

# Developing a Coaching Model to Promote Teachers' Potential for Conducting Classroom Research

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## Abstract

This study aimed to 1) develop a coaching model to promote teachers' potential to conduct classroom research and 2) evaluate the effectiveness of the coaching model. The research methodology consisted of three phases. In the first phase, the researcher studied the related studies and interviewed various experts about conducting classroom research and coaching. In the second phase, the researcher developed a coaching model and research instruments and asked experts to validate these, and these were then trialed in a pilot study. In the third phase, the researcher investigated the effectiveness of the coaching model for promoting teachers' potential to conduct classroom research via a one-group pre-test and post-test design. The intervention group in the present study comprised 147 teachers teaching at Islamic Schools in Bangkok, which are private schools operating under the Office of the Private Education Commission, in the 2020 academic year. The experiment lasted for 20 weeks. Two classes were run each week, for 20 weeks, for a total of 40 classes over the study period, and workshops were run before and after the intervention. The data obtained were analyzed by dependent t-test. It was found that the optimum coaching model for promoting teachers' potential for conducting classroom research comprised three steps: 1) empowerment, 2) co-creation, and 3) enlargement. Further, the teachers' potential for

conducting classroom research was higher after the experiment than before the experiment with statistical significance at 0.50. Most of the research quality was at a good level ( $\bar{X} = 77.87$ ; S.D. 1.60).

**Keywords:** Coaching model, Potential for classroom research, Islamic Schools Under the Office of the Private Education Commission

## 1. Introduction

In modern classrooms, it is important that a teacher can not only teach, but can also be a researcher to identify and solve any classroom issues as teachers play a key role in promoting students' learning, conducting classroom research provides teachers with opportunities to more effectively manage their classrooms as well as classroom activities. Such research can help teachers find the sources of any problems, solutions to the problems, and can aid developing plans for solving them, as well as allowing evaluation of the problem-solving decisions. If there is no progress after implementing solutions, teachers must recheck their procedures, improve the problem-solving methods, and test them again and again until they see the right results (Wangphasit, 2015; Cranton, 2016). Developing a set of knowledge about students' learning and solving any problems will help them to teach better and the students to learn better. However, without empirical evidence, there can be no action. This is generally called classroom action research, or just classroom research. However, there are many teachers who lack a clear understanding of how to conduct effective classroom research. They may think that conducting such research is difficult. In their opinion, teaching and conducting research are separate entities. Moreover, they may think that conducting research is a drawback to the teaching and learning processes, as spending time on conducting research will reduce the time, they have available for teaching and therefore their teaching may be less effective. There are seemingly few teachers who believe that classroom research is actually conducted to solve problems that happen in classrooms. Consequently, teachers can feel discouraged about conducting classroom research. This is the reason why it is essential to raise teachers' awareness and confidence for conducting classroom research in their class time. By doing so, the conducting of classroom research will become more sustainable. Additionally, the classroom research will become more interesting for the teachers themselves and they will be more inclined to seek innovative solutions to solve any problems that may be happened in their classrooms (Wangphasit, 2019).

Islamic schools in Bangkok operate as private schools under the supervision of the Office of the Private Education Commission (OPEC), which is part of the Ministry of Education's administrative structure. The schools are founded with the vision to provide students with quality education to improve students' physical body, wisdom, moral, and ethics. The schools aim for pupils to become good youths with strong public mindedness. The schools receive funding from mosques and Islamic organizations, so the cost of attending the schools does not fully fall on the families. These types of schools are called alternative schools and they provide students with opportunities to learn the basic education curriculum as well as the Islamic religion, as most students and teachers in Islam Suksa Schools are Muslims. In other words, students learn the basic education core curriculum regulated by the Thai Ministry of

