A Development of Research Supervision Model for an Enhancement on Instructional Research Competency of Language Lecturers

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Abstract

The purposes of this research were to develop instructional research supervision model to enhance research competency of language lecturers and to assess the effects of the use of research supervision model as following methods: 1) to assess the competency in research supervision of mentors, 2) to assess knowledge and understanding about instructional research of the language lecturers, 3) to assess knowledge and understanding about research supervision of the mentors, 4) to assess instructional research competency of language lecturers, 5) to assess the language lecturers' satisfaction towards instructional research supervision model, 6) to assess the instructional research report's quality of the language lecturers, and 7) to follow up efficiency of lecturer's instructional research from a number of research

published in international conference/national conference or a journal.

The population was 50 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. The samples were 13 language lecturers derived through volunteer random sampling techniques. The research instruments comprised of tests, questionnaire, observation forms, interview forms, and assessment forms. Data were analysed in terms of percentage, means, standard deviation, t-test, and content analysis.

Research findings were found as follows: 1) the instructional research supervision model to enhance research competency of language lecturers was proved to be effective and verified as by experts. 2) The empirical data that supported the effectiveness of the instructional research supervision model were as follows: 1) regarding to the mentors, they demonstrated a very high level of competency in instructional research supervision and their knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the implementation of the supervision model were higher than the prior one. 2) Regarding to

language lecturers, their knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model. The language lecturers who were supervised also demonstrated a very high level of competency on instructional research. They were satisfied with the supervision model at the highest level. 3) Regarding to the quality of research report, it was found that a number of research reports which were verified from experts were at good level. 4) Regarding to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal, it was found that there were 8 research papers (out of 10) which were published in international conference after the implementation of the supervision model.

Keywords— Research Supervision Model, Instructional Research Competency

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Dr. Bundit Anuyahong
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Dedicated
To
my parents

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Chapter 1

Introduction

High-quality instruction that improves learning outcomes for all students is the stated aim of many educational reform efforts, because quality instruction is connected to improved student learning outcomes. Teacher research plays an increasingly significant role in contemporary society as a basis for self-exploration and investigation. In Freeman (1996), he advocates that research is a basic process of developing and rendering viable interpretations for things in the world. Besides, Freeman (1996) notes that research is a process of formulating questions, and articulating puzzles relating to practice, collecting relevant data that might have a bearing on such questions or puzzles interpreting and explaining the data and making the results of the inquiry public in some way. Conventionally, research in education intends to bring useful changes to either teachers' teaching or students'

learning or both. Educators as teacher researchers often wish to carry out research within their classrooms or schools to improve their teaching, to assess a newly developed educational theory or to implement and evaluate an educational plan.

According to Hopkins (1985) a basis for the selection of a classroom research by teachers canters on the following criteria: 1) The teacher's primary role is to teach and any research project must not interfere with or disrupt this commitment; 2) The method of data collection should not be too demanding on the teacher's time; 3) The methodology used must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to the classroom situation; 4) The teacher should be committed to the research problem under study; 5) Teachers must follow ethical procedures when carrying out research; and 6) Classroom research where possible should adopt a perspective where all members of a school community build and share a common vision. In the era of teaching as research, teacher researchers have adopted term "action research" to refer to their particular approach to classroom research. So far, action research has

proved its suitability to education and become more and more important in education organizations.

College of General Education and Languages, Thai-Nichi Institute of Technology has emphasized on the significance of instructional research in English and Japanese languages in order to support the movement of current teacher-as-researcher. This movement has helped reunite two complementary and natural sides of teaching—reflection and action (thinking and doing). The teacher research movement also has helped language teachers reclaim inquiry as a legitimate means of gaining knowledge and insights about teaching and learning. Nevertheless, there is no indication of instructional research supervision for exchanging research knowledge and research process between professional research teacher and new research teacher in creating the supports necessary for the new research teacher to sustain engagement with challenging new ideas about their research and practice. Embedded professional development supported by an instructional research supervision is one promising.

However, there is surprisingly little peer-reviewed research that (1) defines the parameters of the instructional

research mentors' roles, (2) describes and contextualizes the work of instructional research mentor, or (3) explains how individuals learn to be mentors and are supported to refine their practice over time.

The main functions of instructional research supervision model could enhance professional accountability (normative), increase skills and knowledge (formative), and facilitate collegial and supportive relationships (restorative). This not only helps to develop the skills and achievements of language teachers, but it can also increase their motivation to enhance students' performance and proficiency. Consequently, the instructional research supervision model might allow new research teachers to take their lives as a researcher seriously and to simultaneously study their teaching, their students, and themselves—the images they hold of children as learners and themselves as teachers—and as a result, it allows the possibility of transformation and renewal.

In conclusion, development of lecturers' ability in doing research is the crucial factor in developing instruction of College of General Education and Languages, Thai-Nichi institute of technology. Thus, the researcher focuses on

development of research supervision model to improve the language lecturers to uplift their competences in research. The results of this research will be guideline and a model in development lecturers as a quality researcher in next occasion.

