

THE DEVELOPMENT PROCESS OF TEACHER COACHES WITH THREEFOLD PRINCIPLES INTO TEACHING PRACTICE OF TEACHERS AT TANINTORN WITTAYA SCHOOL BANGKOK

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Abstract

The purposes of this research were 1) to study the components of the development process of teacher coaches into teaching practice of teachers at Tanintorn Wittaya School Bangkok, 2) to develop the development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok, and 3) to evaluate the development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok. Multiphase mixed methods research was designed with 3 research phases; Phase 1 study the components of the development process of teacher coaches by conducting in-depth interviews with 12 key informants using an interview form. Data were analyzed by analytic induction. Phase 2 examine the process using the action research method according to the PAOR process with a target group of 20 teachers from purposive sampling. Research tools were the teacher coach development process manual, teaching supervision evaluation form, Rubric evaluation form to measure teachers' skills for the role of teacher coach. Quantitative data were analyzed using descriptive statistics and inferential statistic of t-test, and analyze data from reflection on learning outcomes by analytic induction. Phase 3 evaluate the development process of teacher coaches through focus group discussion. Research tool was focus group discussion manual, and data was analyzed using content analysis. Results showed that 1) the components of the development process of teacher coaches into teaching practice of teachers at Tanintorn Wittaya School Bangkok consisted of 6 components: Component 1: causes of change, component 2 mindset for becoming a coach, component 3 how to coach? component 4 strengthen coaching to be effective, component 5 the teacher coach's journey to the classroom, component 6 reflection of being a teacher coach. These components will be included in the design of the development process of teacher coaches creating a module for training and developing teachers into coaches. 2) The development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok that has been developed then has been put to try out through 6 modules of teacher's training which design clearly details of the training process including in action of data collection before and after the training. Results of comparing before and after training according to the development process of teacher coaches with Threefold principles into teaching practice of teachers in overall was significantly different at the .05 level. After the training following the development process of teacher coaches with Threefold principles into teaching practice of teachers' scores were higher than before the training. The

reflection results of teachers who participated in the process were positive, have the power to apply knowledge and skills to oneself in the role of teacher, gain confidence in the process, and see the value and benefits of coaching for yourself and students. 3) Results of the evaluation of the development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok showed that was appropriate, accurate, possible to practice, and can be used for utilization. In summary, knowledge of this research was coaching model for Buddhist education.

Keywords: Development Process, Teacher Coaches, Threefold Principles, Teaching Practice, Tanintorn Wittaya School

1. INTRODUCTION

Humans can develop through self-development exercises. Therefore, one of the important tools for development comes from quality education, flexible education adapts to the present era. Therefore, education is an important tool for building people, building society, and building the nation. It is the main mechanism for developing quality human resources, able to live happily with other people in society. In the rapidly changing world of the 21st century [1] at present, education is organized according to the context of education in accordance with the National Education Plan 2022-2036 to frame the goals and direction of education in the country. The planning must be in line with the changes resulting from the digital revolution, including operations to achieve the United Nations Sustainable Development Goals 2030, but at present the education system still has many problems. One of them is the problem of lack of quality in education and standards at every level. Even though Thai people receive higher educational opportunities but when considering the score. The results of the Basic National Educational Test (O-NET) found that there were low averages in all subject groups, the scores from the Program for International Student Assessment (PISA) test were lower than many other countries. These problems arise from curriculum limitations, and teaching system that focuses on teaching content and memory rather than developing skills and competencies, resulting in students lacking creativity. There are qualitative problems in Thai education at all levels that must be urgently solved. [2]

