

Received: May 2023 Accepted: June 2023

DOI: <https://doi.org/10.58262/ks.v11i02.107>

The Development of Supervision Model by Coaching for Encouraging Learning Management Competency for Teachers in Elementary Schools

Somkhuan Silprakob¹, Karn Ruangmontri²

Abstract

This research aims to study current state, problems and desirable conditions for supervision, develop supervision model, and study effects of using coaching supervision model for enhancing learning management competency for teachers in primary schools under Office of the Basic Education Commission. There are 3 phases, namely, study of current state, problems and desirable conditions for supervision via coaching, including developing supervision model by studying the effects of coaching supervision model. The statistics used in data analysis were consists of mean, standard deviation and t-test. It was found that the current state and problems of supervision by coaching were at a high level and desirable conditions were presented at the highest level. The results of the development of the supervision model by coaching featured principle of the model, purposes of the model, and supervision process which consists of 7 steps as follows: Goal; Reality; Option; Way Forward; Observation which includes Pre-coaching, Coaching, and Post-coaching; Reflection Coaching; and Evaluation. Assessment of the model and success conditions, as well as the results of using the supervision model by coaching gained appropriateness, feasibility, and usefulness at the highest level.

Keywords: *Supervision Model, Supervision by Coaching, Coaching, Teacher's Competency, Learning Management*

Introduction

Education improvement brings quality to learners and confidence that the quality of learners is achieved by teacher's learning management, along with a process for success which consists of elements and factors, namely, quality of learners must be assured to parents and stakeholders that the learners must have quality and standards according to the curriculum, including necessary skills in the 21st century. Therefore, to develop the quality of learners, there must be a process for success with 3 processes, which are administrative process, teaching and learning process and educational supervision process. The processes as mentioned are important in learners' quality development that enhances the quality of teaching and learning activities to support teachers' abilities, motivate and provide teachers with teaching techniques that make the learners interested and achieve learning objectives. According to the current study of teachers' competencies, it indicated that the teachers lack necessary competencies in learning management such as creating lesson plan, designing learning activities, including use of evaluation and assessment tools for reflecting the learners (Chaisen, 2019). This requires the development of teachers for competencies in learning management which is related to education in 21st century, for example, in Finland, education leaders recruit high-achieving learners to train teachers. Moreover, there are matching schools for development, transferring teachers for exchange of learning, upgrading teachers' quality, and formulating policies for teachers to teach less, including finding ways for students to learn more. There is also training

¹ Faculty of Education, Mahasarakham University. Email: somkuanaaa@gmail.com

² Faculty of Education, Mahasarakham University. Email: karn.r@msu.ac.th

for teachers of how to or guidelines for thinking ability (Faridi, 2016 cited in Nilratsirikul, 2020). Related to Khammanee (2004), most teachers need knowledge and understanding of student-centered planning, writing practical lesson plans, and sharing experiences and helping each other regarding problem solving. Therefore, it is imperative that the teachers need help and gain experiences and adequate learning in various subjects. Teacher development must be done in a systematic way, taking into account of the quality of teacher development and encouraging teachers to focus on self-improvement. It should start from the teachers at a primary level first, because there are many teachers at this level and there is a wide impact on the quality of education according to the foundation of life and education at a higher level (National Education Commission, 2002, cited in Nilratsirikul, 2020). Consequently, the educational supervision process is a necessary mission for education management that requires cooperation from many parties, especially in terms of improving the quality of teaching and learning. Personnel involved in education management agencies need to develop and improve themselves to keep up with the changes and for effective performance. Educational supervision is a process that aims to help, guide and develop tasks to be successful with changing conditions. It is also an important element that supports the administration process and teaching and learning process gains quality according to the educational standards of the country. Furthermore, it is an important part in promoting the educational quality assurance system that develops the quality of learners for necessary skills in the 21st century to enter education reform and management in current era. It focuses on quality of the learners with desirable characteristics, academic skills, vocational skills, life skills, leadership skills, creation of innovators skills, as well as the process of driving the quality development of basic education. Because of this, education supervision is essential to developing, improving, and increasing effectiveness for education management in schools so that administrators and teacher are knowledgeable and understandable of administration of curriculum, effective learning and teaching management, including other tasks that affect the education quality development. Developing and empowering human resources gives priority to transforming the role of "teacher" to be a modern teacher, from "teacher" to "coach", or "learning director" who serves to stimulate, inspire, introduce how to learn and how to organize knowledge, creating knowledge, designing activities, including creating learning innovations for learners. In addition, the coach plays a role as a researcher to develop the learning process for learners' achievement, covering adjusting the production system and developing teachers regarding attracting and recruiting highly talented persons to become quality teachers. Also, there is a system for developing teachers' potential and competency in continuous learning management in order to get professional teachers to manage teaching and learning activities for the students and develop them for quality and necessary skills in the 21st century. For quality teaching and learning in accordance with the indicators that are consistent with the 21st century, there are ways that can help teachers have competency in learning management, which is supervision. Supervision is one of the tools in developing personnel to achieve work efficiency. It is a learning process that helps to create good relationships in cooperation and it is useful to both those who receive supervision and the organizations (Niratipattanasak, 2013), and is a process that supports the development of educational quality. Therefore, the supervision is very important and necessary for learning management and the development of educational quality to achieve the goals, which are responsible for educational institution administrators and personnel from all departments in developing all aspects (Jiradechakul, 2007). There are many forms of supervision. The one that is commonly and effectively used until the personnel gain improvement is Coaching, because it is a process that aims to help, guide, and develop tasks to be successful. As Duangphasuk and et al (2017) mentioned, organization development through coaching is the science and art of unleashing the potential of personnel to lead to the desired goal by inspiring the personnel to show their potential, including focusing on making change, being creative for changing at a group level in the

