

Bridging the Educational Gap: Guidelines for Thai Non-Credentialed Teachers' Learning Management

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Abstract

The assignment of non-credentialed teachers to subjects outside their formal qualifications remains a significant challenge in educational contexts worldwide. This study aimed to investigate the specific issues faced by non-credentialed teachers and to provide comprehensive guidelines for their professional development. The study was designed in a survey approach emphasizing the method of need analysis. Data were gathered from 268 stakeholders within the Thai educational system through a combination of questionnaires and semi-structured interviews. The findings reveal a range of challenges experienced by non-credentialed teachers, shedding light on both content and pedagogical aspects of teaching. To address these challenges, this study offers a set of actionable guidelines encompassing administrative support, teacher development, and the establishment of professional learning communities. These recommendations aim to bridge the gap and ensure that non-credentialed teachers can effectively deliver quality education to students, even in subjects outside their formal qualifications. This research provides valuable insights for educational stakeholders and policymakers seeking to enhance the quality of teaching and learning in similar contexts worldwide.

Keywords: non-credentialed teachers, educational problems, need analysis

1. Introduction

Teachers' qualifications are undeniably among the most pivotal factors that determine the success of an education system and, consequently, the quality of a country's citizens over the long term (Çetin & Bayrak, 2017; Simonović, 2021). The rationale behind this assertion is rooted in the fundamental role that teachers play in shaping the minds and futures of their students. Well-qualified teachers bring subject expertise, effective pedagogical skills, and a profound understanding of their role as mentors and guides into the classroom (Singh et al., 2021). They inspire, challenge, and ignite the curiosity of their students, fostering a deep love for learning. Moreover, teachers serve as role models, imparting values and life skills that extend far beyond the academic realm. Consequently, the knowledge, skills, and values instilled by well-qualified educators have a lasting impact on the development of students and, consequently, on the social and economic progress of a nation (Strøm & Falch, 2020).

Therefore, it comes as no surprise that teacher quality has been recognized as a paramount priority in education systems worldwide. Recognizing the immense influence teachers hold, education systems globally have prioritized the recruitment, training, and ongoing professional development of teachers to ensure that they are equipped with the knowledge and skills needed to nurture the next generation of informed, capable, and responsible citizens (Snoek, 2021). The emphasis on teacher quality not only contributes to the educational success of individual students but also plays a vital role in shaping the future of societies and nations, making it a cornerstone of education development initiatives worldwide.

At a contextual level, Thai government makes 7 policies to develop teachers. These involve promoting and supporting the assessment of teachers and education personnel's professional competence, particularly in the context of digital technology competencies. The development of new teachers is emphasized, focusing on both academic knowledge and teaching skills, aided by technology and personalized learning approaches. Additionally, there's a

commitment to measuring teacher competencies and enhancing teaching and learning outcomes. Furthermore, the initiative aims to foster adaptability in teachers and personnel to address societal and global changes. It also promotes English language proficiency testing for effective workplace communication and seeks to expedite debt resolution for educators while promoting financial discipline and savings within the system. These efforts collectively aim to enhance the quality and effectiveness of the education system in Thailand (Ministry of Education, 2022).

However, nurturing and ensuring the expected quality of teachers is a complex and multifaceted challenge. It involves addressing various factors, such as budget allocation, teacher education programs, and the demographic complexities of different regions (Stromquist, 2018). In the context of Thai education, teacher quality emerges as a pressing concern due to these intricate dynamics. To illustrate, there are instances, notably in rural primary schools, where the scarcity of teaching staff poses a significant hurdle (Aiemphaya et al., 2020). In such cases, individuals appointed to these schools often find themselves compelled to teach a wide range of subjects, regardless of their academic backgrounds or graduate majors. This situation has a direct impact on the quality of education because it leads to a misalignment between teachers' expertise and the subjects they are responsible for instructing. Consequently, students in these areas may not receive the specialized instruction necessary for their holistic development, exacerbating educational disparities and limiting their prospects (Kultangwattana et al., 2011).

