

The Development of the competency of the university supervisors of the Faculty of Education, Thailand National Sport University with Delphi technique

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Abstract: The upgrading the competency of the instructors in response to the policy of developing the university supervisor teachers and students which was consistent with quality assurance. In this regard, the university supervisor of the TNSU can be used process of instruction to be guideline for improving and developing the physical education teaching and learning curriculum. Moreover, it was able to present the results for academic benefits in the field of curriculum management for the undergraduate students. The main objective aimed to study the development of the competency of the university supervisors. The study used (i) The Delphi technique as principally for determination the indicators to develop the competency indicators, (ii) An in-depth interview was used to study the competency of the university supervisors and (iii) Confirmatory Factor Analysis (CFA) was used for verify the consensus of the model competency. The investigators found that the competency of the university supervisors of the faculty of education, Thailand National Sport University were consisted of knowledge, experience, planning, management, monitoring and evaluation, moral, ethics and conduct.

Keywords: competency, the university supervisor, the student teacher

1. Introduction

Thailand is in the middle period of globalization, which have highly competitive, especially in terms of economy. In addition, advances in technology have caused the widespread and rapid spread of news and information, as well as the influx of the foreign cultures into Thailand through the digital society. According to that the adaptation is required inevitably. A society that adheres to the same foundation will not develop. The changing affect values, attitudes and human behaviors. (**Office of the National Economic and Social Development Board, 2011**). The education reform is an important issue for all sectors. The education reform will be success is required effectiveness of management. Moreover, the readiness for the arise of changing be a challenge, especially the development of important skills for people in the 21st century. Furthermore, transforming the country to be Thailand 4.0 requires effective management of human capital development. The Ministry of Education is the main agency for education reform. It aims to create opportunities and quality of education. Therefore, all sectors play their role in driving educational reforms to success. The educational institution director is not only performing duties in accordance with the mission of the educational institution, but also to be the coordinator between the central policy and the practices closest to the learners. Furthermore, the educational institution director must have effective performance, knowledge and ability to perform the mission or obligation by creating cooperation through the civil state mechanism to support education management to reach the achievement (**Paophan, 2016**). The education is an important tool to develop people, society and the nation. The Ministry of Education by the Office of the Education Council Secretariat has prepared the National Education Plan. 2017-2036 to be a frame for the development and setting goals with directions to the country's educational management by aiming to provide education for all Thais people. They must access to opportunities and equality in quality education. The effectiveness of the development of the education management system will build up manpower to have the ability to work in accordance with the needs of the job market and the needs of the country (**The Secretariat of the Education Council, 2017**).

The Thailand national sport university (TNSU) is a government university under affiliation of the Ministry of Tourism and Sports. The mission is to produce and develop human resources, to support and promote education in accordance with government policies. It offers undergraduate programs in all regions of Thailand with a total of 17 campuses. The TNSU is assigned with producing and developing human resources in sports education, sports science, health sciences, recreational activities and other related fields. Moreover, the TNSU have to promote to do researching in the fields of physical education, sports, sports science, health sciences, recreational activities and other related fields. The bachelor students in physical education program have organized to do field experiences

by providing them to practice teaching for the senior students (4th year student) to practice professional experience and apply the knowledge that they have studied for the benefit of the future career. The university supervisor is an important in the teaching experience of the student teacher. They must have knowledge and ability to support and solve problems for students.

2. Significance Of The Study

The university supervisor is in charge of physical education programs at the TNSU. They have to develop themselves to adapt to those changing context and condition such as development of the potential. The goal is producing quality of the university supervisor with the spirit of being a teacher. They must be educated in both the theory and have enough practical training. The students able to perform the duties of a teacher effectively. The practicing of professional experience will enhance students to have confidence in their teaching skill and have faith in the career. As already mentioned, the instructor of the TNSU should be adapted to suit with the changing context. Therefore, a model of tracking process, and assistance to students during the period of professional experience practice should be created. The university supervisor will give advice until the completion of the professional experience training process. Moreover, the university supervisor must have an agreement with the students in order to raise the quality and competency of the instructors and strengthening the quality of education. The upgrading competency of the instructors in response to the policy of developing the university supervisor teachers and students which is consistent with quality assurance. In this regard, the university supervisor of the TNSU can be used process of instruction to be the guideline for improving and developing the physical education teaching and learning curriculum. Moreover, be able to present the results for academic benefits in the field of curriculum management for the undergraduate students.