From the problem of teachers' role not adapting to changes in the world, resulting in organizing traditional learning, the role of the teacher is still the one who gives knowledge, children have a duty to remember, and memorize what the teacher teaches from this role. Teachers should change their role to support new learning management. Emphasis is placed on giving children skills in researching and acquiring knowledge, able to separate information which is the age of information an era that focuses on developing thinking skills, problem solving, and creativity and other important skills. These learning skills will come from a different teaching style, which is currently in the 21st century, an era that focuses on giving children a variety of skills. Therefore, educators around the world see the need for educational reform. The most important goal is needed a new teaching style instead of the old teaching style by changing the role of the teacher along with the change. This allows students to practice skills in applying knowledge to solve real problems. [3] Modern teachers must therefore develop themselves to have

the knowledge, abilities, and skills necessary to perform their jobs as well as to inspire them, and stimulate students to be motivated to learn. [4] Teachers must have a mindset and belief that every human being is complete in himself and be able to realize it by themselves [5] changing the role of teachers, becoming a teacher coach is one important part of changing the role of teachers because coaching will help lay the foundation of thinking to develop students' potential. The teacher is in the role of being the student's coach, develop students to have knowledge, ability from the learning process an advanced thought process occurs including desirable characteristics, creating a positive atmosphere, providing information to stimulate learning, using the power of questions or providing feedback. The benefits of this coaching will result in learners having a thought process for growth, have skills in the process of self-learning, have advanced thinking skills have confidence in yourself discipline in learning, self-regulation, etc. [6] from the importance of adjusting the role of teachers to being coaches. As a result, coaching has been included as part of the national strategic framework according to category 4 on development and strengthening of human potential, and transformation "The role of teachers is to be teachers in the new era by adjusting the role from "teaching teacher" to "teacher coach" [7]. Therefore, the process of developing teachers to be coaches or teacher coaches is one of the important starting points for developing the learning process aiming to fulfill and draw out the potential of students to be in line with and support the achievement of the goals of the national education plan. Another important problem in the Thai education system is that administrators, teachers, and related persons are unable to change their roles still using the teaching model where teachers are still the ones who provide knowledge, makes the role of the teacher still focus on teaching Emphasis on obedience, memorization, and evaluation of content without training in analytical thinking, synthesis, and scientific research, lack of understanding and neglect of developing emotional intelligence and social intelligence of learners, makes students have submissive behavior, not thinking, not questioning or arguing, didn't express his individuality or creative thinking, thus causing students to think analytically, don't know how to synthesize. There are emotional and social problems [8]. Therefore, teachers have to step out of the traditional framework to keep up with the technology of the digital age. That is, teaching personnel in the old system must learn to develop new skills to build on their old skills (Re-skills). Teachers in the new era must develop themselves to have the knowledge, abilities, and skills necessary to perform their jobs as well as create inspiration, heart and stimulate students to be motivated to learn [9] changing the role from being a teacher to being a coach. Teachers must have a mindset and belief that every human being is complete in himself, and can be aware by themselves. [10] At present, all relevant sectors turn to focus on teacher development through giving knowledge to bring knowledge to teachers' teaching practice. Therefore, the process of developing teachers into coaches or teacher coaches is one of the important starting points for developing a learning process that aims to fulfill, and draw out the potential of students to be in line with and support the achievement of the goals of the national education plan.

The process of developing alternative learning in contemporary Thai society. That is the development of learning according to the principles of the Threefold Teaching, which is teaching

oneself to be free from suffering, and training to be a complete human being by following three virtues: morality (Sīla), concentration (Samādhi), and wisdom (Paññā), which are called the threefold virtues. It is a learning process that focuses on human development in all aspects. In order to gain wisdom leading to freedom from all restraints. [11] In addition, the Threefold Principles emphasize the role of the student in practicing correctly physically, verbally, and mentally, that is, the precepts, training the mind to be committed to having orderly thinking so that it is in a neat and normal condition. It is a learning stage that still requires reliance on the teacher or various learning resources where students must study information, facts, theories, principles and practice according to the nature of the subject. The meditation stage is the consideration of the natural state or problem condition. This is the stage where students must collect their minds, make your thoughts single-pointed, and cut out other distractions from your mind and heart. This is the stage where students begin to form thinking patterns, of oneself by relying on the theoretical principles learned to automatically think, analyze, review, take action, practice, and practice fluently, plan activities or projects to find answers on your own. The wisdom stage is the development of knowledge and understanding of things according to reality. It is the stage where students use their minds to creatively create new patterns, consider the consequences of your own actions in choosing to do wrong or right according to moral principles that are integrated between knowledge, feel from receiving information from outside knowledge sources, peripheral knowledge, feel from thinking about the mental working process within the student, and knowledge, feeling from the practice from the learning process according to the threefold principle, it is a teaching process that emphasizes on giving students practice so that students can consider the benefits or disadvantages according to themselves. You can use that knowledge as the basis for your next practice. [12]

