CHAPTER 5

Conclusion, Discussion and Suggestions

This research is about research and development. The objectives of this research were 1) to analyze the roles of mentor teachers in promoting the student teachers' learning management abilities, 2) to examine the current situations and roles of mentor teachers, 3) to create a model for enhancing the mentor teachers' roles in promoting the student teachers' learning management abilities, and 4) to study the effects of the model on promoting the student teachers' learning management abilities. The research was divided into four steps.

The first step was to study 64 documents about student teacher training, learning management, and mentor teachers' roles in student teacher training at schools in the Rajabhat University Network. The research instruments included a document analysis record, an evaluation form and a focus group recording form. The data were analyzed for the index of item-objective-congruence, median and interquartile range.

The second step was to investigate the current situations and roles of mentor teachers and their needs for development. The respondents of this study were 640 mentor teachers and student teachers from schools in the Rajabhat University Network. The data were collected by using a questionnaire and analyzed for mean and standard deviation.

The third step was to create a model for enhancing the mentor teachers' roles in promoting the student teachers' learning management abilities.

The fourth step was to study the effects of the model in promoting the student teachers' learning management abilities. The study group comprised 6 mentor teachers from 2 private schools and 2 public schools in the Rajabhat University Network. The model plan was conducted in the second semester of the 2016 academic year. The research instruments included an evaluation form on the mentor teachers' roles and behaviors, a questionnaire on the mentor teacher's satisfaction, and an evaluation form on the learning management abilities of student teachers. The data were analyzed by

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mean and standard deviation. The consistency of the scores from various sources was tested by using Rater Agreement Index (RAI). Each case was evaluated, and the data and behavioral indicators were analyzed by a number of raters.

5.1 Research Conclusions

The conclusions of the results can be reported as follows:

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

The analysis of promoting the student teachers' learning management abilities consisted of 5 factors with 58 behavioral indicators. The analysis found that the learning assessment factor has the largest number of behavioral indicators. The next largest one is creating a learning atmosphere, while the learning management process factor has the smallest number of behavioral indicators.

5.1.2 The result of the study of the current situations and roles of mentor teachers in promoting the student teachers' learning management abilities

1) The current roles of mentor teachers in promoting the student teachers' learning management abilities were at an intermediate level in all factors. The study found that the factor in creating a learning atmosphere has the highest score. The next highest ones are the factors in learning management process and learning preparation, respectively. But the learning assessment factor gets the lowest score.

2) Overall, the need to develop the mentor teachers' roles in promoting the student teachers' learning management abilities is at a high level. Most items are at the high level. The research found that the needs to develop learning assessment and common understanding are at the highest level. The next highest one is learning how to use educational media and multimedia.

5.1.3 The result of the model's creation and quality improvement on enhancing the mentor teachers' roles in promoting the student teachers' learning management abilities

The model consists of three parts: 1) the development principles which include theories, objectives and requirements, 2) the development process which includes preparation, implementation and sharing, and 3) the development evaluation which found that the qualities of the model in terms of its feasibility, appropriateness,

validity and usefulness are at the highest level, while its comprehensiveness is at a high level.

5.1.4 The result of the study of the effects of the model on enhancing the mentor teachers' roles in promoting the student teachers' learning management abilities

1) The behavioral scores of all mentor teachers in promoting the student teachers' learning management abilities are at the highest level, and all of the rater agreement index are at a high level.

2) The mentor teacher's satisfaction on the development process and the benefits of the development is at the highest level.

3) The overall of learning management abilities of 5 student teachers is at the highest level. One person's learning management abilities is at a high level. Moreover, the rater agreement index is at a high level.

4) Problems, difficulties and suggestions on the development of educational institutions:

4.1) For educational institutions under the Educational Service Area Office, this study believes that high-ranking administrators should support mentor teachers and recognize the significance of their work. To encourage the mentor teachers to develop themselves, the administrators should arrange meetings between the mentor teachers and low-ranking administrators.

