

***The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring***

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**Abstract**

The purposes of this research were: 1) to compare the competency of creation of learning management for English teachers by coaching & mentoring and 2) to study the English teachers' satisfaction towards the development of creation of learning management. The target group was 8 English teachers in Lamphun province (Thailand). The experiments instruments were: 1) the competency of creation of learning management form 2) pre-test & post-test 3) Learning Management for English Teacher Curriculum 4) the English teachers' satisfaction form. The findings of the research were as follows: 1) after taking this research, the scores of the competency of creation of learning management for English teachers had risen than those of the pretest before they were introduced by coaching & mentoring 5.13 points and 2) the scores of the English teachers' satisfaction towards the development of creation of learning management are in a good level ( $\bar{x} = 4.29$ ), and the competency of creation of learning management for English teachers by coaching & mentoring has been beneficial to the English teachers.

Keywords: Competency of creation of learning management, English teachers, coaching & mentoring

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## **Introduction**

At present, Thailand has been developing the economy and society as well as international. The main policy of every Thai government is to focus on the economic dimension that we have started to develop economic plan since the government of Field Marshal Sarit Thanarat. The first economic development plan was in 1961 – 1949 and was adjusted to reflect the social and economic situation.

Today, Thailand has adopted the 12th Economic Development Plan (2017-2021) which the Office of the National Economic and Social Development Board (NESDB) has formulated adhered to the 20-year National Strategy framework (2017 - 2036). This is the principal plan of the country development and the goal of sustainable development (Sustainable Development Goals: SDGs), including the restructuring Thailand to Thailand 4.0, as well as other reform agendas. In addition, the participation of all development actors has been emphasized at the professional level, the region level and country level in all stages of the plan extensively and continually in order to set out development directions and strategies to achieve the objectives of “Security, Prosperity, and Sustainability”, the NESDB regards participation by a broad cross-section of society to be a crucial principle in the drafting of this Plan.

The development of the country during the 12th Economic Development plan is a major turning point in connecting with 20-year national strategy in long-term strategic transformation into action. Furthermore, the development issues and the significant project are set in each of the 12th Plan that we can see the results in the first 5 years of the national strategy movement to prepare human capital, society and the economy for future challenges. Likewise, there are also a clear implementation as well as monitoring and evaluation procedures to bring about genuine development that is effective, beneficial, and sustainable for all. (Office of the National Economic and Social Development Board, 2017) In the ongoing developing this country makes the rapid changes in the social community both in urban and rural society, especially the using English to communication, so teaching English in all students’ level is set in the Basic Education Core Curriculum. Studying foreign languages requires a thought process and the practice to communicate in various situations, in and out of the classroom, in order for the learner to use the language in real situations both spoken and written languages in grammatically correct and use appropriately in the culture. Besides, the ability to use English as a tool to acquire knowledge in other subjects, for continuing education and occupation is what to focus on.

The researcher was responsible for supervising the English major students teacher for many years, so I have the opportunity to share and learn with the mentors who are the target group. In Lamphun area, we found that English teachers in the schools which are the practicum network have difficulty in managing English classrooms due to several factors, for example 1) Teacher development courses do not meet the needs of English teachers and not consistent with the actual classroom conditions, so the teacher development process has not been successful. 2) Method and content of development are not the new models or innovations in line with today's technology and teaching focuses on theory rather than practicality with students in class. 3) The most training programs are short-term (only 1 – 2 days) and there is not a follow-up on how teachers develop or change their learning management behaviors.

## **Research Purpose**

1. To compare the competency of creation of learning management of English teachers by coaching and mentoring.
2. To examine the satisfaction of the development of the English teachers towards the competency of creation of learning management by coaching and mentoring.

## **Scope of Research**

This research aimed to study the development of the English teachers towards the competency of creation of learning management by coaching and mentoring.

## **Scope of Target group**

The target group in this was 8 English teachers in Lamphun Province (Thailand).

## **Scope of Variables**

Independent variable was coaching and mentoring.

Dependent variables included

- 1) the competency of creation of learning management of English teachers by coaching and mentoring
- 2) the satisfaction of the development of the English teachers towards the competency of creation of learning management by coaching and mentoring.

## **Methods to Create and Develop Research Instruments**

This research is an experimental research study focused on the competency of creation of learning management of English teachers by coaching and mentoring. The procedures of develop research instruments were as follows:

1. To create the questionnaire to study the problems of creation of learning management and the requirement of target group which it was divided into 3-part: 1) personal information 2) the competency of creation of learning management and 3) the requirement of development of English learning management.
2. To create and develop the learning management for English Teacher Curriculum which the researcher had brought the information from the questionnaire to create the curriculum. After that the curriculum had check consistency of the contents, distinctness, and appropriateness of the language by three experts.
3. To create the quizzes for studying the achievement of the target group before and after development about the competency of creation of learning management by coaching and mentoring.
4. To create the satisfaction form which was divided into 2-part: 1) personal information and 2) a closed-end questions which the scales were separated into five-level rating scale and an opened questions which was a creation of message to express opinions of English teachers towards the

competency of creation of learning management by coaching and mentoring.