3. Review Of Related Studies

(Alshehri & Cumming, 2020) said that, using e-learning, such as learning through applications which plays an important role in communication and facilitating. The information sharing assist learning more efficient. The students are able to connect to the internet and communicate through media which allows them to chat in real time. (Schreck, 2009) The creativity is necessary skills of teachers in the 21st century to support the development process to the student. (Frank, 2012) confirmed the using of knowledge and experience to analyze and apply for self-improvement which will bring results and added value for oneself. (Rothwell & Graber, 2010) presented that the conceptual of the competency model in term of the leadership competency was applied to development assessment program. This was presented to the assessment of the student teacher. It is the role of a mentor teacher and the university supervisor. There were two dimensions of assessment, namely academic and behavioral aspects. (NASA, 2009) said that the motivating brought out potential and competence to achieve results. (Zhu et al, 2005), (Goleman et al, 2003), (Oliva & Pawlas, 2008) presented that the university supervision would focus on three dimensions: instruction development, curriculum and staff/professional development, improving teaching and learning. This would be the supervision in an individual and group manner. Furthermore, the university supervisor must focus primarily on working to improved and developed learners' learning. There must be an evaluation of the teacher's learning management and continually organize meetings between teachers and the university supervisors. (Fidel, 2019) believed that the managing of the classroom was one of the necessary skills for effective teaching. Teachers adopt individual classroom management styles while implementing their classroom activities. (Miller & Dumford, 2016) said the characteristics of the supervision emphasizes the use of information technology as a tool for supervision. The creativity of the thinking processes could occur through activities. Therefore, the concept of blended learning should be applied, due to the communication and interaction between teachers in the classroom. It was an important process of supervision. The university supervisors should combine face-to-face instruction in the classroom and through a computer network. (Allen & Seaman, 2005) presented the result studies, encouraging in using the application of educational social networking in the supervision. In order to facilitate communication between the provider and the recipient of the supervision. However, the supervision had the mentor teacher who had teaching experience to act as a supporter and provide assistance throughout the teaching process. These assisted the student teacher was encouraged to develop themselves. (Petrova et al, 2014) concluded that moral was a competence that was related to the expressing of the human's behavior. Moreover, ethics means responsibilities and duties assigned and leadership that could guide others also being a good follower who ready to listen to suggestions from others.

4. Objectives Of The Study

- To study the competency of the university supervisors of the faculty of education, Thailand National Sport University
- To develop the competence of the university supervisors of the faculty of education, Thailand National Sports University.

- To verify the conformity of the model competencies of the university supervisors of the faculty of education, Thailand national sports university.

5. Hypotheses Of The Study

- The university supervisor must be developed to adapt themselves to the rapidly changing environment.
- The university supervisor must raise the level or competency in order to meet the goals of the faculty of education, Thailand National Sport University.

6. Population And Sample

The research study used an in-depth interview, Delphi Technique and Confirmatory Factor Analysis (CFA). The population and sample size were divided into three groups as follows:

Firstly, in the step of studying the competency of the university supervisors an in-depth interview was conducted with the key informants who were 5 experts, comprising of the deputy dean of the faculty of education, the head of the field work experience of student teacher and the university supervisor by the purposively selected. Secondly, it was the step of Delphi Technique to determine indicators, the sample group used the 17 expertise, consisting of A group of expertise, the deputy dean of the faculty of education, the head of the field work experience of student teacher and the university supervisor by using the purposively selected. The sample group had qualification and experience in developing the competency of the university supervisors. Thirdly, in the step of Confirmatory Factor Analysis (CFA) used the full-time teacher and student of the 17 campuses of the faculty of education, Thailand national sports university by using the rule of thumb (Hair et al., 2006), (Schumacker, & Lomax, 2010), which stipulate that the composition analysis should have a sample-to-variable ratio which not less than 10 : 1. The research had the 56 indicators in total. Therefore, a sample size of 571 people was determined by multistage sampling. The sample group was divided into 17 campuses, the number of samples was determined according to the number of campuses, so the sample size were 571 people, consisting of 11 professors at the faculty of education from every campus, total 187 people, 20 students from every campus, total 340 people, and the stakeholder groups who were: the 6 of the school directors from 4 region, total 24 people, the 5 of the mentor teacher from 4 region, total 20 people. A questionnaire was distributed for the sample group to fill out the questionnaire themselves.

6.1. Statistical Techniques Used in the Present Study

The development of the competency of the university supervisors of the faculty of education, Thailand national sport university used the Delphi technique as principally for determination the indicators to develop the competency indicators. Moreover, an in-depth interview was used to study the competency of the university supervisors and Confirmatory Factor Analysis (CFA) was used to verify the consensus of the model competency.

6.2. Data Analysis and Interpretation

An in-depth interview with 5 key informants consisting of the deputy dean of the faculty of education, the head of the field work experience of student teacher and the university supervisor. It was found that the development of supervisory competency faculty of education the National sports university had 6 components: (1) The knowledge with 9 sub-topics (2) The experience with 10 sub-topics (3) The planning with 9 sub-topics (4) The management with 10 sub-topics (5) The monitoring and evaluation with 9 sub-topics (6) The moral, ethics and conduct with 9 sub-topics.

