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Developing Professional AcademicCompetenciesOf Lectures' Rajabhat University, Thailand

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ABSTRACT

"Professional competencies" are behavioral to knowledge,skills,abilities andother characteristics to individual performs the task and accomplishes the achievement of the organization.Thisstudy aimed for developing professional academic competencies.Collections to involved synthesizing documentary, to interview and survey by questionnaires of 560 lectures inRajabhat University to the data. Factors to professional academic competenciesof 2 factors, 11 sub- factors, and 65 indicators. Causal model relationship of professional academic competencies was consistent withempirical data of $X2 =298.44$, df=107, p=.00,GFI=.93,AGFI=.87, CFI=.98, NFI=.98, SRMR=.01., RMSEA=.06.Need assessment to develop the professional academic competencieswith the highestneed (PNI Modified) ofability to work with a focus on achievement, Knowledge and capability in research and development, and competence and technology skills, respectively.

1. Introduction

Developing a country through education as a tool for improving thequality of educational at all levels, especially, Thailand's University a focusing on the lectures as the main focus to be a mechanism for sustainable student development and quality of the education, to keep pace with the changing of globalization, which had impacts in all aspects, including economic, social,

cultural and educational personnelare to prepare for the changes that arise in orders to be able to carry out their an educational management activities and the development of their a academic competencies to be capable and effective.(Office of the Education Council, Ministry of Education, 2017) A learning is the key to driving society to acquire knowledge and skills necessary for life, where the competencies of education personnel are key variables from human development to a learning society.Creating a balance and stability as well as the creation of knowledge-based economy through human resourcedevelopment processes, educational managementtogoodness personal, academic competenciessuitable. (Thongnueatan, U., 2017)Therefore, lectures' competencies in Rajabhat Universityis very importantit is the personal who will developed of the students to have desirable qualities and knowledge, skills and abilities. Which must develop oneself to have principles, ideology, love to teach, pursue knowledge and build knowledge from reality, without self-development, students will not be able to develop their goals. What will make them know that those personal is there any quality that can be examined are academic competencies.Rajabhat University, Thailand the policies framework to direction was shifted from focusing on rural and local benefits to becoming a more complete institution of higher education and focusing the communities development has been studied extensively,improving the roles of education and research management, preserving Thai arts, culture, academic service.Integrate specific missions such as promoting academic standing, educationpersonal, improve atransferring and developing personal competencies and modern technology development to used as an effective educational management channel. (Ministry of Higher Education, 2018) Importance of lectures' competencies in Rajabhat University to local development is the main driver in the process of a creating the students to have desirable characteristics as specified by courses, departments, faculties. It is also extremely important to the goal of the principle, course structureor the purpose of study which is abstract and concrete changes. The quality and competencies must be taken into consideration, as well as developing the competency of the lectures to have more knowledge and expertise.

Background and Importance Of The Problem.
Office of the Basic Education Commission(2018) to mentioned of competency as an organizational management tool that is very useful for human resource management. In the education department, the concept of human resource development, based on the competency framework, is applied in two areas of core competencies and functional competencies, the competencies to refers to the behavior resulting from knowledge, skills, abilities and other characteristics that enable a person to work successfully and achieve the results of the organization. (Office of the Education Council, Ministry of Education, 2017) This is consistent with Jedaman, P(2018) an adding the competencies are the personalities that enable individuals to achieve good performance within the specified criteria, and able to perform duties in their responsibilities better than others, as performance behavior which results from knowledge, abilities and

behaviors that enable them to produce outstanding results.Wu. J. M. and Lin, C. S. (2011) the competencies as refers to the knowledge, skills, competencies and characteristics of lecturers in Rajabhat University that are essential to the professional practice to achieve effective results in accordance with the needs of educational organizations in the educational reform era.With the rapid influx of economic, social, technological and information changes across borders, the resulting change inevitably affects education, and technological advances have transformed the education model and the method of acquiring knowledge from the traditional education system with a teacher who transfers knowledge to students only to a self-study model capable ofseek and create more knowledge.(JompounMoungkonvanit, 2019) Effectiveness and quality of educational organizations it is a critical component and goal in organizing education to achieve its objectives and effectiveness. It is not merely referring to academic achievement or job satisfaction. Rather, it means achieving a goal or objective in organizing education based on the ability to produce learners with high academic achievement and the ability to develop learners to have a positive attitude.From the study of the problems, performance and academic competencies of the faculty members in Rajabhat University, it was found that competency development is still quite arequirement areto problems and obstacles, such as 30 percent in terms of time, because the main mission consists of teaching, research, academic services, art and culture preservation, which has been assigned the workload from supervisors. Therefore, there is no time for self-development and development as it should be. And 40% in motivation factors for work, whether internal and external motivation, especially in regards to receiving salaries that are not true. Therefore affecting the performance and the atmosphere or environment within the university that affect work. However,the lecturers in Rajabhat University need to have competencies in knowledge and skills, educational leadership, educational management, and behaviors that are effective,and consistent with the change in order to be able to perform work or professional activities effectively. A developing professional academic competenciesof lectures' Rajabhat University, Thailand ofthis study have three main objectives to, a) analyzed professional academic competencies,b) develop the variable of a causal model relationship of professional academic competencies,c) measure to need assessment to develop the professional academic competenciesof lectures'Rajabhat University.