organization. In addition, there has been continuous development until the change in the whole working system leading to a change in the organization's culture to develop the supervision approach with Coaching and After-Action Review (AAR) as important tools, to be used in operations to affect the sustainable development of the learners' quality. Suksawang (2017) stated that educational administrators need to have knowledge and understanding of the principles and processes of supervision, including correctly applying supervision skills to work. It would result in teachers who have been supervised to learn correctly and completely. Moreover, there is a transfer of work and teaching techniques from teachers, themselves, to other teachers, co-observing or designing teachers. It also helps to create knowledge for working, have good attitude, gain skills from excellent teaching performance and it is in accordance with the changing roles of teachers.

As above mentioned, the researcher is therefore interested in developing the supervision model by coaching in order to promote the competency of organizing learning activities for teachers in elementary schools; to study current situations, problems and desirable conditions for supervision by coaching; to develop the supervision model by coaching and to study the effects of using a coaching supervision model to enhance learning management competency for teachers in elementary schools; and to study the effects affecting the quality of the learners in elementary level, as well as, using advantage of the model as a guideline for improving teacher competency in learning management for better quality and improvement.

Literature Review

According to the development of supervision model by coaching for encouraging learning management competency for teachers in elementary schools under Office of the Basic Education Commission, the researcher has studied, analyzed, and synthesized the concepts, theories, documents and related studies to use as a conceptual framework as follows:

1. Regarding concepts of educational supervision, the researcher studied, analyzed, and synthesized, concepts, theories, documents and related studies from the synthesis of educational supervision procedures from Morsher and Purpel (1972), Bellon and Bellon (1967), Acheson and Gall (2003), Goldhammer (1980), Glickman and others (2013), Cogan (1973), Boyan and Copeland (1978), Bellon and Huffman (1976), Utranan (1987), and Lao-reandee (2007), which stated that educational supervision is a collaborative process of all parties involved in teaching and learning activities, including teachers, administrators and educational personnel so that the teachers can improve teaching and learning process that meet their needs, enabling students to develop in all areas effectively and continuously. For the supervision process, there are 5 steps which consists of study of current situations, problems and needs; analyzing strengths and weaknesses for determining where to develop, finding alternative approaches for developing supervision operations, and following-up for evaluation and improvement. Furthermore, In accordance with the development of supervision model, Srisa-ard (2006), Wiboonsri (2008), and Khamanee (2009) mentioned on the model as: 1) it is a model or example of something, as a guideline for creating or mocking; and 2) it is created and developed to demonstrate the conceptual structure, composition, and relationship of the important elements for being easier to understand, and to be used as a model or a guideline in the implementation of one of the principles of the model, the purpose of the model, supervision process, and assessment of the model and success conditions. Buason (2008) and Kanchanawasee (2007) discussed the relationship between elements and variables that the validity of the model must be examined for appropriateness and effectiveness as expected. In addition, the model needs to be examined by evaluating according to feasibility standards to assess the feasibility of implementation,

utility standards are assessment of the response to user's needs, propriety standards are assessments of suitability in both legal and ethical terms, and accuracy standards are assessments of reliability and have a comprehensive coverage of the needs. Also, there are the model examination through focus group, Delphi technique, and trail.

