficiency would be significantly improved. Further, Rice & Schneider (1994) showed that when teachers had the opportunity to make decisions about the administration process, their job satisfactory increased which has an effect on student success in class. In addition, (Churngchow & Sittichai, 2014) found that teachers in Islamic private schools need to develop their teaching performance and that this was related to the opportunity they had to become civil servants. This factor also affects teachers' morale as well as their teaching efficiency.

However, developing the teaching efficiency of religious teachers in the three southernmost provinces in Thailand is a difficult task for any organization to undertake individually, and currently there are no relevant organizations seriously attempting to solve this problem (Inrak, Chusuwan, Panakaseng, & Wongmontha, 2007). Therefore, a new organization needs to be established to meet this objective. This organization, it is suggested, should be named the *Center for the Development of Religious Teachers in Islamic Private Schools in the Three Southernmost provinces* and, in order to develop teaching efficiency, this body should be responsible for improving relevant factors such as curriculum development, learning management, learning media and classroom assessment. Therefore, the center should comprise various units with responsibility for developing all relevant components of teaching efficiency so that teachers can improve their teaching performance to its maximum level. However, based on previous studies (Tehmamad, 2006; Inrak, Chusuwan, Panakaseng, & Wongmontha , 2007), it is noted that learning media and material in Islamic private schools need to be greatly and urgently improved. Therefore, the Unit of Learning Development should be established prior to other units. From an administrative perspective, the Center for the Development of Religious Teachers in Islamic Private Schools in the Three Southernmost provinces should be administered by the local community to meet the real needs of the area. This concept is in accordance with the idea of power decentralization which would delegate the power of educational management to the local area and also protect it from outside political interference (Sudpresert, 2001). In addition, the Ministry of Education should also play a major role in providing both financial and academic support to this center by providing instructors for training programs or any other kind of support requested by local schools. Moreover, the controlling committee should be free to administer the center with the main purpose of meeting the real needs of the area and the society within it.

**Table 1 The number of religious teachers in Islamic private schools in the three southernmost provinces.**

| No. | Provinces | General Education | General Education and Islamic studies | Private schools outside the license system | Islamic education centers at Mosques (Tadee Ka) | Pondok Institute |
|---|---|---|---|---|---|---|
| 1 | Pattani | 749 | 4,672 | 139 | 3,681 | 678 |
| 2 | Yala | 918 | 2,215 | 15 | 2,928 | 509 |
| 3 | Narathiwat | 659 | 1,845 | - | 3,576 | 257 |
| | **Total** | **2,326** | **8,732** | **154** | **10,185** | **1,444** |

Source: Faculty of Education, Prince of Songkla University, 2012.

**Table 2   Perceived level of need for development of components of teaching efficiency.**

| Component relating to teaching efficiency | Mean | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Curriculum knowledge | 3.863 | .738 | High | 1 |
| 2) Subject content | 3.848 | .733 | High | 3 |
| 3) Process of learning management | 3.767 | .736 | High | 5 |
| 4) Management of learning atmosphere | 3.863 | .748 | High | 1 |
| 5) Learning media | 3.774 | .832 | High | 4 |
| 6) Classroom assessment | 3.766 | .806 | High | 6 |
| **Total** | **3.805** | **.680** | **High** | |

**Table 3 Level of need to develop curriculum content.**

| Items relating to curriculum content | Mean | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Subject content and learning standard | 3.998 | .854 | High | 2 |
| 2) Learning management | 3.923 | .847 | High | 3 |
| 3) Planning and integrating management among different subject areas (social science, English language, arts and culture, sciences etc.) | 3.823 | .953 | High | 4 |
| 4) Learning management to create ethics and values in learners. | 4.009 | .962 | High | 1 |
| 5) Development of local curriculum. | 3.787 | .972 | High | 5 |
| 6) Development of curriculum documents. | 3.659 | 1.004 | High | 6 |
| **Total** | **3.863** | **.738** | **High** | |

**Table 4 Level of need to develop aspects of subject content.**

| Aspects of subject content | Mean | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Knowledge of subject content. | 4.007 | .947 | High | 1 |
| 2) Competency in Jawi. | 3.971 | 1.011 | High | 2 |
| 3) Competency in Arabic Language. | 3.736 | 1.121 | High | 9 |
| 4) Competency in Thai Language. | 3.646 | 1.000 | High | 10 |
| 5) Knowledge of Islamic history. | 3.897 | .955 | High | 3 |
| 6) Application of content subject to the real world. | 3.885 | .928 | High | 4 |
| 7) Development of teaching plans. | 3.858 | .959 | High | 6 |
| 8) Being knowledgeable in relevant subject areas. | 3.797 | .920 | High | 8 |
| 9) Developing and revising subject content according to practice in daily life. | 3.878 | .978 | High | 5 |
| 10) Development of teacher skills to be able to answer any question in class. | 3.846 | .920 | High | 7 |
| **Total** | **3.848** | **.733** | **High** | |