From the reasons mentioned above, it shows that the process of developing modern teachers must therefore develop themselves to have the knowledge, abilities, and skills necessary to perform their jobs, as well as creating inspiration and stimulating students to be motivated towards learning. Professional teachers must be those with special qualifications who integrate the Threefold Principles of Buddhism in order for teaching practices to change for the better, and progress quickly towards excellence the researcher is therefore interested in studying the process of developing teachers and coaches according to the three principles toward the teaching practice of teachers at Thanintorn Wittaya School, Bangkok by studying according to the concept of coaching skills, come integrate with the three principles train teachers to modify and develop their teaching processes through a system of consultation, guidance, supervision, monitoring, and continuous supervision in order to strengthen their ability to manage learning and develop students further.

2. RESEARCH OBJECTIVES

The purposes of this research were 1) to study the components of the development process of teacher coaches into teaching practice of teachers at Tanintorn Wittaya School Bangkok, 2) to develop the development process of teacher coaches with Threefold principles into teaching

practice of teachers at Tanintorn Wittaya School Bangkok, and 3) to evaluate the development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok.

3. RESEARCH METHOD

Multiphase mixed methods research was designed with 3 research phases.

Phase 1 study the components of the development process of teacher coaches by conducting in-depth interviews with 12 key informants using an interview form. Data were analyzed by analytic induction.

Phase 2 examine the process using the action research method according to the PAOR process with a target group of 20 teachers from purposive sampling. Research tools were the teacher coach development process manual, teaching supervision evaluation form, Rubric evaluation form to measure teachers' skills for the role of teacher coach. Quantitative data were analyzed using descriptive statistics and inferential statistic of t-test, and analyze data from reflection on learning outcomes by analytic induction.

Phase 3 evaluate the development process of teacher coaches through focus group discussion. Research tool was focus group discussion manual, and data was analyzed using content analysis.

4. RESEARCH RESULTS

Research results showed as follows:

1) The components of the development process of teacher coaches into teaching practice of teachers at Tanintorn Wittaya School Bangkok consisted of 6 components: Component 1: causes of change, component 2 mindset for becoming a coach, component 3 how to coach, component 4 strengthen coaching to be effective, component 5 the teacher coach's journey to the classroom, component 6 reflection of being a teacher coach. These components will be included in the design of the development process of teacher coaches creating a module for training and developing teachers into coaches.

2) The development process of teacher coaches with Threefold Principles (Trisikkhā) into teaching practice of teachers at Tanintorn Wittaya School Bangkok that has been developed then has been put to try out through 6 modules of teacher's training which design clearly details of the training process including in action of data collection before and after the training, results of comparing before and after training according to the development process of teacher coaches with Threefold Principles into teaching practice of teachers in overall was significantly different at the .05 level. After the training following the development process of teacher coaches with Threefold principles into teaching practice of teachers' scores were higher than before the training. The reflection results of teachers who participated in the process were positive, have the power to apply knowledge and skills to oneself in the role of teacher, gain confidence in the process, and see the value and benefits of coaching for yourself and students.

3) Results of the evaluation of the development process of teacher coaches with Threefold Principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok showed that was appropriate, accurate, possible to practice, and can be used for utilization. In summary, knowledge of this research was coaching model for Buddhist education.

5. DISCUSSION

5.1 Discussion points regarding the development components of the teacher coach development process for teaching practice of teachers at Thanintorn Wittaya School Bangkok.

