

Development Of Indicators For Competency Of Coaching Teachers Of The Student Teachers In The Faculty Of Education

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Abstract: The objectives of this research are 1) to develop the indicators for competency of coaching teachers of the student teachers in the Faculty of Education and 2) to test the consistency of the model measuring the coaching competency of coaching teachers of the student teachers in the Faculty of Education created and developed with the empirical data. There is a mixed research methodology. The qualitative research was conducted by studying related documents and researches and interview with 5 qualified persons. The instrument used in the research was a study document form, in-depth interview form to analyze data through content analysis. For the quantitative research, the samples used in the research were 350 coaching teachers of the students in the 5th year of the Faculty of Education, Central Group Rajabhat University, obtained through multi-stage sampling. The research instruments were 60 items of coaching performance questionnaires with an IOC from 0.60 - 1.00 and Cronbach's alpha coefficient from 0.572 - 0.914. The data were analyzed using descriptive statistics, Pearson Correlation Analysis, and second-place assertion analysis by computer software. The research results revealed as follows: 1) The development of indicators for competency of coaching teachers of the student teachers in the Faculty of Education consists of 3 main elements and 9 indicators. The 1st element is the facilitator competency in 3 indicators; providing advice, encouragement, and inspiration, providing learning management information, providing media, technology and learning resources. The 2nd element is hearing competency in 3 indicators; listening to information, counseling and teaching work such as Kalyanamitr and Karos. The 3rd element is executive competency in 3 indicators; joint targeting, co-planning, and supervising learning management, co-observing and reflecting on the results. 2) The validity of the coaching competency model of coaching teachers of the student teachers in the Faculty of Education is verified by analyzing the second-order confirmation element. The model was found to be consistent with the empirical data (chi-square 30.65, df = 83, p = 0.07, RMAEA = 0.03, GFI = 1.00, AGFI = 0.96).

Keywords: Indicators, competency, coaching, coaching teachers, student teachers

1. Introduction

The teacher profession is a profession that requires both the science and the arts which is the knowledge of the profession that can be learned from courses and materials. The art part of the teaching profession is to bring science into practice. The teacher profession must use skills practically to provide effective teaching. The production of teacher graduates is to produce those who will go out to practice the curriculum. Teacher production includes parts of the professional science and teaching arts in the curriculum according to professional standards. The Ministry of Education and the announcement of the accreditation of the Teachers Council of Thailand has determined that the Graduate Teacher Institute has given great importance to provide teacher professional experience training for at least 1 year and has vocational experience training before teaching practice. The teaching professional experience training process for teacher students is an important component of teacher graduates production with quality resulting in the quality of people and the quality of education of the country. UNESCO (2015) puts the emphasis on teacher production with quality to enhance the teacher training level of the teacher production institute. It is the process for the importance of the teaching professional development appropriately developed and qualified for teacher preparation. This can raise the standard of teacher professional quality which will influence to build quality human resources for the country in the future.

Regarding the production of good teacher graduates with quality to go out to develop local and community along with creating a fair society with less inequality, especially in the field of education, the Faculty of Education has to prepare the teacher students to be of quality in the midst of the rapidly changing social current. The universities and teacher-using organizations must therefore work closely altogether in order to jointly foster more quality teacher production. It is to prepare students to have a spirit of teachers with knowledgeable skills according to professional standards and skills for living in the world of the 21st century changed from the 20th and 19th centuries. Therefore, all teacher students are required to teach students known as professional experience training in educational institutes for a period of 2 consecutive semesters (1 academic year) to provide students with practical training in planning and teaching. The students can practice as a teacher in real situations in a teacher training school. This allows students to have long time enough to learn professional teacher experiences in real situations. It will help the teacher production process to produce quality teachers with appropriate qualification responding the society's needs. The principles of teaching professional experience are that students can apply both theoretical and practical knowledge at the same time. They are able to practice teaching and gain experience in the teaching profession from real situations. The students can experience the performance of the teacher duties from continuing professional teaching experience throughout the academic year and have trained professional teacher experiences in order to develop their own competencies to be as complete as possible.

