

Effective Supervision Model for Thai Language Learning Activity of Private Elementary Schools

¹ Samart Pongsri, ² Karn Ruangmontri

Abstract: *The purpose of this research was to develop an effective supervision model for Thai language learning activity of elementary schools and to evaluate by using the effective supervision model for Thai language learning activity. The findings were found that the effective supervision model for Thai language learning activity of elementary schools consists of 5 major elements, which are principle of the model; purpose of the model; and the effective supervision model with 6 stages, namely the study of current conditions, learning activities, supervision planning, supervision performance, reflection, and evaluation. The evaluation of the model and achievement condition of the model application, the evaluation of appropriateness, feasibility and usefulness were at the highest level. The evaluation of applying the effective supervision model for Thai language learning activity of private elementary schools revealed that the teachers had higher knowledge and understanding of effective leaning activities than before provided the supervision with the developed model. In addition, they also had higher competency of effective Thai language learning activity than before provided the supervision with the developed model. The supervisor gained higher competency of the effective supervision model for Thai language learning activity and related persons had satisfaction towards the effective supervision model for Thai language learning activity of private elementary schools at the highest level.*

Keywords: *Effective Supervision Model, Learning Activity, Thai Language Teaching*

Background

Thai language is unity and national identity which enhances the personality of people in the nation to be Thai and it is a cultural treasure, a communication tool in everyday life and occupation (Jermstittiparsert & Sawasdee, 2012). Also, it is a tool for seeking knowledge so as to keep up with global society changes. The development of Thai language competency of Thai youth is very significant (Ministry of Education, 2009). The Ministry of Education has established a policy for developing learners' quality in primary level to be able to read, write, and calculate, including to be capable of thinking, life and creative communication skills according to their age (Panich, 2012). However, the educational quality assessment both achievement and ranking among Thailand and international (Jermstittiparsert, 2020).

all have a downward trend as can be noticed by PISA (Program for International Student Assessment) of 2015 that Thailand has an academic reading score at 57th out of 70 countries, which average score of reading scores is lower than the OECD average by more than one level. Therefore, the tendency of Thailand as a whole has decreased (The Institute for the Promotion of Teaching Science and Technology, 2017). According to the results of basic nation educational test by National Institute of Educational Testing Service (NIETS), the scores of Thai language of Prathomsuksa 6 students (Grade 6) in academic year 2015-2017 revealed that the national average scores are lower than 50 percent, which primary cause is the teachers lack teaching techniques, application of a variety of teaching methods, and they do not improve their learning activities (Reimer, 2003). Moreover, the students are not interested in that makes them also lack self-studying and seeking skills, critical thinking, problem solving, cooperation and self-knowledge summary (Ministry of Education, 2009).

Teacher plays important role as an educator. Also, the teacher leads the curriculum to the classroom and learning activity (Runcharoen, 2010). All teachers have to change teaching process to mainly focus on the. The

¹ Faculty of Education, Maha Sarakham University, Thailand
E-mail: krusam42@gmail.com

² Faculty of Education, Maha Sarakham University, Thailand
E-mail: karnr2011@gmail.com

teacher would be responsible for preparing, recommending, advising and encouraging the students on learning and performing by themselves, as well as providing them to independently learn with their full potential (Jindechakul, 2007). Only expert teacher can be able to build the learners as expert learner (Lao-riandee, 2013). Teacher development directly affects the teachers themselves that enable to improve learning activity with effectiveness, which is supervision because the supervision is a process of suggesting and assisting the teachers to be able to provide learning activities with effectiveness (Glickman, Gordon and Ross-Gordon, 2004) so as to improve for better learning activity (Lao-riandee, 2010). Moreover, the supervision would help the teachers to improve teaching behavior and affect the students' successful learning (Kidyao, 1999). In addition, schools can operate efficiently and achieve more concrete effectiveness (Supakarn, 2015). Supervisors therefore have to play important role in helping schools succeed in the mission of improving educational quality in schools. Previously, educational management of the primary schools has faced a problem that the teachers lack of expertise in teaching (Phuwittayaphan, 2005). There is no a clear system for private school teachers, as well as, there is no continuity and teaching follow-up for the teachers in each area. So, this affects lacking competency on providing effective learning activity.

