

An Innovative Coaching Skills Development Model for Enhancing Leadership Effectiveness of Primary School Administrators under the Office of the Basic Education Commission

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Abstract

This research aimed to develop and evaluate the effectiveness of a coaching skills development model specifically designed for primary school administrators under the Office of the Basic Education Commission (OBEC). Utilizing a Research and Development (R&D) methodology, the study was conducted in three phases. Phase one involved analyzing the current conditions, desired future states, and the priority needs related to coaching skills. Phase two focused on designing a context-appropriate model grounded in both theoretical frameworks and empirical data. Phase three centered on implementing the model and assessing its effectiveness.

The instruments used for data collection included coaching skills assessment forms, semi-structured interview protocols, and seminar observation records. Quantitative data were analyzed using the Priority Needs Index Modified (PNI_{modified}), mean scores, standard deviation, and t-test comparisons of pre- and post-intervention results. Findings revealed that the proposed coaching skills development model comprised five core strategies: (1) creating a collaborative learning space to establish trust and common purpose; (2) fostering innovative leadership through experiential learning cycles; (3) engaging in reflective dialogue via sharing, analyzing, and empathetic communication; (4) implementing and evaluating pilot initiatives to support adaptive change; and (5) integrating an online coaching platform to support continuous learning and mentoring.

The model was evaluated across four key dimensions—appropriateness, feasibility, usefulness, and accuracy—by panels of experts and participating administrators. Results demonstrated a high level

of overall effectiveness. Additionally, a paired-samples t-test revealed that post-training coaching skills scores were significantly higher than pre-training scores at the 0.01 level, confirming the model's impact. This research provides a scalable and evidence-based framework for enhancing the coaching capacity of educational leaders, ultimately contributing to sustainable school development. The study recommends that educational policymakers and school administrators adopt and adapt the model to suit various educational contexts. Its application may lead to more empowered leadership, enhanced professional collaboration, and sustainable improvements in teaching and learning environments.

Keywords: Coaching; Coaching Skills Development Model; Primary School Administrators; Educational Leadership

Introduction

In recent years, the coaching of school administrators has emerged as a critical factor influencing the effectiveness of educational management systems. Research indicates that effective coaching fosters leadership development, enhances professional capabilities, and supports positive change within educational institutions (Lofthouse, Leat, & Towler, 2010). However, many challenges persist, including limited understanding of coaching roles, insufficient time allocation, inadequate coaching skills among administrators, and a lack of supportive systems and evaluation mechanisms (Katz, 1955). These challenges contribute to stagnation in educational quality improvement, hinder leadership cultivation, and impede the integration of innovation and technology.

According to Thailand's Office of the Basic Education Commission (OBEC, 2023), there is a pressing need to strengthen leadership and management competencies among school administrators. Prior studies have demonstrated the importance of structured coaching models, yet there remains a significant gap in research specifically tailored to the context of primary school administrators in Thailand. While several international frameworks have been proposed, such as instructional coaching and leadership coaching models (Knight, 2019), localized models that account for Thailand's unique cultural and systemic educational structures are still lacking.

In the context of primary schools under the Office of the Basic Education Commission in Thailand, it has been observed that many school administrators struggle to systematically apply coaching principles

in their management practices. Researchers and practitioners in Thailand, including Somsak et al. (2022), have noted that there is an urgent need for a contextually appropriate coaching model that addresses the specific challenges faced by these administrators. Drawing from the researcher's direct experience in coaching development programs and engagement with primary school administrators across various regions, it is evident that a tailored and systematic approach to coaching skill development is essential. Existing studies on Thai educational leadership have highlighted deficiencies in coaching application at the primary level, necessitating a targeted intervention to enhance administrative practices.

This research aims to develop a coaching model specifically designed for primary school administrators under the Office of the Basic Education Commission in Thailand. The objective is to create a practical, adaptable framework that aligns with the specific needs and contexts of Thai primary schools. Using a mixed-methods research design, incorporating both qualitative and quantitative approaches, the study seeks to establish a structured model for developing coaching competencies among school leaders. This research article presents the development and validation of a coaching model for primary school administrators, structured around the needs identified through empirical investigation. The outcomes are expected to contribute significantly to academic knowledge and practical leadership development, ultimately promoting enhanced school management, teacher performance, and student achievement within the Thai educational system.