Research Purposes

1. To develop instructional research supervision model to enhance research competency of language lecturers and

2. To assess the effects of the use of research supervision model as following methods:

2.1) to assess the competency in research supervision of mentors,

2.2) to assess knowledge and understanding about instructional research of the language lecturers,

2.3) to assess knowledge and understanding about research supervision of the mentors,

2.4) to assess instructional research competency of language lecturers,

2.5) to assess the language lecturers' satisfaction towards instructional research supervision model,

2.6) to assess the instructional research report's quality of the language lecturers, and

2.7) to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal.

Scope of Research:

Population and Samples

1. The population was 50 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand.

2. The samples consisted of 13 language lecturers derived through volunteer random sampling techniques.

Variables:

1. Competency in instructional research supervision of mentors

2. Knowledge on instructional research of mentors

3. Knowledge on instructional research supervision of language lecturers

4. Competency on instructional research of language lecturers

5. Satisfaction towards the supervision model

6. Research reports' quality

Research Instruments

1. A test of competency in instructional research supervision

2. A test of knowledge on instructional research

3. A test of knowledge on instructional research supervision

4. Satisfaction questionnaire,

5. Observation forms,

6. Interview forms

7. Assessment forms.

Definition of Terms

For this study the following terns were defined:

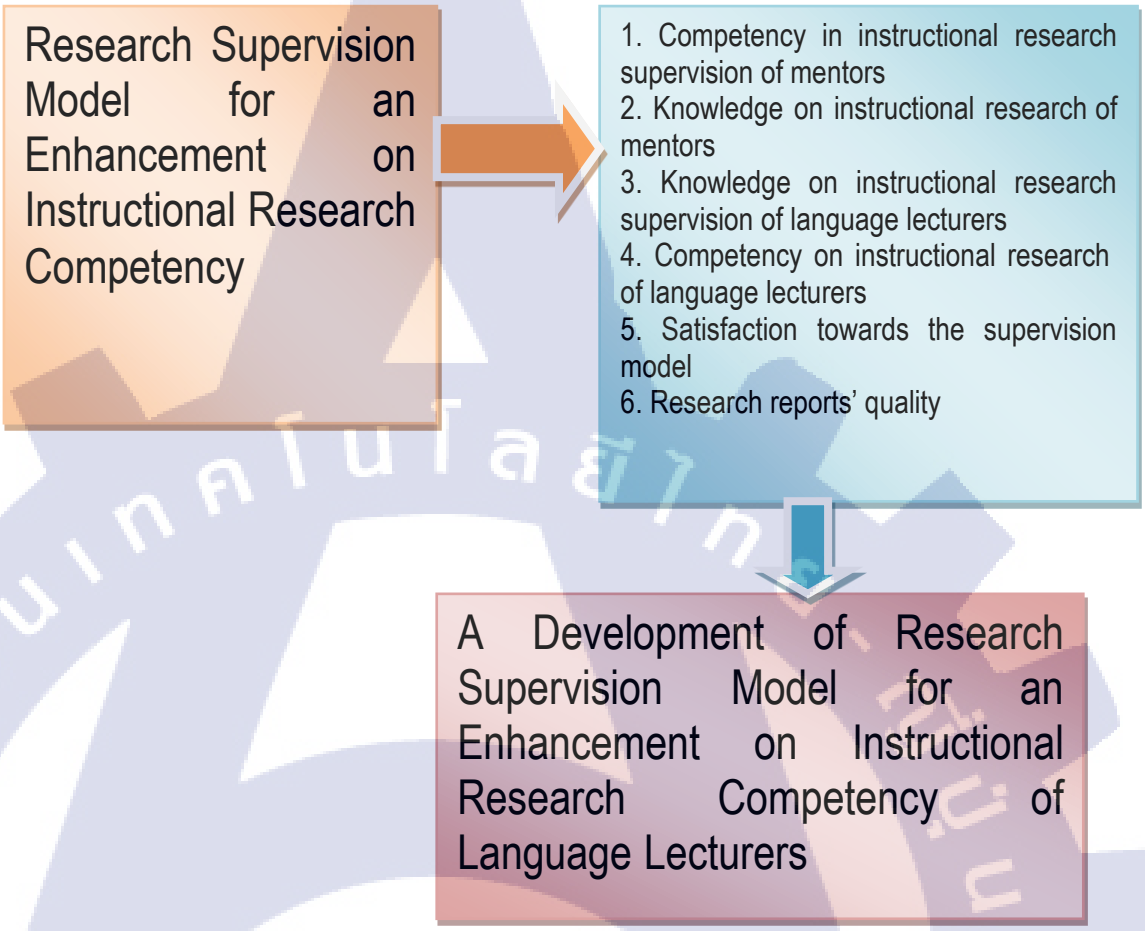
1. Research Supervision Model- The model consisted of 5 steps namely; Preparing, Planning, Coaching, Proceeding and Evaluating which were applied in training research for language lecturers at Thai-Nichi Institute of Technology in

2015-2016 academic year. Furthermore, monitoring stage was applied in every step of a model.

2. Instructional Research Competency - research competency which consisted of 2 components; lecturers' research competence and supervisors' research competence which was assessed after using research supervision model.

3. Language Lecturers- Thai-Nichi Institute of Technology lecturers from College of General Education and Languages in 2015-2016 academic year.