2.   CONCEPTUAL FRAMEWORKS

Education personnel competency is the policy for enhancing the quality of education personnel in the whole system requires activities to organize a qualitative development system for individual human resource development by Office of the Basic Education Commission [4] have two competencies were core competencies as performance-oriented, good service, self-development, teamwork, professional ethics. Functional competencies include curriculum and learning management, students development, classroom management, analysis, synthesis and research for students development, leadership, building

relationships and cooperation with communities for educational management.Education Act of ThailandOffice of the Education Council, Ministry of Education (2017) a providing educational personnel and related departments to develop and organize teaching and learning processes in order to enable learners to learn and gain knowledge from various teaching materials and science sources at any time and in any place, there is a process for developing standards and ethics of the production profession and developing personnel to have quality and standards. As well as the development of personnel, both producers and users of technology for education with quality and efficiency. By the motivation factors to supported as the works of education personnel that can create effective performance. Work motivationwas the motive for the demand-driven behavior in response to the stimulus of the educational organization that produces the behavior in the work with the willingness to achieve the desired goal and the result of the greatest satisfaction.Thongsuk, K(2017) the performance motivation has a great influence on the work of a person.Because human beings have to be motivated to engage in various activities in daily life.That motivation is the driving force or the impetus for human beings to have a sense of need to work in the field of work, both produce and quality of work including background factors of personnel, motivation factors of internal and external, and support factors of policy and management, exclusive leadership, organizational leadership. Chaiyasut, K., and Authors (2014) to found that the factors affecting teachers' competency were the motivation and support factors,the motivating factor is measured by job responsibility, nature of work, career progress, recognition and success in work. The factors contributed to the policy and administration, supervisory control, interpersonal relations, salary, compensation and other benefits, and working conditions. Anansawat, S (2017) the research can be summarized as the teachers had a high level of competency with an average of 4.17 and teachers of different ages had significantly different competency levels at the .05 level, the causal and effect model of teachers performance developed corresponds to the empirical data. Sappaiboon, K(2017) causal factorit directly affects performance in the order by descending element weight as the development and orientation, factors that indirectly affect job performance are core competencies. The primary teachers enhancement model was consistent with the empirical data in the acceptable criteria.Tocharee, K. (2018) the personal factors were the qualifications of individual or teacher personnel due to their age and qualifications, experience and education. Make teacher personnel who have the potential to work effectively in achieving organizational goals, affecting the teacher competency. Klinkamhom, T (2016) that independence in work, cooperation among teachers, learning of corporate culture. It has a positive correlation with innovation ability development, independence in the workplace and learning. Corporate culture is a key factor in the development. Professional academic competenciesof lectures' Rajabhat University including core competencies are the competencies that to everyone must have, because they are fundamental to the success of their job performance. And functional competencies are the ability to combine

knowledge, skills, motivation, attitudes and personal traits is characterized by behavioral effects that influence job success in a prominent and effective role.From studying research papers related to various variables, this research was used as a guideline to integrate and build conceptual framework.Conceptual framework of developing professional academic competenciescan be summarized of core competencies as performance-oriented, a good service, the self-development, teamwork, professional ethics,functional competencies of curriculum and learning management, the students development, classroom management, analysis, synthesis and research for students development, leadership, building relationships and cooperation with communities for educational management, background factors of personnel, motivation factors of internal and external, and support factors of policy and management, exclusive leadership, organizational leadership.

3.   MATERIAL AND METHODS

Adeveloping professional academic competenciesof lectures' Rajabhat University, Thailand, this is a mixed method research both the qualitative research and quantitative research. The qualitative research to analyzed professional academic competencies. The quantitative research to develop the variable of a causal model relationship of professional academic competencies,and measure to need assessment to develop the professional academic competenciesof lectures'Rajabhat Universityhave the material and methods were followed:

3.1 Research Samples: the research samples were to, (1) scope of area study were Rajabhat University, Thailand of 4 University including RajabhatMahasarakham University, NakhonrachasimaRajabhat University, Roi EtRajabhat University, KarasinRajabhat University, (2) Key informant into the interviewof 20 lectures' Rajabhat University, the participants they all were by purposive sampling, (3) the samples to observation of 560 lectures' Rajabhat University, the participants they all were bymultistage random sampling.