2. According to the concepts of supervision by coaching, the researcher has studied, analyzed, and synthesized theories and studies related supervision by coaching. Suksawang (2017), Neufeld and Roper (2003), Veeman and Denessen (2001), Kingminghae (2017), MemduhoGLu (2012), Grant (2012), Newman (2010), and Palling (2000) mentioned that coaching supervision is participatory supervision in decision-making, thinking, and collaborative practicing. This is to improve and develop schools for potential that a supervisor (coach) and one who receives supervision would help, promote, support and facilitate, work together for giving advice to unlock something in that one who receives the supervision for higher potential. Coaching is a method of vocational development that effectively helps develop teachers' teaching and learning management. This affects the quality of education of the learners. Improving the quality of education is related to supportive activities and developing the competence of the organization to become a leader in teaching and learning development, such as observing each other, giving feedback with learning, and coaching is an activity that develops the profession. Coaching is categorized into two groups: 1) coaching for changes by focusing on coaching related to management and leadership; and 2) academic coaching with a specific duty to assist teachers in academic development and instructional management. Thai Coach Institute (2016) discussed important skills of being a coach: 1. Control is to be clear, pertinent, challenging, and motivating. 2. Use of questions is to show interest, expressing feeling of support and building friendship to those who receive coaching have the opportunity to think and look at different perspectives. 3. Discussion is to create a frame and valuable new perspectives, challenging hypothesis to encourage those who receive coaching to come up with ideas and guidelines for implementation by removing limitations and creating new opportunities that provides a new way of thinking and accepting differently. Thai Coach Institute (2016) discussed important skills of being a coach: 1. Control is to be clear, pertinent, challenging, and motivating. 2. Use of questions is to show interest, expressing feeling of support and building friendship to those who receive coaching have the opportunity to think and look at different perspectives. 3. Discussion is to create a framework and valuable new perspectives, challenging hypothesis to encourage those who receive coaching to come up with ideas and guidelines for implementation by removing limitations and creating new opportunities that provides a new way of thinking and accepting differently. 4. Using patterns and techniques is to provide reinforcement, seek new perspectives and stimulate thinking in new angles. 5. Conclusion to create a new framework, set goals for the future and stay focused so that the coaching will meet the goals, and develop towards success, including maintain and balance the conversations, leading to the point. Based on Whitemore (2007), coaching would unleash a person's potential to help maximize their performance at work. It also helps those who receive coaching to learn on their own.

From the study, analysis, and synthesis of the concepts, theories, documents and related studies, it is used as a conceptual framework. The supervision by coaching consists of model principles, model purposes, supervision procedure with 7 steps: Goal; Reality; Option; Way Forward; Observation with 3 steps, namely, Pre-Coaching, Coaching, Post-Coaching; Reflection coaching; and Evaluation.

Methodology

This study was conducted with research and development carried out in 3 phases which are studying current situations, problems, and desirable conditions having 2 steps, namely, a study of approaches

and components of coaching supervision by content analysis and studying current situations, problems and desirable conditions of supervision by coaching. The instruments used included a group discussion log and the assessment form with 5-scale rating to examine and confirm the developed supervision model, including the study of the effects of using the supervision model by applying the developed model with a volunteer school. Moreover, pre-test and posttest were used, along with the assessment form for teachers' learning management competency in elementary schools, consisting of assessment of the ability to design learning plans, and assessment of classroom learning management, and the assessment form of effects of the supervision model for appropriateness, feasibility, and usefulness of the model. The statistics used for data analysis included mean, standard deviation, and t-test.

Data Collection

Data of the study of guidelines and components of the supervision by coaching was collected by studying, analyzing, and synthesized the concepts, theories, documents and related studies, as well as, the study of current situations, problems and desirable conditions with coaching supervision. The sample group for collecting data consisted of school administrators, academic head teachers, elementary school teachers by using multiple-choice questionnaire with 5-scale rating. Developing the supervision model by coaching from group discussion with experts to verify and confirm a developed supervision model using a group discussion log is structured and the assessment with 5-scale rating, also, the assessment of using the supervision model by coaching with the volunteer school by the assessment form with 5-scale rating to assess appropriateness, feasibility, and usefulness of the model.

Data Analysis

There was data analysis that obtained from the study of approaches and components of coaching supervision using content analysis. In addition, there was data analysis from the study of current situations, problems and desirable conditions of the supervision model, including from the development of the supervision model, the effects of using the supervision model. The statistics used to analyze the data were mean, standard deviation, and t-test.