Addressing the challenge of teacher quality in Thailand, particularly in underserved regions, necessitates a holistic strategy that includes fair resource allocation, tailored teacher training initiatives, and effective measures to attract and retain qualified educators. It is through a thorough understanding of these issues that suitable solutions can be devised. Hence, the objective of the current study is to delve into the heart of the challenges faced by Thai non-credentialed teachers in managing their learning processes and to propose guidelines that offer potential solutions to these pressing problems.

2. Literature Review

2.1 Learning Management Process

The definition of learning management relies on the whole processes of students' learning support that teachers get involved with. In detail, the learning management process encompasses the deliberate and systematic approach employed by teachers to efficiently manage their classroom environments, with the primary goal of supporting and facilitating their students' learning journeys (Schneider et al., 2022). As stated by Sieberer-Nagler (2015), this process involves the structured organization of classroom activities, materials, and instructional strategies to create an environment conducive to meaningful learning. To achieve this, teachers must equip themselves with the necessary skills for the deliberate planning, execution, and assessment of teaching methods and resources, ensuring that students are provided with the best possible opportunities for educational growth (Gagne et al., 2004). In essence, the learning management process is the harmonious orchestration of teaching and learning elements, encompassing curriculum design, instructional techniques, and assessment practices, all geared towards nurturing students' cognitive development.

Scholars have articulated a comprehensive framework for the learning management process, which comprises several integral components that collectively shape the educational experience within a classroom (e.g. Brookhart & Nitko, 2018; Dennison & Shenton, 1989; Gagne et al., 2004; Gayle et al., 2006; Kats, 2013; Smith, 2004). Foremost among these is lesson plan development, wherein teachers meticulously outline the content to be taught, the pedagogical approaches to be employed, and the desired learning outcomes. Complementing this is the selection of appropriate activities and teaching methods, a crucial facet of effective instruction, as it not only engages students but also conveys key concepts with efficacy. Moreover, the development of learning media, whether through the creation or selection of instructional materials, such as visual aids or digital resources, plays a pivotal role in enhancing the overall learning experience. The process further extends to the classroom introduction, where teachers set objectives and foster a positive and engaging atmosphere from the outset, laying the foundation for productive learning. The heart of the process lies in teaching itself, as teachers actively deliver content, monitor student progress, and adapt their strategies to accommodate diverse learning styles. Lastly, evaluation and assessment methods, encompassing quizzes, tests, and assignments, are systematically employed to gauge student comprehension and make informed instructional decisions. Together, these components form a cohesive and holistic learning management process designed to optimize the educational journey of students.

2.2 Non-credentialed Teachers

Non-credentialed teachers, often colloquially referred to as "out-of-field" teachers, are educators who find themselves teaching subjects or grade levels for which they do not possess the formal teaching credentials or specialized training typically associated with those roles (Mikulecky et al., 2004). This can occur for various reasons, including staff shortages, budget constraints, or the evolving needs of educational institutions. As a consequence of this mismatch between their qualifications and their teaching assignments, non-credentialed teachers can encounter a multitude of challenges in their careers. One notable challenge is the lack of subject-specific pedagogical knowledge and teaching strategies (Bowling & Ball, 2018). Teachers who are not credentialed in a particular subject may struggle to develop effective lesson plans, select appropriate instructional materials, and employ teaching techniques that cater to the unique learning needs of their students in that subject area (Hung & Smith, 2012). This can hinder their ability to effectively convey complex concepts, engage students, and facilitate meaningful learning experiences. Furthermore, non-credentialed teachers may experience a lack of self-confidence in their teaching abilities. Doubts about their effectiveness and concerns regarding whether students are receiving a high-quality education under their guidance can be pervasive. This self-doubt can impact their job satisfaction and overall teaching performance. Career advancement and professional development opportunities can also be limited for non-credentialed teachers. They may not have access to the same specialized training, mentorship programs, or pathways for advancement as their credentialed counterparts. This can result in stagnation in their careers and a sense of professional isolation.

