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The development and monitoring of a self-management and social network program affecting teacher performance integrated with research, assessment and quality assurance

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Article Info

Abstract

This research aimed to develop and monitor the effects of a self-management and social network program on teacher performance integrated with research, assessment and quality assurance. The researchers conducted qualitative research interviews with key informants consisting of 7 experts. The instruments comprised interview questions regarding guidelines for the program development and a program quality evaluation form consisting of 4 evaluation standards: utility, feasibility, propriety and accuracy which were used to develop items for the quality evaluation of the program manual. The developed program quality evaluation form was reviewed by the experts and adjusted accordingly, and was used to collect data from the experts. The data obtained from the interviews were analyzed using content analysis. To evaluate the program, basic statistical analysis was performed consisting of Mean and SD of variables. The program comprised 12 sessions (2 hours per session) as follows: Session 1 Program Introduction and Assessment of Teachers' Self-Management and Integrated Performance, Session 2–11 Application of Self-Management Steps to Teachers' Integrated Performance and Social Network Building for Teacher Collaboration, and Session 12 Conclusion of Self-Management Program and Teachers' Integrated Performance. The quality evaluation of the program found that the program was scored highest on the feasibility standards, followed by the utility, propriety and accuracy standards, respectively. When considering its strengths and weaknesses, the program can be beneficial if properly implemented; however, it may not yield obvious results if the user fails to recognize its importance or fails to follow the instructions thoroughly although it may be considered theoretically perfect.

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Introduction

According to the National Culture, Religion and Education Research Institute, Office of the National Education Commission (2001), teachers/instructors capable of conducting research for learning development can identify or recognize problems, conduct systematic research planning and data collection, recording and analysis, provide supporting evidence, and explain the findings based on principles and reasonableness. Regarding the relationship between research and teaching, research for learning development by teachers can only happen when teachers become teacher-researchers by integrating a research process into teaching. When comparing the research process with a teaching framework, the similarity can be seen between the two activities. Research, assessment and quality assurance are part of knowledge enhancement and performance improvement aimed at achieving better results. In educational settings, research, assessment and quality assurance can help teachers develop and improve their teaching and solve problems in the classroom in order to get the learning.

Self-management is an important factor for teachers to increase work efficiency. It is an assessment of knowledge, skills and self-ability, setting possible goals, tracking progress in action towards the goal and creating motivation to achieve the specified goals. In addition, problems arise when the lack of self-management ability causes problems with planning, time management and independent self-initiative. The social network is an important factor for teachers as a relationship model through forms of social interaction with the goal of doing activities together. There are benefits that need to be achieved together. Therefore, researchers must implement projects on "self-management" and "social networks" and monitor the effectiveness that leads to better teacher performance.

The preliminary results of a survey on problems and guidelines for work performance and self-management conducted among 94 teachers using open-ended survey questions and interviews revealed teaching problems and obstacles faced by teachers as follows: (1) paperwork, project or information overload; teachers have too many non-teaching duties that sometimes require immediate attention, such as administration, finance, inventory, etc. resulting in less time for preparation and teaching; (2) teachers have to teach many different subjects outside their area of expertise; and (3) lack of instructional materials and knowledge of how to use certain materials. To handle such problems, the following guidelines have been proposed by teachers: (1) reduce non-teaching duties and paperwork to allow teachers to spend more time with students and allocate budgets to recruit staff for non-teaching jobs so teachers can completely focus on teaching; teachers should also prioritize their work more effectively; (2) recruit and assign teachers to subjects they are qualified for, and provide additional training to teachers; and (3) improve instructional materials, explore new teaching methods, obtain all required educational equipment and introduce students to new innovations (Prasertsin and Wongwanich, 2011).