4.2) For educational institutions under the Office of the Private Education Commission, this researcher found that the sharing of knowledge between mentor teachers is regrettably limited. There should be both formal and informal sharing of knowledge. Students should be trained in the use of assessment technology.

4.3) Concerned parties in educational institutions both in 4.2 and 4.3 rarely use social media as a way to communicate, as social media is considered an inappropriate way for teachers to address one another. Hence, the ongoing communication tends to be a one-way communication. It is advisable to create a new channel which universities and schools can effectively communicate. For example, a committee from the university should visit the mentor teachers at their schools.

5.2 Discussion

The following is the discussion of the research result.

5.2.1 The result of the synthesis of the mentor teachers' behavioral factors in promoting the student teachers' learning management abilities

This study groups the mentor teacher's behavioral indicators into 5 factors, namely, the teaching preparation, learning management, teaching material preparation, learning assessment and evaluation, and creating a learning environment. The most important objective in the teaching trial practice of student teacher is to learn how to manage a good learning process. This is an ability which goes in line with the professional autonomy set up by the Teachers' Council of Thailand (2013). The objective of teaching training, in terms of learning management behaviors expected to be practiced by Rajabhat teacher students, covers the 5 aforementioned factors. Koc's study on the roles of mentor teacher also groups the mentor teacher's roles into 5 aspects. When the mentor teacher actively plays a role in promoting the 5 learning aspects, the student teacher will be able to deliver an effective learning management. The mentor teacher is the student teacher's role model and closest advisor. Therefore, the mentor teacher should ensure that the learning management provided in the class covers every learning aspect. According to the research, the factor which has the highest number of behavioral indicators is the assessment and evaluation factor. This means that the mentor teacher should provide advice to the student teacher on assessment and evaluation since it is important for the student teacher to know how to properly assess and evaluate their own students. Assessment is an important part of being a teacher. It is not satisfactory to have students merely do a conventional test but they should be provided with an activity which encourages learning. The teacher plays a part in not only designing the learning process but also the assessment methods. The current trend of learning management is child-centered, which uses various forms of authentic assessment and prepares students to be life-long learners for the 21st century. Assessment should be in various forms and focuses on developing the learner. This process should also include a number of raters that continue throughout the course. Assessment is a means to develop the learning process (Fongsri, 2011: 16-18). How the student teacher does an assessment requires close supervision from the mentor teacher. Thus, this behavioral indicator is important in enhancing the roles of mentor teachers in improving the student teachers' assessment and evaluation.

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5.2.2 The result of the study of the current situations and roles of mentor teachers and their needs in promoting the student teachers' learning management abilities.

The study found out that the roles of mentor teachers in promoting the student teachers' learning management abilities in every aspect is at the intermediate level. This shows that although mentor teachers selected by administrators meet the qualifications set up by the Teachers' Council of Thailand, some of them might not fully materialize the expectation that wants to see them act as the role models for student teachers. The mentor teachers evaluate their roles at the moderate level. This reflects in the study on problems about students' trial teaching that mentor teachers are facing. They have problems in communicating with supervisors from universities and in giving suggestions and teaching support (Tunya, 1994; Nongnuch, 1999; Akbar and Jackson, 2012: 110-119). The need of mentor teachers to develop their ability in supporting student teachers' learning management abilities is at a high level. The aspects that they want to improve the most concern assessment and a good understanding between them and supervisors from universities. The mentor teachers suggest that teacher training institutions should encourage that good understanding, particularly about assignment submission and learning management. The institutions can do that in a number of ways, such as, arranging meetings or workshops and creating a manual. This demonstrates that a good understanding between mentor teachers and supervisors is vital in creating an effective teaching training. This need for improvement is in line with the study of Ruangrong et al. (2006), which demonstrated that the skills that teachers from schools in the network of Nakhonsithammarat Rajabhat University want to improve the most are teaching skills, research skills, skills in dealing with students' problems and up-to-date technological skills. These desires are in line with problems and difficulties that teachers have to deal with as a result of the National Education Act of B.E. 2542. The act aimed to reform curriculum development and learning management, the process of selecting and providing various kinds of educational resources, authentic assessment and evaluation, and a limited budget (Kitkuakoon: 2010).