Research Objectives

1. To analyze the current conditions, problems, and needs regarding the coaching competencies of primary school administrators under the Office of the Basic Education Commission in Thailand.
2. To develop a coaching skill development model tailored to the context of primary school administrators, emphasizing systematic and sustainable coaching practices.
3. To evaluate the effectiveness, applicability, and practicality of the developed coaching model in enhancing the coaching competencies of primary school administrators.

Research Hypotheses

1. The primary school administrators' coaching skills after participating in the coaching skills development model training will be significantly higher than before the training at the 0.01 level of significance.
2. The coaching skills development model for primary school administrators under the Office of the Basic Education Commission will be evaluated as highly appropriate, feasible, useful, and accurate by experts.
3. The implementation of the coaching skills development model will enhance the administrators' ability to foster teacher development and support school improvement practices effectively.

Literature Review

1. The Importance of Coaching in Educational Management. Coaching has become a crucial strategy in educational leadership, playing a pivotal role in facilitating sustainable school improvement. Effective coaching promotes collaborative planning, reflective monitoring, and outcome-based evaluation, all of which are integral to the coaching process. According to Lofthouse, Leat, and Towler (2010), coaching supports ongoing professional development and fosters reflective practices among educators, thereby contributing to enhanced coaching competencies. Moreover, Katz (1955) emphasized the role of human skills in managerial effectiveness, highlighting how coaching strengthens interpersonal relationships—one of the key competencies necessary for school leaders to lead with empathy and collaboration. These competencies are vital in transforming school culture and improving student achievement.

2. Current Issues and Challenges in Coaching Practices Among School Administrators Despite its acknowledged benefits, the practical implementation of coaching remains inconsistent, particularly in the context of Thai primary schools. Challenges include limited understanding of coaching principles, lack of time allocated to coaching activities, and insufficient training to develop coaching-related competencies. Lofthouse et al. (2010) noted that when coaching is not systematically embedded in school structures, its impact on teaching and learning is minimized. In Thailand, structural barriers such as the absence of localized coaching models and limited access to professional development programs hinder the integration of effective coaching processes and the cultivation of leadership competencies. This fragmentation ultimately affects the capacity of school leaders to lead

transformative change and improve school performance. (Office of the Basic Education Commission, 2023). 3. Research Gaps in the Development of Coaching Models for Thai Primary School Administrators while global literature offers several coaching frameworks (e.g., Knight, 2007; Aguilar, 2013), their direct relevance to Thai school settings remains uncertain. Many models are developed for Western educational systems and may not reflect the cultural and organizational dynamics of Thai primary schools. Notably, there is a lack of models that systematically address the coaching process within Thai administrative contexts. Moreover, the development of coaching competencies specific to the needs of Thai educational leaders has not been sufficiently explored. As a result, the opportunity to create a contextually grounded model that links coaching processes and competencies with measurable outcomes in school improvement represents a significant and timely research gap.

Conceptual Framework

The researcher synthesized relevant literature and studies concerning a model for developing coaching skills among primary school administrators under the Office of the Basic Education Commission. The synthesis involved six key areas as follows: 1. Concepts and Theories on Model Development: The researcher examined the components of model development based on the work of prominent educators and scholars, including Stoner & Wankel (1996), Good (1973), Willer (1967), Hausser (1980), Nadler (1980), Michael et al. (1985), Bardo & Hartman (1982), Keesee (1998), Thissana Khammani (2012), Pirada Malam (2017), and Juthamas Phansawan (2019). The synthesis highlighted essential components of model development, including data collection in real-world settings, pilot testing, expert evaluations, and surveys of relevant personnel. 2. Concepts and Theories on Coaching Skills of School Administrators: The researcher synthesized concepts and theories from various educators and scholars, including Somchai Pitakwatin (2012), Ministry of Education (2013), Wichai Wongyai & Marut Phatthaphon (2014), Wittaya Imjai (2017), Kanya Suksawang (2018), Thana Wongwetch (2019), Office of the Basic Education Commission (2019), Phongsak Chanchaem (2020), Office of the Education Council Secretariat (2022), Thailand Development Research Institute (2023), Mukherjee (2014), Stoner & Wankel (1996), Good (1973), Hausser (1980), Nadler (1980), Michael et al. (1985), Whitmore (2002), Clutterbuck (2014), Grant (2014), and Starr (2016). From this synthesis, six key coaching skills for school administrators were identified: (1) building trust, (2) active listening, (3) effective questioning, (4) observation,