Teacher experience training is a practical process to help fostering teacher students to have love and faith in the teaching profession as well as having knowledge and ability to be ready to perform the duties of teachers effectively. It is satisfied with the teacher user agency. Various operational processes can help producing teachers with desirable quality. It is imperative that cooperation and serious assistance from educational institutes are required. It is a teaching practice source that is a model source for students to learn from real situations by applying theoretical knowledge to practice in every step. However, from research studies and observations of the researchers as the school supervisors, it was also found that the processes were inefficient. Some coaching teachers still do not understand their roles and a clear professional experience training process. The supervisors themselves have a high teaching burden and a large number of supervised students causing the need to manage the time to go to supervise. In addition, there is not much time to give advice and talk to the coaching teachers. This is consistent with the National Education Development Plan (B.E. 2560-2579) finding that the issue of teacher production and development is inconsistent with practice and some teacher productivity institutes also focus on quantitative rather than qualitative. As a result, there is little faith in the teaching profession causing good and intelligent people to not want to be a teacher. This leads to the lack of qualified teachers. As a result, it must be developed and restored for effective teacher production institutes. Every teacher student has a teacher spirit. They have professional awareness, vision, knowledge, and skills according to professional standards. This is an important mission of the teacher production institute for the development of students which requires dedication and sacrifice. They devote themselves in providing education to students with love, mercy, and goodwill towards all students. The teachers provide students with academic integrity, morality and ethics, able to sustain themselves in the midst of various changes, in the globalization era and in the future along with maintaining themselves as a good role model with the spirit of a teacher. That must be upheld for the honor and dignity of the teaching profession to build confidence and faith in the teaching profession and to be a good role model for society (Office of the Basic Education Commission, 2012).

Students' professional experience requires observation, guidance and teaching assistance throughout the duration of the training experience of profession in school. Those who perform supervisory functions in that school or in subjects in which students with professional experience are taught as coaching teachers play an important role in helping to train professional experience to achieve goals. The coaching teacher is the one who is closest to the most experienced students. This is the one who gives advice and assistance in regards to the teaching and learning process encouraging students to develop their abilities in physical, intellectual, social, emotional and initiative. It may be considered as an adviser to assist students in the performance of work at all time. Therefore, for the development of high quality teacher students, the Faculty of Education, Rajabhat University and the schools must cooperate in setting goals altogether and sharing knowledge closely. The coaching teachers in the school where the students go to teach must have roles and duties as well as taking a lot of time in participating in learning arrangements for students in educational institutes. This is not just a "supervisor", they must also have a role to play in the management of intensive learning for students.

From the reasons mentioned above, it is necessary to organize a process for developing coaching teacher's competency based on the proper integration of various related sciences so that the development of students who will go out to become teachers can become highly qualified teachers. They will be good, smart and happy people to achieve success in accordance with the established professional standards and to keep up with the world situation. Thus, the researchers were interested in studying the development of indicators for competency of coaching teachers of the student teachers in the Faculty of Education to know the components of the coaching competency of the coaching teachers which will lead to the development of the coaching teachers in coaching students as a role model to help developing the teacher students to become qualified teachers.

2. Research objectives

1. To develop the indicators for competency of coaching teachers of the student teachers in the Faculty of Education
2. To test the consistency of the model measuring the coaching competency of coaching teachers created and developed with the empirical data.

3. Research methodology

In this research, the researchers used the research methodology consisting of quantitative research and qualitative research. There is a 3-step research method as follows:

1st step: Study from documents and researches related to the coaching competencies of the coaching teachers of the teacher students in the Faculty of Education by analyzing and synthesizing ideas and theories on issues related to coaching competency. The research instrument was Document Study conducted with the content analysis resulting in a conceptual framework of coaching competencies of the coaching teachers.

2nd step: Develop the indicators for coaching competencies of the coaching teachers of the teacher students in the Faculty of Education by interviewing experts in the coaching competencies of coaching teachers. The interview was on 3 supervisors, 3 educational institute administrators, and 4 coaching teachers mentoring the students. The data was collected using the interview form to find the quality having 3 experts to check the language accuracy and coverage of the questions. The data was analyzed with the content analysis.