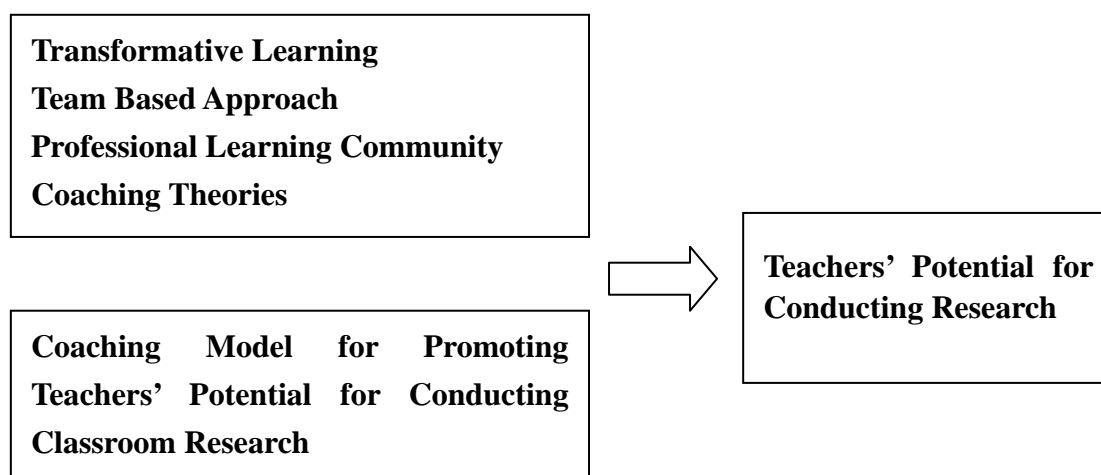
Education together with the knowledge of Islam, including the principles of Islam, the moral practices, the main practices, and the study of the Quran. In this way, the schools aim to cultivate wisdom, proper ways of living, and good morals in students. Their mission is to offer learning opportunities in both the core curriculum and the Islamic religion to students (Wae-useng, 2011).

However, the current learning management in Islam Suksa Schools is insufficient to achieve their goals. Most teachers implement passive learning practices, because they are not aware of students' differences in learning. Most classroom activities are associated with content-based learning. Teachers can feel worried about the integration of religious knowledge and academic knowledge. Therefore, students typically do not have the opportunities to learn and practice through performing classroom activities. With this in mind, there is an opportunity for teachers to improve their lesson planning, provide students with a variety of activities to best suit their interests and needs, and encourage them to participate more in classroom activities. As part of this, there is an urgent need to adapt the knowledge gained from educational research to classrooms. Nowadays, the adaption of new knowledge and innovation in to classrooms in Islamic schools that operate under the supervision of OPEC is limited (Molo, 2011). There are several aspects of religion included in the curriculum that teachers must adhere to and that affect the teaching activities they can put in place. But many teachers are keen for technological and financial support to improve the teaching and learning. In addition, teachers who are ambitious to conduct classroom research currently tend to have a degree in religious teaching, but not in education, and there are no teacher training sessions, school visits, or supervision to improve their actual teaching. In some areas, school visits and supervision are ignored in Islamic schools (Nuyamad, 2014; Samah, 2010). Most teachers think that conducting classroom research will become an extra workload, and will prevent them spending sufficient time teaching students. They believe that the research procedures are not beneficial for improving classroom teaching and learning. They also believe that both teaching and classroom research are separate aspects and should be treated as such. In fact, it is essential for teachers to integrate the key theories of teaching or innovation in teaching into research frameworks in order to continuously improve students' learning or to help them solve problems happening in their classrooms. As a result, conducting classroom research is one of the essential skills for teachers for facilitating education reform (Thoyibi et al., 2021).

Based on related studies on conducting classroom research, it is apparent that many teachers do not have a good understanding of how to conduct classroom research or why. They find it difficult to do because of the time constraints they invariably face as teachers and their lack of knowledge of doing it. They may believe that teachers should be supported to learn about classroom research from other teachers in order to constantly improve the teaching and learning. It should be noted that the current teacher model of classroom research involves teachers learning from attending a workshop, but after the workshop, the executives or the speakers rarely follow up on the workshop, and so the teachers may still feel unconfident and have negative attitudes about conducting classroom research, because they feel it is complicated. Moreover, they believe that it represents extra workload, so they prefer not to