2.3 Previous Investigations of Career Problems of Non-credentialed Teachers

Non-credentialed and alternatively certified teachers worldwide encounter a range of challenges in their careers, stemming from their non-educational majors or teaching in subjects outside their specialization (Stromquist, 2018). Scholars such as Hobbs & Porsch (2021), Hung & Smith (2012), Schonfeld & Feinman (2012), and Taneri & Ok (2014) have extensively examined the difficulties faced by these educators. It is evident that a significant hurdle they encounter is a lack of confidence in teaching subjects beyond their expertise, with doubts about the effectiveness of their instruction. Additionally, career development remains uncertain as they are unable to focus on their primary subject. In the Thai context, teachers often find themselves juggling non-teaching responsibilities like finance, documentation, and even cooking for events (Sanguangarm, 2020). When they are required to teach subjects outside their direct degree, insecurity and fatigue often ensue. However, research by Lucksnat et al. (2022) reveals that despite having different motivations compared to traditional teachers, alternatively certified educators share a passion for teaching and a commitment to their careers. Consequently, addressing these challenges necessitates implementing career development strategies (Rose & Sughrue, 2020). Thus, the present study delves into the challenges faced by Thai non-credentialed teachers and offers guidelines to address these issues. The study's significance lies in providing a comprehensive perspective on Thailand's educational challenges, particularly in terms of staff shortages and allocation, while also proposing potential solutions. The primary objectives of this study are twofold: 1) to investigate the challenges encountered by non-credentialed teachers in Thailand and 2) to present guidelines aimed at mitigating these challenges.

3. Methodology

3.1 Research Design

The study was conducted within a needs analysis research design, which aimed to thoroughly investigate and address the specific requirements and challenges faced by non-credentialed teachers in the educational context. To gather comprehensive insights, a survey methodology was employed as a primary data collection tool. However, to gain a deeper understanding of the nuances surrounding these challenges and to provide context to the quantitative findings, qualitative data was also integrated into the research design. The study's recommendations for solutions and future development were formulated by triangulating the survey results with qualitative data. Consequently, the research design facilitated a thorough analysis of the needs of non-credentialed teachers and guided the development of practical solutions and strategies to address these needs and promote their professional development within the educational system.

3.2 Participants

The study involved a total of 268 participants from the educational context. This group comprised three local administrators responsible for policy decisions in teacher hiring, who were selected through a purposive sampling method. Additionally, ten school administrators, who both employ and oversee teachers, were also chosen through purposive sampling. Fifty self-identified non-credentialed teachers were included using a stratified sampling

approach. Additionally, five school committee members and 200 parents were part of the participant pool. Ethical considerations in human research were carefully observed, and all participants were informed about the research's purpose and their involvement in it.

3.3 Instruments

3.3.1 Questionnaire

The questionnaire was meticulously designed to evaluate the challenges encountered by non-credentialed teachers in their careers and to identify their specific requirements for professional development. It comprised three distinct sections, each serving a unique purpose. The first part focused on gathering demographic information and included inquiries regarding four key aspects: gender, stakeholder type, education level, and age. The second part consisted of 20 carefully crafted questions that explored the various problems and obstacles faced by non-credentialed teachers within the educational context. The third part of the questionnaire featured another set of 20 questions, which were specifically geared towards eliciting information about the professional development needs of non-credentialed teachers. Both items in part two and part three were designed in a 5 Likert scale.