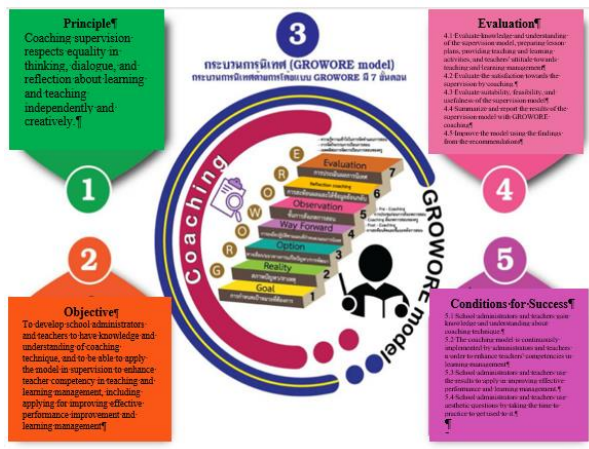
Findings

From the study of the current situations, problems and desirable conditions of the supervision, it was found that the current situations and problems were at a high level and desirable conditions or needs for the supervision was at the highest level.

The results of the development of GROWORE Model by examining the quality, suitability, feasibility and usefulness through group discussion with experts, it revealed that the GROWORE Model gained suitability, feasibility and usefulness at the highest level ($= 4.94$, S.D. = 0.24). The development of supervision model by coaching for encouraging learning management competency for teachers in elementary schools is comprised of model principles, model purposes, supervision procedure with 7 steps, namely: Goal; Reality; Option; Way Forward; Observation with 3 steps, namely, Pre-Coaching, Coaching, Post-Coaching; Reflection coaching; and Evaluation, as detail shown in Figure 1.

The GROWORE Coaching Model for encouraging competency of learning management for elementary school teachers has components as following:

Figure 1: GROWORE Coaching Model for promoting competency in learning management for elementary school teachers under the Office of the Basic Education Commission



The principle of the supervision model by coaching focuses on equality. Those who are provided coaching have equal rights to offer, no one is outclassed in a dialogue. Coach and those who are provided coaching independently take time to talk about teaching and learning management with constructive thinking and reflection. Those who are provided coaching are able to respond to stimuli to express understanding and attitude in order to maintain or develop learning and practices that continue to be learned.

The purpose of the model, to develop administrators and supervising teachers to have knowledge and understanding towards the coaching model and to encourage competency in learning management, administrators and supervising teachers should apply the coaching model in the supervision for enhancing teachers' competency in learning management.

The supervision procedure of GROWORE Model consists of 7 steps as shown in Figure 2.

Figure 2: GROWORE Procedure



G – Goal is defining desired goals. It is goal setting with motivation, getting to know each other, between supervisors and those who are provided supervision. Then, a meeting for a committee appointing is organized. Moreover, the current situations, problems and needs of coaching supervision are explored. There is a design of tools for data collection and analysis to be used to define development guidelines

to reach the specified goals, along with a calendar of operations whereas the supervisors can use thought-provoking questions to allow those who are provided supervision to brainstorm and analyze the data for planning and setting goals. Examples of thought-provoking questions are: What is your desired goal? or What impact do you expect? R – Reality refers to conditions of problems. It is to find the causes and analyze the problems for a solution and improvement. Problems encountered such as knowledge and understanding of supervision, recognition of the importance and necessity of supervision, knowledge of the practice of creating and analyzing a wide range of quality measuring and evaluation tools, as well as the use of media, technology, innovation, content and various learning activities that suitable for learners, and applying the results of supervision to improve and develop learning management using thought-provoking questions. Examples of thought-provoking questions include: What do you think when analyzing the current situation? How is it now compared to the target?

What factors are important to you to achieve your goals? O – Option is an alternative approach to solving development problems that those who are provided supervision can identify or jointly determine appropriate alternatives to the problems discovered in order to provide better solutions and improvements, for example, building knowledge and understanding of supervision, raising awareness of the importance of supervision, building knowledge and understanding of the practice of creating and analyzing a wide range of quality measurement and evaluation tools, as well as the use of media, technology, innovation, content and various learning activities that suitable for learners, and applying the results of supervision to improve and develop learning management. Examples of thought-provoking questions are: What are your plans and methods for achieving your goals? /What are the right options for success? and How? W – Way Forward is implementation of the supervision plan, implementation of a calendared action plan by operational issues, for example, supervisors create a friendly supervisory atmosphere. Furthermore, there is a meeting to clarify understanding of supervision by coaching before the supervision and there is supervision according to the school calendar, including an exchange of knowledge and giving advice, along with continued supervision, as well as the use of a variety of supervision tools that meet real-world conditions, also a summary and reports of the supervision. Moreover, thought-provoking questions are used, namely: Can you summarize what actions you will take to achieve your goals and how to proceed? When do you decide to operate? According to your goals and plans, how do you know and at what level you have progressed? Observation is a process of observing teaching consisting of 3 steps. Pre-Coaching refers to meeting before observing teaching that creates a good atmosphere and know about the teacher's teaching intentions and objectives, as well as, creating a preliminary agreement between teachers and coaches. For example, a list or problem that teachers would be interested in having observation while teaching in order to obtain feedback, also agreement on the use of teaching observation tools. Examples of coaching questions include: What will you teach today? What are the objectives? How do teachers prepare lesson plans? What are the procedures for teaching and learning to achieve the objectives? What kind of media do teachers use to support learners' learning? How are students involved in organizing today's class? What skills does the lesson plan help in promoting? How do teachers use measurement and evaluation processes? Why do you use those tools? Coaching is teaching observation that the coach uses the observation record form for taking notes from the teacher's teaching behavior, as well as, learner's behavior in addition to using the assessment form with 5-scale rating, which is lesson plan and observation assessment forms. In addition, Coaching is also the stage where the coach understands the way of thinking, working methods, and outcomes of those who are received coaching as information on how to extend experiences to an appropriate level for each person, as well as allowing those who are received coaching to evaluate their performances by allowing them to review their previous working. Post-Coaching is a reflection and guidance after teaching. This is for teachers who receive supervision or coaching to reflect on themselves in learning management. The coach uses reflective questions to allow teachers who receive coaching to find ways to improve self-teaching. And the coach would continue to exchange knowledge