conduct research in their classrooms. Given the above, it is essential to provide teachers with a greater understanding of how to conduct classroom research so that they can concretely improve the quality and standard of students' learning (Co, et al., 2020). Consequently, the researcher was interested in developing a coaching model to promote teachers' potential to conduct classroom research for teachers teaching at Islam Suksa Schools in the Bangkok areas. This study adapted a coaching framework to encourage the teachers to practice their skills (Turnbull, 2009). This included both how to conduct research procedures in classrooms as well as the teaching and learning processes to induce transformative learning. Furthermore, this study implemented a professional learning community (PLC) to induce collaboration between teachers and executives of the Islam Suksa Schools based on friendliness, a shared vision, values, and purpose, duties, and teamwork to learn from the research conducted in classrooms (Parry & Ferriter, 2010). Professional development can be completed when teachers apply the research procedures in classrooms, because it will enhance teachers' understanding of their students and promote their happiness in working with others (Guha et al., 2020). Moreover, a team-based approach can be applied to improve teachers' relationships with others and maximize the potential of the teachers, so that they can create innovative solutions to meet their's and other's needs. In other words, teachers can set the same goals and exchange information through conversation (Smita, 2021) to find the best options for improving their students.

### *1.1 Research Framework*



### *1.2 Research Objectives*

- (1) To develop a coaching model for promoting teachers' potential to conduct classroom research at Islam Suksa Schools operating under the supervision of the Office of the Private Education Commission in the Bangkok areas.
- (2) To evaluate the effectiveness of the coaching model for promoting teachers' potential to conduct classroom research at the Islam Suksa Schools.

## 2. Methodology

### 2.1 Population and Sample

#### *Population*

The population of this study was the teachers teaching at the Islam Suksa Schools under OPEC supervision in the Bangkok area.

#### 2.2 Sample

The sample of this study comprised the 147 teachers teaching at the Islam Suksa Schools were purposely selected as the sample of this study.

#### 2.3 Variables

(1) The independent variable was the coaching model for promoting teachers' potential to conduct classroom research at the Islam Suksa Schools.

(2) The dependent variable was the teachers' potential to conduct classroom research at the Islam Suksa Schools.

#### 2.4 Research Instruments

Three kind of research instruments were used in this study; an evaluation form for the classroom research, an assessment form for the classroom research, calculated by three research experts and the teachers' reflections after participating in the coaching sessions for promoting teachers' potential to conduct classroom research calculated by Rating Scale.

#### 2.5 Data Collection Procedures and Statistics for the Data Analysis

*Phase 1: Determining the essential elements for promoting teachers' potential to conduct classroom research:* First, the researcher studied the theories and approaches regarding how to promote classroom research. Second, the researcher asked the experts to validate the definitions and behavioral indicators concerning the teachers' potential for conducting classroom research. Taking the experts advice on board, the researcher revised the definitions and behavioral indicators.

*Phase 2: Development of a coaching model for promoting teachers' potential for conducting research:* First, the researcher studied the related studies about coaching and how to promote teachers' ability and motivation to conduct classroom research. Second, the researcher checked the appropriateness of the coaching model and ways to improve the model. Third, the researcher developed the key instruments required to support the coaching model, i.e., a handbook for the coaching, a teacher's handbook, and an assessment form for the classroom research. These tools were validated by the experts, and then their comments were taken on board by the researcher to revise the instruments accordingly. Fourth, the researcher examined the appropriateness of the instruments to be used to support the coaching model. The researcher conducted a pilot study with teachers teaching at schools under the jurisdiction of the Bangkok metropolitan authority. The researcher utilized the assessment form to assess the classroom research and the evaluation form for the classroom research. Finally, the researcher revised the coaching model and the

instruments to develop the potential for conducting the classroom research with 3 experts to validate the appropriateness and consistency of the curriculum.

*Phase 3: Evaluating the effectiveness of the coaching model for promoting teachers' potential for conducting classroom research:* First, the researcher used the revised coaching model for promoting teachers' potential for conducting research with the teachers teaching at the Islam Suksa Schools. Second, the researcher evaluated the effectiveness of the coaching model according to the following criteria:

### 3. Results

#### 3.1 Classroom Research Scores

Table 1. Comparison of the classroom research scores before and after participating in the workshop using the coaching model for promoting teachers' potential for conducting research (n = 147)

Teachers' potential	n	$\bar{X}$	S.D.	t	p-value
Pretest	147	35.00	4.17	8.440*	.000
Posttest	147	37.00	4.14		

Note. \* p-value < .05.