(5) encouragement and motivation, and (6) providing feedback. 3. Concepts and Theories on Coaching Skills Development Models: The researcher synthesized development models from the perspectives of educators and scholars, including Thoetthun Thaisaweechai (2016), Wirot Chomphu (2018), Pakorn Supinanon (2019), Suebwong Kalawong (2020), Whitmore (2002), Grant (2007), Clutterbuck (2014), Starr (2016), and Moore & Tschannen–Moran (2017). The synthesis revealed that coaching development models generally consist of five components: (1) coaching principles, (2) coaching roles, (3) coaching skills, (4) coaching processes, and (5) coaching tools. 4. Concepts on Coaching Processes: The researcher synthesized the coaching process concepts from the works of Narongwit Saentong (2008), Wichai Wongyai & Marut Phatthaphon (2014), Costa & Garmon (2002), Ibara (2004), Champathes (2006), and Lawson (2007). The synthesis categorized the coaching process into five steps: (1) establishing agreements, (2) goal setting, (3) exploring and analyzing the current situation, (4) identifying options and action planning, and (5) follow-up and review. 5. Concepts and Theories on Coaching Competencies of Administrators: The researcher synthesized the perspectives of educators and scholars, including Somchai Pitakwatin (2012), Ministry of Education (2013), Wichai Wongyai & Marut Phatthaphon (2014), Wittaya Imjai (2017), Kanya Suksawang (2018), Office of the Basic Education Commission (2019), Phongsak Chanchaem (2020), Whitmore (2002), Clutterbuck (2014), Grant (2014), Goldsmith (2015), Starr (2016), and Moore & Tschannen–Moran (2017). The synthesis identified essential competencies for administrators in coaching, including building trust, listening, questioning, providing feedback, encouraging, and observing behavior. 6. Model Evaluation Framework: The researcher applied Joint Committee on Standards for Educational Evaluation. (1994). (1) Utility, (2) Feasibility, (3) Propriety, and (4) Accuracy. This framework was employed to assess the appropriateness and effectiveness of the coaching skills development model for primary school administrators. Based on the synthesis of the literature and related studies, the researcher proposed a conceptual framework for the study, as illustrated in Figure 1

