

The Development of Cooperative Professional Supervision Model for Improving English Teachers' Teaching Quality

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Abstract: *The objectives of this research were: to study the current situation and need for model, model development, model trying out, and evaluation of application in Cooperative Professional Supervision Model for improving the English teacher's Teaching Quality by using Research and Development. There were 4 Phases of this research. Phase 1, the current situation and need for Supervision Model, were studied by asking from 400 schools. Phase 2, the Cooperative Professional Supervision Model was studied from 3 Best Practice Schools. The tentative model was outlined through Focus Group Discussion by 10 experts and coworkers. It was tried out in 2 schools. The model was evaluated by the experts. The research instruments were: the Interview Form, Questionnaire, and Evaluation Form. Phase 3, the model was tried out with 2 schools. The research instruments were: the Handbook of Model Application, Knowledge Test, and Satisfaction Questionnaire. Phase 4, the model was evaluated by the model users and experts. The research instruments were: the Satisfaction Questionnaire and Model Quality Evaluation. The statistic using for data analysis included the percentage, Mean, Standard Deviation, t-test, and Content Analysis.*

The research findings found that the current situation of instructional implementation was in "High" level. However, it was the overall supervision in every subject. They showed their need for the Cooperative Professional Supervision Model especially in English Language Subject. There were 5 components of the Cooperative Professional Supervision Model including: the principle of model, objective, knowledge management process, model evaluation, condition of success. Besides, there were 5 steps of supervision process including: the work implementation planning, knowledge promotion before supervision, construction of team working for supervision practice, work performance evaluation, and magnification of findings. Trying out the Cooperative Professional Supervision Model, the students improved their learning achievement in English Language. The English teachers using and the model users expressed their satisfaction on the model in "High" level. The experts evaluated the model in "the Highest" level.

Key words: The Model Development, the Cooperative Professional Supervision Model, Supervision Process

Introduction

The Education was an important instrument for helping people in the country to have knowledge as well as competency, and characteristics require by their society and country (Jermittiparsert & Sawasdee, 2012; Jermittiparsert, Sriyakul, Pamornmast, Rodboonsong, Boonprong, Sangperm, Pakvichai, Vipaporn, & Maneechote, 2016a, 2016b). Recently, there were problems in Thai Education especially the provision of English Language

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Learning since the O-NET was in “Low” level. The government tried to promote and develop the English Language Learning and Teaching for students to be able to speak and communicate by adding the hours for the English Language Learning as well as teacher development. However, teacher development was not successful as it should be. There were problems in efficient development system and the lack of attention truly. As a result, the teachers did not obtained systematic development sufficiently. (Office of the Basic Education Commission, 2009: 27) There were various techniques for teacher development including: the Training, Field Trip Study, and Education Supervision etc. The Educational Supervision played an important role in helping the teachers as well as Educational staffs to be successful in their occupation. (Wat-ta-na Kon-cheu-rat, 2008: 156) The key of Educational Supervision was the Instructional Supervision. If there was good quality of Supervision, the teachers would improve the Educational Quality as well as be successful in teaching. Furthermore, there would be good quality students as standard criterion. Moreover, the teachers would obtain their professional development. The Educational Supervision administering the close persons such as administrators, academic teachers, and co-workers for supporting and advising as Cooperative Professional Development, was a teaching supervision technique aimed to the improvement and development, provision of one’s own instructional management, or shared responsibility. In the present, the Internal Supervision for learning and teaching in each school did not accomplish its goal or serve the need and satisfaction of supervisees. Whether the students’ learning achievement would be good or not, one part was depended on the Internal Supervision of school. Since the Internal Supervision could cause the teachers to develop and improve themselves, improve the curriculum, improve learning and teaching, evaluate the students, encourage one’s morale, and help one to be successful. (Ruji Poo-sa-ra & Chan-ta-ra-nee Sa-nguan-nam, 2002: 71) In Educational Supervision, there were problems of implementation, planning for preparation, no implementation based on the plan, the following up and investigation of practice did not follow the schedule of work practice, there were no handbooks in school to be practiced by the teachers, the teachers did not understand or have awareness of Supervision Process, they did not pay attention to Supervision Activity, there was no preparation for readiness in being supervised, and did not apply the findings of supervision for work improvement and development. (Buddha-chat San-ubon, 2018: 171-181) Besides, there were problems in data collection, and the lack of precise plan. As a result, it was difficult to follow the plan. There were no various usages of instruments and media. There was a little practice in measurement and evaluation, construction and application of instructional media, instructional management, curriculum development, and curriculum application. (Pantip Ked-charoen-koon, 2006: 63-82) According to report findings of Educational Supervision management in English Language Learning Substance of Ubonratchathani Primary Educational Service Area Office 5, found that both of learning achievement and O-NET were in “Low” level. (The Document of Report Findings of Educational Supervision, Ubonratchathani Primary Educational Service Area Office 5, 2006: 12) Therefore, it was necessary to provide development for English Teachers for Improving the Learning Achievement and O-NET findings in English Language in higher level. Consequently, the research of Development in in Cooperative Professional Supervision Model for improving the English teacher’s Teaching Quality, was conducted. The research objective was to study current situation and need for model, model development, model trying out, and evaluate the findings of application in Cooperative Professional Supervision Model for improving the English teacher’s Teaching Quality.