The data presented in the Table 1 indicates that the comparison between the mean scores gained before and after participating in the workshop using the coaching model for promoting teachers' potential for conducting research, the mean scores after using the model were higher, with a statistically significant difference at .05.

Table 2. Maximum score, minimum score, mean score, and the standard deviation regarding classroom research performed by the teachers teaching at the Islam Suksa Schools

Percentage		Results	
Max	Min	Mean	Standard deviation (S.D.)
86.33	67.33	77.87	1.60

The Table 2 indicates that the teachers viewed after using the workshop as useful ( $X = 77.87$ ; S.D. = 1.60). The highest score about teacher's potential for conducting classroom research was 86.33. On the other hand, the lowest score was 67.33.

Table 3. Means and standard deviation of the teachers' reflections after participating in the coaching sessions (n = 147)

Evaluation aspects	$\bar{X}$	S.D.	Interpretation
<i>The purpose of the coaching</i>			
1. The readiness of the coaches	4.25	0.81	High
2. Building good relationships with the participants	4.16	0.84	High
3. Being able to transfer knowledge	4.20	0.71	High
4. Creating a good atmosphere	3.59	0.97	High
5. The readiness of the coaching materials and instructions	3.89	1.03	High
6. Being able to answer questions	4.22	0.89	High
7. Being good listeners to the participants	4.34	0.81	High
8. Interest in the content of the classroom research	3.77	0.94	High
9. The participants' understanding of the content	3.87	0.81	High
10. The quality of the media	4.34	0.82	High
11. The number of devices for each participant	4.20	0.71	High
12. Encouraging the teachers to conduct classroom research	4.36	0.81	High
13. The overall instruction and activities of the coaches	4.33	0.81	High
14. Using questions to encourage participation from the participants	4.19	0.80	High
15. Using self-evaluation and reflection to encourage the participants to conduct classroom research	3.82	0.99	High
16. Paying attention to following up the participants' classroom research constantly	4.31	0.83	High
<b>Total</b>	<b>4.12</b>	<b>0.85</b>	<b>High</b>
<i>The achievement of the workshop</i>			
1. Interesting title of the workshop	4.36	0.81	High
2. The relevance of the content and the objectives	4.63	0.54	Highest
3. The understanding of the topic before participating in the workshop	2.95	0.55	Neutral
4. The understanding of the topic before participating in the workshop	3.18	0.61	Neutral
5. The overall duration of the workshop	4.78	0.41	Highest
6. The appropriateness of the place for the workshop	4.71	0.45	Highest
7. The benefits of attending the workshop	4.51	0.72	Highest
8. The achievement of the workshop objectives	4.50	0.72	Highest
<b>Total</b>	<b>4.20</b>	<b>0.60</b>	<b>High</b>
<b>Overall score</b>	<b>4.14</b>	<b>0.77</b>	<b>High</b>

The Table 3, the analysis of basic statistical data showed that the teachers' reflections after participating in the coaching sessions was at a high level ( $X = 4.14$ ;  $S.D. = 0.77$ ).

The key elements included in the coaching model for promoting teachers' potential for conducting research at the Islam Suksa School consisted of the principles, objectives, coaching processes, and evaluation of the research findings. There were three coaching steps: empowerment, co-creation, and enlargement, which are described in more detail below. The effectiveness of the coaching model for promoting teachers' potential for conducting classroom research at Islam Suksa School found that overall, the components of the model were consistent at the highest level ( $X = 4.63$ ;  $S.D. = 0.44$ ), and the appropriateness of the course at the highest level ( $X = 4.62$ ;  $S.D. = 0.58$ ). After participating in the workshop using the coaching model, the effectiveness of the coaching model for promoting teachers' potential for conducting research was higher than before participating in the workshop, with a statistically significant difference at 0.05. The findings from the evaluation form showed that the teachers viewed the workshop as useful ( $X = 77.87$ ;  $S.D. = 1.60$ ).