Chacris (2000) referred to quality assurance of teaching and learning as part of educational quality assurance, a concept that should be utilized for teaching and learning benefits. A study by Phuwipadawat (2001) explored methods for quality assurance of teaching and learning using authentic assessment, quality assurance of authentic assessment and student-centered learning focusing on practice and student engagement with teachers. The study yielded satisfactory results regarding students' knowledge, practical skills and attitudes towards learning. However, quality assurance of teaching and learning is mainly used in higher education but rarely used in basic education despite having been mentioned for a long time. An article published in Matichon newspaper on November 26, 2001 regarding the application of quality assurance systems for teaching and learning to teachers' normal duties to prepare teachers for external assessment, to the criteria for academic rank promotion related to quality of teaching and student development indicates that quality assurance of teaching and learning as well as engagement in internal quality assurance is required of assesses in teaching and student development.

There have been several studies on self-management. Thomas (1980) found the interrelationship between students' self-management behaviors, academic motivation and basic achievement skills. The present study applied self-management programs by Koegel, Koegel, and Parks (2011), self-management checklists by McKenzie (2012) and Malott (2009), and social networks. Regarding social networks, Kaewdamkueng (2009) studied the effects of social networks and the school health index as interventions enhancing students' well-being in health-promoting schools on different qualities of the school health index. Khomkul (2005) developed a classroom action research network model comprising 3 types of networks. According to the study, a classroom action research network should be initially developed within a school and when the network is strong enough, it can be expanded into a school network and an educational service area, respectively. To develop

a classroom action research network, those involved in a school must be ready to cooperate and exchange information within a network. The developed model and network elements pave the way for the development of networks, which can be adjusted according to the characteristics of the school (Prasertsin, 2013, 2014). Therefore, this study aimed to develop and monitor the effects of a self-management and social network program on the performance of teachers who are affiliated with Office of the Basic Education Commission Bangkok (OBEC), Department of Education and Office of the Private Education Commission (OPEC), integrated with research, assessment and quality assurance.

Methodology

The researchers conducted qualitative research interviews with key informants, consisting of 7 experts, who were affiliated with Office of the Basic Education Commission Bangkok (OBEC), Department of Education and Office of the Private Education Commission (NSO). The researcher selected the sample group by selecting those who were experienced and involved in the design of teacher performance.

Instruments

1. Interview questions regarding guidelines for the development of a self-management and social network program affecting teacher performance integrated with research, assessment and quality assurance;

2. Program Quality Evaluation Form. The researchers developed a program quality evaluation form used in the quality evaluation of the self-management and social network program affecting teacher performance integrated with research, assessment and quality assurance by studying Stufflebeam's evaluation standards divided into 4 areas: utility, feasibility, propriety and accuracy, which were also used to develop items for the quality evaluation of the program manual. The developed program quality evaluation form was reviewed by the experts and adjusted accordingly. The researchers used the program quality evaluation form to collect data from the key informants. The instrument quality for the content validity of each question had an IOC between 0.60–1.00.

Data Analysis

The data obtained from the interviews were analyzed using content analysis. To evaluate the program, basic statistical analysis was performed consisting of the arithmetic mean (Mean) and standard deviation (SD) of variables.

Results

Part 1: Results of Interviews with Experts

The information and suggestions collected from the experts through each interview question regarding guidelines for the development of a self-management and social network program affecting teacher performance integrated with research, assessment and quality assurance are presented, and the key points of the information to the program development are applied. The qualitative data obtained from the interviews are presented using descriptive research as follows:

Characteristics, benefits and execution of teacher performance integrated with research, assessment and quality assurance

Teachers should integrate research, assessment and quality assurance into their teaching performance in order to achieve more effective results, and should also study, evaluate and examine the quality of the results for improvement. Suggestions for the integration of research, assessment and quality assurance are provided as follows: (1) research in the classroom; (2) assessment; and (3) quality assurance

Integrated performance offers several benefits for teachers as follows: (1) integrated performance provides solutions for different problems and can help save time and money, which is considered effective performance or lean management; (2) teachers have the opportunity to put their knowledge, experience and skills into practice; and (3) integrated performance stimulates teamwork as it requires cooperation of team members and other divisions.

The execution of integrated performance should focus on teachers' primary roles and duties which are teaching. Therefore, it should combine teaching, research in the classroom, teaching assessment and quality assurance.