Conceptual Framework



Research Hypothesis

1. Instructional research supervision model to enhance research competency of language lecturers was effective at high level.

2. The competency in research supervision of mentors after the implementation of the supervision model was significantly higher than before at 0.05 level.

3. Knowledge and understanding about instructional research of the language lecturers after the implementation of the supervision model was significantly higher than before at 0.05 level.

4. Knowledge and understanding about research supervision of the mentors after the implementation of the supervision model was significantly higher than before at 0.05 level.

5. Instructional research competency of language lecturers after the implementation of the supervision model was significantly higher than before at 0.05 level.

6. The language lecturers' satisfaction towards instructional research supervision model was at high level.

7. The instructional research report's quality of the language lecturers was at high level.

8. Efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal was at high level.

Chapter 2

LITERATURE REVIEW

Introduction

In this chapter consisted of meaning of supervision, models of supervision, research student supervision, the responsibilities of supervisor, effective research and supervision and related research as following;

1. Meaning of Supervision
2. Models of Supervision
3. Research Student Supervision
4. The Responsibilities of Supervisor
5. Effective Research and Supervision
6. Related Research

1. Meaning of Supervision

Contemporary writers have slightly different concepts about what supervision means. Most of them however, seem to agree that supervision is an organized, democratic

process involving the supervisor and the persons or groups of persons supervised, for the achievement of desired objectives, Nwaogu (1980) viewed supervision as a process of stimulating growth and a means of helping teachers to help themselves. Ojelabi (1981) described supervision as a constant and continuous process of personal guidance based on frequent visits to a school to give concrete and constructive advice and encouragement to teachers, so as to improve the learning and teaching situation in schools. Hence, supervision is a modern idea that should assist student teachers in improving instruction in the classroom. Supervision is a term that covers a wide range of teacher education processes and activities. It begins before a teaching practice, intensifies through the practice and continues after the practice has been completed. It includes aspects of advising, guiding, counseling, modeling, coaching, evaluating and assessing. It is a form of systematic, purposeful behaviour having clear aims and destructive content and activities.

2. Models of Supervision

Models of supervision can be categorized into four which was given by Bernard and Goodyear (2004). They includes:-

Developmental model of supervision, integrated models of supervision, Social role model of supervision, and System model of supervision

Developmental model

The underlying premise of developmental models of supervision is the notion that individuals are continuously growing. In combining our experience with hereditary predispositions we develop strengths and growth areas. The objective of supervision from this perspective is to maximize and identify growth needed for the future. Thus, it is distinctive to be continuously identifying new areas of growth in a life-long learning process as a clinical practitioner.

Studies revealed that behaviour of supervisors changed as supervisees gained experience, and the supervisory relationship also changed. There appeared to be a scientific basis for developmental trends and patterns in supervision. In general, the developmental model of

supervision defines progressive stages of supervisee development from beginner to expert, with each stage consisting of discrete characteristics and skills. For example, supervisees at the beginner stage would be expected to have limited skills and lack confidence as counselors, while middle stage supervisees might have more skill and confidence and have conflicting feelings about perceived independence/dependence on the supervisor. A supervisee at the expert end of the developmental spectrum is likely to utilize good problem-solving skills and be deeply reflective and intuitive about the counseling and supervisory process. Developmental supervision is based on the following two assumptions: 1.In the process of becoming competent, the counselor will progress though a number of stages that are qualitatively different from each other; 2.Each stage requires a qualitatively different environment for optimum growth to occur. Stoltenberg and Delworth (1998) described a developmental model with three levels of supervisees: beginning, intermediate, and advanced. Within each level the authors noted a trend. The beginner supervisee would tend to function in a rigid, shallow, imitative way and then

over time move toward more competence, self-assurance, and self-reliance.

An integrated model of supervision

Supervision is a complex activity and there is a need for an integrated model. Integrated models of supervision are described as eclectic. This allows the clinician to integrate several models into a working paradigm.

Some supervisors may choose to lecture, most typically, during group supervision. Others prefer the counselor approach, moving into areas of the supervisees psyche to uncover unconscious motives and desires. Other supervisors may find themselves in a co-therapist role with the supervisee. Regardless of the role, each integrated model serves a specific purpose. The purpose is to help identify obstacles that prevent the supervisee from learning, growing and ultimately helping the client sitting before them.

Social role model

The social role model specifies that the supervisor acts and performs certain roles, tasks and functions that take into

accounts behaviours, beliefs and attitudes that the supervisee is expected to do.

System model

This model emphasizes a learning alliance between the supervisor and supervisee. This alliance is based on the relationship between the supervisor and supervisee.

3. Research Student Supervision

According to Hodza (2007), supervisor must be willing to make adjustments in the relationship process to meet the supervisee's learning needs. This includes the consultation and appointment with the students. Holloway (1995) referred to this as the creativity of supervision. Therefore, faculty and even the university must assist these students by providing enough information for a potential supervisor and supervisors should make themselves accessible for the students. The supervisor should make equal information, time and energy available to all students (Brown and Krager, 1985).

