

# Chapter 1

## Introduction

### 1.1 Background and importance of issues

Training experience on teaching profession is an important process on teachers' production, which apart from course studies as the Faculty of Education requirements. In order to let the teacher students take teaching and learning theories from the university to apply to real practice. They are helped and taken care closely by mentor teachers in schools; and they will be also influenced to their teaching abilities and desirable teacher characteristics (Erawan, 2011: 47-58; Tean-ngarm and Khachornsin, 2013: 212-225). Therefore, the role of mentor teachers is very important to the process of training experience on teaching profession, which is the important initiative aim of Teachers' Council determined of teachers' professional standards. Thus, developing teacher students to be qualified teachers, they must be mainly taken care from their mentor teachers. They express their roles to enhance teachers students' abilities under the support and development of the Faculty of Education, which should have a curriculum or a project to develop mentor teachers' training experience on teaching profession (Charu-ariyanont, 2014: 104-116).

From the study of documents which related to the process of training experience on teaching profession is found that there are only the manuals and the guidelines of general practice of mentor teachers. Although, the process of training experience on teaching profession of Institutes of Teacher Production has seriously upheld the qualification of mentor teachers as in The Teachers and Educational Personnel Council Act 2003. But from the result of problem conditions in the training is found that their important problems, and from deeply interviewed the personnel in schools, the place for training and the school network of Chiang Mai Rajabhat University in academic year 2011. The school directors give their opinions to the mentor teachers that some of them do not give the advice, do not practice as their roles, neglect, do not strict, do not report and give their work to the teachers students to do (Sanjaiprom, 2011). It is also found

that they do not enhance the teacher students highly attended to be teacher professionalism. They are neither supported on teaching nor observing on teaching in various subjects. Moreover, they do not taking care while the teacher students practice teaching; and they evaluate on teaching by using their own standards. Furthermore, they lack of cooperation with the supervised teachers while the teacher students must do other duties those make them send the lesson plan later than the time limit (Akbar & Jackson 2012: 110-119).

As mentor teachers' roles are very important for teaching professional development and from the empirical phenomenon of teacher productions' problem conditions. They have to be developed because they are key persons to produce good teachers. In Thailand, there is still not found any research related to this model. Those make the researcher who works at Chiang Mai Rajabhat University taking directly apart in the responsibility in this field. Therefore, it is necessary to create the Development Model to enhance the mentor teachers' abilities as the aspect of the learning management of teacher students. It is also a guideline for them to create and produce good teachers who teach well in the society. Therefore, they affect to the ultimate goal to develop students to be perfect human body, mind and wisdom.

## **1.2 Research questions**

1.2.1 How should be mentor teachers' roles?

1.2.2 What is the current condition of expressing on the mentor teachers' roles look like?

1.2.3 What is the characteristic of the mentor teachers' roles?

1.2.4 What is the result of the mentor teachers' roles?

## **1.3 Research Objectives**

This research aims to:

1.3.1 Synthesize the mentor teachers' roles.

1.3.2 Study the current condition to enhance the capability, the needs and the guidelines of expressing on the mentor teachers' roles.

1.3.3 Creating the development model of the teachers' roles.

1.3.4 To study the results of using the development model of mentor teachers' roles.

## 1.4 Scope of Research

### 1.4.1 Scope of Population

1) The population used for synthesized elements of behavioral indications of mentor teachers' role are the manuals and various documents related to the teacher students' in training experience on teaching profession of Rajaphat Universities.

2) The population used for studying the current conditions are the needs and the guidelines to develop the mentor teachers' roles as follows:

2.1) The mentor teachers of the teacher students' training experience on teaching profession in the second semester of academic year 2014

2.2) The student teachers' training experience on teaching profession full time in the net work schools of Rajaphat Universities in the second semester of academic year 2014.

3) The population used to create and monitor the development model of the mentor teachers' roles consist of three groups as follows:

3.1) The directors of the net work schools of Rajaphat Universities who have the experiences as school network at least 3 years.

3.2) The mentor teachers of the teacher students' training experience on teaching profession, who have experiences as the mentor teachers at least 3 years.

3.3) The supervised teachers of the teacher students in training experience on teaching profession who have experiences as the supervised teachers at least 3 years.

4) The population used in this study has the 4 parts of personnel in the departments of the net work schools of Rajaphat Universities. Those are under taken both the government and private schools at primary and secondary levels as follows:

4.1) The head of learning subject groups of mentor teachers

4.2) The mentor teachers

4.3) The supervised teachers

4.4) The student teachers who are training experience on teaching profession.