The objective of Educational Supervision was to help the teachers as well as Educational Staffs to be able to improve and develop their learning and teaching management, to develop their teaching behavior to be better, to promote and support the teachers’ knowledge and competency in instructional management, to monitor and following up the teachers’ work practice continuously, to enhance one’s creative thinking and team working. There were 6 objectives of Supervision (Lucio and McNeil, 1979: 24) including: the Planning, Work Administration, Supervision, Curriculum Development, Teaching Demonstration, and Research. There were 5 Steps of Supervision Process (Sangad Utra-nan, 1997: 84-88) including: the Supervision Planning-P, Supervision Doing-D, Reinforcing-R the Supervisors, and Supervision Evaluating-E. The important skills of Supervision were: the Teaching Observation, Data Analysis, Conference, Suggestions, and Work Experience Sharing, Friendly Climate. (Sangad Utra-nan, 1997: 84-88; Pairoje Klin-ku-lab, 1999: 187)

Conceptual Framework >

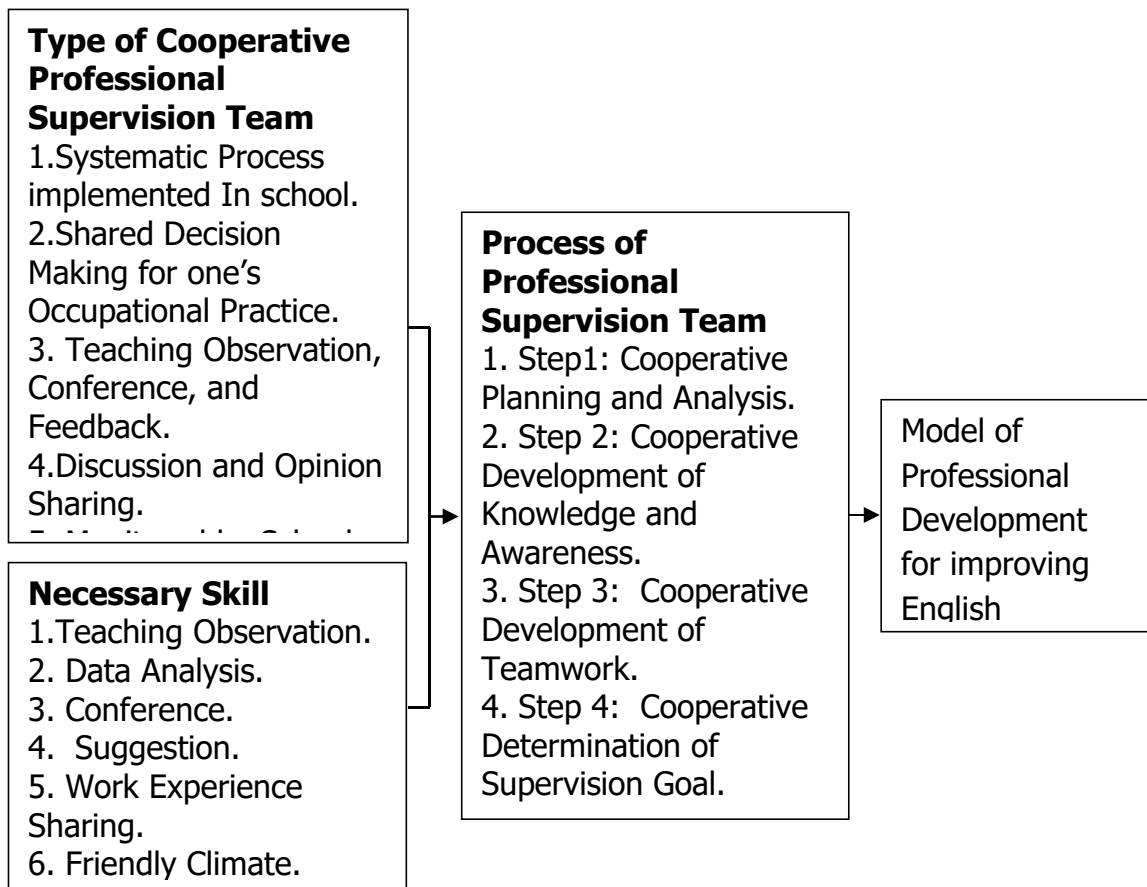


Figure 1: Conceptual Framework of Development for Cooperative Professional Supervision Model.

Research Methodology

Phase 1: the current situation, problem, and need for the Development of Cooperative Professional Supervision Model for Improving English Teachers' Teaching Quality were studied. The target group for responding the questionnaire were 400 schools under jurisdiction of Primary Educational service Area Office 2 in Ubonratchathani Province. They were selected by Simple Random Sampling. One school was selected for interviewing, Anuban Nak Sa-moot Dech-udom School, by Purposive Sampling. The research instruments using for data collection included the Questionnaire and Interview Form. For data analysis of Questionnaire, the Mean and Standard Deviation were administered. For Interview Form, the Content Analysis and Frequency were administered.