According to them, the supervisor needs to be sensitive to students' time and competence limitations and to assist

them to become aware of their own limitations and any constraints on them. Russell (1996) and Moses (1992) found that both supervisors and students agreed that one role of the supervisor to assist students in general. The amount of assistance that supervisors give to graduate students varies, depending upon the stage that the latter have reached (Moses, 1992). Thus, supervisors should help the students more in research input.

According to Russell (1996), the examination of supervision has the potential to make an important contribution to the quality of graduate research. Therefore, supervision is concerned with the mechanics of ensuring that the student makes good progress towards completion (Hockey, 1996). On the other hand, the supervision literature indicates that ethical, technical and methodological problems can be minimized or prevented if all the participants in the relationship strive to enter it with clear expectations for their respective roles and about the rules for their interactions (Goodyear et al., 1992). Therefore, both on a departmental and individual basis, the supervisor must be diligent about explicitly working with students to establish mutual expectations, responsibilities and benefits for

working together and with other interested parties (Phillips and Pugh, 2000). Hockey (1996) discusses the patterns and process of supervision and especially the roles of graduate students in producing effective supervision. In view of this research, effective supervision of research students is acknowledged to be a crucial factor in the successful completion (Frischer and Larsson, 2000). Furthermore, Moses (1992) argues that at each stage of the research progress, students are likely to need different forms of guidance. They need particular guidance on when to stop data collection and analysis, when to start drafting the thesis and how to structure it. Thus, the supervisors are expected and assumed to be guides and critical friends (Sheehan, 1994). On the other hand, they should also be able to adopt flexible supervision strategies depending on the individual requirements, which are influenced by the attributes of the particular student (McQueeney, 1996).

4. The Responsibilities of Supervisor

Various studies have reported on the importance of interpersonal relationships between graduate students and their supervisors as a determinant of student success (Lin &

Cranton, 2005). The supervisor often becomes the face of the faculty for graduate students, which Lee and Green (1998) refer to as an essentially privatized and personalized relationship, which is traditionally conducted behind closed doors (McWilliam and Palmer, 1998). Lessing and Schulze (2002) describe the supervisory role as a balancing act between various factors: expertise in the area of research, support for the student, critique, and creativity. Ives and Rowley (2005) emphasize the importance of matching supervisors to graduate students in terms of both topic expertise and working relationships. These authors also note the changing needs of graduate students, which may necessitate a change in supervisory practices as students' progress through a graduate program.

Malfroy (2005) adds that an open approach to supervision and a collaborative approach to learning may achieve more in terms of developing a community of scholars than more traditional approaches to supervision. Lessing and Schulze (2002) furthermore recommend that supervisors receive training in order to meet their graduate students' needs effectively. Lessing and Schulze (2002) determined that a varied pattern of supervisory involvement

in the research process produces the best results. This pattern involves a significant initial investment in time and effort in formulating the research question, followed by less interaction and more monitoring during the implementation phase, and finally increased input during the eventual writing of the research report. These findings indicate that a differentiated approach to providing information and support to graduate students may be necessary. The supervisory role as a balancing act between various factors: expertise in the area of research, support for the student, critique, and creativity. Supervisors should be expert in their field.

The roles and responsibilities of the supervisor and supervisee should be clear to all participants in supervision (Kohner, 1994). Besides, supervisors and supervisee should be aware of the ethical codes for supervision (Butterworth et al., 1992). As Carroll (1996) mentions, good supervisors are able to adopt a multiplicity of roles in relation to the supervisee. The generic tasks of counseling supervision should include consulting, evaluating and monitoring professional or ethical issues and highlights the fact that emotional awareness and self-evaluation are also among

the tasks that are necessary for all counselors as they work with clients.

Moreover, Haksever and Manisali (2000) define the supervisory requirements of the student as follows: (1) personal help: support, motivation, socializing, help in organizing accommodation and other things that may be required, but are unrelated to the research; (2) indirect research related help: providing contacts, both industrial and academic, providing equipment and initial help in locating references; and (3) direct research-related help: critical analysis of work, help with methodological problems, precise direction and help with the management of the project. The results also show that the most personal help was required by the overseas students.

5. Effective Research and Supervision

Effective supervision requires supervisors to be knowledgeable and skilled in the research field (McQueeney, 1996). Brown and Atkins (1988) suggest that, to supervise effectively, one has to be a competent researcher and to be able to reflect on research practices and analyze the knowledge, techniques and methods that

make them effective. Phillips and Pugh (2000) take a slightly different view, in that they suggest that students are recommended to select a supervisor based on the key factor of whether the latter has an established research record and is continuing to contribute to the development of his or her discipline. This includes whether the person has recently published research, holds research grants and is invited to speak at conferences in their own country or abroad. Therefore, an effective supervisor should satisfy such criteria. Spear (2000) supports this statement and adds that often it will be sufficient for the supervisor to be competent in the general area of the student's research even if not expert in the detailed area of the thesis topic.