According to the problems mentioned above, the researcher is therefore interested in studying current and desirable conditions of the effective supervision model for Thai language learning of private elementary schools, the development of appropriate effective supervision model for Thai language learning activity and the evaluation of applying the effective supervision model for Thai language learning activity of private elementary schools so as to be a guideline for educational quality development, the supervision process of private elementary schools to be more efficient and effective.

Methodology

Population and sample groups used in this study were Group 1 consists of 264 administrators and Thai language teachers of private elementary schools by using questionnaire. Group 2 consists of 6 administrators and Thai language teachers of the schools with excellent practice in supervision of Thai language learning activity by interview, and 10 experts in evaluation for assuring the effective supervision model for Thai language learning activity of private elementary schools, which consist of 3 supervision experts; 3 experts in curriculum and teaching Thai; 1 school administrator, and 3 university professors using focus group. Group 3 consists of 5 administrators and teachers of private schools as a volunteer for applying the model.

Data Collection

1. Collect data of current and desirable conditions, as well as needs for the effective supervision for Thai language learning activity of private elementary schools by asking for opinions from the administrators and Thai language teachers.
2. Collect the data from the administrators and teachers the schools with excellent practice in supervision of Thai language learning activity by interview from May 21-23, 2019.
3. Evaluate and assure the supervision model from 10 experts by focus group in June, 2019.
4. Collect the data of application of the effective supervision model for Thai language learning activity of private elementary schools using test of teacher's cognition on Thai language learning activity, learning activity competency assessment, satisfaction assessment of administrators, teachers, and students towards the effective supervision model for Thai language learning activity of private schools, and assessment of suitability, feasibility and usefulness of the model from August to September, 2019.

Data Analysis

1. Analyze and synthesize the data of current and desirable conditions, also, the needs for effective supervision of Thai language learning activity of private elementary schools by questioning the opinions from school administrators and Thai language teachers by using SPSS for Window to analyze Mean and Standard Deviation.
2. Analyze and synthesize qualitative data from open-ended questions and interview.
3. Analyze evaluation data of the supervision model using SPSS for Window to analyze Mean and Standard Deviation.
4. Analyze the experimental data of applying the effective supervision model for Thai language learning activity of private elementary schools using SPSS for Window to analyze Mean and Standard Deviation.

Conclusion

The supervision for Thai language learning activity of private elementary schools was at a moderate level. The desirable condition was at the highest level, and need for giving feedback was at the highest level, as shown in Table 1 and 2.

Table 1 The results of current and desirable conditions of the effective supervision for Thai language learning activity of private elementary schools.

Elements of Effective Supervision Model of Learning Activity		Current Condition			Desirable Condition		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Need and necessity	3.36	0.22	Moderate	4.63	0.47	Highest
2	Providing knowledge before the supervision	3.37	0.27	Moderate	4.67	0.50	Highest
3	Supervision Planning	3.29	0.24	Moderate	4.64	0.51	Highest
4	Supervision Performance	3.30	0.27	Moderate	4.62	0.56	Highest
5	Feedback	3.26	0.25	Moderate	4.63	0.55	Highest
6	Evaluation	3.30	0.21	Moderate	4.57	0.63	Highest
Total		3.31	0.15	Moderate	4.63	0.51	Highest

Table 2 The evaluation of needs for the effective supervision for Thai language learning activity of private elementary schools.

Elements of the Supervision Model for Learning Activity		D	I	PNI mod	Sequence
1	Need and necessity	3.36	4.63	0.38	6
2	Providing knowledge before the supervision	3.37	4.67	0.39	4
3	Supervision Planning	3.29	4.64	0.41	2
4	Supervision Performance	3.30	4.62	0.40	3
5	Feedback	3.26	4.62	0.42	1
6	Evaluation	3.30	4.57	0.39	5

The evaluation of the effective supervision model for Thai language learning activity of private elementary schools by the experts revealed that the developed model gained appropriateness, feasibility, and usefulness at the highest level as shown in Table 3.

Table 3 The evaluation of the effective supervision model for Thai language learning activity of private elementary schools.