Phase 2, the Development of Cooperative Professional Supervision Model for Improving English Teachers' Teaching Quality was studied. The target group were selected by Purposive Sampling. Best Practice was studied from 3 schools including: Ban-hua-ka School at Boon-ta-rik District, Ban-sa-wang-none-tong School at Dech-udom District, and Ban-nong-sang School at Dech-udom District in Ubon Racha-tani Province. Ten experts outlined the Model by Focus Group Discussion. Seventeen Target Group outlined the Model. They were teachers and administrators of Anuban Nak-sa-moot Dech-udom School and Ban-som-sa-ad School. The Training, Development, and Outlining the Model were conducted. The teachers and administrators were evaluated by the pretest and posttest by using the Evaluation Form. In addition, 5 experts providing knowledge, evaluated the model. The research instruments using for data collection including: the Interview Form, Pretest and Posttest of Teacher and Administrator's Evaluation Form, Model Evaluation Form. For data analysis of Interview Form, the Content Analysis and Frequency were administered. For Knowledge Evaluation Form, the t-test Analysis was calculated. For Model Evaluation, the Mean and Standard Deviation were calculated.

Phase 3, the Cooperative Professional Supervision Model for Improving English Teachers' Teaching Quality was tried out. Two schools were tried out including: Anuban Nak-sa-moot Dech-udom School and Ban-som-sa-ad School.

The research instruments for data collection were: the Supervision Model, Supervision Handbook, Pretest-Posttest Student's Knowledge Test, and Student's Satisfaction Questionnaire. For data analysis of Knowledge Test, the t-test was administered. For Satisfaction Questionnaire, the Mean and Standard Deviation were calculated.

Phase 4, the Evaluation of Cooperative Professional Supervision Model for Improving English Teachers' Teaching Quality, target group were 17 teachers and administrators of Anuban Nak-sa-moot Dech-udom School and Ban-som-sa-ad School. They evaluated their satisfaction and the model. Besides, 5 experts evaluated the model. The instruments using for data collection, were the Satisfaction Questionnaire and Model Evaluation regarding to Congruency, Accuracy, Feasibility, and Utility. For data analysis, the Satisfaction Questionnaire and Model Evaluation, the Mean and Standard Deviation were calculated.