The relationship between the student and supervisor involves selecting a research topic, planning the research, identifying and acquiring the necessary resources, managing the project, actively conducting the research, carrying out the literature review, analysis and interpretation of the data, writing the thesis, defending it and possibly publication (Piccinin, 2000). Consequently, the supervisory process requires constant adjustment, great sensitivity and interpersonal skill on the part of both the supervisor and

student (Hockey, 1996). Good communication between students and their supervisor is the most important element of supervision (Spear, 2000). Without open and honest communication it is very difficult to identify the nature of and reasons for the shortfalls perceived by the student. Both parties should be open to criticism, willing to listen to each other and to talk openly and trustworthy (Salmon, 1992). According to Donald et al. (1995), personality factors might involve personality clashes, barriers to communication due to age, cultural, or language differences, or personal differences in the approach to work. Therefore, students bear their own degree of responsibility in dealing with these clashes.

Students sometimes experience personal difficulties. These can include family difficulties, problems in personal relationship, cultural adjustments, financial pressures and problems associated with employment. The importance of these various problems should not be under-emphasized. Salmon (1992) suggests that students need substantial help in achieving an appropriate orientation for the final oral examination. Therefore, a seminar approach is useful in this regard. A seminar approach emphasizes research as a

process, rather than a product (Malfroy, 2005). The seminar approach has multiple purposes, including encouraging students to talk about their work and progress. Student presentations at seminars can serve as progress reports, which enhance throughput rates. A seminar also creates opportunities for networking with other students and staff, which helps to counteract feelings of isolation. This approach will enhance collaboration, sharing and constructive input and scholarly debate amongst students and staff and open the window for collegial collaboration and participatory learning. The approach also recognizes that one supervisor cannot be everything to every student. Seminars can help students to hone their skills as researchers, presenters and scholars within a specific discipline.

Hawkins and Shohet (1989) mention that supervision can be an important part of taking care of oneself and facilitating reflection. It is important in staying open and committed to learning. Therefore, supervisors have to be teachers and innovators (Goldhammer et al. 1980). On the other hand, Ekstein and Wallenstein (1972) also identify different styles of approach within the supervisor's role,

including: openness to feelings, anxieties and experiences and reward, which give encouragement and recognition. With experience, the supervisor's role should develop and they should become more skilled at helping and supporting other practitioners (Berger and Bushholz, 1993). Carroll (1996) states that the generic tasks of counseling supervision should include consulting, evaluating and monitoring professional or ethical issues and highlights the fact that emotional awareness and self-evaluation are also among the tasks that are necessary for all counselors as they work with clients. A supervisor should also learn the tasks of record-keeping, procedures and appropriate inter-professional relationships and participate fully in the supervisory relationship (Carroll 1996).

6. Related Research

1. Margot Pearson et al (2002) studied about research training and supervision development. It illustrated that research education, or training, as it is often termed, is attracting greater scrutiny as research itself is seen of greater importance in the global knowledge economy. In

turn, concerns to improve the effectiveness and efficiency of research supervision are leading to the introduction and extension of programs for supervisor development. This article presents a framework for an approach to supervisor development, based on the assumption that in order to discuss supervisor development it is important to understand what supervisors do and why. The article examines the nature of the educative process for research students in the current research environment. It articulates the generic processes supervisors need to engage in for effective supervision, if students are to develop in differing institutional, disciplinary and professional contexts the appropriate expertise and attributes for employment; and presents an outline of what might constitute a flexible professional development program for supervisors in this context.

2. Affero Ismail (2011) advocated that research and supervision have become a vital process in the successful of postgraduate studies. Moreover, building an academic career path after Higher National Degree or Bachelor Degree needs intensive training and preparation. This culminates in writing of thesis or dissertation. In this process,

the supervisor is designated to facilitate the student's research development based on good resources offered by the institution. At this stage, one of the most common complaints from research students concerns infrequent or erratic contact with supervisors, who may be too busy with administrative or teaching responsibilities, have too many students or be away from the university too often. The main objective of this paper is to expose what are postgraduate students' problems in research and supervision. The paper's thrust will be to highlight the importance of supervisory contribution to graduate study and to propose the best practice of supervisory inputs. Developing skills towards an effective supervision needs to be tackled in various ways. Effective supervision is essential to guide postgraduate students during their progress in postgraduate study.

3. Grant et al. (2014) studies on postgraduate research supervision focusing on an 'agreed' conceptual view of good practice through derived metaphors. The paper explores the role of the postgraduate supervisor through advising, mentoring, and monitoring for the varied and complex process towards successful doctoral thesis completion. There is a scarcity of research into this important area, and

we therefore undertake a comprehensive literature review to determine the current state of knowledge and international approaches. This involved an initial analysis of policy documents from European and Australian universities to provide insights into institutional norms. Primary data collection was then collected through surveys and personal interviews with a range of experienced academics involved in postgraduate supervision. The study identifies three metaphors related to a ‘machine’, ‘coach’ and ‘journey’ as critical perspectives towards professional student engagement. The findings are believed to be of benefit to academics and doctoral candidates involved in challenging and original research.

4. Usman et al (2015) studied about the impact of instructional supervision on academic performance. Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students’ Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics

(Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions. The study show that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programs and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation.