*3.2 Research Tools:*the research tools into the collections were the structure interview questionnaireof professional academic competencies, and semi-structure questionnaires of 5- rating scalesof the variable of a causal model relationship of professional academic competenciesit's divided into 4 parts, consisting of part 1: background of lectures, part 2: professional academic competencies, part 3: factors affecting professional academic competencies, part 4: additional recommendations, and need assessment to develop the professional academic competenciesit's divided into 3 parts, consisting of part 1: background of lectures, part 2: need assessment of expected condition and real condition, part 4: additional recommendationsare to the item of objective congruence of 1.00, and the confidence of the whole questionnaire from the trial was conducted with 40 samples in Rajabhat University of 0.86, 0.89, respectively.

*3.3 Collections Methods:*the collections methods of this study were to, 1)involved synthesizingdocumentary was the framework to collect data into professional academic competenciesfor analyze the conceptual, held a

workshop with 20 lectures to individual interview by the structure interview questionnaire. From recordings and audio recordings, results were compiled with documentary studies to compiled data for analyzed professional competencies academic of lectures, 2)conducted polls by questionnaires of the variable of a causal model relationship of professional academic competencies, from direct inquiries and via Website into on-line with 560 lectures, collecting data and analyzing develop the variable of a causal model relationship of professional academic competenciesof lectures with empirical data, 3) conducted polls by questionnaires ofneed assessment to develop the professional academic competenciesfrom direct inquiries and via Website into on-line with 560 lectures, collecting data and analyzing the levels andprioritize as neededto develop professional academic competenciesof lectures to the data.
*3.4InquiriesMethods:*thedevelopingprofessional academic competenciesof lectures' Rajabhat University, Thailandof this study were followed;
a) Analyzed professional academic competenciesof core competencies as performance-oriented, good service, self-development, teamwork, professional ethics, functional competencies of curriculum and learning management, students development, classroom management, analysis, synthesis and research for students development, leadership, building relationships and cooperation with communities for educational management into sub- factors and indicators as the qualitative datawas analyzed by using three main stages, i.e., data reductiontobe able of coding to classify qualitative variables for enumerate the frequency*,* data organization are classification of variables and grouping of variables to elements or dimensions of conceptual then the elements are grouped into ideas, call this method of indicator-concept model, interpretation are identifying directions and trends of relationships between concepts, by explaining and interpreting the logical relationship to conclusion.
b) Develop the variable of a causal model relationship of professional academic competenciesof core competencies as performance-oriented, good service, self-development, teamwork, professional ethics, functional competencies of curriculum and learning management, students development, classroom management, analysis, synthesis and research for students development, leadership, building relationships and cooperation with communities for educational management, background factors of personnel, motivation factors of internal and external, and support factors of policy and management, exclusive leadership, organizational leadershipas quantitative datawas analyzed by descriptive statistical analysis were to;
•*Analysis for preliminary;*background variablesto determine the characteristics of thebackground using descriptive statistics such as mean, standard deviation, distribution coefficient, skewness, kurtosis, for discrete variables a using percentage values and frequency.The variables in the model was obtained from the statistical questionnaire used in the analysis of the data: mean, standard deviation, distribution coefficient, maximum and minimum skewness, andkurtosis.•*Analysis for the correlation coefficient between variables;* tofind the correlation coefficient of causal factor and performance using Pearson's Product-Moment Correlation Coefficient in order to see whether the

relationship between variables is a linear relationship, and the direction of the relationship is positive or negative, how much is the magnitude of the relationshipto be used as a basis for analyzing the causal relationship model between background factors, motivation factors, support factors, and competency factors. Criteria for determining the degree or magnitude of the correlation use the number of the correlation coefficient if the correlation coefficient approaches -1 or 1 indicates a large correlation, but closer to 0 indicates a having little or no correlation.When a correlation matrix was obtained between the variables to confirmatory factor analysis.