From the results of research on the components of the development process for developing teacher coaches towards teaching practice of teachers at Thanintorn Wittaya School, Bangkok. In conclusion, the process of developing effective teachers and coaches will consist of basic important elements in human development. The main belief is that every human being has potential. You can develop yourself with regular practice. Each element that arises has important details based on the belief that every teacher has potential by element number 1, cause of change and the second component is a mindset for becoming a coach. It will be the stage of creating familiarity, create a safe space to feel relaxed about learning. It is the base of inspiration that will drive the power of learning to increase, open your mind to learning and understand the reason and the need for teachers to participate in the process to lead to seeing the value in what one is doing, consistent with the research of Supakorn Chandrawutikorn and colleagues [13], the model of this research is based on starting the process from Kalyanamitta as the basis leading to development. It's like sparking a fire in the first few days of training and a base that is related to satisfaction that comes from seeing the benefits, and value leads to satisfaction in self-training according to the form of the training process according to the Threefold Principles. Therefore, the process of developing teacher coaches leads to the development of a valuable process not only among teachers who participate in the process, but if the process of developing teacher coaches creates a powerful positive impact on education, it can unleash the potential of teachers to use coaching tools to unleash the potential of students, starting from a small point in the sample area of this school, the results have expanded to all schools and educators in Thailand who will be able to take advantage of the 6 elements of the teacher coach development process in a beautiful and valuable manner, in line with Chayapa Kanchanataweewat [14] concluded that a complete coaching process stimulates the mind and spark the coachee to think, awareness arises, wisdom arises, inspiration arises, daring to think, daring to act, helping to unlock the mind and release your true potential from the smallest starting point is self-development towards the greatest destination which is national development.

5.2 Discussion issue regarding the process of developing teacher coaches according to the Threefold Principles to the teaching practice of teachers at Thanintorn Wittaya School Bangkok.

From the results of research on the process of developing teachers and coaches according to the Threefold Principles towards the teaching practice of teachers at Thanintorn Wittaya School Bangkok. It was found that the teacher coach development process was designed based on important elements discovered in the research process. As a result, teachers have developed both

knowledge and coaching skills through practice and actual use in the classroom. A positive attitude towards coaching arises from seeing results in students and developing one's own inner wisdom from the coaching experience, mold coaching into yourself through repetition, doing it often until you become proficient, become a habit and creates the qualities and skills of teachers that lead them to become teacher coaches. The teachers have developed their own coaching skills and the qualifications of a coach can be compared to installing a coaching program into the teacher to make it happen. This is the result of collecting data through teaching supervision before and after participating in the process. Teachers have developed in every aspect and everyone has a positive attitude towards developing themselves as teachers and coaches. "See the value of the coaching process that creates value for yourself. See your own potential developed in various areas, including qualifications, skills, and the application of skills to life. Reflect on learning results." Teachers feel proud of themselves and see the potential and value of both oneself and others, gain the power to want to pass on value to others. This is consistent with the research of Panprakong Satham et al. [15] who found that the curriculum is important for the development of teachers and society, consistent with the needs of teachers and schools. Teacher development through positive coaching helps create good teachers' attitudes towards teacher development. Teachers are satisfied with the development using positive coaching methods. As a result, teachers have positive work behaviors. There is more teamwork, share with more colleagues and accept and listen to opinions and express different opinions with reason Teachers have discovered knowledge through actual practice. It is learning that happens directly from integration through the introduction of the Threefold Principles into the process of developing teachers and coaches into teaching practice. The details of the Threefold Principles are included in the curriculum through the design of steps in the process for teachers to practice mindfulness, concentrate on different poses and styles throughout the process. Learning media is used as a tool to develop the process in connection with the use of coaching skills to the point where teachers are unable to know that what they are learning is designed on the core principles of the threefold principle, that is, precepts (Sīla), Concentration (Samādhi) and wisdom (Paññā) based on the Threefold Principles revolve around each other, being inseparable and interdependent. It is an important principle in developing teachers into coaches. This is in line with Netchanok Wipatasinlapin [16] who concluded that a complete education system and the entire education and training system must have elements along with the Threefold Discipline, namely precepts (Sīla), Concentration (Samādhi) and wisdom (Paññā). If just one of them is lacking, it will destroy the education itself because precepts are the support that helps the mind to be ready to meditate. Concentration also helps to maintain the precepts firmly and seriously, and meditation is the basis for wisdom, makes the mind stable, resolute, and clear when the intelligence improves, it helps make the mind better. Therefore, they are integrated all the time.