3rd step: Test the consistency of the coaching competency measurement model of coaching teachers mentoring the student teachers in the Faculty of Education created and developed with empirical data. The sample groups were 350 students in the 5th year of the Faculty of Education, Central Region Rajabhat University, using Multi Stage Random Sampling. The research instrument was the 5 Rating Scale questionnaire according to (Likert Five Rating Scale of 60 items through 5 experts with the IOC of 0.60 - 1.00 and the entire Alpha coefficient was 0.62 - 0.94. First, the data was analyzed by bringing the results of the 1st part of questionnaire, the basic information of the respondents was analyzed using percentage and frequency distribution. The 2nd part was the opinion about the coaching competencies of coaching teachers mentoring the student teachers in the Faculty of Education. The data was analyzed by using Exploratory Factor Analysis and Confirmatory Factor Analysis with ready-made computer program.

4. Results

1. The development of indicators for competency of coaching teachers of the student teachers in the Faculty of Education consists of 3 main elements and 9 indicators. The 1st element is the facilitator competency in 3 indicators; providing advice, encouragement, and inspiration, providing learning management information, providing media, technology and learning resources. The 2nd element is hearing competency in 3 indicators; listening to information, counseling and teaching work such as Kalyanamitr and Karos. The 3rd element is executive competency in 3 indicators; joint targeting, co-planning, and supervising learning management, co-observing and reflecting on the results.

2. The validity of consistency of the coaching competency model of coaching teachers of the student teachers in the Faculty of Education is verified with the empirical data. It was found that the model was consistent with the empirical data. It is determined from the chi-square of 30.65, where the chi-square is not statistically significant different from zero at the .05 level The probability (p) is .07 at 83 degrees of freedom ($\chi^2 = 30.65; df = 83; p = 0.07$). The relative chi-square (χ^2 / df) is 1.28, which is less than 2, indicating that the model is consistent with the empirical data.

When considering the tolerance index, the square root of the residual mean (RMSEA) is .03 and the square root of the mean square error of the estimation (SRMA) is equal to .02, which is an acceptable value. Because it is less than .05, the absolute consistency index, i.e. the GFI value is 1.00 and the modified degree of harmony index (AGFI) is .96 which is acceptable value Because of values greater than .90 and above. The aforementioned conformity index was criterion, indicating that the model was consistent with the empirical data.

When considering the results of the second-order confirmation elemental analysis, the positive indicator element weights ranged from .04 to .86. The weight of the components of all variables was statistically significant at the .01 level except for data listening with element weight of .04 and statistically significant at the .05 level. When considering each latent variable, it was found that the component weights of all passive variables were positive. They range in sizes from .82 to .99. When considering the executive component, it was found that the highest element weight was .99, followed by the facilitator component. The auditory components had the element weight of .98, .93, respectively. The details are as shown in Table 1 and Figure 1

Table 1 Analysis on the confirmatory elements of coaching competency model of coaching teachers of the student

Variable	Component weights		t	R ²	Component scores
	b(SE)	χ			
<u>9 indicators classified in each aspect</u>					
<u>Component of facilitator</u>					
Giving advice, encouragement and inspiration	1.00	.74	< ->	.57	.05
Providing learning management information	1.03(.04)	.79	26.02**	.60	.13
Service of media, technology and learning resources	1.09(.04)	.82	24.49**	.66	.20
<u>Listening component</u>					
Listening to information	1.00	.09	< ->	.002	-.002

expert for educating 5) To facilitate, coordinate, support, and promote, 6) To change leader, 7) To be learners, 8) To be the class supporters.