5. Ashley Blount et al (2015) studied about development of an integrative wellness model focusing on supervising counselors-in-training. It was found that supervision is an integral component of counselor development with the objective of ensuring safe and effective counseling for clients. Wellness also is an

important element of counseling and often labeled as the cornerstone of the counseling profession. Literature on supervision contains few models that have a wellness focus or component; however, wellness is fundamental to counseling and the training of counselors, and is primary in developmental, strengths-based counseling. The purpose of this article is to introduce an integrative wellness model for counseling supervision that incorporates existing models of supervision, matching the developmental needs of counselors in training and theoretical tenets of wellness.

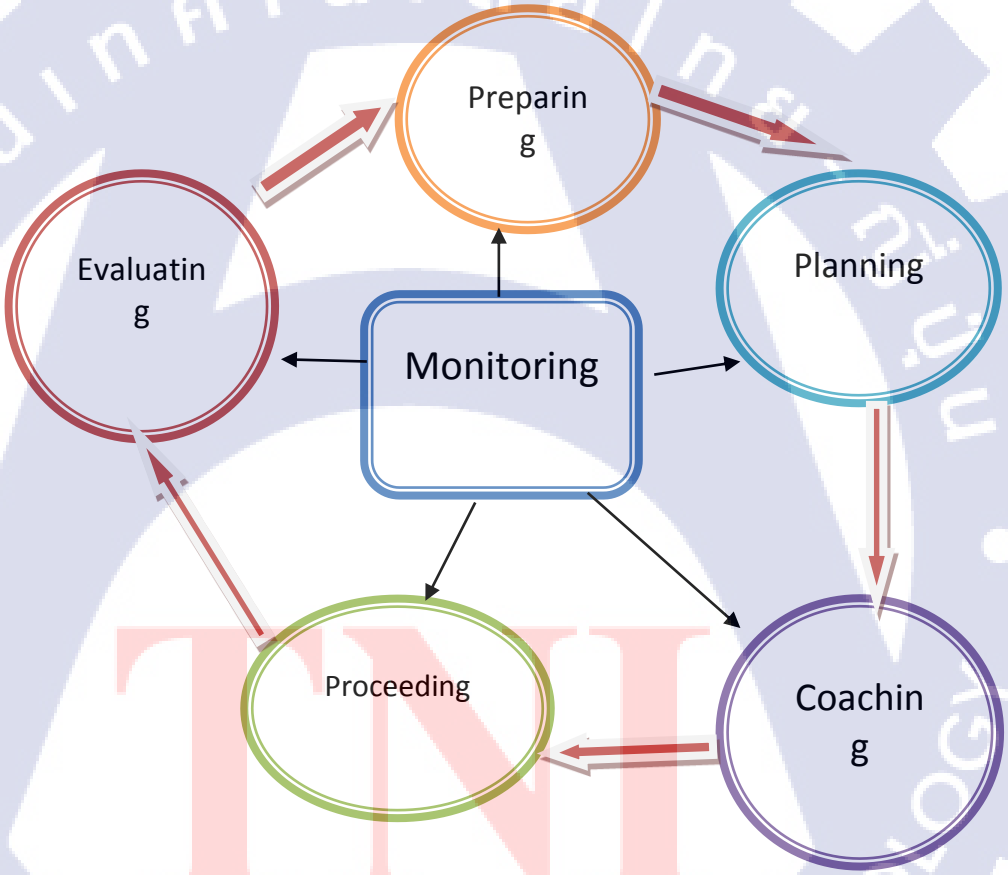
6. Orellana et al (2016) studied about improving doctoral success by matching PhD students with supervisors. A key aspect of the effective supervision of PhD research is the supervisor-student relationship. This interaction is affected by the characteristics and needs of students and institutional conditions, as well as the skills, attitudes, and roles of supervisors and their supervisory styles. When supervision is carried out at a distance, it entails an additional challenge, mainly concerning interaction. The purpose of this study is to improve the research process, supervision, and design of virtual environments in order to support this supervision. The study

identifies the supervisory relationships that affect doctoral research conducted at a distance from the student's academic institution. It also describes how students and their supervisors perceived the characteristics of supervision and the skills and attitudes students perceived in and expected from their supervisors. For data collection, semi-structured interviews were used. The results indicate important differences between supervisors' perceptions concerning their own role and students' needs regarding supervision, and they demonstrate the importance of attending to student needs and, on the part of supervisors, exercising responsibility in the development of research competencies in students, as is the case of independence of criteria and autonomy.

Summary of Related Research

A development of research supervision model for an enhancement on instructional research competency of language lecturers would be studied in order to develop the competency in doing research. Therefore, supervisors and supervisee should work together effectively. When they can do research, the progress and development will be

successful to both of them. Moreover, supervision can be an important part of taking care of oneself and facilitating reflection. It is important in staying open and committed to learning. Therefore, supervisors have to be teachers and innovators. The model should be created as following:



Chapter 3

Methodology

Introduction

Chapter 3 begins with a description of the research design, the population and samples, variables, research instruments, research process, data collection and statistic used in data analysis.

This chapter presents the research method that was used to investigate a development of research supervision model for an enhancement on instructional research competency of language lecturers. This study measured to develop instructional research supervision model to enhance research competency of language lecturers and to assess the effects of the use of research supervision model.