Elements	Suitability			Feasibility			Usefulness		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1. Principle	4.80	0.45	Highest	4.80	0.45	Highest	5.00	0.00	Highest
2. Objective	4.80	0.45	Highest	4.80	0.45	Highest	4.80	0.45	Highest
3. Supervision Process	4.60	0.55	Highest	5.00	0.00	Highest	5.00	0.00	Highest
4. Evaluation	4.60	0.55	Highest	4.80	0.45	Highest	4.80	0.45	Highest
5. Achievement Condition	4.80	0.45	Highest	4.80	0.45	Highest	5.00	0.00	Highest
Total Average	4.72	0.49	Highest	4.84	0.36	Highest	4.92	0.18	Highest

Having these following details:

The Effective Supervision Model for Thai Language Learning Activity of Private Elementary School

1. Principle of the model. The effective supervision model for Thai language learning activity is a systematic supervision process under the organization's cooperative culture that systematically helps and believes in each other. So it causes efficient capability for effective Thai language learning activity.

2. The purpose of the model. 1) to develop the teachers for effective competency on Thai language learning activity and 2) to develop the supervisors to be able to effectively arrange the supervision.

3. The effective supervision process for Thai language learning activity consists of:

Step 1 Survey (S) is a step of studying state and necessary needs, fundamental information, issues needed for developing or solving, and prioritizing the development or solution.

Step 2 Educated (E) is a step of clearly providing knowledge and understanding of what would be implemented and how the procedure would be and how to get achievement with quality. This step is necessary when starting the supervision and it is necessary for the ineffective or unsatisfying supervision.

Step 3 Plan (P) is to jointly plan and define the objective of the supervision, set the goal and supervision methods, define operation calendar and supervision tools by clearly specifying procedure step by step.

Step 4 Implement (I) is a process for conducting the supervision consisting of 1) Pre-observation Conference, 2) Classroom Observation Course, and 3) Post-observation Conference.

Step 5 Reflect (R) is a process of reflecting result from the supervision, and giving feedback after the observation about learning activity behavior.

Step 6 Evaluate (E) is the process of evaluation after the supervision. If there are any problems or obstacles, there would be improvement that would be done by re-providing knowledge. If the evaluation reveals that it achieves its target, there would be improvement promotion for more quality.

4. Evaluation of Model. The evaluation guideline by holding a meeting for making clear understanding about the implementation of the effective supervision model for Thai language learning activity, assigning responsible ones to operate the defined model, evaluating the effective supervision model by using cognition test, evaluating the supervision competency by interview, observation, or performance examination, evaluating satisfaction by questionnaire, including summarizing and reporting the evaluation of the effective supervision model for Thai language learning activity for improvement and development.

5. Achievement condition. This refers to important factors, conditions, or practices that would help the effective supervision model for Thai language learning activity to achieve the specified objectives. Related persons recognize and give priority to supervision operation. Moreover, there is budget support of media and material, providing moral support, as well as continuous evaluation, and always applying the results for improvement.

Figure 1 The Effective Supervision Model for Thai Language Learning Activity of Private Elementary School.