#### 1.4.2 Scope of content

The scope of the content in this research are as follows : Creation and development a model used for mentor teachers' development. In this study, the researcher uses a key concept of change process from Role Theory of Bruce J. (1988: 44). The qualities of the development model for mentor teachers' roles in 5 aspects are the possibility, the suitability, the accuracy, the comprehensiveness, the quality and usefulness which are evaluated by the experts.

3) The results of using the development model of mentor teachers' roles are as follows:

3.1) The results of practice according to the mentor teachers' roles in 5 aspects are: preparation for learning activities, management of learning activities, media of learning management, measurement and evaluation by mentor teachers' self-assessment, the heads of learning subject groups evaluate the mentor teachers and the teacher students evaluate the mentor teachers.

3.2) The evaluation result of satisfaction of mentor teachers towards the development model of mentor teachers' roles, problems and obstacles.

3.3) The ability to manage the teacher students' learning capability.

#### 1.5 Definition of terminology

1.5.1 Development Model means a model that shows the relationship of the various components in enhancing the mentor teachers' roles, the teacher students' learning capability in training which comprises of key elements as : the first element is the development principle, the second is the development process and the third element is monitor and evaluation.

1.5.2 Mentor teachers means the teachers are appointed by the school directors as confidant teacher; and they have met the quality requirements of Teachers' Council.

1.5.3 Roles means the behavior of the mentor teachers express on their duties as assigned demonstrating their behaviors on monitoring, taking care, helping, supporting, advising to generate the achieve attributes in the aspect of learning management.

1.5.4 Capacity in learning management means learning management behaviors of teacher students while training teaching in 5 aspects as: preparation learning management, learning process management, learning media management, measurement and assessment of learning outcome management and creating the learning atmosphere.

1.5.5 Roles of mentor teachers' enhancing the capacity in the aspect of Learning management means the teachers' behavioral expression of teachers' demonstrating on helping, supporting, advising in learning management of the teacher students' learning capability in training experience on teaching profession in these aspects: preparation learning management, learning process management, learning media management, measurement and assessment of learning outcome management and creating the learning atmosphere. All of those can be evaluated from the assessment forms of mentor teachers' roles in enhancing the teacher students' learning capability management in training experience on teaching profession.

1.5.6 Teacher students means students enrolled in the course of Professional Practice 1 (GED 5801) and the Professional Practice 2 (GED 5802) in the academic years 2014-2015.

1.5.7 Training in teaching profession means the training in teaching profession of teacher' students at the 5th year of the Faculty of Education or Education who trained in the network schools of Rajabhat Universities full time in the academic years 2014-2015

1.5.8 The quality of development model mentor role in enhancing teacher students' learning capabilities in teaching profession means the result of monitoring the development model that the experts considered the quality model, and they are composed of: the quality of usefulness, the quality of possibilities, the quality of appropriations, the quality of accuracy and the quality of coverage.

1.5.9 Results of using the development model means: 1) Behavioral expression as the behavioral indicators as the mentor teachers' roles in enhancing teacher students' learning capabilities in teaching profession which are considered from personnel in 3 parts: mentor teachers' self-assessment, the heads of subject groups evaluate the mentor teachers and the teacher students evaluate the mentor teachers. 2) The satisfaction of the mentor teachers which is considered from the results of the

answers to the satisfaction questionnaire form and the interview to mentor teachers towards the development model in enhancing teacher students' learning capabilities in teaching profession. 3) The evaluation results of the capacity in the aspect of teacher students' teaching profession in learning management.

## **1.6 Benefits of the research**

The benefits of this research are as follows:

### **1.6.1 Benefits for Education Institutes producing teachers**

The education Institutes will have the behavioral indicators about mentor teachers' roles in enhancing teacher students' learning capabilities in teaching profession, knowing the current problems of the mentor teachers' expression, the needs of the mentor teachers' development in enhancing teacher students' learning capabilities in teaching profession, the model of the mentor teachers' development in enhancing teacher students' learning capabilities in teaching profession which is a method that Education Institutes producing teachers apply to develop the process of training teaching profession in their own context.

### **1.6.2 Benefits for Education Institutes**

Results of using the development model of mentor teachers' roles in enhancing teacher students' learning capabilities in teaching profession. Those make them gain knowledge and understanding in the principle and the guideline in the roles of their own duties including getting the correct concept about the experience training in teaching profession that will lead to express on their correct and suitable roles, which is the basis of being the professional teachers in the future, and influencing to teacher students can develop their learning management correctly and having good attitudes in the teaching profession. Finally, it will affect to the education quality across Thailand.