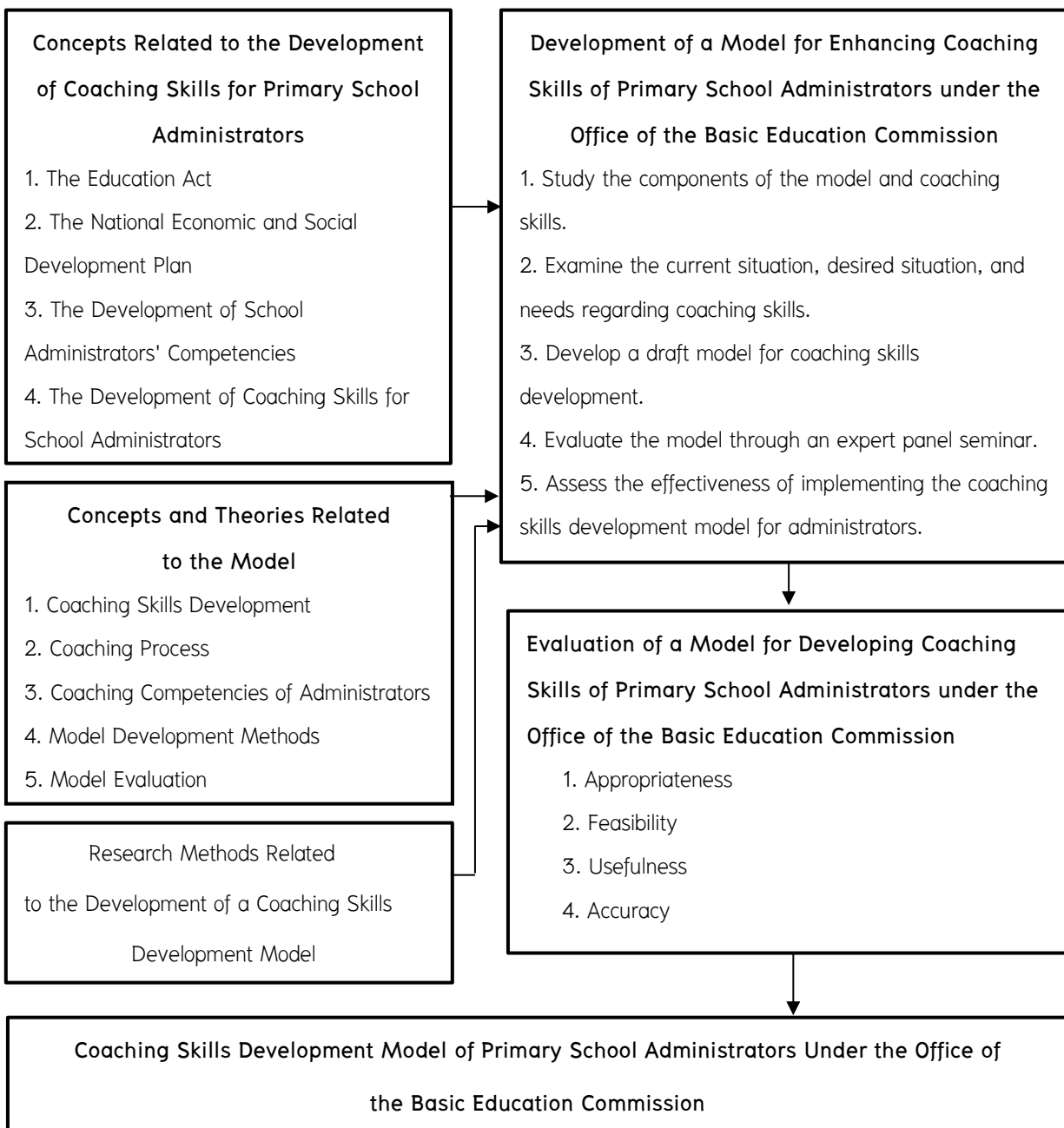


Figure 1 The Conceptual Framework of the Coaching Skills Development Model of Primary School Administrators Under the Office of the Basic Education Commission

Research Methodology

This study utilized a Research and Development (R&D) approach to create and evaluate a coaching skills development model for primary school administrators under the Office of the Basic

Education Commission (OBEC) in Thailand. The research was conducted in three phases to ensure systematic development, validation, and testing of the model.

Phase 1 involved assessing the current and desired states of coaching practices as well as identifying needs related to six key coaching skills: trust-building, listening, questioning, observation, encouragement, and feedback. The study population consisted of 120 primary school administrators under the OBEC, specifically selected from schools in the Northeastern region of Thailand through purposive sampling. Data collection tools included questionnaires and semi-structured interview forms. Quantitative data were analyzed using means, standard deviations, and the Priority Need Index Modified (PNI_{modified}), while qualitative responses were examined through content analysis to enrich contextual understanding.

Phase 2 focused on the development of the coaching skills development model. The model consisted of five strategic components: (1) establishing a learning exchange space, (2) building experiential learning circles, (3) conducting caring and reflective conversations, (4) testing and evaluating prototype solutions, and (5) utilizing an online coaching platform to enhance accessibility and continuity. The model was reviewed and validated by educational experts through connoisseurship seminars. The validation process included an evaluation of the model's appropriateness, feasibility, usefulness, and accuracy using a structured rating form.

Phase 3 evaluated the model's effectiveness using a one-group pre-test and post-test design. The intervention was implemented among a group of 30 primary school administrators from the target population. The effectiveness of the model was analyzed using a paired-samples t-test to compare participants' coaching skill levels before and after the training. The findings revealed a statistically significant improvement in participants' coaching competencies at the 0.01 level of significance.