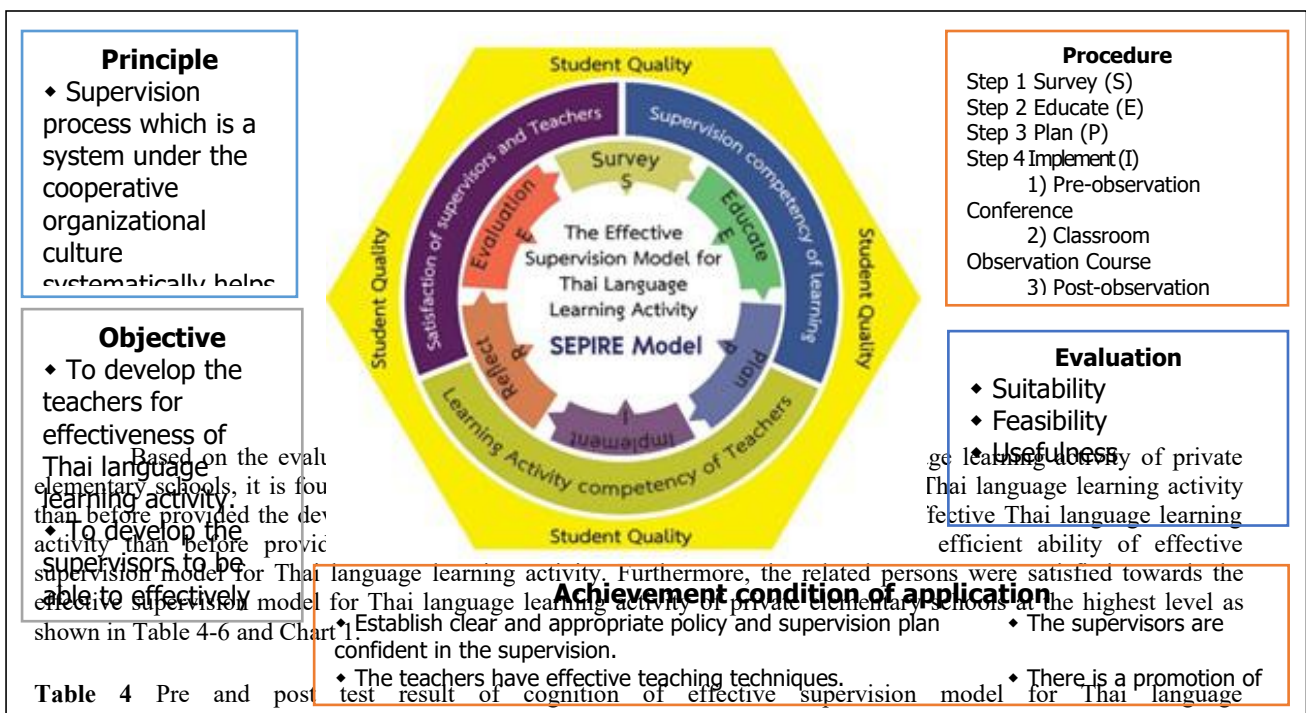


Table 4 Pre and post learning activity of participants.

Sample Group	N	\bar{X}	S.D.	t	Sig.(1-tailed)
Before	5	9.20	1.14	10.667*	0.000
After		15.60	1.92		

* With statistical significant at the level of 0.05

Table 5 The evaluation of learning activity of Thai language teachers

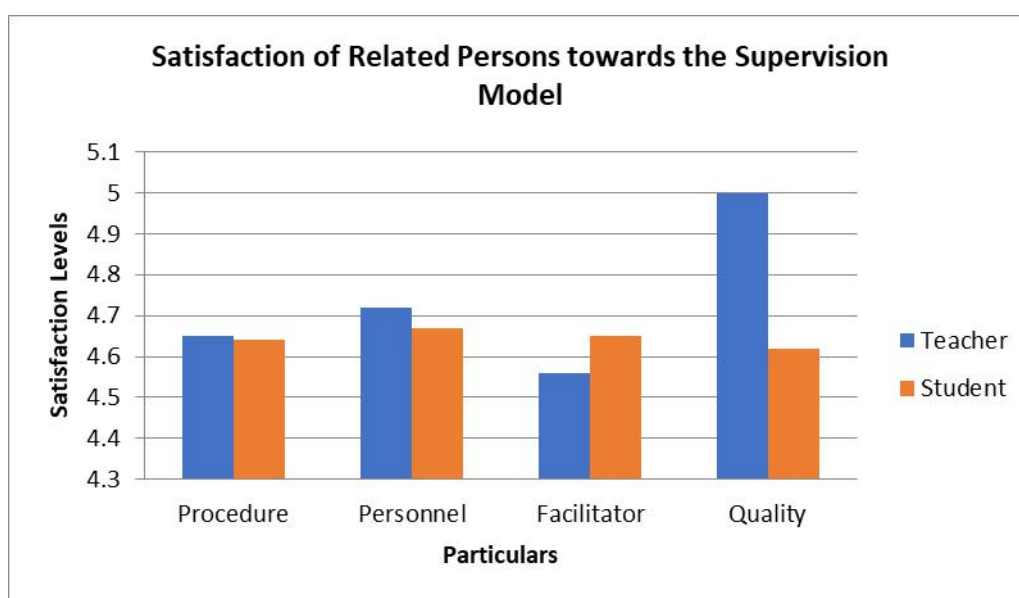
Teachers	No.	Teaching Preparation	Learning Activity	Application of Media	Classroom Atmosphere	Evaluation	Total Average	
		\bar{X}	X	\bar{X}	\bar{X}	\bar{X}	\bar{X}	S.D.
Teacher 1	1	3.00	3.00	3.00	3.00	3.00	3.00	0.00