with teachers who receive coaching. At this stage, it is encouraging and creating satisfaction for teachers, eliminating concerns about key teaching points for giving feedback. If it is possible and appropriate the coach would offer help, advice, and practice to make teachers understand ability and techniques to self-supervision and the development of motivation for professional self-analysis. Examples of questions include: How do you feel about teaching today? How is your self-reflection on learning management today? What steps do you think you are doing well and what needs to be improved? Does your teaching reflection achieve the goals and objectives? If so, how? And if not, why? And what are the development guidelines? Then, the coach reflects, i.e., the coach provides additional suggestions for teachers to improve and develop their learning management. The coach and those who are received coaching work together to find a common approach using these questions: How will you continue to organize the next class? For better learning management, how will you plan? Furthermore, the coach encourages the teacher to inspire teachers' learning management. Reflection coaching is a reflection of the work results. It is an activity that reflects and provides feedback on the implementation of the coaching supervision process for primary school teachers. This step is coaching, guiding in reflecting on the results of work. This is a method that helps teachers who receive supervision rethink of their previous working and summarize as a guideline for further learning management. Also, the guidance allows teachers to reflect their abilities to identify what development that needs help by having the teachers who receive supervision tell about their experiences from supervision by coaching - what they have learned, how they will improve themselves, students and organizations. The teachers give suggestions on the use of the coaching model, including its method that how it would lead to further development guidelines. In this discussion, the reflection and feedback form were used in the implementation of the coaching supervision process for primary school teachers. Evaluation is a supervision evaluation to improve the implementation of the coaching supervision process for primary school teachers. It is an assessment of teachers' competency. It consists of designing lesson plans and learning management using the discussion, reflection and feedback forms in implementing the coaching supervision process for primary school teachers. The assessment GROWORE Model to promote competency in learning management for elementary school teachers whether it is in accordance with the purpose of the model or not. Then, suggestions from the model use were applied to improve the supervision model and conditions of success. Administrators and teachers gain knowledge and understanding of coaching supervision model and can be continuously used in supervision to enhance teachers' competency in learning management. After that, the results of the implementation of the GROWORE Model are applied to improve operational development and learning management with effectiveness using aesthetic discussion questions for repeated practicing in order to get used to.

The effects of using coaching supervision model for enhancing learning management competency for teachers in primary schools under Office of the Basic Education Commission by applying the model with the volunteer schools, it was found that the teachers who received supervision had higher comprehension than before and had higher competency in learning management after receiving the supervision. The results of the assessment of using the GROWORE Model gained appropriateness, feasibility, and usefulness at the highest level. The benefits of coaching that directly affect teachers, educational institutions and supervisors are as follows.

Benefits to supervisors (Coach)

Supervisors can improve and develop a more efficient learning management system.

Supervisors can understand strategies and problems, changes Preparation in various aspects of the school for teachers to understand the same. and have the direction of working in the same direction

Supervisors can help teachers. in reflecting the dominant side and the problematic aspect of truly organizing teacher learning activities. And teachers can use information from supervisors to improve

and develop quality learning activities.

Supervisors can perceive expectations, conditions and problems and obstacles in organizing teacher learning activities. This will lead to information about real supervision needs. As well as creating good working relationships between supervisors and supervisors..

Benefits to Teachers Who Receive Coaching (Coachee)

Teaching will help teachers to organize learning activities for students with quality.

Understand the scope, goals of the work and the needs expected by the supervisors.

Coaching is a process that will help drive and support teachers to work. Achieve goals (Performance Goal) according to the specified plan.

