

## CHAPTER 4

### Results of Information Analysis

In this chapter, the presentation of results includes analysis results according to 4 steps of research objectives. The detailed steps of the results are explained as follows:

#### 4.1 The result of the analysis of the roles of mentor teachers in promoting the student teachers' learning management abilities

In this step, the researcher studied and synthesized 64 documents related to professional experience teacher training, learning management, and mentor teachers' roles in professional experience teacher training of schools in the Rajabhat University Network. The study found that the roles of mentor teachers in promoting the student teachers' learning management abilities consisted of 5 factors with 70 behavioral indicators. They were promoting a learning preparation (12 behavioral indicators), a learning management process (8 behavioral indicators), instructional media (9 behavioral indicators), learning assessment (15 behavioral indicators), and learning to create a learning atmosphere (14 behavioral indicators). After that, 7 experts examined the quality of the appropriateness and the feasibility of this study. The result found that the 5 factors were appropriate, and included 53 behavioral indicators. The data analysis of the results are presented in Table 4.1

**Table 4.1** Result of the consensus analysis in quality of the factor and behavioral indicators of mentor teachers' roles in promoting the student teachers' learning management abilities.

Factors	Number of Available behavioral indicators	IOC	Mdn	IQR
Learning preparation	9	0.84-.92	4.00-5.00	0.00-1.00
Learning management process	7	0.84-.92	5.00	0.00-1.00
Instruction media	9	0.84-.92	4.00-5.00	0.00-1.00
Learning assessment	15	0.84-.92	4.00-5.00	0.00-1.00
Creating a learning atmosphere	13	0.84-.92	4.00-5.00	0.00-1.00

From Table 4.1 The item-objective-congruence index (IOC) was 0.84-0.92. The median score (Mdn) was 4.00-5.00 and the inter-quartile range (IQR) was 0.00-1.00 . After that, 5 experts met in a focus group to discuss and revise the drafts. The suggestions from experts were as follows:

1.To improve behavioral indicators that are not available, but experts agree that these things are important. For example: Learning preparation factor has too many details so that to merge behavioral indicators together.

2.To improve the language actually measured.

3.Should fill sharing knowledge of all factors.

The results of the study are presented in Table 4.2

**Table 4.2** Result of focus group discussion in a number of factors and behavioral indicators of mentor teachers' roles in promoting the student teachers' learning management abilities.

<b>Factors</b>	<b>Number of mentor teachers' behavioral indicators</b>
Learning preparation	12
Learning management process	8
Instruction media	9
Learning assessment	15
Creating a learning atmosphere	14
<b>Total</b>	<b>58</b>

Table 4.2 the result of the focus group discussion found that the roles of mentor teachers in promoting the student teachers' learning management abilities consisted of 5 factors with 58 behavioral indicators. Which found a learning assessment factor has a maximum number of behavioral indicators, next one was a creating a learning atmosphere, and learning management process factor has minimum number of behavioral indicators.

## 4.2 The result of studying current conditions of the mentor teacher' roles in promoting the student teachers' learning management abilities

In this step, the researcher divided the presentation of results into 2 sections: 1) the results of studying current conditions of the mentor teacher' roles in promoting the student teachers' learning management abilities, and 2) the results of studying the need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities . In each of the 2 sections ,the results were as follows:

1) The current conditions of the mentor teachers' roles in promoting the student teachers' learning management abilities were presented in Table 4.3.

**Table 4.3** Result of studying current conditions of the mentor teachers' roles in promoting the student teachers' learning management abilities.

