Coaching and Mentoring System for Educational Service Areas

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Abstract

New paradigm of education reform focused on how educator changes their thinking and behavior to school practices. Coaching and Mentoring are widely used in the schools and educational institutions. The purposes of this research aimed to study in coaching and mentoring components for educator; to study needs for developing coaching and mentoring system; and to develop coaching and mentoring system for educators. Research and development was employed, needs assessment was the first phase to find out necessary information for developing system. Then, phase 2 developed a tentative system and verified to authentic system by 9 experts in the field of education. Final, system implementation was conducted to investigate effective system with educators worked for the educator in educational service area office. The findings showed that 7 components of coaching and mentoring for educators i.e., contexts in changes, human relations, individual plan, guidance and counseling, role model, leadership, and working reflection. The system implementation explored that panel participants had their satisfaction on contents, process, environment, materials, and system at highest level. Utility,

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possibility, and appropriateness of coaching and mentoring system in the authentic situation was highest level.

Keywords: Coaching, mentoring, educator, quality of education, satisfaction

Introduction

Educational reform is now propagating to all sector in our society, it is very important factor that change quality of education. It is also need to reform educational administration relevant to the goal of Educational Act of Thailand. Conception of integrated collaborating called for working and responsibility to all education level. Ministry of education responses to educational management by supporting and monitoring to curriculum and instruction based on policy, educational standards, professional development, and learning environment to all education level (Office of National Education Council, 2008). Educational service area is a sector that working with educator in each province. The quality of education will be implemented and monitored as well as educational law regulations. However, educational service area must be help educators to work with harmonized consideration. Coaching and mentoring are key point to reach the goal of success of curriculum and instruction. Educators should be trained to work with others (Harris-Hart, 2009; Parsloe and Leedham, 2009).

The coaching is vital tool for teachers or educators who purpose to develop their teaching competency, concept of self-mentoring as a tool for beginning teachers, and the concept should be implement in their school as well (Carr *et al.*, 2017: 2-3). It helps teachers and educators to learn from their practice. It also support and challenge cooperating teachers to grow in their mentoring and coaching practices (Darling-Hammond, 2017; Wetzel *et al.*, 2017). Coaching and mentoring are tolls for shifting quality of education, make educators to reflect of what they think and do, sharing their success, learn best from the others. It can inspire and empower, build commitment, increase productivity, grow talent, and promote success (Serrat, 2017).

Coaching and mentoring helps educators to thinking and do with others based on empathy and understanding about schools climate. Educators can learn and develop themselves as well as developmental goals to success in school workplace. Participatory learning is raised, planning is designed, working in best environment is considered. It makes educator in change and adaptation in their teaching and learning process (Connor and Pokora, 2007). This study aims to develop coaching and mentoring system for educators. The study will make a leading organization and person who work for educational service area. The study has research questions as follows.

⊙ How do we know the components of coaching and mentoring in educational service area?

⊙ What do we know about expectation and authentic situations of coaching and mentoring system for educators in educational service area?

⊙ What are the appropriateness of coaching and mentoring system for educators in educational service area?

⊙ How do we implement coaching and mentoring system for educators in educational service area?

The research questions lead the objectives to find out components of coaching and mentoring system for educators, to study expected and current situations of coaching and mentoring system for educators, to develop coaching and mentoring system for educators, and to implement coaching and mentoring system for educators

Methodology

Research can be conducted into 3 stages. First, critical reviewed are employed for considering components and indicators which coaching and mentoring system. Second, develop coaching and mentoring system. Finally, implement coaching and mentoring system. Stage 1 Study components of coaching and mentoring for educational service areas. Documents were studied based on the conceptual representations i.e., Lovely (2004: 39), Megginson and Clutterbuck (2005: 28 – 32), Pask and Joy (2007: 13), Hart (2009: 6 - 13), Hawkins and Smith (2006: 30 -39), Burley and Pomphrey (2011: 30 - 35) , European Mentoring and Coaching Council (2012: 22), Whitmore (2002:42), Weiss (2003: 50 - 53), Carr, Herman and Harris (2005: 20 - 25), Pardey (2007: 30 -32), Michael (2008: 33 - 36), Parsloe and Leedham (2009: 31- 35), Hart (2009: 6 - 13), Parsloe and Leedham (2009: 31- 35). Critical reviews are conducted by searching and analyzing information about coaching and mentoring in education. Literature reviews are accessed through internet and open access journals to understand its components and indicators.

The participants for generating ideas consisted of administrators and educator who generate ideas for developing coaching and mentoring program. One hundred and forty two directors of educational service area, 212 of deputy directors, 212 of directors in personal development, and 374 of educators in educational service areas were sampled. Then, coaching and mentoring was approved by experts in the field of education. Finally, coaching and mentoring system was implemented in Nakhonpanom Primary Educational Service Area 1.