5.2.3 The effect of the model on promoting the student teachers' learning management abilities

The model on promoting the student teachers' learning management abilities consists of 3 parts: 1) Part 1: Development principles. This part outlines the working process of the developer. It states the research's applied theories, objectives and requirements. These are used as a framework to develop concerned parties before conducting the model plan. The theories help the developer to clearly see the cause, effect and origin of activities which can be used to develop mentor teachers. They create a framework to put into action, and ensure that the created framework is appropriate, various, predictable and able to solve problems when they arise (Jomphong Mongkolvanich, 2012: 63). 2) Part 2: Development process. This part is an important part. It concerns the preparation phase which helps prepare mentor teachers. A well-prepared mentor teacher is much better equipped to learn and improve himself or herself. This pattern is like the models to develop teachers created by Janpim Wongpracharat (2013) and Maneerattana Nonhuara (2014). The orientation phase focuses on self-learning and learning through authentic situations which are an important part of mentor teachers' responsibilities. This is in line with the theory on adult education which believes that adult learners are self-directed when they recognize the importance of what they are learning. The learning process should focus on giving them an experience rather than on contents, and it should encourage self-motivation rather than using external forces (Bryan Taylor and Michael Kroth, 2009). The sharing activity is a good opportunity for mentor teachers and administrators to discuss and outline an effective way to develop student teachers. This activity should be conducted in the spirit of goodwill, generosity and cooperation, in order to create what Richard DuFour calls a learning community. Sharing is a way to change organization culture. Sharing is a significant social process and a means to encourage participation and creating knowledge (Rawadee Chaichaowarat, 2015: 1). The observation and evaluation step in which student teachers have an opportunity to evaluate their mentors. This process requires the mentor teachers to be open-minded and use feedbacks as a guide to enhance their roles. Evaluation is a part of development (Rattana Buason, 2012: 211). Part 3: Evaluation. This part is the evaluation on the result of enhancing the mentor teachers' roles in promoting the student teachers' learning management abilities. My

model to develop teachers is like the models developed by Prapai Bawonritidet (2008) and Surakan Janghan (2010).

5.2.4 The result of the study on the effects of the model on promoting the student teachers' learning management abilities

After using the model, the level of the role of every mentor teacher in promoting the student teachers' learning management abilities is at the highest. The mentors are satisfied with the model both in terms of the contents and process. Since before doing the research I did a survey on mentor teachers' needs, the model is able to reflect their needs and, as a result, the beneficial effect of the model is at the highest level. This model is created by taking into account the mentor teachers' contexts. It also engages them with respect and encourages their participation in devising their self-development scheme. It provides them moral support rather than materials. Since the model responds to their demands, the mentor teachers are active and come to a realization on the significance of their role. This reaction is line with Knowles's adult learning theory (1980, cited in Bryan Taylor and Michael Kroth, 2009). Another approach in developing the mentor teacher is contemplative education, a learning process which focuses on the mind. This process prioritizes the importance of orientating the participant's mind. It makes the mentor teacher recognize his or her significance and surroundings. It is a slow-paced process to change one's perspective and reach a new understanding. Yon Chumjit (2007: 33-34) agrees that self-direction is a way to fully develop a teacher. The process of developing needs to be wide and consistent. When teachers develop their skills to perfection, they will be able achieve their tasks. Both an external motivation and self-motivation are needed in order to effectively develop mentor teachers. A number of ways to encourage self-motivation, such as, arranging conferences and activities in various forms, using videos in training, pointing out a relation between the participant's duty and what is discussed in the training section, using case studies, role-playing and group works, supporting participants, expressing one's confidence in the realizable goals of training, and giving the participants an opportunity to express their ideas. External motivation can come in various forms, such as, rewarding the participants after the workshop and giving a certificate of mentor model to every mentor teacher who attends the workshop. Creating a professional learning community through sharing is another vital way to enhance the