•*Analysis of the relationships of causal variables;*a relationship of causal variables to influence performance was used to analyze data with the Structural Equation Modeling (SEM) statistical technical tool with LISREL program to verify consistency between the model and the empirical data, analysis of direct, indirect, and total influences of causal variables using the Maximum Likelihood Estimates (ML) method were analyzedfor given model analyzed had the following key statistics used to verify the consistency of the model with the empirical data as, 1) consideration of Chi-Square, if not significant to shows that the model is consistent with the empirical data, 2) considering the relative chi-square value should be less than or equal to 3.00, the model is consistent with the empirical data, 3) Comparative of Fit Index (CFI) should be higher than 0.90, indicating that the model is consistent with the empirical data,4) Goodness of Fit Index (GFI) should be higher than 0.90 indicating that the model is consistent with the empirical data, 5)Adjusted Goodness of Fit Index (AGFI) is a modified GFI taking into account the size of the degrees of freedom (df) including the number of variables and sample size, with the AFGI having features as same as GFI, 6) Root Mean Squared Error of Approximation: RMSEA is a statistic from the preliminary agreement on chi-square values that the structural equation model is inconsistent with the truth and when the independent parameter is added and the statistic is reduced due to this statistical value, depending on the population and the degree of freedom, RMSEA should be equal to or less than 0.05, indicating that the model is harmonized with the empirical data, 7)Standardized Root Mean Squared Residual (SRMR) shows the average residual size. By comparing the level of harmony of the model to the empirical data, SRMR index should be less than or equal to 0.05.

c) Measure to need assessment to develop the professional academic competenciesof expected condition and real condition as quantitative data was analyzed by descriptive statistical analysis including mean, standard deviation ,Modified Priority Needs Index.

*3.5Data Analysis:*the data analysis on qualitative data was analyzed by using three main stages, i.e., data reduction, data organization, data interpretation to conclusion. The quantitative data was analyzed by descriptive statistical analysis including percentage, mean, standard deviation, Pearson's Product-Moment Correlation Coefficient, Also, Structural Equation Modeling (SEM) statistical technical tool with LISREL program to verify consistency between

the model and the empirical data, and Modified Priority Needs Index (PNI$_{Modified}$).

4. THE RESULTS

A developing professional academic competenciesof lectures' Rajabhat University, Thailand on the results of professional academic competencies, variable of a causal model relationship of professional academic competencies,and need assessment to develop the professional academic competenciesof lectures'Rajabhat University were followed:
A. Professional academic competencies.
Professional academic competenciesinto core competencies and functional competencies of the sub-factors and indicators as shown in table 1, and table 2.

Table 1. Sub- factors and indicators of core competencies factor.

Sub- factors	*Indicators*
1.Performance-oriented	• Planning the work of step by step.• Setting operational goals every semester. • Performing duties in full capacity. • Performing duties with quality.• Creativity in performance.• Monitoring and evaluating.• Performance of every semester. • Results of the assessment will be used to improve work efficiency even further.
2. Good service	•Providing service with determination and willingness. • Speaking nice and smiling to students or parents who come to the service. • Providing service with speed and speed. • Listen to the opinions of clients and make improvements.
3. Self-development	• Study for new academic knowledge regularly and continuously. • Create knowledge and innovation to develop learning management.• Exchange learning with other people regularly. • Attend training and academic meetings regularly. • Be a member of an association, related professional and academic networks.
4. Teamwork	• Cooperate with colleagues whenever assigned to work together. • Helping colleagueswithout waiting for requests. • Praising and praising and encouraging colleagues when they do good work. • Can building relationships in the workforce. • Playing leadership and follower roles as appropriate according to the situation.
5. Professional ethics	• Act in accordance with the rules and regulations of the profession. • Behave as a good role model for students both physically, verbally and mentally. • Live in the right manner to suitable for their own status. • Exercise their own rights without violating the rights of others. • Having a generous mind, upholding ideology and defending. • Professional dignity and dignity, honoring professional successes. • Sacrificing and devoting themselves for the benefit of the profession, fulfill their roles and duties and accepting results for their actions.

Table 2. Sub- factors and indicators of functional competencies factor.