5.3 Discussion points regarding the evaluation of the teacher coach development process according to the three principles. Towards the teaching practice of teachers at Thanintorn Witthaya School Bangkok.

The research results are consistent with evaluating the process of developing teachers and coaches according to the three principles towards the teaching practice of teachers at Thanintorn Witthaya School, Bangkok, the process has integration of the Threefold Principles into the training process, develop teachers to become coaches. This process is different from the process of developing teachers and coaches in the west. The process is evaluated through teaching supervision using observation during teaching, evaluate the use of knowledge and skills to use in teaching practice, teaching supervision takes time to collect data to analyze and measure the progress of teaching practice. There is supervision before training and after training. It is very useful to measure teachers' progress after participating in the process. Teachers made leaps and bounds after participating in the process, as evidenced by a significant increase in their assessment scores, evaluation of process success found to be appropriate accurate. It is possible to practice and can be put to good use by asking for details or from Teacher each time, a set of questions used in the final step of the process with the research of Phramaha Paisit Abhijano [17] who has stated how to apply the threefold principles of morality, concentration, and wisdom to the four characteristics. The results of the study can be concluded that the Threefold Principle is the heart that covers the universe, morality is the rules, concentration is determination, attention, wisdom is knowledge, cannot be without any one of them. Therefore, morality and concentration are applied to personnel in terms of personality, characteristics, and attitude, wisdom, can be used in the field of skills and creativity completely from the analysis of the Rubric results through the evaluation of having knowledge and skills regarding coaching, applying knowledge to use in the role of teacher coach, and seeing the value and being able to use the Threefold Principles in developing the coaching process. From the evaluation, it was found that almost all teachers had good and very good development results. There was only 1 teacher whose evaluation results were in the fair level but when considering that everyone has made progress in developing their own teacher-coaches. It shows that the process of developing teachers and coaches is effective, and can continue to develop oneself even after the process has ended. It shows the strengths in the process of developing teachers and coaches who can fulfill the learning and empower the teachers with learning. Because the teachers who received the training saw the importance of happy learning create a good attitude towards participating in the process, and see the value of the process in the teaching profession as a result, teachers' learning in the role of teacher coaches continues to continue. This is related to Phramaha Noppadol Sithong [18] who discovered that the development of training course formats has an important highlight in that the training course structure responds well to the needs of the target group. This is because the curriculum structure emphasizes the principle of human learning that students will learn what they think is meaningful to their own lives and learners will learn best if what they learn is something they are interested in/ interesting in learning modern, consistent with the objectives that participants can actually learn and practice.

Evaluation results in all aspects and every tool of the evaluation shows that applying the PAOR guidelines, planning; the Plan, implementing; the Act, observing, observing, and reflecting; reflect in connection with the process of developing teachers and coaches according to the principles of the Threefold Principles into teaching practice can make the researcher lead the

process is used to be effective as intended. This is consistent with the research of Panida Chan Upagara and others [19]. It can be concluded that the development and looking for the effectiveness of the professional development model to strengthen teachers' coaching competencies, it was found that professional development operations include: Coaching, planning, learning by doing, evaluation for development, reflection through conversation and there is an exchange of coaching experiences with each other in order to convey coaching experiences to create cooperation in continuous professional development. The process of developing teachers and coaches that will develop teachers towards sustainability is the researcher brought up the issue of creating sustainability in the process by focusing on using the PLC process in the teacher coach development process, where teachers have space to share learning together, applying what has been learned and sharing it through stimulating stories. As a result, teachers participating in the process will have the power to drive, develop themselves, and create a learning society, Pirulphon Saenphaeng [20] is consistent with the results of the quality assessment of the self-development model using the PLC process of the center teachers. Non-formal and informal education after experimenting with the format, there was a conclusion from the group discussion that the format developed by the researcher was very useful, especially for bringing problematic lesson plans to share with other teachers. Then fellow teachers in the group shared their experiences of how they managed to solve that problem. Helps reduce the problem of working alone. Let's work together and help each other. Team members help each other think of solutions and there is continuity in operations.