Research Design

Population and Samples

1. The population was 50 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand.

2. The samples consisted of 13 language lecturers derived through volunteer random sampling techniques.

Variables:

1. Competency in instructional research supervision of mentors

2. Knowledge on instructional research of mentors

3. Knowledge on instructional research supervision of language lecturers

4. Competency on instructional research of language lecturers

5. Satisfaction towards the supervision model

6. Research reports' quality

Research Instruments

1. A test of competency in instructional research supervision

2. A test of knowledge on instructional research

3. A test of knowledge on instructional research supervision

4. Satisfaction questionnaire,

5. Observation forms,

6. Interview forms

7. Assessment forms.

Research Process

Research process was focused on ADDIE Model: analysis, design, development, implementation, and evaluation. It was illustrated as following 4 phases:

Phase1: Analysis (R1)

The research studied about general information and related theories about a development of instructional research supervision model from analysis literature review, related research, and document materials. The research instruments were a document analysis form and a

questionnaire which result of the scores from the experts was between 0.8-1.00. Statistics analysed were mean standard deviation and frequency.

Phase2: Design and Development (D1)

The researcher designed and developed the research supervision model based on related theories and research. The model was developed and then evaluated by experts for checking suitability to apply in instructional research competency of language lecturers. The research instruments were theory rationality assessment form and a questionnaire which result of the scores from the experts was between 0.8-1.00. Statistics analysed for the model suitability were mean and standard deviation.

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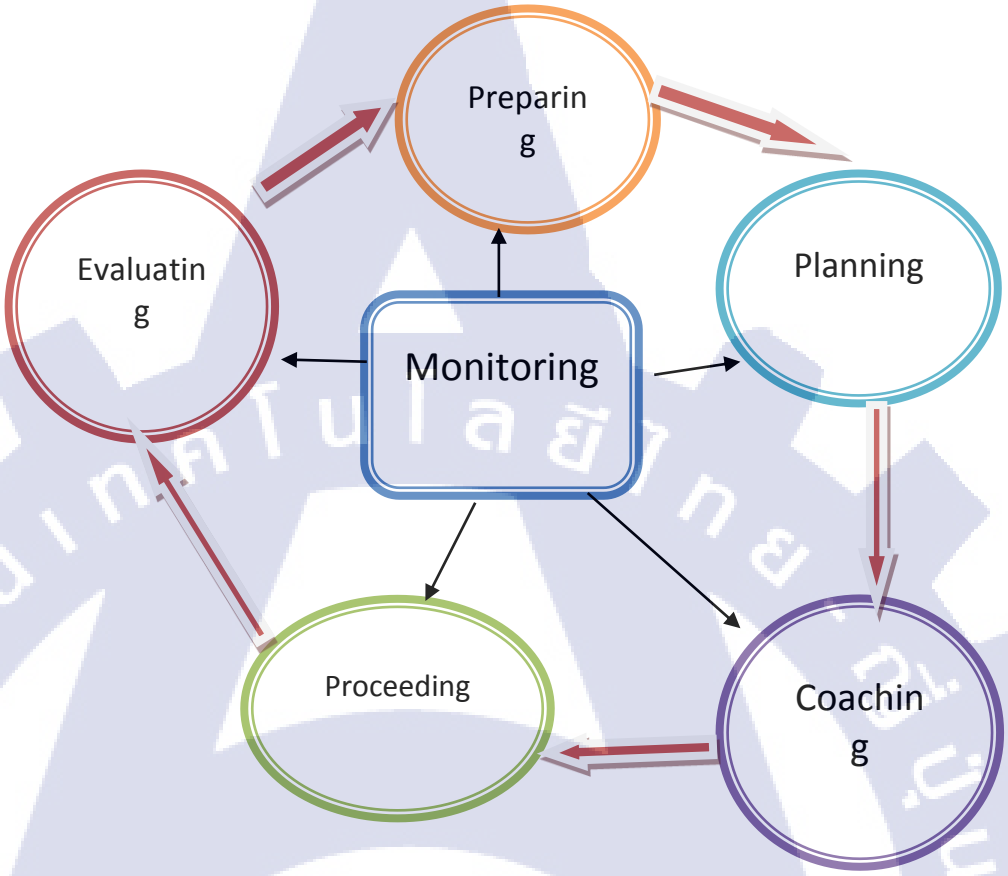
The model created was as following:



Phase3: Implementation (R2)

The researcher applied the instructional research supervision model in a process of try out in order to test the model's efficiency. This research was experimental based on one group pretest-posttest design by evaluation as following variables: 1) to assess the competency in research supervision of mentors, 2) to assess knowledge and understanding about instructional research of the language

lecturers, 3) to assess knowledge and understanding about research supervision of the mentors, 4) to assess instructional research competency of language lecturers, 5) to assess the language lecturers' satisfaction towards instructional research supervision model, 6) to assess the instructional research report's quality of the language lecturers, and 7) to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal.

The population was 50 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. The samples consisted of 13 language lecturers derived through volunteer random sampling techniques. Data were analysed in terms of percentage, means, standard deviation, t-test, and content analysis.