Get to know the situation Changes, problems, and obstacles of education management in educational institutions. and the mission that the educational institution is currently carrying out and will continue in the future

Benefits to Educational Institutions

3.1 Educational institutions have performance results. (Organization Performance) according to the set goals. and is ready for the changes that occur in the era of globalization Because teaching makes teachers ready for various changes in terms of working according to policies, strategies, working methods and the use of information technology, etc., as well as promoting the creation of a teamwork atmosphere in schools.

Conclusion and Discussion

According to the development of supervision model by coaching for encouraging competency on learning management for teachers in elementary schools, the study of current situations and problems was in a high level. The desirable conditions or needs for the supervision by coaching was at the highest level. It is related to developing, empowering and changing the role of teachers to be modern teachers by adjusting the role of a teacher to a coach or a director of learning that is responsible for motivating, inspiring, and introduce learning methods and how to organize the creation of knowledge, as well as, designing activities, creating learning innovations, and playing a role as a researcher to develop the learning process for learners' learning achievement and the quality of education. Supervision is one of the instruments to develop personnel to be effective regarding performances and it is a learning process that helps build good relationships in cooperation. It is useful to both those who receive supervision and to the organizations. The supervision by coaching is a process aiming to help, suggest, and develop tasks to be successful. Coaching is science and art in unleashing personnel's potential leading to desired target by inspiring the personnel to show their potential by focusing on innovation and creativity. Because of this, the supervision by coaching is is a process of working together between the supervisor (a coach) and one who receives the supervision to help, encourage, support, facilitate, cooperate to give suggestions, think, or unlock something for higher potential, or be happy that he/she needs to be through the methods and tools so that the person who receives the coaching (a coachee) can learn, be aware of themselves, changing, and starting to do with thoughts, aptitude, and ability. It is therefore a collaboration between the coach and the coachee to reach the goal that the coachee wants, and carry out the process of supervision by coaching.

The results of the development of the GROWORE Model by examining the quality of suitability, feasibility, and usefulness by group discussion with experts revealed that the GROWORE Model gained suitability,

feasibility, and usefulness at the highest level. The supervision model by coaching for encouraging competency on learning management for teachers in elementary schools consists of principles of the model, purposes of the model, supervision process with 7 steps: Goal; Reality; Option; Way Forward; Observation with 3 steps, namely, Pre-Coaching, Coaching, Post-Coaching; Reflection coaching; and Evaluation. As the statement of Lao-reandee (2007), the educational supervision is a collaborative process of all parties involved in teaching and learning activities, including teachers, administrators and educational personnel so that the teachers can improve teaching and learning process that meet their needs, enabling students to develop in all areas effectively and continuously. It affects the students gain quality having 5 steps of the supervision process, which are the study of current situations, problems and needs; analyzing strengths and weaknesses for determining where to develop, finding alternative approaches for developing supervision operations, and following-up for evaluation and improvement. And in line with Jiradechakul (2007: 10), stated that the quality of education to be successful comes from internal supervision. This is a very important and necessary process that every educational institution must define as a policy and carry out the roles and missions of modern education management. Consistent with the supervision principles of Burton and Bruckner (1995), the supervision should be theoretically correct. Good supervision should be in accordance with the objectives and policies defined and be based on certain truths and rules. The supervision should be a science. The supervision should be organized, with improvement and evaluation. The supervision should be based on efficient and reliable data collection and conclusions. In addition, the supervision should be democratic. It must respect individual differences, emphasizing on cooperation and cooperation, and using knowledge and ability to perform tasks in order to reach the desired goal. The supervision should be creative. It is the pursuit of a person's special abilities and gives them the opportunity to fully express and develop those abilities. And the supervision should play a part in improving and changing the environment in order to create flexibility in working as much as possible. It was also found that internal supervision, supervisors must have methods or techniques that allow those who receive the supervision to come up with the most suitable alternatives for themselves, including and pulling out their potential as much as possible for self-improvement where the supervisors act as a coach and those who receive the supervision act as a coachee. The supervisors and those who receive the supervision are supported by the guidance of the researcher who have expertise in coaching, thus enabling the teachers to be competent in learning management. Therefore, the supervision has a form of supervision with a clear sequence of operations. As Srisa-ard (2006), Wiboonsri (2008), and Khamanee (2009) mentioned that a pattern is a role model or example of something. It is a model or example of something, as a guideline for creating or mocking and it is created and developed thing to demonstrate the conceptual structure, composition, and relationship of the important elements for being easier to understand, and to be used as a model or a guideline in the implementation. It consists of the principle of the model, purposes, supervision procedure, model assessment, and conditions for success. The assessment of using the supervision model by coaching gained appropriateness, feasibility, and usefulness at the highest level. In accordance with Buason (2008) and Kanchanawasee (2007), the relationship between elements and variables that the validity of the model must be examined for appropriateness and effectiveness as expected. There is the model examination by evaluating according to feasibility standards to assess the feasibility of implementation, utility standards are assessment of the response to user's needs, propriety standards are assessments of suitability in both legal and ethical terms, and accuracy standards are assessments of reliability and have a comprehensive coverage of the needs. Also, there are the model examination through focus group, Delphi technique, and trail. Related to the study of Oun-ram (2021), studied on the development of internal supervision approach in instructional model using Professional Learning Community, the findings indicated that the results on the appropriateness and feasibility, overall, were at a high level. Watcharakan (2019), on coaching skills development model for school administrators, the results of trial and evaluation of the developed model revealed that the developed model was correct regarding the content and the suitability at a high level. The usefulness was at the highest level. In terms of feasibility, the necessary skills for coaching of the school administrators and coaching process for school administrators were at a high level and the