To ensure the validity and reliability of the questionnaire, the Index of Item Objective Congruence (IOC) was employed as an assessment tool. Five experts were tasked with evaluating the questionnaire items, and their assessments revealed that the IOCs of the items ranged from 0.6 to 1.0. This wide range of IOC values suggests that the questionnaire items were effectively aligned with the intended objectives of the study, demonstrating content validity. Furthermore, the questionnaire's discrimination values fell within the range of 0.43 to 0.71. These values indicate that the questionnaire items were successful in distinguishing between different levels of responses, which is an essential characteristic for assessing construct validity. In terms of reliability, the Cronbach's alpha coefficient was calculated and yielded a high value of 0.91. This indicates a strong level of internal consistency among the questionnaire items, suggesting that the questions reliably measured the intended constructs.

3.3.2 Interview

The interview process was structured as a semi-structured type, with a deliberate design consisting of 10 carefully crafted questions. These questions focused on exploring the career challenges and the professional development needs of the research participants. A purposive sampling method was employed to select a diverse group of participants, including three local administrators, three school administrators, and school committee members, along with five teachers and five parents. The high Index of Item Objective Congruence (IOC) value of 1.0 for each item within the interview questions indicates that the questions were exceptionally well-aligned with the intended objectives of the study.

3.4 Data Collection and Data Analysis

Data collection for the study occurred between January and March 2023, utilizing a hands-on questionnaire and interviews conducted during the same period. The collected data were subjected to a rigorous analysis employing various quantitative and qualitative techniques.

For the quantitative data obtained through the questionnaire, statistical methods such as percentages, mean scores, and standard deviations were employed. These measures allowed for a comprehensive examination of the responses and the calculation of central tendencies and variations in the data. To facilitate interpretation, specific criteria were established, categorizing responses into different degrees: a very high degree for scores falling within the range of 5.0 to 4.50, a high degree for scores between 4.49 and 3.50, a moderate degree for scores ranging from 3.49 to 2.50, a low degree for scores between 2.49 and 1.50, and a very low degree for scores falling within the range of 1.49 to 1. Qualitative data gathered from the interviews underwent content analysis, a systematic method of examining and categorizing the qualitative responses.

4. Results

4.1 The Demographic of the Participants

The study's general information gathered from questionnaire respondents, including local administrators, school administrators, teachers, school committee members, and parents, revealed the following: The majority of respondents were female, comprising 55.97% of the total. Among them, 1.12% were local administrators, 3.73% were school administrators, 18.66% were teachers, 1.87% were school committee members, and 74.63% were parents. Furthermore, a significant portion of the female respondents held bachelor's degrees or higher, accounting for 58.21% of the total. Additionally, a substantial proportion fell within the age range of 41-50 years, constituting

46.27% of the sample.

Table 1. Participants' Demographic Information

Demographic	N (268)	%
Gender		
Male	118	44.03
Female	150	55.97
Stakeholder type		
Local administrator	3	1.12
School administrator	10	3.73
School committee member	5	18.66
Teacher	50	1.87
Parent	200	74.63
Educational level		
Non-higher education	112	41.79
Higher education and above	156	58.21
Age		
21-40	37	13.8
45-50	124	46.27
51-60	64	23.88
60 and above	43	16.04