2. According to the results of verification on the consistency of the coaching competency model of the second confirmatory element following coaching competency model of the coaching teachers of the student teachers in the Faculty of Education, when considering the indicator's element weight, it was found that the indicator's greatest value was in terms of management, including jointly setting goals, co-plan and supervise learning management, co-observe and reflect on the results, respectively. The high weight component represents the importance that the coaches' mentors need to have such behavior or attributes. If the coaching teachers have the ability to participate in setting goals, co-plan and supervise learning management observing and reflecting the results, the coaching students will be able to design the learning management to achieve the set goals. This is correspondent with Paithoon Sinlarat (2017) stating that the teachers must provide the learning management appropriate for the learner and in line with the situation and course objectives. At the same time, new approaches must be found to emphasize proactive and learner-centered learning management. If the teacher students have a clear learning management goal, it will affect the learning management. Being promoted or developed until the formation of expertise, it will help raising the quality of education to be higher. The best coaches should have the most important skills in Positive Feedback. It was found that effective coaching must provide feedback (Yopp, et al., 2011, p. 50) 3). The coached students have confidence and faith in the coach. When the coach gives feedback, it is reliable. This is consistent with the research of Hicks (2014, pp. 125-126) stating that feedback has to come from expert power in the area and that willingness to do anything depends on the incentives. It is believed that person has a special quality. Feedback from the coach or a mentor therefore is often accepted. The research results show that background knowledge and expertise will support the reliability in operation (Blamey, Meyer, & Walpole, 2009).

3. According to the results of verification on the accuracy of the coaching competency model of the second confirmatory element following coaching competency model of the coaching teachers of the student teachers in the Faculty of Education, when determining the indicator element weight value, it was found that the subordinate indicator element weight was competency as a facilitator There are indicators including giving advice, encouragement and inspiration, providing learning management information service, media, technology and learning resources, and listening capacity. There are indicators including listening to information, counseling and teaching kindly. In the teaching of the students of the Faculty of Education, the role of coaching teachers are in being facilitator and listening to students resulting in students' trust in coaching teachers and can manage learn to learners confidently. This agrees with Chien (2013) finding that the coaches play a role in the workshop to mentor teacher students in using scaffolded lessons, participating in lesson planning and reflection. Hanover (2015) explains that the role of a teaching moderator or coach is to contribute participation in activities in a variety of learning styles such as teaching as a model for teachers, observe behavior of teachers' teaching both inside and outside the classroom together with planning for analyzing learners. This is to develop a curriculum and meet with teachers to summarize the role in introducing teaching and processing participants. In addition, the attentional listening of the mentors help creating a good atmosphere and relationship between the students and the coaching teachers keeping the coaching organized. It is in accordance with the Office of Civil Servant Commission 9 stating that the skills required for coaching are listening, questioning, repeating the answers, and creating a friendly atmosphere and relationships in conversation. This is correspondent with the research results of Thanyaporn Chuanklin and Watchara Laoreandee (2012) to build an atmosphere and teaching skills, work techniques and listening skills.

6. Conclusion

The study aimed to develop the indicators for competency of coaching teachers of the student teachers in the Faculty of Education. This research found that 1)The development of indicators for competency of coaching teachers of the student teachers in the Faculty of Education consists of 3 main elements and 9 indicators. The 1st element is the facilitator competency in 3 indicators; providing advice, encouragement, and inspiration, providing learning management information, providing media, technology and learning resources. The 2nd element is hearing competency in 3 indicators; listening to information, counseling and teaching work such as Kalyanamitr and Karos. The 3rd element is executive competency in 3 indicators; joint targeting, co-planning, and supervising learning management, co-observing and reflecting on the results.

It suggests for applying the research results: 1) Ministry of Higher Education, Science, Research and Innovation, Ministry of Education, Rajabhat University, should support and promote the use of the components of the coaching competency as a guideline for the development of coaching teachers in training the professional experience for the students in the Faculty of Education. 2) There should be knowledge and operational training on the coaching competencies of coaching teachers in the schools to participate in the professional development of the Faculty of Education.

It suggests for the next research that: 1) There should be a study of the coaching model and the professional experience training students with other samples in order to use the results to improve the coaching process of the coaching teachers in the school to develop the teaching profession to be more efficient. 2) There should be research to find the variables / factors affecting the coaching competency of the coaching teachers in the school to participate in the development of the teaching profession, such as the level of operational skills, problem solving skill level, and skill level for teamwork, etc

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