highest level. In accordance with Carol-Anne Minski (2014) on executive coaching and self-efficacy to help develop performance and can achieve the goals of the organization. It was found that the strategies of executive coaching to create self-efficacy consisted of 5 items as follows: expanding the perspectives (a transformative leadership can be adjusted); acceptance of competence and skills (a joint study to find the best in persons); review of previous achievements (social-intellectual theory); social experiment (adult's learning) change pattern (immune to changes and intention to change); and steps leading to the goal. It consists of understanding the meaning of goals, showing ownership and responsibility, defining operational procedures, looking at future steps, taking notes on commitments, and considering the environment and goals of the organization. In addition, the researcher has concluded that the goal setting and intention to the goal are important tools in helping management. Individuals with high self-efficacy have high responsibility and effort in finding good methods and strategies to help the management achieve the goals defined by using a positive reflection method. According to the findings, the results of the components of the coaching strategy can be applied to frame the variables that will be used to find the components of cognitive coaching. Correspondingly, Cruz (2000), on the effects of social work patterns in educational supervision, it was found that improvements in teaching quality and teacher productivity have received interest from educators, academics, and public policy makers, professional standards, including reprogramming, and a new format of assessment. The study of the effects of the model revealed that such the model that was exploited and satisfied caused a marked change in teaching. In consequence, it can be seen that the development of supervision model by coaching for encouraging competency on learning management for teachers in elementary schools was developed, having a systematic supervision process with a clear sequence of operations. Additionally, the supervisors and those who receive the supervision obtained advice from the researcher who has expertise in coaching, thereby enhancing teachers' competencies in learning management.

Recommendation

1. Teachers can transcribe lessons from existing educational institutions. Excellent performance in educational supervision applied to organize teaching and learning activities in accordance with the context of educational institutions in the community or locality.
2. School administrators Able to apply the results of the development of coaching supervision guidelines for educational institutions used as a guideline in organizing supervision for efficiency and effectiveness
3. Supervision model development By using coaching (Coaching) There should be research to develop a supervision model. Others may use the supervision style. Diversity using schools as a base.

References

- Ministry of Education. (2007). Education Reform Guidelines of the Ministry of Education. Bangkok: T.S.B. Products.
- Jiradechakul, K. (2007). Manual of Internal Supervision. Bangkok: Then Aksorn.
- Nirathipattanasak, K. (2013). Executive Coaching. [Online]. From <http://www.thecoach.in.th>. Retrieved on October 4, 2019.
- Kingminghae, T. (2017). The Development of Internal Supervision Guidelines in Instructional Model for Educational Institutions under Udon Thani Primary Educational Service Area Office 4. Thesis of master's degree, Department of Educational Administration and Development, Faculty of Education, Mahasarakham University.
- Khammanee, T. (2004). Research and Development Report for Whole School Learning Reform. Bangkok: Faculty of Education, Chulalongkorn University.