Sub- factors	Indicators
1. Curriculum and learning management	• Able to design a wide range of learning activities tailored to students' needs. • Able to design integrated teaching management plans. • Able to organize student-centered learning activities. • Involve students in activity assignments and assessments of learning outcomes. • Using real-world measurement and evaluation methods to assess student learning. • Using student assessment results to develop learning management.
2. Students development	•Organizing a learning activities that reinforce morality and ethics for students. •Organizing a learning activities that improve working skills and coexistence in society for students. •Organizing a learning activities that promote students to have physical health and good mental health. •Organizing a learning activities that promote and foster democracy for students. •Organizing a learning activities that promote and instill students pride in wisdom and cultural. •Bring the students' information to assist and develop both learning and behavior. •Help to prevent and solve problems arise for all students thoroughly and up to date.•Accepting the students' problems and suggesting solutions to problems.
3. Classroom management	•Organizing a supervision signs and reading corners to promote learning atmosphere. •Preparing an individual student information and documents fully to up date.•Establish rules and mutual agreements between teachers and students. •Supervise the students to followasstrict rules and regulations. •Take care of organizing classes for students to learn happily.
4 Analysis, synthesis and research for students development	• Exploring the students' problems that arise in the classroom. • Analyzed the root cause of the problems to collect data and to systematically compile the conclusion. • Able to analyze the strengths, weaknesses, obstacles and success opportunities of students individually to promote and develop students. • Preparing the research plans and conduct research every semester. • Able to analyze the problem situation, from operating and implementing systematic problem solving.
5. Leadership	• Encourage colleagues and collaborate to develop students and institutions and professions. • Persuading the peers to produce educational to innovation by exemplary practice. • Able to motivate colleagues to complete tasks within the limit time. • Able to persuade colleagues to be willing to work vigorously without command.• Able to persuade colleagues to share and learn with each others.
6. Building relationships and cooperation with communities for educational	• Coordinate with parents and communities to take part in the provision of education. • Having a good interactions with parents and communities. • Providing opportunities for parents and the community to express their opinions on the provision of education. • Building a network with parents, communities, public and private organizations to exchange useful information for students. • Inviting the speakers to provide additional knowledge. • Inviting the parents and communities to participate in important university events.• Providing the opportunities for parents and communities to express their opinions on various

management	activities.

On table 1, and table 2. Intofactors to professional academic competenciesof core competencies factor have 5 sub- factors of performance-oriented, good service, self-development, teamwork, professional ethics, and 29indicators. Functional competencies factor have6 sub- factors of curriculum and learning management, students development, classroom management, analysis, synthesis and research for students development, leadership, building relationships and cooperation with communities for educational management, and 36indicators.

B. Variable of a causal model relationship of professional academic competencies.

The results of the consistency analysis of the professional academic competenciesmodel to Correlation model were a comprehensive analysis to examine the validity of the model, the causal relationship model ofcompetencies, classified by variables, background factor, motivation factors, support factors, core competencies and functional competencies to shown in table 3, and figure 1.

Symbolic representation:

• TE= Total influence. • IE = Indirect influence.• DE = Direct influence. • BAC_TCH = Background factors.• AGE= Age. • EDUCA= Education. • EXPER= Work experience.• TRAIN=Training experience.• MOTI= Motivation factors.• INMO= Internal motivation.• EXMO= External motivation.• SUSTAIN= Support factors.• POLI= Policy and management. • LEA= Leadership.• RELA= Relationship in the organization.• CORE= Core competencies.• ACHI= Performance-oriented.• SERV= Good service.• DEVE= Self-development.• TEAM= Teamwork.• ETHI= Professional ethics.• FUNC= Functional competencies.• INST= Curriculum and learning management.• DEST = Students development.• MANA= Classroom management.• ANAL= Analysis, synthesis and research for students development.• LETE= Lectures leadership.• COMM= Building relationships and cooperation with communities for educational management.

the causal relationship model of professional academic competencies

Cause variable	HOME			MOTI			SUSTAIN			CORE		
Result variable	TE	IE	DE	TE	IE	DE	TE	IE	DE	TE	IE	DE
CORE	-	0.01 (0.02)	0.41 (0.05)	-	0.03 (0.07)	0.20 (0.07)	-	0.06 (0.15)	0.32 (0.62)	0.04 (0.07)	0.04 (0.07)	-
FUNC	-	0.19 (0.32)	0.11 (0.58)	-	0.09 (0.18)	0.53 (0.19)	-	0.15 (0.21)	0.76 (0.81)	0.47 (0.25)	0.47 (0.25)	-
Statistics	X^2 =298.44 , df=107, p=.00 ,GFI=.93 , AGFI=.87 , CFI=.98 , NFI=.98 SRMR=.01 RMSEA=.06											
Precision variable	AGE 0.01	EDUCA 0.03	EXPER 0.01	TRAIN 0.01	INMO 0.53	EXMO 0.73	POLI 0.54	LEAD 0.62	REAL 0.62	ACHI 0.53		
Precision variable	SERV 0.48	DEVE 0.62	TEAM 0.64	ETHI 0.76	INST 0.63	DEST 0.55	MANA 0.50	ANAL 0.51	LETE 0.52	COMM 0.62		
Variable structure equation	CORE	FUNC										
R-SQUARE		0.56	0.76									
Correlation matrix between variables	CORE	FUNC	HOME	MOTI	SUSTAIN							
CORE	1											
FUNC	0.86**	1										
HOME	0.62**	. 0.50 **	1									
MOTI	0.44**	0.57**	0.31**	1								
SUSTAIN	0.63**	0.71**	0.65**	0.50**	1							