Presentation of the results was conducted through a combination of descriptive statistics tables, comparative charts, and narrative summaries. The quantitative results were presented in tabular and graphical formats to illustrate changes in mean scores, while the qualitative findings from interviews and expert validations were summarized and interpreted to highlight thematic insights. This structured methodology ensured the development of a contextually responsive model that enhances coaching competencies, promotes effective leadership practices, and supports sustainable school improvement efforts within the Thai educational system.

Research Results

This research aimed to develop a coaching skills development model for primary school administrators under the Office of the Basic Education Commission (OBEC). The findings are summarized below:

1. Needs Assessment of Coaching Skills. The current and desired states of coaching skills were assessed across six dimensions: trust-building, listening, questioning, observation, encouragement, and feedback. The current skills were rated at a high level, with feedback skills ranked highest. The desired state emphasized motivation skills, while the priority needs analysis indicated trust-building skills as the most needed development area.

2. Development of the Coaching Skills Development Model. The model consists of five modules: 1) Changemakers: Creating a learning exchange space, building trust, and establishing shared goals. 2) Learning by Coaching: Fostering experiential learning and innovation. 3) Identify Coaching: Engaging in reflective and caring dialogue. 4. Coaching Outcome Assessment: Testing solutions and evaluating outcomes with change agents. 5. Knowledge Sharing: Utilizing online coaching platforms for continuous learning.

3. Model Evaluation. Evaluation results demonstrated that: Post-training knowledge scores were significantly higher than pre-training scores at the 0.01 level. The model achieved the highest ratings in appropriateness, feasibility, usefulness, and accuracy, as evaluated by expert administrators. Administrators reported that the model was practical, contextually relevant, and highly beneficial for fostering leadership and enhancing school development practices.

Discussion

The findings revealed that while administrators already utilized basic coaching skills, structured and targeted development significantly enhanced their capabilities. The model's design, emphasizing trust-building, experiential learning, and continuous assessment, directly addressed identified gaps and met professional development needs effectively. The integration of online learning spaces also ensured scalability and accessibility for ongoing skill enhancement. This is because school administrators recognized that the various coaching skills within the Office of the Basic Education Commission's

framework were practical and could be effectively implemented to enhance personnel development within their schools as shown in CLICK Model depicted in the Figure 2



Figure 2 the Coaching Skills Development Model of Primary School Administrators Under the Office of the Basic Education Commission

Recommendations

1. Recommendations for Applying Research Findings. The research findings offer several key recommendations for improving coaching skills among primary school administrators under the Office of the Basic Education Commission:

1.1 The Office of the Basic Education Commission should use these findings to guide policy development, integrating leadership and coaching skill training through expert-led workshops for school administrators.

1.2 The coaching model developed can be expanded to enhance leadership competencies across other departments involved in educational management.

1.3 Schools can apply this model to develop coaching skills among teachers, thus stimulating student potential and improving overall education quality.

1.4 The implementation should be systematic, integrating coaching into leadership training curricula, establishing learning networks, and ensuring continuous follow-up to achieve measurable results in staff and teacher development.

2. Recommendations for Future Research.

2.1 Longitudinal Studies: Conduct long-term research to assess the impact of coaching skills on teaching quality and student outcomes over 1–3 years, as well as the sustainability of these skills in practice.

2.2 Effective Training Methods: Investigate the most effective methods for coaching skill development, such as experiential learning, case-based approaches, or AI-assisted coaching tools.

2.3 Leadership Styles and Coaching: Explore the relationship between coaching skills and different leadership styles (e.g., transformational or servant leadership) to identify which style best supports coaching effectiveness.

2.4 Cultural and Organizational Factors: Study how organizational culture, teacher learning environments, and leadership structures influence coaching effectiveness in schools.

2.5 Assessment Tools: Develop and evaluate tools for measuring coaching proficiency, such as self-assessment, 360-degree feedback, or AI-driven analysis of coaching behaviors.

2.6 Digital Technologies: Investigate the feasibility of using digital platforms and AI technologies to support and enhance the coaching process for school leaders.

New Knowledge Gained from the Research

The research on coaching skill development for primary school administrators under the Office of the Basic Education Commission has resulted in key findings that contribute valuable new knowledge. The following diagram and concise explanation present the synthesized outcomes from this study.