Research Findings:

1. According to the study of current situation and need for Cooperative Professional Supervision Model for improving the English Teachers' Teaching Quality, by asking from school teachers and administrators, the findings were shown in Table 1:

Table 1: The current situation, problem, and need for Cooperative Professional Supervision Model

List	\bar{X}	S.D.	Practice level
Supervision Planning			
1. Conference for cooperative planning and preparing the supervision.	3.85	.724	High
2. Selection of interesting issue to develop and improve the instructional activity.	3.81	.766	High
3. Scheduling the date and time for teaching observation.	3.93	.761	High
4. Scheduling the date and time of conference for preparing supervision.	3.77	.703	High
5. Presenting the project/activity in supervision.	3.67	.834	High
6. Supervision Instrument	3.87	.709	High
Average	3.82	.750	High
Supervision Implementation			
1. Implementation based on planned steps.	3.88	.640	High
2. Searching for Knowledge or Technique of Supervision.	3.93	.714	High
3. Implementation based on to be developed issue at least twice.	3.82	.790	High
4. Implementation based on Supervision Development Process.	3.87	.723	High
5. Teaching Observation with unspecified issue.	3.66	.737	High
6. Determination of issue for Teaching Observation.	3.68	.831	High
7. Conference in providing feedback for instructional management.	3.79	.886	High
8. Work Experience Sharing.	4.00	.717	High
9. Friendly Supervision.	4.38	.644	High
Average	3.89	.742	High
Supervision Evaluation			
1. Conclusion of Instructional Activity Development.	3.92	.860	High
2. Report Findings of Instructional Activity Development.	3.90	.861	High
3. Recommendations for improving the instructional activity development.	3.94	.721	High
4. Improvement of recommendation for improving the instructional development.	4.06	.773	High
5. Caring, supporting, and advising for improving the instructional activity development.	4.07	.780	High
Average	3.98	.799	High

According to Table 1, the current situation, problem, and need for Cooperative Professional Supervision Model for improving the teaching quality of English Teachers in Pratomuksa 4-6 of the Educational Service Area Office, the practice level of every aspect was in "High" level ranking in order from the Supervision Evaluation ($\bar{X} = 3.98$), Supervision Implementation ($\bar{X} = 3.89$), and Supervision Planning ($\bar{X} = 3.82$).

According to interview, found that there were the Instructional Supervision, Supervision Planning, Supervision Implementation, and Supervision Evaluation. In overall, the practice was in "High" level. However, it was overall Educational Supervision in every subject without specification. Specifically, in English Language Subject, the supervision was not taken a long time. The whole instructional management process was not viewed. It was only field trip study. There were suggestions were given for improvement and development. In addition, the instructional

activity management of English Language, most of them were performed by classroom teachers. Teaching was performed based on textbooks. Sometimes, the English Lesson Plans, Teaching Determination, Field Note Taking after Class, were made. The persons who wrote Lesson Plans, their major was English Language. The current situation in implementation of instructional supervision, it was implemented in "High" level. However, it was the overall supervision in every subject. There was the need for specific Cooperative Professional Supervision Model for an English Subject.

2. The tentative Cooperative Professional Supervision Model for an English Subject for improving English Teachers' Teaching Quality from Best Practice, experts' Focus Group Discussion, Training and Development for Teachers and Administrators in outlining the Supervision Model, found that there were 5 components of Cooperative Professional Supervision Model including: the Principle of Model, Objective, Knowledge Management Process, Model Evaluation, and Condition of Success. There were 5 Steps of Supervision including: the Implementation Planning, Promotion of Knowledge before Supervision, Cooperation in developing the Supervision Team work, Work Performance Evaluation, and Magnification of Findings.

3. Trying out the Cooperative Professional Supervision Model of Experts, Training for Teachers and Administrators in outlining the Supervision Model, found that there were 5 components of Cooperative Professional Supervision Model including: the Principle of Model, Objective, Knowledge Management Process, Model Evaluation, and Condition of Success. There were 5 Steps of Supervision including: the Implementation Planning, Promotion of Knowledge before Supervision, Cooperation in developing the Supervision Team work, Work Performance Evaluation, and Magnification of Findings.

In trying out the Cooperative Professional Supervision Model, the students' findings were occurred as shown in Table 2 and Table 3.

Table 2: The evaluative findings of before and after trying out of Cooperative Professional Supervision Model.

Knowledge	N	\bar{X}	S.D.	t	P
Before trying out	151	13.81	5.647	28.62**	.00
After trying out	151	19.96	3.805		

According to Table 2, after trying out of Cooperative Professional Supervision Model, there were significant differences in students' English Language Knowledge at .05 level.

Table 3: The Student's Satisfaction on English Teachers' Instructional Activity Management.