**p>0.01.

*Figure 1.*Causal relationship model of professional academic competencies**.**

Chi-Square=298.44, df=107, P-value=0.00000, RMSEA=0.065
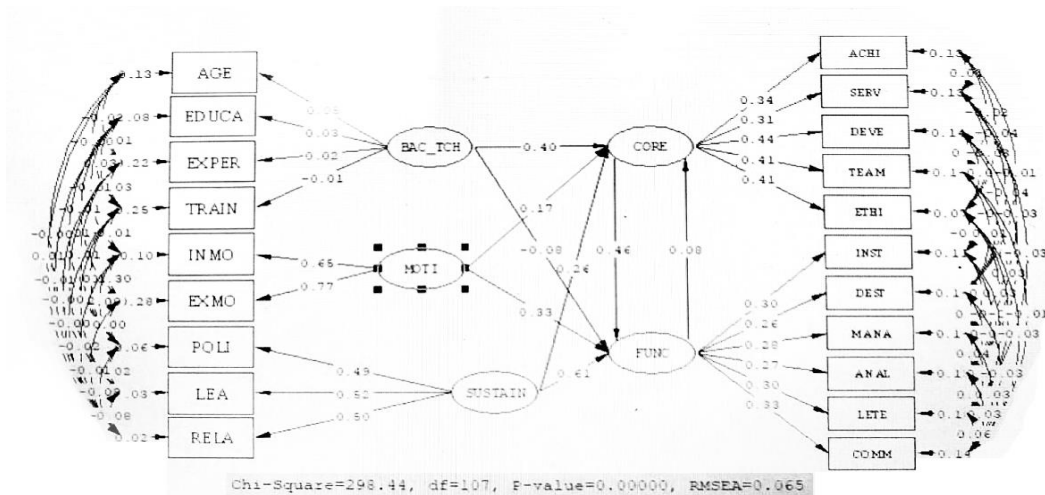
On table 3, and figure 1. Into relationship model ofprofessional academic competenciesto the consistency to correlation model were a comprehensive analysis to examine the validity of the model, the causal relationship model of competencies, classified by variables, background factor, motivation factors, support factors, core competencies and functional competencies were to variable of a causal model relationship of professional academic competencieswas consistent with the empirical data. Determine the level of harmony between the models and the empirical data of X^2 =298.44 , df=107, p=.00 ,GFI=.93 , AGFI=.87 , CFI=.98 , NFI=.98 , SRMR=.01 RMSEA=.06. When considering the direct influence, it was found that variables directly influenced the core competencies and functional competencies at statistical significance level of.05. At highestlevels was support factors .32 and .76 respectively, followed by motivation factors. The effect sizes were .20 and .53, respectively.

C. Need assessment to develop the professional academic competencies of lectures.

Need assessment to develop the professional academic competenciesof lectures'Rajabhat University of expected condition and real condition to shown in table 4.

Table 4. Mean, Std., of need assessment to develop the professional academic competencies.

Need assessment to develop the professional academic competencies	Expected condition		Real condition		PNI Modified
	Mean	Std.	Mean	Std.	
1.The ability to work with a focus on achievement.	3.31	0.71	2.56	1.01	0.294
2.Good service ability.	3.44	0.63	2.81	0.85	(3)
3.The ability to work together as teamwork.	3.44	0.63	2.77	0.98	0.226
4. Knowledge of work ethics.	3.41	0.66	2.69	0.90	0.244
5. Ability to accumulate professional expertise.	3.39	0.71	2.74	0.98	0.267(6
6. Ability to think critically in situations and problems,	3.50	0.65	2.91	0.96	)