Systems investigation and analysis were explored through the surveying between expected and authentic opinions towards coaching and mentoring system in educational service areas. Population for generating ideas to develop coaching and mentoring system consisted of 225 directors and 450 deputy directors in educational service areas, 450 directors of personel development, and 8,847 educators. They were sampled through Krejcie & Morgan for examining questionnaires. One hundred and forty two directors, 212 of deputy directors, 212 of directors of personel development, and 374 of educators were sampled through multi-stage random sampling technique. More details of sampling can be shown in Table 1.

Table 1:   Population and samples for surveying coaching and mentoring.

Region	Directors of educational service areas		Deputy directors of educational service areas		Directors of personel development		Educators		Total population	Total sample
	Population	Sample		Population	Sample		Population	Sample		
North	53	33	106	50	106	50	2,112	88	2,377	221
Central	60	38	120	56	120	56	2,346	100	2,646	250
Northeast	76	48	152	72	152	72	3,068	126	3,448	318
South	36	23	72	34	72	34	1,321	60	1,501	151
	225	142	450	212	450	212	8,847	374	9,972	940

The data form samples expressing ideas for developing coaching and mentoring system are explored. Then, data is employed for developing tentative coaching and mentoring system. Nine experts make a judgment to coaching and mentoring system in terms of validity, appropriateness, and possibility. Coaching and mentoring system is implemented in Nakhonpanom educational service area 1. Panel participants consisted of 1 director of educational service area, 6 of deputy director, 8 of directors of personel development, and 54 of educators. Data were analyzed by categorized and asked 9 experts in coaching and mentoring for educators. Appropriateness and congruency were investigated, frequency, percentage, mean, and standard deviation were employed.

Results

The components of coaching and mentoring system can be categorized into 7 component, i.e. change process, human relations, individual plan, guidance

and counseling, role model, leadership, and reflection. Sub-components can be decided in need assessment analysis, administration in diversity, stakeholders, performance, goal setting, strategies, administration in resources, human relations, participation, individual plan, working plan, knowledge sharing, working assignment, professional best, cooperation, working training, mentoring, vision of working training, inspiration, working promotion, learning reflection, and lesson learned reflection.

Coaching and mentoring system for educators is verified it appropriateness in each elements by 9 experts. It can be described the system form the documents study and also empirical study through asking administration from educational service areas in Thailand. It can be showed in Table 2.

Table 2:　　Component of coaching and mentoring system for educators

Components of system	$\overline{X}$	S.D.	Level of appropriateness
1. Inputs	4.63	0.26	Highest
- Resources of administration	4.56	0.53	Highest
- Policy and direction of administration	4.78	0.44	Highest
- Duty of each section in educational service area	4.56	0.73	Highest
2. Process	4.64	0.16	Highest
- Context of changes	4.67	0.50	Highest
- Human relations	4.67	0.50	Highest
- Self-improvement plan	4.44	0.53	High
- Guiding and counseling	4.33	0.71	High
- Role model	4.67	0.50	Highest
- Leadership	5.00	0.00	Highest
- Reflection	4.67	0.50	Highest
3. Outputs	4.58	0.31	Highest
- Knowledge, understanding, and skills	4.00	0.87	High
- Working efficiency	4.78	0.44	Highest
- Effective working	4.89	0.33	Highest
- Satisfaction of educators	4.67	0.50	Highest
4. Feedback	4.78	0.36	Highest
- Reporting	4.89	0.33	Highest
- Satisfaction	4.67	0.50	Highest
Total	**4.64**	**0.31**	**Highest**