The Delphi technique was used as principally for determination the indicators to develop the competency indicators.

Table.1. shows the mean and standard deviation of the competency components of supervisors of the faculty of education, Thailand National Sport University in all aspects. (n = 571)

The list of the indicator	\bar{x}	SD.	Level
The knowledge component	4.32	0.70	Most
The experience component	4.27	0.71	Most
The planning component	4.33	0.69	Most
The management component	4.35	0.71	Most

The monitoring and evaluation component	4.36	0.67	Most
The moral, ethics and conduct component	4.56	0.60	Most
	4.36	0.68	Most

Interpretation of table-1.

The table 1 showed that there were 6 indicators with 56 competencies. Therefore, a competency indicator questionnaire was created to develop the competency indicators for the university supervisor, the faculty of education, Thailand National Sports University as follows: The Kaiser-Mayer-Olkin Measures of Sampling Adequacy (MSA) index was 0.936 and the Bartlett's test of Sphericity was 18781.342 statistically significant ($p = .00$), which was appropriate for the composition analysis were at very good criteria.

From the qualitative phase found that there were 6 components considering as the development of the competency of the university supervisors of the faculty of education, Thailand National Sport University.

Data analysis for the Delphi technique consist of 6 components which could be discussed as follow:

Component 1. The knowledge component which was a competence in knowledge about the curriculum of the educational institution, foundation of learning curriculum and health education and physical education subject learning. The teachers have knowledge and competence in research processes and innovative learning management in physical education such as using mobile devices that could be used to enhance the learning process. Using e-learning, such as learning through applications which plays an important role in communication and facilitating. The information sharing assisted learning more efficiently. The students were able to connect to the internet and communicate through media which allows them to chat in real time (Alshehri & Cumming, 2020). Moreover, it was defined that the creativity was necessary skills of teachers in the 21st century to support the development process to the student (Schreck, 2009).

Component 2. The experience component which was the competency of the teachers to transfer knowledge, experience by using the teaching process to transfer knowledge to students. It was the use of the knowledge and the experience to analyze and apply for self-improvement which would bring results and added value for oneself (Frank, 2012). The conceptual model of competency in the leadership competency development assessment program was presented to apply to the assessment of the student teacher. It is the role of a mentor teacher and the university supervisor. There were two dimensions of assessment, namely academic and behavioral aspects (Rothwell & Graber, 2010).

Component 3. The planning component in planning for learning management. It was the planning of the practice teaching experience and the systematic of learning management. Moreover, the motivating brought out potential and competence to achieve results (NASA, 2009). The university supervision would focus on three dimensions: instruction development, curriculum and staff/professional development, improving teaching and learning. This would be supervision in an individual and group manner. Furthermore, the university supervisor must focus primarily on working to improve and develop learners' learning. There must be an evaluation of the teacher's learning management and continually organize meetings between teachers and the university supervisors (Zhu et al., 2005), (Goleman et al., 2003), (Oliva & Pawlas, 2008).

Component 4. The management component of the competence in policy management and guidelines for the management of the teaching experience. It was the ability to organize the structure of the university supervisor to respond effectively for changing, promoting and supporting the participation in personnel development. Having a vision could lead the organization to its goals successfully. Therefore, it is necessary to have a strong management structure. The managing of the classroom was one of the necessary skills for effective teaching. The teachers adopted individual classroom management styles while implementing their classroom activities (Fidel, 2019).

Component 5. The Monitoring and the evaluation component, it was another concept that could be applied in supervision. The characteristics of supervision emphasizes the use of information technology as a tool for supervision. The creativity of thinking processes could occur through activities. Therefore, the concept of blended learning should be applied, due to the communication and interaction between teachers in the classroom. It was an important process of supervision. The university supervisors should combine face-to-face instruction in the classroom and through a computer network (Miller & Dumfor, 2016). The encouraging in using the application of educational social networking in the supervision. In order to facilitate communication between the provider and the recipient of the supervision. However, the supervision had the mentor teacher who has teaching experience to act as a supporter and provided assistance throughout the teaching process. These assisted the student teacher was encouraged to develop themselves (Allen & Seaman, 2005).

Component 6. The Moral, ethics and conduct component competency of adherence to accuracy righteousness and ethics. It was a competence that was related to the expressing of the human's

behavior. Moreover, ethics means responsibilities and duties assigned and leadership that could guide others also being a good follower who ready to listen to suggestions from others (Petrova et al., 2014).

Table.2. Conformity Index Value of Confirmative Component Analysis (Confirmatory Factor Analysis) of the first of the model competency.

Conformity Index	Statistical value	Result
Chi-square value relative	1.17	Fairy congruence
GFI	0.91	Fairy congruence
AGFI	0.87	Fairy congruence
NFI	0.97	Very good congruence
CFI	0.99	Very good congruence
RMSEA	0.04	Very good congruence

Interpretation of table-2.