Phase 4: Evaluation (D2)

The researcher evaluated and improved the model according to the following steps; pre-supervision evaluation, while-supervision evaluation, and post-supervision

evaluation. Moreover, in this process, the level of competency in instructional research supervision of mentors, knowledge on instructional research of mentors, knowledge on instructional research supervision of language lecturers , level of competency on instructional research of language lecturers , satisfaction towards the supervision model, research reports' quality, and efficiency of lecturer's instructional research, were evaluated.

Data Collection

This research was a kind of research and development (R&D). The main aims were to develop research supervision model and to assess effectiveness of the supervision model. There were four phases of the data collection process. The data collection was at Thai-Nichi Institute of Technology, Bangkok.

Statistic Used in Data Analysis

Data were analysed in terms of percentage, means, standard deviation, t-test, and content analysis.

Chapter 4

Research Results

Results of the data analysis

Part1: Results of development of research supervision model for an enhancement on instructional research competency of language lecturers

The table of mean, standard deviation of a research supervision model suitability's assessment from 5 experts

	mean	S.D.	Meaning
1. Components of model	4.59	0.74	Highest
1.1 preparing	4.55	0.91	Highest
1.2 planning	4.64	0.78	Highest
1.3 coaching	4.88	0.65	Highest
1.4 proceeding	4.73	0.69	Highest
1.5 evaluating	4.61	0.71	Highest
2. Activity	4.52	0.88	Highest
3. Process	4.51	0.92	Highest
3. Design	4.37	0.77	High
4. Satisfaction in overall	4.62	0.89	Highest
Total	**4.60**	**0.79**	Highest

The table demonstrated that research supervision model suitability's assessment from five experts in overall was at the highest level, which confirmed the hypothesis1.

Part2: Results of the use of instructional research supervision model (PPCPE Model)

1. The competency in instructional research supervision of the mentors was at a very high level.

2. The mentors' knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the implementation of the supervision model were higher than the prior one.

3. The language lecturers' knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model.

4. The competency on instructional research of the language lecturers who were supervised also demonstrated at a very high level.

5. The language lecturers' satisfaction with the supervision model was at the highest level.

6. The quality of a number of research reports evaluated by the experts was at good level.

7. The efficiency of lecturer's instructional research from a number of research papers published in international conference/national conference or a journal was at high level, there were 13 research papers (out of 13) which were published in international conference after the implementation of the supervision model.

Chapter 5

Conclusion, Discussion and Recommendation

Conclusion

1. The instructional research supervision model to enhance research competency of language lecturers was proved to be effective and verified as by experts at the highest suitability level.

2. The empirical data that supported the effectiveness of the instructional research supervision model were as follows:

2.1) regarding to the mentors, they demonstrated a very high level of competency in instructional research supervision and their knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the

instructional research after the implementation of the supervision model were higher than the prior one.

2.2) regarding to language lecturers, their knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model. The language lecturers who were supervised also demonstrated a very high level of competency on instructional research. They were satisfied with the supervision model at the highest level.

2.3) regarding to the quality of research report, it was found that a number of research reports which were verified from experts were at good level.

2.4) regarding to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal, it was found that there were 13 research papers (out of 13) which were published in international conference after the implementation of the supervision model.

Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

1. The instructional research supervision model to enhance research competency of language lecturers was proved to be effective and verified as by experts at the highest suitability level. In this way, it might concern the research supervision model developed was constructed focused on enhancement of language lecturers' research competency through supervision which was an essential part of language lecturers' professional experiences which related to the idea of Bailey (2009) who advocated that supervision is a necessary part of language teachers' professional experiences. The literature on language teacher supervision from the past few decades consists largely of descriptions of supervisory approaches.

2. The mentors demonstrated a very high level of competency in instructional research supervision and their knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the

implementation of the supervision model were higher than the prior one. In this way, it might be because the mentors had developed about how to be an effective mentor before being a supervisor. Thus, they had a skill and competency and knowledge in instructional research supervision which related to the result of a study of Kincheloe (2003) who stated that the skills and competency play a crucial role to supervisors' improvement the quality of research supervision. Therefore, quality supervision is contingent upon certain skills and competencies that supervisors are expected to possess.

3. Language lecturers' knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model. Moreover, the language lecturers who were supervised also demonstrated a very high level of competency on instructional research. They were satisfied with the supervision model at the highest level. It might be because the language lecturers

had trained about research competency and passed the research training programs. Developing skills in research supervision is a continuous process and the language lecturers should train gradually which related to the view of Remenyi and Money (2004) who advocated that developing skills in research supervision is a gradual process that needs to be strengthened through training.

4. A number of 13 research papers (out of 13) published in international conference after the implementation of the supervision model which was at high level, it might be because the research papers were in standard of good researches which related to the concept of Shannon (1995) who noted that quality research is an important component of the curriculum in teacher preparation. This linkage is attributable to the philosophical influences of John Dewey (1988) who advocated for student-centered methods of teaching that comprise inquiry, problem-solving and discovery approaches. Dewey (1988) further noted that learning through experience and doing is of paramount importance in that it develops intellectual potential in the learner.

Recommendation

According to the research results, the researcher would like to recommend for next study.

1. Supervision model about teaching and learning should be studied.

2. Satisfaction and motivation in doing research should be investigated.

3. Comparison between researchers' ability in doing research with this model and researchers' ability with traditional ability.

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