Benefits and application of self-management and social networks to the enhancement of teacher performance integrated with research, assessment and quality assurance

With self-management and social networks, teachers can accomplish any tasks under their control according to plan. As cooperation and support from surrounding people are needed for performing tasks, teachers who have social networks will be able to complete their tasks

faster and more effectively, which benefits not only themselves but also everyone concerned.

Design (Content, time frame, guidance, program evaluation, etc.) of the self-management and social network program for enhancing teacher performance integrated with research, assessment and quality assurance

Content – self-management must involve goal-setting, timetabling and self-regulation. For social networks, analysis of interests, alliance formation and coordination must be involved.

Guidance – coaching and mentoring processes structured by the GROW model should be applied to the enhancement of teacher performance, which can be used to help teachers with guidance, advice and shared experiences. The focus of coaching is to develop knowledge, skills and performance of an individual using active conversation.

Supporting and hindrance factors, and key persons in the factor management affecting the program implementation

Supporting factors of the program implementation are support from supervisors, organizational climate/culture, management's policies, teachers' enthusiasm and attention, reinforcement and budgets. Hindrance factors are the volume of work and external assignments received during the year. The program implementation is considerably impacted by school directors and deputy directors. Although the program may be considered theoretically perfect, it may not yield obvious results when put into practice because the user of the program may not follow the instructions thoroughly due to lack of proper knowledge and understanding. To manage such factors, management should provide training for teachers to reduce any problems that can arise during the program.

Persons engaged and suggestions for the program execution

The program must be evaluated by top management and supervisors with proper knowledge and understanding of how to use the program in order to determine the effectiveness of the program. School managements and academic deputy heads are the key driving forces. To implement the program, teachers who are willing and interested in executing the program should be enrolled. In addition, certain aspects of the results related to the development of student academic performance should be extended to parents and the school committee.

Part 2: Development of a Self-Management and Social Network Program Affecting Teacher Performance Integrated with Research, Assessment and Quality Assurance

The researchers used the results obtained in Phase 1 and the qualitative data analysis results obtained in Phase 2 through the expert interviews to develop a program consisting of 12 sessions. Session dates and times as well as session content can be adjusted for appropriateness considering the benefits for the participating teachers as the top priority. The details are as follows:

Session 1: Program introduction and assessment of teachers' self-management and integrated performance

The objectives of this session were to establish a good rapport between the researchers and the participants, and assess the participants' self-management and integrated performance. The researchers began the session by introducing themselves, building rapport with the participants, explaining the program objectives and assessing the participants' self-management and integrated performance. The session lasted 2 hours. The instrument consisted of a questionnaire on self-management in affective, behavioral and cognitive aspects regarding teachers' integrated performance. Observation, interviewing and the questionnaire results were used in the assessment. The session comprised 3 stages as follows: (1) introduction (2) execution and (3) summary.

Session 2–11: Application of self-management steps to teachers' integrated performance and social network building for teacher collaboration

The objective of Session 2–11 was to develop the participants' integrated performance through the application of self-management steps and social network building for teacher collaboration. The researchers conducted self-regulation and self-evaluation activities to stimulate teachers' integrated performance. Each session lasted 2 hours. The instrument consisted of a self-management checklist. Observation, interviewing and the checklist results were used in the assessment. Each session comprised 3 stages as follows: (1) introduction (2) execution and (3) summary.

Session 12: Conclusion of self-management program and teachers' integrated performance

The objectives of this session were to summarize the results of the program and assess the participants' self-management and integrated performance. The session lasted 2 hours. The instrument consisted of a questionnaire

on self-management in affective, behavioral and cognitive aspects regarding teachers' integrated performance. Observation, interviewing and the questionnaire results were used in the assessment. The session comprised 3 stages as follows: (1) introduction (2) execution and (3) summary.

Part 3: Monitoring of Self-Management and Social Network Program

The quality evaluation of the developed self-management and social network program was conducted by 7 experts. The program scored highest on the feasibility standards, followed by the utility, propriety and accuracy standards, respectively. More details are presented in Table 1.