4.2 Problems of Non-credentialed Teachers in the Thai Context

Table 2. Problems of Non-credentialed Teachers in the Thai Context

Items	\bar{x}	S.D	Degree
1. Teachers who have qualifications that do not align with the subjects they teach, resulting in a decrease in learning effectiveness.	4.37	0.76	High
2. Teachers lack confidence in managing teaching and learning for students.	4.02	0.93	High
3. Teachers lack knowledge in mathematics subjects.	4.23	0.83	High
4. Teachers lack knowledge in science subjects.	4.26	0.85	High
5. Teachers lack knowledge in the Thai language subject.	4.20	0.91	High
6. Teachers lack the skills and abilities to design and develop learning management plans.	3.87	1.13	High
7. Teachers lack the ability to analyze students' learning characteristics and choose appropriate teaching methods.	3.80	1.21	High
8. Teachers lack planning and preparedness in managing learning.	4.16	0.92	High
9. Teachers do not use appropriate activities for the subjects they teach.	4.10	0.91	High
10. Teachers lack the stimulation of students' learning.	3.86	1.18	High
11. Teachers appropriate methods of measuring and assessing learning outcomes.	3.94	1.03	High
12. Teachers apply information technology and innovation media in learning management.	4.06	1.02	High
13. Teachers efficiently manage the classroom.	3.89	1.12	High
14. Schools provide opportunities for school committee members and parents to participate in educational management.	3.77	1.30	High
15. Teachers provide opportunities for students to participate in self-assessment and peer assessment.	4.10	1.11	High
16. Teachers promote interactive learning outcomes with the community.	3.72	1.25	High
17. Teachers lack the use of computer technology in producing learning media.	3.99	1.09	High
18. Teachers lack the exploration of knowledge and learning management skills for students.	3.81	1.19	High
19. Teachers lack caring for students.	3.62	1.33	High
20. Teachers regularly monitor, care for, and assist students.	3.54	1.11	High
Overall	3.97	1.06	High

According to the table, the study found that problems of non-credentialed teachers in the Thai context are generally at a high level ($\bar{x} = 3.97$, S.D. = 1.06). When considering the top three issues with the highest average severity, they are as follows: Teachers who have qualifications that do not align with the subjects they teach, resulting in a decrease in learning effectiveness. ($\bar{x} = 4.37$, S.D. = 0.76). Teachers lack knowledge in the subject of science ($\bar{x} = 4.26$, S.D. = 0.85). Teachers lack knowledge in the subject of mathematics ($\bar{x} = 4.23$, S.D. = 0.83). In detail, stakeholders express concerns that assigning non-credentialed teachers to instruct in subjects for which they lack qualifications may have a detrimental impact on the quality of education. This is primarily due to their deficiency in content knowledge related to the subject matter. Consequently, these teachers exhibit a lack of confidence when it comes to crafting effective learning management plans and implementing appropriate teaching methods, technology, and assessment strategies within them.

Furthermore, the qualitative data provides valuable insights into the perceptions of each stakeholder group concerning non-credentialed teachers.

In the case of school administration, interviews revealed that they are aware of the benefits of having teachers who have graduated in the subjects they teach. However, the reality of limited budgets poses a significant challenge. Hiring specialized teachers for all subjects would substantially increase the educational costs. Additionally, the issue of population growth rate compounds this challenge. Schools in rural areas often have small class sizes, with fewer than 20 students per class. Consequently, it becomes impractical to hire multiple teachers for different subjects in such small classes.

Among the teaching practitioners, there is a prevailing sentiment of commitment to getting the job done, but it is accompanied by a notable lack of confidence when it comes to teaching subjects for which they lack qualifications. For example, English major teachers tasked with teaching mathematics may express sentiments like, "My weakness as a student was in mathematics, which led me to pursue English as my major in university. However, I now find myself teaching mathematics at work." While the primary school-level mathematics curriculum may not be highly complex, these teachers often feel a lack of confidence when explaining mathematical concepts to their students.

On the parental front, there is an understanding of the challenges faced by non-credentialed teachers. Parents acknowledge these difficulties but continue to seek improved educational quality for their children. Their desire for better educational outcomes is evident, even in the face of these challenges.