Roles	Mentor teacher(n= 325)			Student teacher (n= 315)			Total (n=640)		
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
Learning preparation	3.32	0.60	intermediate	3.46	0.61	intermediate	3.40	0.61	intermediate
Learning management process	3.35	0.70	intermediate	3.50	0.68	intermediate	3.44	0.69	intermediate
Instruction media	3.21	0.77	intermediate	3.34	0.76	intermediate	3.28	0.77	intermediate
Learning assessment	3.18	0.72	intermediate	3.32	0.73	intermediate	3.26	0.73	intermediate
Creating a learning atmosphere	3.33	0.59	intermediate	3.65	0.72	much	3.49	0.68	intermediate
Average	<b>3.28</b>	<b>0.08</b>	<b>intermediate</b>	<b>3.45</b>	<b>0.13</b>	<b>intermediate</b>	<b>3.37</b>	<b>0.65</b>	<b>intermediate</b>

Table 4.3, the current conditions of the mentor teachers' roles in promoting the student teachers' learning management abilities were at an intermediate level in all factors which found the creating learning atmosphere factor had the highest score, followed by the learning management process factor, and the learning preparation, respectively. But the learning assessment factor had the lowest score.

2) Result of studying the need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities presented in Table 4.4

**Table 4.4** Result of studying the need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities.

<b>Need improvement</b>	$\bar{x}$	<b>S.D.</b>	<b>Level</b>
1.Raising awareness of the mentor teachers' role	4.17	.83	Much
2.Knowledge about the mentor teachers' role	4.40	.52	Much
3.Writing lesson plans	4.21	.79	Much
4.Skills and teaching techniques	4.33	.71	Much
5.Learning media and educational multimedia	4.55	.70	Most
6.Learning Assessment	4.65	.62	Most
7.Technical supervision	4.32	.74	Much
8.Common understanding	4.65	.49	Most
9.Counseling Psychology	4.46	.49	Much
10.Reflective thinking	4.35	.73	Much
11.Creating a learning atmosphere	4.32	.75	Much
<b>Average</b>	<b>4.40</b>	<b>.49</b>	<b>Much</b>

Table 4.4, the overall need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities was at the much level. Considering each item, most items were at the much level, which found the need to develop in learning assessment was at the highest level and common understanding, followed by the learning media and educational multimedia.

### **4.3 Results of the construction and quality improvement of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities**

From the result of studying the current conditions of the mentor teachers' roles in promoting the student teachers' learning management abilities were at the intermediate level in all factors and the result of studying the need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities, it was found that the overall need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities was at the much level. The researcher synthesized the empirical results with the results of literature reviews on concepts and theories to design and develop a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities. The model is composed of 3 components whose details are as follows:

**Component 1 - Development Principles** – This is used as a direction in development operations. This component was composed of the following subcomponents, namely

1. **Development Theories** – The theoretical concepts that developers should understand before developing a mentor teacher and use as a reminder to develop throughout the course. This part included 3 theories, 1) psychological theories, 2) sociological theories, and 3) human resource theories.

2. **Development Objective** – The objective is to develop the mentor teachers' roles in promoting the student teachers' learning management abilities.

3. **Development Conditions** – A condition that the developer should take into consideration before the implementation of development to help encourage the development achieved. This part included four sub conditions as follows :

3.1 The schools were in the Rajabhat University Network.

3.2 School administrators had vision in the development of quality education, good cooperation with the University, and performed administrative professional experience teacher training in a systematic way.