6. KNOWLEDGE FROM RESEARCH

The researcher presented new knowledge from the research results on the process of developing teachers and coaches according to the Threefold Principles (Trisikkhā) into teaching practice of Thanintorn Wittaya School Bangkok. It is a symbolic model (Semantic Model) in which the process of developing teachers and coaches according to the Threefold Principles into teaching practice is presented through the Teacher Coach Development Process Model, consisting of 6 components, including, Component 1) Cause of change; Component, 2) Mindset for becoming a coach, Component, 3) "How to coach", Component 4) Strengthen coaching to be effective, Component 5) The coach's journey to the classroom, and Component 6) Reflect on the results of being a teacher and coach.

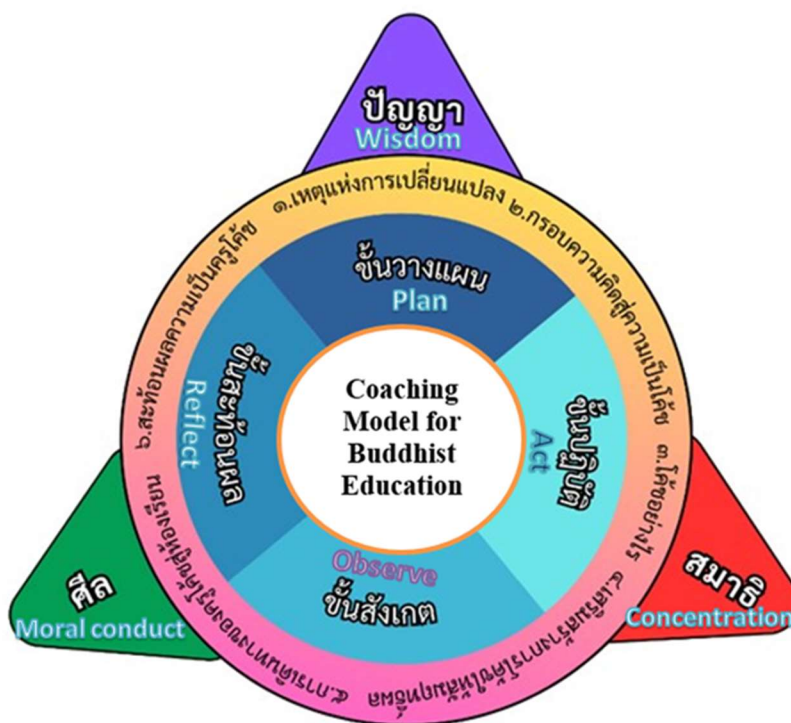


Figure 1 Knowledge from Research (in Thai)

Source: Supanee Sinchai (2023)

7. RECOMMENDATIONS

A. Recommendation for Policy

1. Office of the Private Education Commission; there should be a policy to develop the role of teachers into coaches in order to be in line with the changes in the competency-based curriculum in order for the learning management in the new curriculum to be effective. Teachers are one of the important parts in designing the process and adapting teachers themselves to become teachers and coaches who are good listeners, create a safe space and a positive context for students and have the ability to ask questions to create a thought process for students and leading students to discover their own potential. Therefore, training through the process of developing teachers and coaches according to the three principles into teaching practice will be able to develop Thai education to have quality, able to solve youth problems in a timely manner through creating teacher coaches in classrooms in Thailand.

2. Private sector agencies related to education should participate in the formulation of important policies of the Ministry of Education. It focuses on providing assistance in the development of the teaching profession to be on par with the education of today's world. Teachers should have the opportunity to develop both knowledge and coaching skills including the quality of life of teachers who will play an important role in driving the power of training to constantly develop themselves in order for the self-development of teachers to be continuous and consistent, there is also listening to problems or joining in learning and exchanging with teachers through the

PLC circle so that points or issues that should be developed can be seen in parallel with the development of teachers' coaching skills. This is a skill that private sector agencies have already installed in their management systems. This results in a strong experience and gain perspective and understanding, able to share learning to create value for the Thai education industry.