Table 2 showed that component of coaching and mentoring system for educators at highest level of appropriateness in all components. Components of coaching and mentoring system for educator can be explained in terms of descriptive research. Seven elements are found that (1) context of changes-need assessment, individual diversity administration, stakeholders, effective working, goal setting, strategies, and resources administration, (2) Human relations- personal relationship and participation, (3) Self-development- learning development plan and working development plan, (4) Guidance and counseling- knowledge sharing, task assignment, professional working, and cooperative working, (5) Role model- coaching and mentoring, (6) Leadership- vision, inspiration, and motivation, (7) Reflection- core competency, learning outcomes, and lesson learned. The system can be drawn in Figure 1.
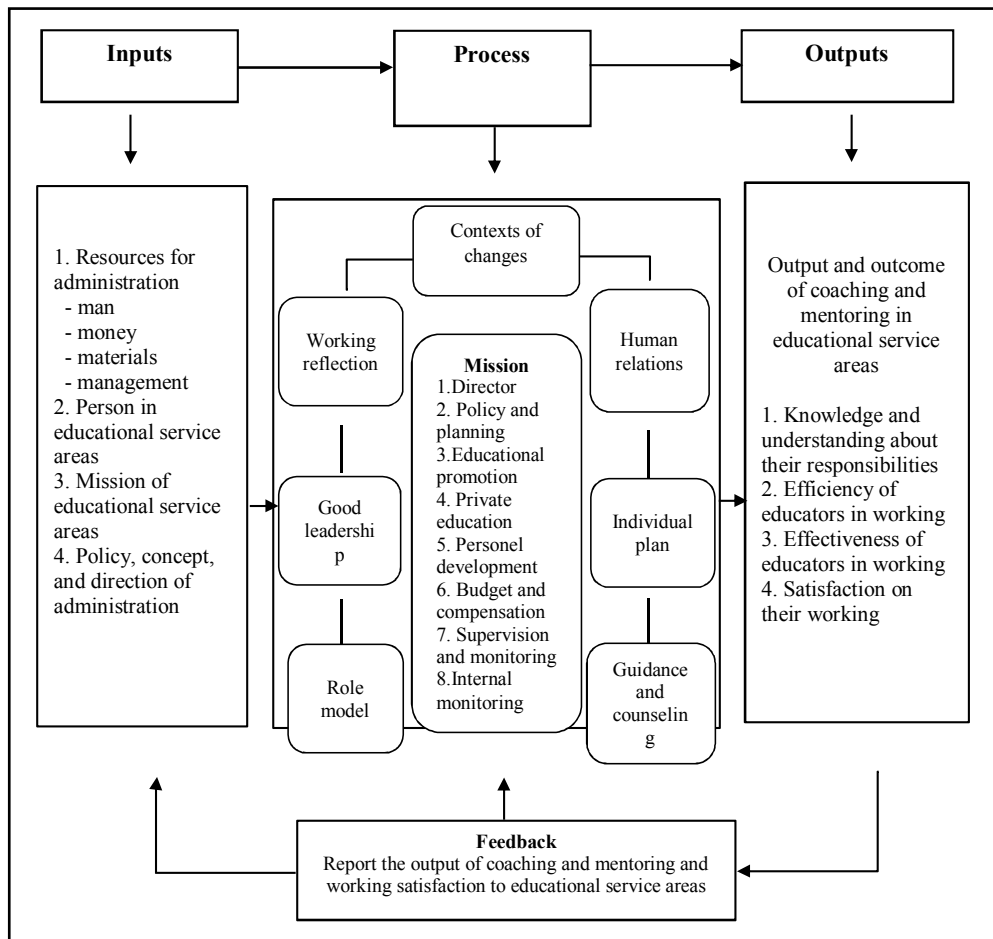

Figure 1. Coaching and mentoring in educational service areas

The expected and authentic situations are also investigated for describing how educators in educational service area express their perception to coaching and mentoring. PNI is employed and indicated that guidance and counseling are highest level, educators need to develop their technique and process to guide and share their experiences to colleagues. The following element which coaching and mentoring need to be used i.e. leadership, human relations, self-development plan, reflection, and context of changes are found. Then, the output of study after implementation coaching and mentoring system to schools. It found that educators satisfied content, process, environmental contexts, and materials at highest level. Also, they satisfied to utility, possibility, and appropriateness of coaching and mentoring system at highest level.

Discussion

The findings showed that coaching and mentoring system had utility, possibility, and appropriateness. Brodeur *et al.,* (2017) explored the associations between different mentor behavioral profiles and mentees' perceptions of the quality of mentoring relationship. Four distinct behavioral profiles were identified: optimal (high scores on mentor structure, involvement, autonomy support, and competence support); sufficient (moderate on all scales); controlling (low on autonomy support but high on other scales); and inadequate (low on all scales). Compared to mentees exposed to sufficient and inadequate profiles, mentees exposed to the optimal profile perceived the mentoring relationship and its usefulness as more positive. Furthermore, they reported better social adjustment in college compared to a control group, whereas mentees exposed to the inadequate profile reported poorer adjustment. Interestingly, mentees exposed to the controlling profile found the mentoring relationship useful. This study provides new empirical bases for the behavioral profiles of mentors that best meet mentees' academic adjustment challenges. Limitations of the study include the absence of the mentors' perceptions in the creation of behavioral profiles and the fact that the profiles were analyzed based on a single program. Masalimova and Shaidullina (2016) found that the relevance of the dissimilarities between domestic and foreign experiences of mentoring and coaching in corporate education and training related to the methods and techniques aimed not only at transmitting mentor's professional experience to young professionals but also at identifying and developing mentees' potential, and supporting their careers. It can be considered that coaching and mentoring for educators who working for educational service areas are ready to use and aware to the system.

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