4.3 Guidelines for Developing Non-credentialed Teachers in the Thai Context

Table 3. Needs for Developing Non-credentialed Teachers in the Thai Context

Items	\bar{x}	S.D	Degree
1. Developing teachers with qualifications that do not match their field of study	4.26	0.87	High
2. Promoting confidence in the teaching and management of teachers	3.97	1.10	High
3. Enhancing knowledge in mathematics	4.22	0.92	High
4. Enhancing knowledge in science	4.21	0.88	High
5. Enhancing knowledge in the Thai language	4.19	0.92	High
6. Developing skills and abilities in designing and creating learning management plans	3.84	1.11	High
7. Analyzing students' learning characteristics and selecting suitable teaching methods	3.72	1.25	High
8. Planning and preparing for effective learning management	4.10	1.11	High
9. Designing appropriate learning activities	4.05	0.98	High
10. Developing guidelines to stimulate students' learning	3.89	1.12	High
11. Measuring and assessing learning outcomes effectively	3.94	1.03	High
12. Applying information technology and innovation media in learning management	3.95	1.08	High
13. Efficiently managing the classroom	4.05	0.99	High
14. Involving school committee members and parents in educational management	4.06	1.08	High
15. Encouraging student participation in self-assessment and peer assessment	3.93	1.13	High
16. Promoting community-related learning management	3.81	1.09	High
17. Utilizing computer technology in creating teaching materials	4.07	0.96	High
18. Conducting research to acquire knowledge and skills for student learning	3.81	1.22	High
19. Demonstrating care for students	3.62	1.33	High
20. Regularly monitoring, caring for, and assisting students	3.99	1.06	High
Overall	3.98	1.06	High

The research findings indicate that the needs for developing non-credentialed teachers in the Thai context is at a high level ($\bar{x}=3.98$, S.D. =1.06). When considering the top three highest-rated development needs, they are as follows: developing teachers in local government-affiliated schools with qualifications that do not match their field of study ($\bar{x}=4.26$, S.D. =0.87), promoting knowledge in mathematics ($\bar{x}=4.22$, S.D.=0.92), and enhancing knowledge in science ($\bar{x}=4.21$, S.D.=0.88), respectively.

The qualitative data reveals valuable insights from different stakeholder perspectives. In terms of administration, there is a consensus that collaboration with relevant organizations, such as universities and national research funds, is essential for teacher development. An administrator emphasized the importance of seeking support from academic institutions, as they bear direct responsibility for teacher education. They believe that such collaborations would offer cost-effective solutions, especially compared to hiring private sectors.

Among practitioners, teachers expressed the need for knowledge and skill development to effectively teach subjects outside their expertise. They stressed the importance of understanding content knowledge, pedagogical techniques, and teaching methods specific to each subject. For instance, one teacher emphasized the necessity of confidence in their teaching, stating, "We must have full confidence in what we are teaching." They also highlighted the need to become familiar with teaching methods and materials for subjects they are tasked with teaching.

From the perspective of parents, it appears that they see the value in active participation in the educational process. They believe that open discussions involving parents, administrators, school committees, and teaching staff should be encouraged as a means to address these challenges effectively.

In conclusion, the guidelines for enhancing the development of non-credentialed teachers within the Thai educational context can be summarized as follows:

4.4 Administrative Support

Implement policies that facilitate collaboration between schools and other government organizations, such as universities, to promote teacher development. This collaboration can help in leveraging external expertise and resources to enhance the skills and knowledge of teachers.

4.5 Comprehensive Teacher Development

Prioritize the continuous development of teachers' knowledge and skills in various aspects, including content knowledge of subjects they are not credentialed in, teaching techniques specific to each subject, and essential pedagogical skills. This development should encompass all stages of teaching, from lesson planning and class introduction to teaching methods and assessment practices.

4.6 Professional Learning Communities

Foster the creation of professional learning communities that involve stakeholders within the educational context, including administrators, teaching staff, community leaders, and parents. These forums should serve as platforms for collaborative discussions on the best strategies and practices for the development of non-credentialed teachers, ultimately benefiting students' learning experiences.

5. Discussion

The study's findings shed light on the significant difficulties encountered by non-credentialed teachers in Thailand when they are tasked with teaching subjects for which they lack formal qualifications. These challenges encompass both content knowledge (what they teach) and pedagogical skills (how they teach). For instance, non-credentialed teachers may struggle to grasp the intricacies of the subjects they are assigned to teach, which can result in gaps in their students' understanding and lower academic performance. Additionally, they may face challenges related to teaching methodologies, classroom management, and assessment practices, as these require specific training and expertise. The study's findings corroborate previous research conducted by scholars such as Hobbs & Porsch (2021), Hung & Smith (2012), Schonfeld & Feinman (2012), and Taneri & Ok (2014), who have also identified similar problems faced by non-credentialed teachers. These issues are often rooted in broader systemic factors, including budgetary constraints within educational institutions and policy decisions that lead to the assignment of non-credentialed teachers to certain subjects or regions.