B. Recommendations for Practices

1. From the development of the teacher coach development process according to the Threefold Principles (Trisikkhā) to the teaching practice of teachers at Thanintorn Witthaya School Bangkok. The process can be applied to develop teachers in schools through the application of the coaching process in every situation, both in the teaching context and in the context of everyday life. It aims to cultivate teachers to be mindful and able to overcome their familiarity to develop themselves in coaching, integrating the Threefold Principles with learning coaching skills creates benefits for teacher development, not just external knowledge, but also to refine and cultivate the inner minds of teachers to be ready to perform valuable duties. As a result, they will see the value of their own careers for the development of teachers towards sustainability. When teachers see the value of the wisdom that arises in the process, they will be open to learning, and welcome changes for development unconditionally. See the truth, it became a right view in developing oneself to become a coach.

2. From the results of the research, it was found that the principles of the Threefold Principles can be integrated for use in teacher development through integrating the knowledge set with the principles of the Threefold Discipline, namely precepts (Sīla), Concentration (Samādhi) and wisdom (Paññā), without separating learning sections, but the process of developing teachers and coaches is combined with the learning of the three principles. In the process, questions are used to relate to the threefold principle without even mentioning the term “Threefold Principles (Trisikkhā)”. However, it will cultivate morality and by adopting the principles of the Threefold Principles in their personal selection, teachers do not realize that they are using the process of the Threefold Principles in their own work and life because the process of developing teachers and coaches will not focus only on imparting knowledge. However, in the process, it will be designed for teachers to practice skills to become proficient and ready to use them in real life and their own profession.

C. Recommendations for Further Research

1. From this research has developed a process for developing teachers and coaches based on the principles of the Threefold Principles (Trisikkhā) into teaching practice which focuses on integrating only the three principles with the coaching process for future research, principles can be used in integration to develop teachers to have maximum coaching potential to be used for sustainable self-development.

2. From the findings of this research, emphasis was placed on implementing a process designed to develop teachers to lead the way of coaching in the classroom. The process is designed for teachers to practice while learning, open space for teachers to bring knowledge, and skills to use in real situations in their own classrooms. This makes teachers gain confidence in the process and see the value of changing their role to being a coach. For the next research, research should be

designed that allows teachers to use the PLC process to develop both themselves and fellow teachers continuously to create a learning society and be a friend in leading teachers in the school to become coaches without leaving anyone behind. It becomes a learning society that supports each other, leading to sustainability in further teacher development.

8. CONCLUSION

This research paper studied about the development process of teacher coaches with Threefold Principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok. Results showed that the components of the development process of teacher coaches into teaching practice of teachers at Tanintorn Wittaya School Bangkok consisted of 6 components: Component 1: causes of change, component 2 mindset for becoming a coach, component 3 how to coach?, component 4 strengthen coaching to be effective, component 5 the teacher coach's journey to the classroom, and component 6 reflection of being a teacher coach. These components will be included in the design of the development process of teacher coaches creating a module for training and developing teachers into coaches. The development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok that has been developed then has been put to try out through 6 modules of teacher's training which design clearly details of the training process including in action of data collection before and after the training. Results of comparing before and after training according to the development process of teacher coaches with Threefold principles into teaching practice of teachers in overall was significantly different at the .05 level. After the training following the development process of teacher coaches with Threefold principles into teaching practice of teachers' scores were higher than before the training. The reflection results of teachers who participated in the process were positive, have the power to apply knowledge and skills to oneself in the role of teacher, gain confidence in the process, and see the value and benefits of coaching for yourself and students. Results of the evaluation of the development process of teacher coaches with Threefold principles into teaching practice of teachers at Tanintorn Wittaya School Bangkok showed that was appropriate, accurate, possible to practice, and can be used for utilization.

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