Coaching Skill Development Model for School Administrators. The coaching skill development model designed for school administrators comprises five essential modules aimed at enhancing leadership qualities. This model is both practical and adaptable, reflecting the changing needs of modern educational leadership. Key Modules in the Model:

1. Changemakers–Building Trust & Common Goals: Focus on creating a collaborative environment where trust is developed, and shared goals are established. This step fosters a sense of ownership and alignment among school leaders.

2. Learning by Coaching: Encourages hands-on experiences and the exchange of learning within a community of school leaders. Participants learn by actively coaching each other, building new-age administrative capabilities.

3. Identify Coaching: Involves understanding and categorizing different coaching styles and methods. This module emphasizes personalized interactions with teachers to address specific needs effectively.

4. Coaching Outcome Assessment: Focus on measuring the success of coaching through problem-solving prototypes and feedback loops. This ensures that the coaching process leads to tangible, measurable outcomes.

5. Knowledge Sharing through Digital Platforms: Incorporating online coaching rooms where knowledge can be exchanged efficiently. This fosters a continuous learning cycle and provides flexibility in coaching interactions.

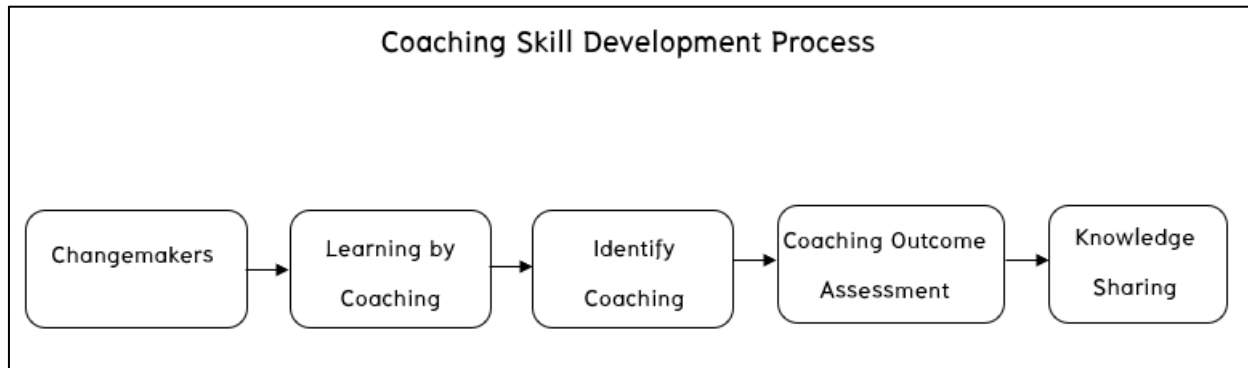


Figure 3 Diagram: Coaching Skill Development Process

These steps cycle back into one another, ensuring a continuous development loop for school administrators.

1. Explanation of the Coaching Skill Development Model:

1.1 Practical Application in the Present Day. This model is not only applicable to school administrators but can be expanded to other leadership roles within the education sector by incorporating digital platforms and modern coaching techniques, it offers an innovative approach to leadership development. For example, through online coaching rooms, administrators can continue learning and improving coaching techniques beyond the traditional classroom setting.

1.2 A Modern Approach to Leadership Training. The importance of trust-building and shared goals in leadership is especially relevant in the current climate of remote and hybrid learning environments. School administrators need to be adaptable, collaborative, and forward-thinking—traits that this coaching model fosters effectively.

1.3 Real-World Application Example: A real-world example could be a school principal utilizing the Changemakers module to create an environment of trust and open dialogue within a team

of teachers. By setting clear goals together, the principal can ensure everyone is working towards the same educational outcomes. This could be directly linked to improved performance and morale within the school community.

1.4 Synthesis of Findings in the Research: The synthesized findings emphasize that coaching skills are crucial for modern school leadership. The research revealed that motivation skills, feedback skills, and trust-building were among the highest priorities for skill development. This highlights the need for targeted training programs and continuous professional development in these key areas. The coaching model provided in this study offers a framework for enhancing these skills systematically.

In conclusion, this research introduces a flexible, comprehensive, and modern coaching model that is directly relevant to the evolving needs of school leadership today. By applying this model, school administrators can enhance their leadership competencies, drive educational improvements, and foster a more collaborative and motivated school environment.

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