**Table 5 Level of need to develop skills relating to learning media.**

| Items relating to learning media | Mean | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Operating learning media in the learning process. | 3.922 | .941 | High | 1 |
| 2) Selection of the appropriate learning media for any particular content. | 3.855 | .958 | High | 2 |
| 3) Development of learning media appropriate for Muslim learners. | 3.796 | .961 | High | 3 |
| 4) Use of local materials as learning media. | 3.767 | 1.010 | High | 6 |
| 5) Providing learners with an opportunity to participate in the process of media development. | 3.701 | 1.004 | High | 4 |
| 6) Operating media to its greatest potential. | 3.770 | 1.014 | High | 5 |
| 7) Introducing advanced media such as CAI, PowerPoint and tablets into the learning process. | 3.603 | 1.152 | High | 7 |
| **Total** | **3.774** | **.832** | **High** | |

**Table 6 Level of need to develop skills relating to the process of learning management.**

| Items relating to the process of learning management | Mean | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Introduction to the lesson. | 3.854 | .889 | High | 3 |
| 2) Management of learning process based on procedural skills. | 3.754 | .882 | High | 10 |
| 3) Management of learning process based on scientific findings. | 3.750 | .952 | High | 11 |
| 4) Management of learning process based on principle of reality to abstract. | 3.680 | .965 | High | 14 |
| 5) Application of learner-center learning procedure to learning activities. | 3.788 | .937 | High | 6 |
| 6) Connecting subject content to other subject areas. | 3.778 | .939 | High | 8 |
| 7) Application of subject content to daily life activities. | 3.945 | .940 | High | 1 |
| 8) Activating learning process based on practicing. | 3.922 | .977 | High | 2 |
| 9) Enhancing learning by project method. | 3.598 | .983 | High | 16 |
| 10) Learning management based on individual differences. | 3.701 | .950 | High | 12 |
| 11) Learning process which focuses on critical thinking. | 3.811 | .992 | High | 5 |
| 12) Setting up learning activities which encourage learners to analyze and discuss. | 3.786 | .985 | High | 7 |
| 13) Creating methods which encourage learners to have a positive attitude toward subject content. | 3.823 | .981 | High | 4 |
| 14) Reporting learner outcomes resulting from learning activities. | 3.698 | .969 | High | 13 |
| 15) Management of classroom atmosphere to enhance learning process. | 3.773 | .987 | High | 9 |
| 16) Employment of remedial teaching. | 3.629 | 1.058 | High | 15 |
| **Total** | **3.767** | **.736** | **High** | |

**Table 7 Level of need to develop skills relating to the management of learning atmosphere.**

| Items relating to management of learning atmosphere | Average | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Activities that encourage students to be eager and ready to learn | 4.050 | .883 | High | 1 |
| 2) Activities that enhance a positive attitude toward learning. | 3.918 | .830 | High | 3 |
| 3) Creating motivation to participate in the learning process. | 3.978 | .923 | High | 2 |
| 4) Democratic processes in classroom activities. | 3.784 | .929 | High | 6 |
| 5) Classroom decoration using student products. | 3.743 | .986 | High | 7 |
| 6) Approaches keeping the classroom neat and tidy. | 3.868 | .986 | High | 5 |
| 7) Classroom decoration using pictures and signs. | 3.675 | .983 | High | 8 |
| 8) Strengthening the relationship between the teacher and the learner. | 3.918 | 1.009 | High | 4 |
| **Total** | **3.767** | **.736** | **High** | |

**Table 8 Level of need to develop skills relating to classroom assessment.**

| Items relating to classroom assessment | Average | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Techniques of classroom assessment included in the curriculum | 3.891 | .947 | High | 2 |
| 2) Formative evaluation. | 3.796 | .944 | High | 5 |
| 3) Diagnostic evaluation. | 3.896 | .959 | High | 1 |
| 4) Summative evaluation. | 3.803 | .961 | High | 10 |
| 5) Evaluation of remedial teaching. | 3.688 | .983 | High | 7 |
| 6) Test construction according to learning objectives. | 3.733 | 1.035 | High | 4 |
| 7) Knowledge of test analysis. | 3.778 | 1.025 | High | 6 |
| 8) Test construction based on Bloom's taxonomy such as comprehension, application, analysis etc. | 3.823 | 1.026 | High | 3 |
| 9) Construction of non-test instrument such as check-lists and questionnaire. | 3.689 | .983 | High | 9 |
| 10) Knowledge of construction of diagnostic tests. | 3.727 | .999 | High | 8 |
| 11) Application of portfolios in the classroom. | 3.620 | 1.015 | High | 11 |
| **Total** | **3.766** | **.80607** | **High** | |

**Table 9 Preferred method of developing teaching efficiency.**

| Method | Average | SD. | Level | Rank |
|---|---|---|---|---|
| 1) Self-directed learning. | 3.910 | .944 | High | 1 |
| 2) Seminars. | 3.698 | .950 | High | 6 |
| 3) Workshops. | 3.840 | .992 | High | 2 |
| 4) Training under supervision of educational experts. | 3.754 | 1.058 | High | 4 |
| 5) Field studies. | 3.776 | 1.122 | High | 3 |
| 6) Supervision by senior teacher or school principal. | 3.700 | 1.026 | High | 5 |
| 7) Supervision by expert from educational institutions. | 3.538 | 1.086 | High | 8 |
| 8) Teaching efficiency materials from relevant organizations. | 3.634 | 1.049 | High | 7 |
| 9) Academic leave. | 3.416 | 1.236 | High | 9 |
| **Total** | **3.695** | **.799** | **High** | |

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