ideas and principles.	3.42	0.69	2.81	1.00	0.240
7. Knowledge and the ability to see the holistic picture through synthetic thinking is a new concept and innovation.	3.41	0.69	2.80	0.99	0.203 0.220
8. Knowledge and ability to seek information necessary for the job that will be useful in the future.	3.40 3.41	0.69 0.67	2.83 2.82	0.89 0.91	0.219
9. Knowledge and understanding of cultural differences.	3.51	0.63	2.96	0.87	0.200
10.The ability to understand what others want to communicate.	3.31	0.71	2.56	1.01	0.207 0.187
11. Ability to act proactively by recognizing problems or opportunities and taking action to address them.	3.40	0.69	2.83	0.89	0.294
12. Knowledge and understanding of the correctness of the work and try to perform the work correctly and completely.	3.43 3.53	0.68 0.64	2.79 3.09	0.94 0.88	0.200 0.230
13.The ability to ensure the performance of work.					
14.The ability to build flexibility and leniency to adapting a wide range of situations and personnel groups.	3.51 3.51	0.64 0.63	2.97 2.96	0.88 0.87	0.145
15. Knowledge of communicating motivates arts to impress others, or to support one's ideas.	3.41 3.31	0.67 0.72	2.82 2.56	0.91 1.01	0.182 0.187
16. Ability to coordinate.	3.43	0.66	2.83	0.93	0.207
17. Knowledge and planning ability.	3.33	0.71	2.57	1.02	0.298(1)
18. Ability to follow up and evaluation.	3.39	0.69	2.64	1.03	0.209
19. Knowledge and capability in research and development	3.29	0.72	2.59	1.04	0.297 (2)
20. Ability to use the foreign languages.	3.41 3.44	0.66 0.63	2.69 2.77	0.90 0.98	0.283 (4)
21. Competence and technology skills.					0.272 (5)
22. Knowledge and ability to define vision.					0.267(6)
23. Knowledge and ability to manage change.					0.244
24. Knowledge and ability to develop human potential.					
25. Knowledge and ability to manage performance.					

On table 4. Into need assessment to develop the professional academic competencies with the highest need to sorted by necessity, descending (1-6) of knowledge and capability in research and development(PNI$_{Modified}$ = 0.298), competence and technology skills (PNI$_{Modified}$ = 0.297), the ability to work with a focus on achievement (PNI$_{Modified}$ = 0.294), knowledge and ability to define vision (PNI$_{Modified}$ = 0.283), knowledge and ability to manage change (PNI$_{Modified}$ = 0.272), knowledge of work ethics and knowledge and ability to develop human potential (PNI$_{Modified}$ = 0.267), respectively.

5. DISCUSSIONS

Factors to professional academic competencies of 2 factors, 11 sub- factors, and 65 indicators. Causal model relationship of professional academic competencies was consistent with empirical data of X^2 =298.44, df=107,

p=.00,GFI=.93,AGFI=.87, CFI=.98, NFI=.98, SRMR=.01., RMSEA=.06.Need assessment to develop the professional academic competencieswith the highest need of ability to work with a focus on achievement, Knowledge and capability in research and development, and competence and technology skills.This is due toa developing professional academic competenciesof lectures' Rajabhat University Have studied and developed in a systematic sequenceboth a studying the general contextand analyzed the document together with interviews to synthesis of factors to professional academic competenciesof core competencies factor have 5 sub- factors of performance-oriented, good service, self-development, teamwork, professional ethics, and 29 indicators. Functional competencies factor have 6 sub- factors of curriculum and learning management, the students development, a classroom management, analysis, synthesis,and research for the students development, leadership, building relationships and cooperation with communities for educational management, and 36 indicators. Including survey by questionnaire for develop the variable of a causal model relationship of professional academic competenciesof core competenciesas the performance-oriented, good service, self-development, teamwork, professional ethics, functional competencies of curriculum and learning management, students development, classroom management, analysis, synthesis and research for students development, leadership, building relationships and cooperation with communities for an educational management, background factors of personnel, motivation factors of internal and external, and support factors of policy and management, exclusive leadership, organizational leadership under the process to analysis for preliminary, analysis for the correlation coefficient between variables, and analysis of the relationships of causal variables to verify consistency between the model and the empirical data was consistent with the empirical data. Determine the level of harmony between the models and empirical data to considering the direct influence, it was found that variables directly influenced the core competencies and functional competencies at statistical significance level of.05. Are to consistent this study results of Chaiyasut, K., and Authors (2014) to study the factors and indicators for teachers' roles that promote lifelong learning skills, found that the factors affecting teachers' competency were the motivation and support factors,the motivating factor is measured by job responsibility, nature of work, career progress, recognition and success in work. The factors contributed to the policy and administration, supervisory control, interpersonal relations, salary, compensation and other benefits, and working conditions. The results of analysis of patterns, relationships, linear structures, factors affecting teacher performance of X^2=39.90, df=55 p-value= 0.94559 RMSEA= 0.00 CN= 821.99 SRMR= 0.020 GFI= 0.99 AGFI= 0.97. Incentives and support factors have direct influence on teacher competence, and direct and indirect influence on core competencies and career performance. Anansawat, S (2017) studied the causal and outcome models of teachers competencies under the Office of the Basic Education Commission.The results of the research can be summarized as follows; 1) the teachers under the Office of the Basic Education Commission had a high level