- _____. (2009). *Pedagogical Science: Knowledge for Effective Management of Learning Processes*. 10th Edition. Bangkok: Dan Suttha Printing Co., Ltd.
- Ounram, T. (2021). *The Development of Internal Supervision Approach in Instructional Model Using Professional Learning Community for Educational Institutions under Secondary Education Service Area Office 33*. Thesis of master's degree, Department of Educational Administration and Development, Faculty of Education, Mahasarakham University.
- Srisa-ard, B. (2006). *Research to Problem Solving and Learners Development*. Bangkok: Suwiriyasan.
- Chaisen, M. (2019). *The Development of Teaching Competency Development of Teachers of Local Government Organization Schools through Lesson Study*. Dissertation of Doctoral's Degree, Department of Research, Measurement, and Educational Statistics, Faculty of Education, Burapha University.
- Wiboonsri, Y. (2008). *Project Evaluation, Concepts and Practices*. 6th Edition. Bangkok: Chulalongkorn University Press.
- Buason, R. (2008). *Research and Development of Educational Innovations*. Phitsanulok: Naresuan University.
- Lao-reandee, W. (2007). *Handout on Supervision*. Nakhon Pathom: Department of Curriculum and Teaching Methods, Faculty of Education, Silpakorn University
- Kanchanawasee, S. (2007). *Assessment Theory*. 6th Edition, Bangkok: Chulalongkorn University Press.
- Suksawang, S. (2017). *Effective Coaching and Mentoring Techniques*. Retrieved from <http://oknation.nationtv.tv/blog/sasimasuk>.
- Nilratsirikul, S. (2020). *The Development of Teacher Competencies in Proactive Learning Management: A Case Study of Satuek Campus under Secondary Education Service Area Office 32*. Thesis of master's degree, Department of Educational Administration and Development, Faculty of Education, Mahasarakham University.
- Utranan, S. (1987). *Educational Supervision, Principles, Theory and Practice*. Additional Revised Edition. Bangkok: Mit Siam
- Cho Thai Institute. (2016). *Document for Training Course on Professional Coaching with International Standards of Thai Coach Institute*. Bangkok: Thai Coach Institute.
- Watcharakan, S. (2019). *Coaching Skill Development Model for School Administrators under Bangkok Metropolis*. Educational Research Journal, Faculty of Education, Srinakharinwirot University.
- Duangphasuk, U and et al. *Management by Coaching for Organization Development*. Thonburi University Academic Journal, 11th Year, Volume 26, September - December 2017.
- Acheson, K.A. and M.D. Gall. (2003). *Techniques in The Clinical Supervision of Teachers Pre-service and In-service Applications*. 5th ed. New York : Longman.
- Bellon, M. and O. Huffman. (1976). *Method of Clinical Supervision*. New York : McGraw-Hill.
- Boyan, N.J. and W.D. Copleland. (1978). *Instructional Supervision Training Program*. Columbus Ohio : Chaeles E. Merril Publishing Company.
- Burton, W.H. and L.J. Bruckner. (1955). *Supervision : A Social Process*. 3rd ed. New York : Appleton-Century-Crofts.
- Cogan, L.M. (1973). *Distributions of Durations of Perception in the Binocular Rivalry of Contours*. J. Gen. Psychology, 89, 297-304.
- Carol-Anne Minski. (2014). "Executive Coaching and Self-Efficacy: A Study of Goal-Setting and Leadership Capacity." Fielding Graduate University, A Dissertation for degree of Doctoral of Philosophy in Human and Organizational Systems, MI: ProQuest LLC.
- Cruz, J.O. (2000). *The Efficacy of Social Work Model of Supervision for Education*. Ed.D. Thesis, University of Illinois at Urbana-Champion.

- Grant, A.M. (2012). Australian Coaches' Views On Coaching Supervision : A Study With Implications For Australian Coach Education, Training And Practice. *International Journal of Evidence Based Coaching and Mentoring*, 10(2), 17-33, August
- Glickman, C.D. and other. (2013). *The Basic Guide to Supervision and Instructional Leadership*. 3rd ed. Boston : Pearson.
- Joyce, B.R. and M. Weil. (1986). *Model of Teaching*. 3rd ed. New York : Prentice Hall.
- Keeves, P.J. (1988). *Educational Research, Methodology and Measurement : An International Handbook*. Oxford : Pergamon Press.
- MemduhoĖLu, H.B. (2012). The Issue of Education Supervision in Turkey in the Views of Teachers, Administrators, Supervisors and Lecturers. *Educational Sciences : Theory and Practice*, 12(1), 149-156.
- Mosher, P. and A. Purpel. (1972). *Principles of Supervision*. New York : McGraw-Hill.
- Newman, D.S. (2010). A Grounded Theory of Supervision During Pre service Level School–Based Consultation Training. *Dissertation Abstracts Internationals*, 70(09), unpagged, March.
- Neufeld, B. and Roper, D. (2003). Coaching: A Strategy for developing instructional capacity. *The Annenberg Institute for School Reform: Education Matters*
- Palling, N.J. (2000). Supervisory Identity Development and Its Relationship to Supervisory Experience, Counseling Experience, and Training in Supervision. *Dissertation Abstracts International*, 32(5), 1467-A, March.
- Veeman, Simon ; & Denessen, Eddie. (2001). The Coaching of Teachers: Results of Five Training Studies. *Educational Research and Evaluation*. 7 (4): 385 -417.
- Whitmore, E. (2007). Framing participatory evaluation. *New Directions for Evaluation*. 80: 5-23.