After that the researchers created the procedures to develop the competency of creation of learning management of English teachers by coaching and mentoring were as follows:

1. The 8-English teacher gave the information about the problems of creation of learning management by questionnaire and did the quizzes for studying the achievement (pretest).
2. The researchers coach and mentor the 8-English teacher about creation of learning management of English subject which they could design the lesson plan by using activities, games, songs, multimedia etc.
3. After that the 8-English teacher brought their lesson plan to teach and evaluate their students. Then the 8-English teacher did the quizzes for studying the achievement (posttest).
4. Assign the 8-English teacher to do the satisfaction survey on the development about the competency of creation of learning management of English teachers by coaching and mentoring.
5. The researchers collected the data of the quizzes for studying the achievement (pretest/ posttest), they analyzed the data by the statistics such as average, percentage, and standard deviation. And analyzed the data of do the satisfaction survey which the scales were separated into five-level scales.

## **Research Results and Discussion**

The research title The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring had data analysis details from the research as follows:

### **Results of Data Analysis**

1. The information about the problems of creation of learning management by questionnaire found in 2-point: 1) the 8-English teacher could not apply the activities, games, or multimedia with lesson plan and 2) the 8-English teacher want to develop the competency to create the learning management with the high efficiency. Therefore the researchers took the data to design the curriculum for developing the competency of creation for learning management (30 hours).

2. The learning management for English Teacher Curriculum which the researcher had had check consistency of the contents, distinctness, and appropriateness of the language by three experts. After that the curriculum was appropriate to coach and mentor the 8-English teacher.

3. The evaluation of the learning management for English Teacher Curriculum was divided into 2-part found:

3.1 The knowledge and content of the curriculum found: after the 8-English teacher participated this research project, they were more understood about the creation learning management than before.

3.2 The satisfaction results of the 8-English teacher towards The Development of Competency of Creation of Learning Management for English Teachers by

Coaching & Mentoring had a mean score of 4.30 with a satisfied level of overall image.

## **Conclusions**

The research title ‘The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring’ can be concluded as follows:

1. From the study results of the development of competency of learning management for English teachers by coaching & mentoring in Lamphun province, it could be found that the average point before joining the research project was 9.5 and after the average point was 14.93 which the average point after joining the research project was higher than before.
2. The satisfaction results of the 8-English teacher towards The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring had a mean score of 4.30 with a satisfied level of overall image. When was separated into 3-part found that 1) the satisfaction towards the appropriate curriculum and documents had the average at 4.38 with a satisfied level 2) the satisfaction towards the researchers had the average at 4.31 with a satisfied level and 3) the satisfaction towards the knowledge, content, and benefits had the average at 4.19 with a satisfied level.

## **Finding Discussion**

The research title ‘The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring’ can be discussed as follows:

1. From the study results of the development of competency of creation of learning management for English teachers by coaching & mentoring in Lamphun province, it could be found that, after participating the 8-English teacher had more understood the knowledge and content about the competency of learning management. From analysis the data, the researchers found the first factor that effect to the competency of learning management in English subject was the 8-English teacher could not apply the activities or other multimedia into lesson plan. As a result, teaching is not as effective as it should be. So that the researchers took this data to design the workshop curriculum to develop the English teachers by coaching mentoring for 30 hours. The workshop curriculum was divided into 2-part: learning theory and practical section, which the curriculum encouraged the English teacher to discuss each other. This is consistent with Amornkitpinyo Pimprapa. (2008), who defined the word ‘coaching & mentoring’ that the coaching & mentoring system was took to develop individuals in the organization, which the role of coaches was developed new personnel employees, explained about problems and how to solved the problems, gave an advice, suggested other details, and helped the new employees to have higher self-confidence. Moreover, the coaches was the supporters who encouraged the new employees could be passed the probation period. This is consistent with Faculty of Education, Nakhon

Ratchasima Rajabhat University, (2013), the research title ‘The development of teacher by the coaching & mentoring system project of Nakhon Ratchasima Education Area District Office Area 1’ found that the results of the teacher, who joining this project, were as followed: teachers could be take the knowledge, content, language skills, calculation, reasoning and learning management to apply with learning management by using Big 5 Learning Technic. The teachers might do the classroom research for developing learning management and their students could approve their language skills, calculation and had the higher achievement.

2. The satisfaction results of the 8-English teacher towards the development of competency of learning management for English teachers by coaching & mentoring in Lamphun province had a mean score of 4.30 with a satisfied level of overall image. When considerate each part found that the first point was the satisfaction towards the appropriate curriculum and documents had the average at 4.38 with a satisfied level because the curriculum had learning theory and practical section, it could be open the exchange opportunity about creation the lesson plan for teachers. After the English teachers joined the research project, they could be creation the lesson plan suitable with their students which effected the students’ performance. This is also consistent with Mejeang Areerak and Panawong Siriphron (2010), who said the content of curriculum was according with problems and requirement of the English teachers.

During the training period, the English teachers had opportunity to exchange each other, asked the question about learning management problems. Furthermore, the researchers had knowledge (content, activities, games, multimedia), friendly, and able to answer the questions which effected to the satisfaction of the participants.

## **Recommendations**

Based on the findings above, the researchers have recommendations as below.

1. There should be take new technology and application to apply with learning management for motivate their students. Besides, it could be arrange learning management in various way.
2. The researchers should added the channel for exchanging learning management and followed up periodically which motivated and encouraged the English teachers to apply in the classroom.

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