of competency with an average of 4.17 and teachers of different ages had significantly different competency levels at the .05 level, 2)the causal and effect model of teachers performance developed corresponds to the empirical data of X^2 = 35.58 df = 44 p = .81 GFI = .99 AGFI = .98 RMSEA = .00.,the factors that had the most direct influence on teachers performance was the organizational factor with influence size 0.53, and 3) the causal model and the results of teachers performance between the primary and secondary teachers had no variation of the model but there was a variation of the parameters. Sappaiboon, K (2017) the model development, enhancement of early childhood teachers competency, the research results were found thatcausal factorit directly affects performance in the order by descending element weight as the development and orientation, factors that indirectly affect job performance are core competencies. The primary teachers enhancement model was consistent with the empirical data in the acceptable criteria, considering the chi-square (X^2) = 236.47, the df = 122, X^2 / df) = 1.93, GFI = 0.95, AGFI = 0.92, CFI = 0.99, and RMSEA = 0.04.Tocharee, K. (2018) studied the linear structure relationship model of factors affecting teacher competency, found that personal factors were the qualifications of individual or teacher personnel due to their age and qualifications, experience and education. Make teacher personnel who have the potential to work effectively in achieving organizational goals, affecting the teacher competency, including education level, work experience and training experience. Klinkamhom, T (2016) study to a causal model of student adherence and academic achievement arising from the influence of teachers, found that independence in work, cooperation among teachers, learning of corporate culture. It has a positive correlation with innovation ability development, independence in the workplace and learning. Corporate culture is a key factor in the development of teachers' innovative talent.Need assessment to develop the professional academic competencies of knowledge and capability in research and development, competence and technology skills, the ability to work with a focus on achievement, knowledge and ability to define vision, knowledge and ability to manage change.knowledge of work ethics and knowledge and ability to develop human potential. Wongvannich,S.(2012) tosaid that needing education will be important, because it provides important background information about the condition of the problem and the actual needs of the person.This will make it possible to know the basic information that is true, which the responsible person who is involved can be used to make informed decisions in planning improvements, production and development.

Implementation.

Factors to professional academic competencies, when considering each of these indicators, there are two indicators that must be promoted within the lectures, is an indication of self-development and building relationships and cooperation with communities for educational management, eg., must be a constant promotion of new academic knowledge, encouraging access to training,good interaction. And the factors affecting the positive competencies parameters weremotivation factors and support factors.Therefore, incentives should to

create determination in the work and encourage continuous teaching development, create a friendly atmosphere and ready to be a good role model in knowledge transfer, encouraging personnel to develop self-development planning to achieve success to continued a learning will therefore lead to high operational competence.

6. CONCLUSIONS

Professional academic competencies of 2 factors, 11 sub- factors, and 65 indicators on core competencies factor have 5 sub- factors of performance-oriented, good service,self-development, teamwork, professional ethics, and 29 indicators, eg., planning the work of step by step, setting operational goals every semester, performing duties in full capacity, performing duties with quality, creativity in performance, monitoring and evaluating, performance of every semester, etc., and functional competencies factor have 6 sub- factors of curriculum and learning management, students development, classroom management, analysis, synthesis and research for students development, leadership, building relationships and cooperation with communities for educational management, and 36 indicators, eg., able to design a wide range of learning activities tailored to students' needs, able to design integrated teaching management plans, able to organize student-centered learning activities, involve students in activity assignments and assessments of learning outcomes, using real-world measurement and evaluation methods to assess student learning. A causal model of professional academic competencies was consistent with the empirical data of X^2 =298.44 , df=107, p=.00 ,GFI=.93 , AGFI=.87 , CFI=.98 , NFI=.98 , SRMR=.01 RMSEA=.06. When considering the direct influence, it was found that variables directly influenced the core competencies and functional competencies at statistical significance level of.05. At highest levels was support factors .32 and .76 respectively, followed by motivation factors. The effect sizes were .20 and .53, respectively.Need assessment to develop the professional academic competencies of knowledge and capability in research and development, competence and technology skills, the ability to work with a focus on achievement, knowledge and ability to define vision, knowledge and ability to manage change. knowledge of work ethics and knowledge and ability to develop human potential.Finally, knowledge of work ethics and knowledge and ability to develop human potential, The ability to ensure the performance of work, ability to build flexibility and leniency to adapting a wide range of situations and personnel groups, communicating motivates arts to impress others, and to support one's ideasare essential to personnel development of sustainability educational organization.

of the principal advisor, and co-advisors to provide suggestions for conducting research as well as the lectures in Rajabhat University of RajabhatMahasarakham University, NakhonrachasimaRajabhat University, Roi EtRajabhat University, KarasinRajabhat University from additional comments and suggestionsUntil this research was successful and the goal was achieved

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