3.3 The mentor teachers were willing to participate in training.

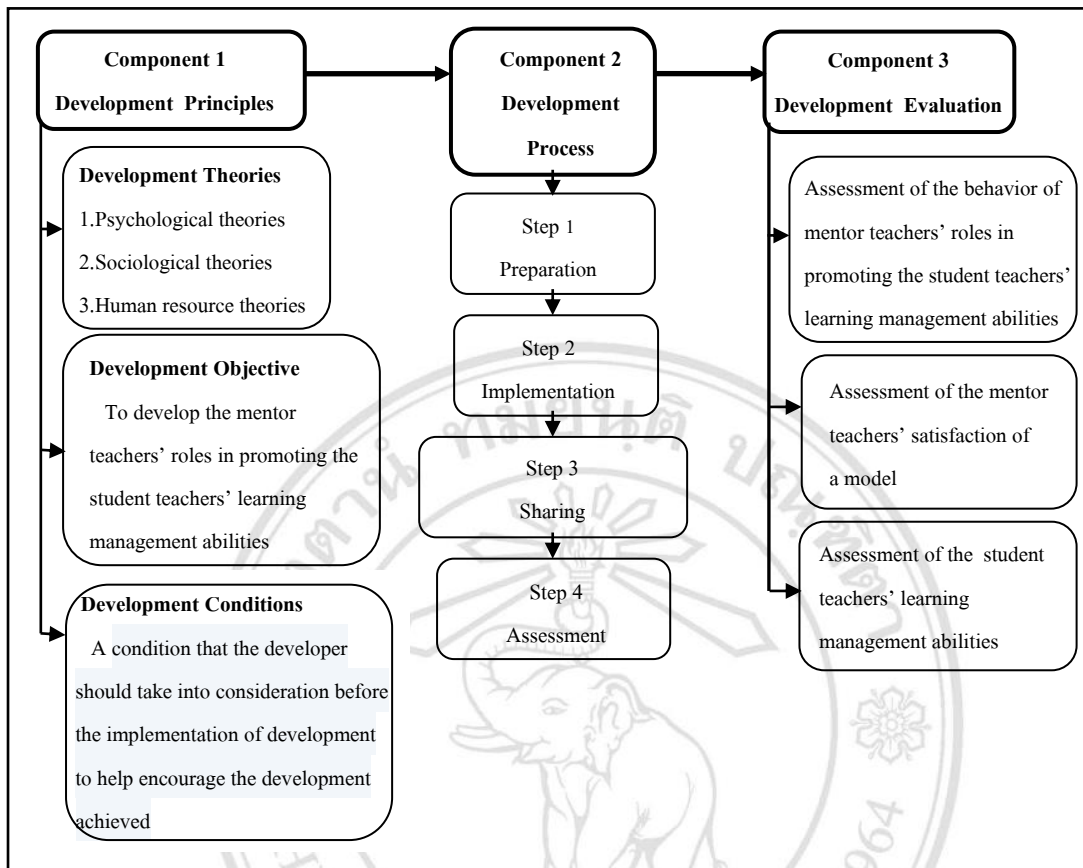
3.4 The mentor teachers were qualified by The Teachers' Council of Thailand, and had the right personality to be a teacher.

**Component 2 - Development Process** – This was the step of development that set up the objective, contents, activities, and assessment. There were 4 procedural steps, namely, Step 1-preparation, Step 2- implementation, Step 3- sharing, and Step 4- assessment.

**Component 3 - Evaluation Process** – This was the step of studying the effect of a model for developing the mentor teachers’ roles in promoting the student teachers’ learning management abilities with 3 aspects in mind. They were as follows: 1) the result of studying the behavior of mentor teachers’ roles in promoting the student teachers’ learning management abilities. There were three groups of assessors included: the mentor teacher, the head of the mentor teacher, and the student teacher, 2) the result of studying the mentor teachers’ satisfaction of a model for developing the mentor teachers’ roles in promoting the student teachers’ learning management abilities, and 3) the result of studying the learning management abilities of student teachers. The three groups of assessors include: the mentor teacher, the supervisor of the student teacher, and the student teacher.

The researcher had constructed the structure of the model composing various components as in Figure 4.1 below:

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**Figure 4.1** Model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities

Afterward, the researcher created a handbook on using the model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities, and asked 9 experts to validate its quality in 5 aspects; feasibility, appropriateness, validity, comprehensiveness, and usefulness. The results of the 9 experts' validation are presented in Table 4.5

**Table 4.5** Mean and Standard Deviation of the overall scores on the quality of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities

Quality aspects	Evaluative result		Level
	$\bar{x}$	S.D.	
Feasibility	4.60	0.06	Most
Appropriateness	4.56	0.25	Most
Validity	4.60	0.10	Most
Comprehensiveness	4.49	0.10	Most
Usefulness	4.65	0.16	Most
<b>Average</b>	<b>4.58</b>	<b>0.06</b>	Most

Table 4.5 shows that the overall score on the quality of a model was at the most level, taking into consideration each aspect specifically, feasibility, appropriateness, validity, and usefulness which were at the most level.