The table 2 showed the indicator analysis confirming the indicator of the competencies of the university supervisors, the faculty of education, Thailand National Sports University. The data found that the model was consistent with the empirical data. It could be determined from the value of the relative Chi-Square was 1.17 (Chi-Square was 1677.31, the degree of freedom was 1428, and the Comparative Fit Index (GFI) is also included in the index. the Adjust Goodness of Fit Index (AGFI) were 0.91 and 0.87, respectively. The Root Mean Square Error of Approximation (RMSEA) value was 0.04, indicating that the main hypothesis was accepted. The research model was harmonious with the empirical data. When considering the weight values, all elements are positive. and was statistically significant at the .01 level for all of them when considering the standard component weights.

Table.3. Shows the correlation coefficient between the indicators and the competency of university supervisors, the faculty of education, Thailand national sport university.

The Component	LE	EX	PL	MA	MO	MF
LE	1					
EX	0.82*	1				
PL	0.85*	0.85*	1			
MA	0.72*	0.62*	0.69*	1		
MO	0.78*	0.77*	0.79*	0.69*	1	
MF	0.67*	0.59*	0.67*	0.62*	0.73*	1

*p < .01

Interpretation of table-3.

The knowledge Indicator (LE), the most weighted indicator of importance was knowledge of the school curriculum, foundation courses The health education and physical education learning subject group (LE4) had a standard indicator weight of 0.73, followed by knowledge and understanding of teaching activity techniques (LE9) with a standard indicator weight of 0.72. and had knowledge in creating teaching media and choosing appropriate teaching media (LE3) with indicator weights the standard was 0.71.

The experiential indicator (EX), the most important weighted indicator was giving opportunities to the students could share their opinions on the development of teaching methods (EX7) and gave advice or counseling

to the students practicing professional experience (EX8) with the same standard indicator weight of 0.77. It was followed by a variety of student supervision techniques (EX5) with a standard indicator weight of 0.73.

The planning indicator (PL) the most weighted indicators were a seminar was planned for students in a new format (PL7) with a standard indicator weight of 0.81, followed by the planning and supervision system to the instructor (PL8) with a standard indicator weight of 0.78 and, the strategies for achieving achievement (PL5) had a standard indicator weight of 0.76.

The management indicator (MA) was the most weighted indicator which able to organize an appropriate to the professional experience training system (MA7) with indicator weights standard was 0.75, followed by the appointment of the practicing professional experience committee (MA8) with a standard indicator weight of 0.73, and having a vision could lead an organization to its achievement goals (MA5) with a standard indicator weight of 0.70.

The monitoring and evaluation indicator (MO) were the most weighted indicator. Using the evaluation results to improve, modify, and improve the practicing professional experience to be effective (MO5) with a standard indicator weight of 0.83, followed by the student learning assessment manual (MO6) with a standard indicator weight of 0.79 and the students were assessed their performance in a comprehensive manner and correct according to the operational plan (MO4) with a standard indicator weight of 0.77.

The moral, ethics and conduct (MF) indicators were the most important indicators consisted of acting as a good role model, which were good manner, pleasant communication and the compassionate mind (MF6) had a standard indicator weight of 0.85, followed by love and faith in the profession (MF3) with a standard indicator weight of 0.83 and, sacrifice for the benefit of the profession (MF4) had a standard indicator weight of 0.80.

The precision of the latent variable and the mean of the variance extracted by the components, it was found that the knowledge indicator had a high reliability ($\rho_c=0.88$), able to explain the variance of the variables in the indicator by 46.00%. The indicator of experience had high accuracy ($\rho_c=0.91$) and could explain the variability of the variables in the indicators as high as 51.00%. The planning indicator was highly accurate ($\rho_c=0.91$) and explained the variability of the variables in the indicator by 54.0%. The management indicator had high accuracy ($\rho_c=0.87$) and explains the variability of the variables in the indicator by 40.00%. The monitoring and evaluation indicator had a high accuracy ($\rho_c=0.90$) and could explain the variance of the variables in the composition as high as 52.00%. The moral, ethics and conduct had high accuracy ($\rho_c=0.93$) and could explain the variability of the variables in the indicators as high as 60.00%.

7. Recommendations

- The method of promoting the professional values of teachers is to raise the standards of the teaching profession to a higher level.
- There should be elaboration of the various departments, such as teacher education institutions and schools to participate in the development of the practicing professional experience, to promote teacher characteristics in the 21st century.

8. Conclusion

The competency of the university supervisors of the faculty of education, Thailand National Sport University consists of the knowledge, the experience, the planning, the management, the monitoring and evaluation, the moral, ethics and conduct. These findings will bring benefit to the faculty of education, National Sports University which can be used to develop the competency of the university supervisors to be more efficient.

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