#### 4. Discussion

##### *4.1 Developing a Coaching Model for Promoting Teachers' Potential for Conducting Classroom Research*

The effectiveness of the coaching model for promoting teachers' potential for conducting classroom research at Islam Suksa School found that overall, the components of the model were consistent at the highest level ( $X = 4.63$ ;  $S.D. = 0.44$ ), and the appropriateness of the course at the highest level ( $X = 4.62$ ;  $S.D. = 0.58$ ). The coaching model consisted of the following steps:

*Step 1 Empowerment:* This step required the coach to listen and talk to the teachers. The coaches should listen to the teachers' pride when talking about their job. At the same time, the coaches should listen to their problems. This can build up the teachers' motivation to be passionate about improving their classroom teaching and learning, or the so-called internal coaching. This step allows the teachers to step out of their comfort zone and to implement the knowledge gained from the classroom research they carry out in their classrooms. In terms of the teachers' attitudes, the teachers thought that they did not have sufficient experience in conducting classroom research. In fact, they believed that it would become an extra workload. During the empowerment step, the coach used power questions to prompt the teachers to think about the problems in their classrooms and to challenge them to find in-depth information for improving students' minds and behaviors (Stober & Grant, 2006). Behaviorists believe that coaching is a vital process that can lead to behavior changes in humans (Peterson, 2006). In addition, Stober and Grant (2006) stated that coaching should aim to set a goal for development. This means that it is process-oriented rather than outcome-oriented. Therefore, coaching could become an intrinsic motivation for teachers. Through coaching, they can feel more confident in their potential and ability to improve their teaching and focus on students, as well as their ability to conduct classroom research for continuously improving students' learning (Wongyai & Patphol, 2015).



*Step 2 Co-creation:* This step required the coach to talk to the teachers. It was aimed at building up knowledge and inspiration about teaching and learning management using the PLC of teachers. In order to induce changes, the knowledge of classroom research should be discussed and practiced. Coaches provided the teachers with feedback. To induce inspiration for classroom research, the teachers should be provided with appropriate subject matter and knowledge of classroom research (Trilling, & Fadel, 2009). The knowledge of classroom research should be integrated into various coaching approaches, including a team-based approach and PLC. There were three phases in this step that showed in the Figure 1.

<b>Phase 1 Preparation</b>	<b>Phase 2 Readiness assurance</b>	<b>Phase 3 Application of knowledge</b>
Pre-class Individual study Directed learning Resources Video presentation Reading research papers in class Lecture and discussion Re: Objectives of the model	Individual test Team test Problem-solving Discussion Written appeal (team) Coach feedback	Teachers use concept to solve a significant challenging problem Debate and discussion Application knowledge and experience
<p>Feedback</p>		

Figure 1. Phase of the developing research potential

Based on the three phases in the figure 1, the teachers had the opportunity to learn through blended learning using their own learning styles. They exchanged knowledge and got individual feedback. They were asked questions and they got suggestions from the coach so that they could conduct classroom research on their own. Most teachers felt satisfied with the coaching. They felt more confident in conducting classroom research to improve their classroom teaching as well as student learning. This was consistent with the instructional development guidelines presented by Joyce and Shower (1982), and Doug (2020) also showed that coaching could influence teachers’ learning and their development and use of more than just standard teaching methods to incorporate new approaches for giving instructions, as presented in the Table 4 below.

Table 4. Influence of coaching on teachers' learning and development

Instructional guidelines	Increase after learning (%)	Guidelines for practical use
Teaching by using theories and subject matter	5	Very low
Demonstrating and modeling	10	Low
Practicing in the provided situation	35	Moderate
Practicing with structure and feedback	70	High
Coaching for learning	90	Very high

As shown in the Table 4, coaching could promote the teachers' potential for conducting classroom research. The teachers could apply the coaching guidelines to improve their teaching and learning. They could use the guidelines for personal development too. Moreover, they could use the guidelines together with the student-centered approach to create changes in their classrooms. Teachers could be encouraged to think that classroom research is a vital part of their teaching and learning (Smita, 2021).