Discussion

The researchers used the data obtained through the literature review and the expert reviews in the development of a self-management and social network program consisting of 12 sessions (2 hours per session) as follows: Session 1 Program Introduction and Assessment of Teachers' Self-Management and Integrated Performance, Session 2–11 Application of Self-Management Steps to

Teachers' Integrated Performance and Social Network Building for Teacher Collaboration, and Session 12 Conclusion of Self-Management Program and Teachers' Integrated Performance. The quality evaluation of the developed program conducted by 7 experts found that the program scored highest on the feasibility standards, followed by the utility, propriety and accuracy standards, respectively. When considering its strengths and weaknesses, the program can be beneficial if properly implemented; however, it may not yield obvious results if the user fails to recognize its importance or fails to follow the instructions thoroughly although it may be considered theoretically perfect. This is consistent with a study on the effects of a project-based learning coaching program on teacher competency by Sripairote (2018) that proposed that the user of the project-based learning coaching program must possess knowledge and understanding of coaching principles and processes as well as project-based learning in order to stimulate change in teacher competency comprising cognitive, self-awareness, interpersonal and learning aspects to achieve the highest level of effectiveness. The guidelines for teachers' work performance and self-management proposed by Prasertsin and Wongwanich (2011) suggested that non-teaching duties and the volume of paperwork should be reduced to allow teachers to spend more time with students, and that teachers should prioritize their work more effectively.

Table 1 Results of the quality evaluation of the self-management and social network program affecting teacher performance integrated with research, assessment and quality assurance

			$(n = 7)$
Item	*M*	*SD*	Interpretation
Utility			
1. The program is worth using.	4.29	0.49	High
2. The use of the program can lead to development.	4.57	0.79	Highest
3. Clear application guidelines are provided.	4.43	0.53	High
4. The program yields valuable benefits for academic fields.	4.57	0.53	Highest
Feasibility			
1. The program can be practically used.	4.86	0.38	Highest
2. The program can be used in educational institutions.	4.71	0.49	Highest
3. The program procedures can be practically followed.	4.29	0.76	High
4. The program duration is practical.	4.57	0.53	Highest
Propriety			
1. The program is suitable for teachers.	4.86	0.38	Highest
2. The program is appropriate principles-based.	4.29	0.49	High
3. Appropriate assessment is included in the program.	4.29	0.49	High
4. The program has no negative effect on people involved.	4.43	0.53	High
Accuracy			
1. The program development process is accurate and reliable.	4.57	0.53	Highest
2. The content structure of the program covers all necessary information.	4.43	0.53	High
3. The developed program accurately reflects the theories.	4.14	0.69	High
4. The procedures are accurately explained.	4.43	0.53	High

Regarding teacher quality improvement, Jeenawathana (2016) suggested that teachers must constantly prepare themselves for change as they play significant roles in developing students' potential in terms of knowledge, skills and attitudes, and that a continuous improvement system and process with quality are required for teacher quality improvement. Therefore, related organizations must be aware of its importance and provide proper guidelines and approaches to facilitate the quality improvement among teachers. They should support teacher quality improvement by encouraging teachers to develop, improve and evaluate learning materials affecting students' learning performance, providing training for teachers, encouraging teachers to write academic papers to share knowledge, and encouraging less experienced teachers to comply with the Professional Standards for Teachers.

Conclusion and Recommendation

Recommendation for Use

1. Assistance from experts and both internal and external school stakeholders should be acquired for the development of teacher performance integrated with research, assessment and quality assurance through the application of self-management skills which can further improve teaching and learning.

2. Social networks should be expanded to enhance teacher performance integrated with research, assessment and quality assurance, leading to a continuous, sustainable extension of teacher development.

3. The full implementation of the program steps will produce clear results.

Recommendation for Future Research

1. Expert teams should be set up and sent to different schools to assist in the development of teachers' self-management and social networks to enhance teachers' performance integrated with research, assessment and quality assurance.

2. Future research should examine the policies on the structures of teachers' roles and responsibilities to develop teachers' self-management and social networks to enhance teachers' performance integrated with research, assessment and quality assurance. External people should be allowed to participate in the improvement and quality examination of the policies.

Conflict of Interest

There is no conflict of interest.

Acknowledgments

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