#### 4.4 Results of studying the effect of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities

In this step the researcher divided the presentation of results into 3 sections: 1) the result of studying the behavior of mentor teachers' roles in promoting the student teachers' learning management abilities, 2) in the result of studying the mentor teachers' satisfaction of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities, and 3) the result of studying in the learning management abilities of student teachers. In each of the 3 sections of the results were as follows:

##### 1) The result of studying the behavior of mentor teachers' roles in promoting the student teachers' learning management abilities

**Table 4.6** Mean and Standard Deviation of the scores on the behavior of mentor teachers' roles in promoting the student teachers' learning management abilities

Number	Behavior scores					Average	Level	RA I	Means
	Learning preparation	Learning management process	Instruction media	Learning assessment	Creating a learning atmosphere				
1	4.91	4.91	4.92	4.95	4.90	4.90	Most	0.98	Consistent
2	4.82	4.82	4.67	4.81	4.90	4.78	Most	0.92	Consistent
3	4.97	4.97	5.00	5.00	5.00	4.99	Most	0.99	Consistent
4	4.94	4.94	4.96	5.00	4.95	4.95	Most t	0.98	Consistent
5	4.94	4.94	4.96	4.85	4.85	4.91	Most	0.98	Consistent
6	4.88	4.88	4.92	4.92	4.92	4.92	Most	0.99	Consistent

Table 4.6 shows that behavior scores of all mentor teachers in promoting the student teachers' learning management abilities was at the most level with the mean 4.78-4.99, and all of the rater agreement index were at high level with the mean 0.92-0.99.

**2) The result of studying the mentor teachers' satisfaction of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities.**

The result of studying the mentor teachers' satisfaction of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities is presented in Table 4.7 as follows:

**Table 4.7** Mean and Standard Deviation of the scores on the mentor teachers' satisfaction of a model for developing the mentor teachers' roles in promoting the student teachers' learning management abilities.

Satisfaction aspects	$\bar{x}$	S.D.	Level
The content of development process	4.80	0.22	Most
The development process	4.69	0.11	Most
Benefits of the development	4.98	0.06	Most

Table 4.7 found that the mentor teacher's satisfaction was at the most level which in the content of development process, the development process, and benefits of the development.

**3) The result of studying the learning management abilities of the student teachers**

The result of studying the learning management abilities of the student teachers was presented in Table 4.8 as follows:

**Table 4.8** Mean and Standard Deviation of the scores on the learning management abilities of the student teachers

Number	Learning management abilities' scores					Average	Level	RAI	Means
	Learning preparation	Learning management process	Instruction media	Learning assessment	Creating a learning atmosphere				
1	4.73	4.80	4.47	4.57	4.85	4.68	Most	0.93	Consistent
2	4.73	4.80	4.47	4.57	4.85	4.68	Most	0.94	Consistent
3	4.10	4.30	4.30	4.17	4.58	4.29	Much	0.82	Consistent
4	4.73	4.58	4.73	4.43	4.48	4.59	Most	0.92	Consistent
5	4.73	4.77	4.90	4.77	4.73	4.78	Most	0.94	Consistent
6	4.63	4.70	4.70	4.60	4.79	4.68	Most	0.96	Consistent

Table 4.8 found that the overall learning management abilities of 5 student teachers were at the most level, and one person had the learning management abilities at much level with the mean of 4.29-4.78. Moreover, the rater agreement indexes were at a high level with the mean 0.82-0.96.

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