*Step 3 Enlargement:* This step was related with developing the classroom research. In the initial stage, the teachers needed to work together using a team-based approach in order to build relationships among the teachers who taught the same courses at the same schools. After that, it was expanded to building relationships among the teachers who taught at different schools. The teachers who were teaching at Islam Suksa Schools were asked to exchange their knowledge, vision, information, opinions, and experience through knowledge sharing, collaborative working, and conversation. By doing so, they could share their opinions with other team members, ask questions, and discuss the answers. This could lead to more opportunities for collaborative learning because they were required to work as a team and had the same goal. The important thing in a team-based approach is integrating the different abilities and opinions of every team member to work as a team (Michaelsen, 2002; Sweet & Michaelsen, 2012). After that, the coach could reflect on the teamwork using blended learning, feedback, group discussion, and individual talks. Based on the findings, it was found that coaching could help transform techniques into strategies, which could later enhance the quality of learning. This could make teachers happier in their teaching. This was consistent with Turnbull (2009), who reported that cooperation between members (*e.g.*, giving suggestions and being instructed) together with the coach's encouragement were essential for them to find out who they were and to achieve the overall goal of the teachers being able and confident to conduct classroom research.

## 5. Conclusion

### 5.1 Evaluating the Effectiveness of the Coaching Model for Promoting Teachers' Potential for Conducting Classroom Research

After using the coaching model, the teachers' knowledge about classroom research increased,

with a statistically significant difference at 0.01. This indicated that allowing the teachers to self-reflect on their teaching, learning, and conducting of classroom research along with the coach's suggestions could meet the teachers' needs. In addition, the increase in the teachers' potential to conduct classroom research came from the integration of the coaching, PLC, and team-based approach. This helped the teachers develop personal skills and concentration through the assignments. Therefore, the teachers could be self-directed toward conducting classroom research. The teachers who were coached felt more confident in working with others as a team member at schools (St John-Brooks, 2014). This is consistent with who reported that coaching had an influence on schoolwork and led to changes in the structure of the social infrastructure and collaboration between schools. (Palmer & Whybrow, 2008) In other words, coaching helped teachers learn communication processes and working processes linked to knowledge exchange, leadership skill development, and professional development. It should be noted that it is important to develop teachers' skills in a variety of ways (*e.g.*, thinking skills, working with others, presentation skills, and research skills), so that they could be confident in themselves.

The overall evaluation of the teachers' classroom research after using the coaching model was good. Most of the teachers became engaged in conducting classroom research because of the empowerment they gained during the coaching procedure (Tai & Kareem, 2021). In this step, the coach paid attention to the teachers and talked to them about what they felt proud of or about any problems they faced in their classrooms. Before the coaching, the teachers felt that conducting classroom research was challenging and time consuming. It was viewed as simply an extra workload on top of their teaching routine. They also felt that they did not have the potential to conduct the classroom research themselves, so they felt worried and unhappy in their teaching work too. After the coaching, the empowerment helped them plan the research, set appropriate goals, and develop their research topic. This led to a transformation in the teachers' perspective through their critical self-reflection and conversation with others, which helped them to gain more self-esteem and confidence in conducting classroom research for improving their students' learning and the quality of their teaching. In addition, the coaching procedures engaged the teachers to prepare the necessary information through blended learning and team-based learning for conducting classroom research, so they became more aware of their learning styles. Most of the teachers felt satisfied with the coaching because they were advised by the coach and learned with other team members through the questions, suggestions, and knowledge management. This helped them feel more confident in conducting classroom research and their ability to produce better quality research in the future.

## **6. Suggestions**

In this study, the researcher proposes the following suggestions for related persons, such as policy-makers, teachers, and researchers involved in developing the research potential of the teachers' teaching at Islam Suksa Schools.

## **7. Policy Suggestions**

Having research procedures for conducting classroom research can allow teachers to seek

innovative solutions to solve classroom problems and improve their students' abilities to learn systematically. The procedures can improve teachers' classroom research skills and the ability to adapt the theories into practice. However, many teachers believe that classroom research would become just an extra workload that would prevent them from spending their valuable time on teaching. Therefore, schools or educational institutes should inspire teachers using the coaching model to encourage them to solve problems that may be happening in their classrooms and with their students' learning.

## 8. Suggestions for Future Research

(1) The coaching model could be applied to improve other teaching aspects for the teachers teaching at Islam Suksa Schools, such as classroom management, learning, assessment, and active learning, because it is a student-centered approach.

(2) The coaching model in this study is appropriate for the teachers teaching at Islam Suksa Schools. The contexts, beliefs, and cultures in these schools may be different from other schools. Therefore, the coaching model and coaching procedures should be examined before use in other contexts and designed or updated appropriately.

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