	2	3.75	3.10	3.33	3.50	3.60	3.56	0.23
	3	4.25	4.00	4.00	4.25	4.00	4.03	0.13
	4	4.50	4.50	5.00	4.75	4.80	4.72	0.19
Teacher 2	1	3.00	3.00	3.00	3.00	3.00	3.00	0.00
	2	3.50	3.00	3.67	3.58	3.60	3.35	0.25
	3	4.25	3.90	4.00	4.00	4.00	4.00	0.12
	4	4.25	4.20	4.00	4.25	4.40	4.27	0.13
Teacher 3	1	3.00	3.00	3.00	3.00	3.00	3.00	0.00
	2	3.25	3.20	3.00	3.00	3.40	3.25	0.16
	3	4.00	4.00	4.00	4.00	4.00	4.00	0.00
	4	4.50	4.20	4.00	4.25	4.20	4.16	0.16

Table 6 The evaluation of supervision competency based on the effective supervision model for Thai language of private elementary schools.

Particulars	Evaluation				\bar{X}	S.D.	Interpretation
	1	2	3	4			
Meeting before the Supervision	3.67	4.00	4.67	5.00	4.33	0.29	Good
Supervision Performance	4.00	4.33	5.00	5.00	4.58	0.14	Very Good
Supervision Data Analysis	3.67	3.67	4.67	5.00	4.25	0.43	Good
Reflection	3.67	4.00	5.00	5.00	4.42	0.14	Good
Average (\bar{X})	3.75	4.00	4.84	5.00	4.40	0.32	Good
Interpretation	Good	Good	Very Good	Very Good	Good		

Chart 1 Satisfaction of related persons towards the effective supervision model for Thai language learning activity of private elementary schools.



Discussion

The effective supervision model for Thai language learning activity of private elementary schools has been developed through the process of studying, analyzing, creating, developing continuously and systematically, by studying principles, concepts, theories, questionnaire, interview from those who are involved to bring the data as basic

information in designing, drafting Improvement model including considering and providing suggestions for accurate improvement based on the supervision framework in order to develop the teachers to be able to arrange effective Thai language learning activity in the private elementary schools until obtaining the accurate and appropriate model and can be applied for real. In addition, the model and manual have been verified by the experts in terms of utilization, feasibility, suitability, and accuracy standards (Stufflebeam and Shinkfield, 2007) at the highest level. There are 5 primary components, which are principle of the model, objective, effective supervision procedure for Thai language learning activity with 6 stages, namely, Survey (S); Educate (E); Plan (P); Implement (I); Reflect (R); and Evaluation (E), the model evaluation, and achievement condition of application. There has been defining a scope of improvement of knowledge, skill, and attitude of teachers and systematic development process, personnel development using integration method both for lecture and practice. Therefore, giving feedback and assistance during training is a method that helps the personnel to gain knowledge at a higher level (Joyce and Shower, 1988). Moreover, the supervisor has been trained, suggested, and assisted to be able to arrange the supervision for the teachers with continuity. Preparing knowledge and skills required before the supervision would help the supervision more effective. Furthermore, the mentoring program would have the greatest impact when the participants need to learn and improve themselves (Glickman and others, 2010 and Pask and Joy, 2007). Therefore, the teachers have gained more knowledge and understanding on Thai language learning activity with higher effectiveness than before provided the developed supervision model and they also have gained competency on Thai language learning activity with higher effectiveness than before provided the developed supervision model. The supervisor has gained higher competency of providing the effective supervision model for Thai language learning activity and the related persons had satisfaction towards the effective supervision model for Thai language learning activity of private elementary schools at the highest level.

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