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roles of mentor teachers. It is an advisable way to create a good atmosphere in the workplace and mentor teachers can use this opportunity to share and find a way to enhance their role in promoting an effective learning management. As in this study, Rawadee Chaichaowarat (2015: 8) maintains that creating a learning community changes the atmosphere in school. It makes members and concerned parties feel that they are part of this school. In this community, they are equal. The focus of this community is learning and achieving the goals of learning. My research showed that the 4 step model to develop the mentor teacher is a continual process which goes on throughout the student teacher's training time. This model is different from previous models which focus exclusively on understanding. The continuity of my model has a positive effect on the roles of mentor teachers. As a result, the research showed that, after applying the model, the student teachers' abilities in learning management is mostly at the highest level. As this research, Erawan (2011: 47-58), and Saichon Tianngam and Boonriang Kajornsin (2013: 212-225) found that student teachers who are supervised by good mentor teachers are likely to be able to deliver good teaching and, in turn, become good role models.

5.3 Suggestions

5.3.1 Suggestions for research application

This research is successful because of its development process and concerned parties' cooperation. The process aims to gradually change the mentor teachers' attitude from considering mentor's duty as something mundane to a recognition of its significance. It is a self-directed process, which benefits the participants themselves and encourages participation and support from every concerned party. Any insutitions or people who are interested in applying the model should familiarize themselves with the process and realize that this process should be conducted in a slow-paced fashion. It encourages mutual help, generosity and understanding rather than lecturing. It is important to find a developer who is genuine, generous as well as understanding participants.
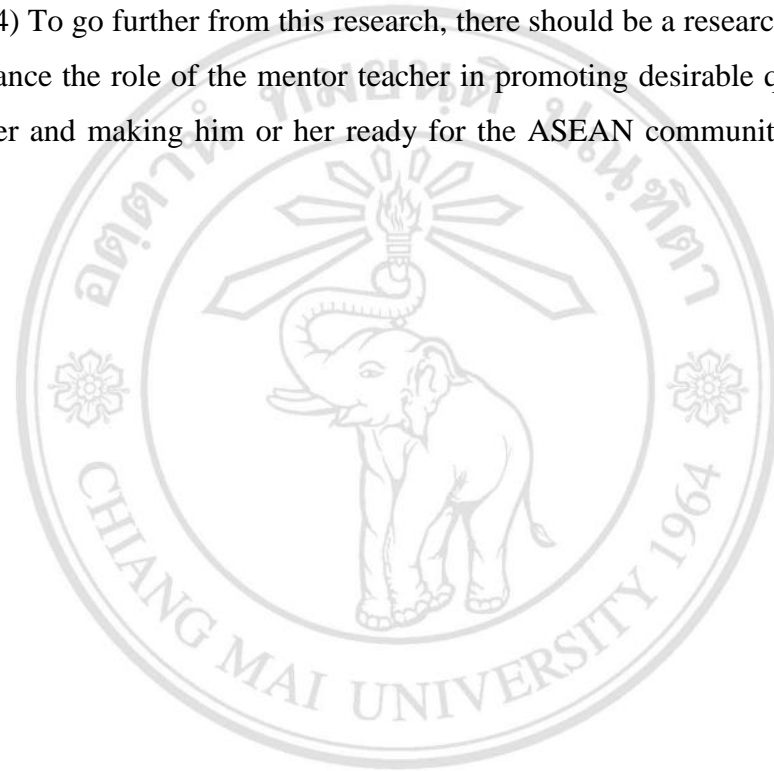
5.3.2 Suggestions for future research

1) In order to create a model which responds to the nature of a particular subject, it is advisable to do a research to create a model to develop the mentor teacher for each subject group.

2) In order to make the student teacher's trial teaching more beneficial in the long term, there should be a research to enhance the role of the supervisor from the university.

3) In order to extend the development plan to cover teachers and other educational workers, there should be a research with an aim to fully apply the concepts of professional learning community and lesson study. This research will help create an enduring learning network.

4) To go further from this research, there should be a research to develop a model to enhance the role of the mentor teacher in promoting desirable qualities in the student teacher and making him or her ready for the ASEAN community and the 21st century.