It is essential to recognize the urgency of addressing these challenges. Quality education is crucial for the development and future prospects of students, and the presence of non-credentialed teachers in the classroom can hinder their learning outcomes. Therefore, there is a pressing need to implement effective policies, professional development programs, and collaborative efforts involving various stakeholders, including educational institutions,

government agencies, and community leaders, to find solutions and provide adequate support to non-credentialed teachers.

The study's results highlight the critical areas where improvements and development are needed within the educational context in Thailand. Specifically, three key areas emerge as significant: inter-organizational collaboration, teacher professional development, and parent participation. These findings are in alignment with the research conducted by Rose & Sughrue (2020), who similarly emphasized the importance of enhancing the careers of alternatively certified teachers.

In response to the research findings, several recommendations have been proposed to address the challenges faced by non-credentialed teachers in Thailand. Firstly, it is essential for educational authorities and policymakers to provide administrative support by formulating policies and initiatives that encourage collaboration between schools and relevant governmental organizations like universities and national research funds. This collaboration is crucial to bridge the gap in teacher development, ensuring that non-credentialed teachers receive the necessary training and support to effectively teach subjects beyond their formal qualifications. Additionally, comprehensive teacher development programs should be established to equip non-credentialed teachers with essential knowledge and skills in content areas, pedagogical strategies, and classroom management techniques, offering both short-term and long-term development opportunities. Lastly, the creation of professional learning communities involving various stakeholders, including school administrators, teaching staff, community leaders, and parents, can facilitate informed discussions and holistic solutions for supporting non-credentialed teachers, ultimately benefiting student learning outcomes. These recommendations aim to address the unique challenges faced by non-credentialed teachers and enhance the overall quality of education in Thailand.

6. Conclusion

In summary, this research study delves into the numerous challenges faced by non-credentialed teachers within the Thai educational landscape. It also provides a set of essential recommendations to effectively tackle these issues. While the ideal scenario would involve hiring traditionally certified teachers who specialize in their respective subjects, real-world constraints often necessitate considering alternative strategies.

This study is invaluable because it serves as a critical resource that presents comprehensive guidelines for addressing the challenges at hand. These guidelines are aimed at improving the overall educational experience provided by non-credentialed teachers to ensure that students receive a high-quality education despite the existing limitations.

One of the most significant contributions of this research lies in its ability to capture and incorporate the perspectives of key stakeholders, including educational administrators, teaching practitioners, and parents. These individuals have firsthand experience with the issues and obstacles faced in the Thai educational system. By incorporating their insights and feedback into the study, it provides a more holistic and well-rounded understanding of the situation.

These valuable insights gathered from key stakeholders serve as a solid foundation for future initiatives and efforts aimed at enhancing the overall quality of education in Thailand. They offer a roadmap for policymakers, educational institutions, and other stakeholders to make informed decisions and implement strategies that will lead to meaningful improvements in the educational system. Ultimately, this study contributes to a brighter future for education in Thailand by addressing the challenges faced by non-credentialed teachers and striving for educational excellence. For future research, it is recommended to delve deeper into the implementation and effectiveness of the proposed guidelines. Additionally, exploring the experiences and perspectives of non-credentialed teachers themselves could provide valuable insights into their specific needs and challenges. Furthermore, comparative studies between different regions or countries facing similar issues may offer a broader perspective on addressing teacher quality concerns in underserved areas. These avenues of research can contribute to the ongoing efforts to improve educational outcomes and opportunities for students in Thailand and beyond.

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