List	\bar{X}	S.D.	Satisfaction
1. Teacher.	4.17	.579	High
2. Content.	4.16	.668	High
3. Instructional Activity Management.	4.16	.651	High
4. Measurement and Evaluation.	4.07	.602	High
Average	4.14	.625	High

According to Table 3, the students' satisfaction on English Language Learning regarding to the teacher, content, instructional activity management, and measurement and evaluation. (\bar{X} = 4.14)

Trying out the Cooperative Professional Supervision Model, the students obtained increased knowledge and comprehension in English Language. In addition, their satisfaction on English Language Learning was in "High" level.

4. The evaluation of application in Cooperative Professional Supervision Model:

According to the model application by teachers and administrators, their satisfaction on model application was shown in Table 4. Furthermore, the model users and experts' model quality evaluation was shown in Table 5.

Table 4: The evaluative findings of Satisfaction on Model Application.

List	\bar{X}	S.D.	Satisfaction
Component of Cooperative Professional Supervision			
1. Principle of Model.	4.19	.512	High
2. Objective.	4.00	.623	High
3. Knowledge Management Process.	3.88	.628	High
4. Model Evaluation.	4.04	.559	High
5. Condition of Success.	4.44	.511	High
Supervision Process			
1. Implementation Planning.	4.19	.520	High
2. Knowledge Promotion before Supervision.	3.95	.507	High
3. Cooperative Team Work for Supervision.	4.57	.448	Highest
4. Work Performance Evaluation.	4.39	.463	High
5. Work Performance Magnification.	4.38	.583	High
Average	4.20	.535	High

According to Table 4, the model users' satisfaction on the Cooperative Professional Supervision Model regarding to the component of Cooperative Professional Supervision Model, was in "High" level. (\bar{X} = 4.20)

Table 5: The Quality Evaluative Findings of Cooperative Professional Supervision Model

List	\bar{X}	S.D.	Quality
Utility	4.52	.500	Highest
Feasibility	4.57	.491	Highest
Propriety	4.42	.501	High
Accuracy	4.49	.508	High
Average	4.50	.500	Highest

According to Table 5, the quality evaluation of Cooperative Professional Supervision Model regarding to the Utility, Feasibility, Propriety, and Accuracy, was in "the Highest" level. (\bar{X} = 4.50)

The teachers and administrators applying Cooperative Professional Supervision Model, their satisfaction on model application, was in "High" level. Furthermore, the Model Quality Evaluation was in "the Highest" level.

The Cooperative Professional Supervision Model for Improving English Teachers' Teaching Quality, consisted of followings:

1. There were 5 components of Cooperative Professional Supervision Model:

1. The Principle of Model consisted of: 1.1) the Participation was the teachers' instructional behavioral change, the change was occurred by the teachers themselves, the teachers determined objective to be changed, change needed to be supported by related persons, and the key of instructional development was the teacher, 1.2) the Team Working was the cooperative working by teachers and administrators, the clear objective of cooperative working, cooperative working for accomplishing the team goal, and the cooperative work performance, the priority of team working, and cooperative work performance, 1.3) the Sharing Principle was to share in school, application of Professional Learning Community (PLC) and knowledge transferring for the others, 1.4) the Human Relation Principle was to work with community, listen to the other persons' opinion, acceptance to work with the others, and collaborative working with other persons, and 1.5) the Network Construction Principle was the group of people's connection, connection with other organizations, sharing for information and news, and participative activity.

2. The objective consisted of the Supervision, Following up, and Evaluation of Educational Management, determination of needed thing in future, outcome to be accomplished based on objective, activity management being congruent with objective, congruent supervision process, competency development in coaching of supervision team, association of supervision content, learning process in one's own style, and improvement of students' quality.

3. The Knowledge Management Process consisted of the determination of role in constructing the body of knowledge, knowledge management, knowledge application, knowledge sharing and exchanging, and knowledge assessment.

4. The Model Evaluation consisted of: 4.1) the knowledge and comprehension of supervisor and supervisee was to develop awareness in understanding the work and co-worker, implementation based on major framework, implementation based on objective, determination of objective component, model structure and relation, and development of confidence in the model, 4.2) the Supervision Model Evaluation was the participation in Cooperative Professional Supervision, participative decision making, and participation in taking common benefit, 4.3) the Supervision Process Evaluation was cooperative thinking in instructional design, cooperative activity management, cooperative instructional evaluation, cooperative sharing and exchanging and problem solving, and teaching efficiency improvement, and 4.4) the learning achievement was the test performance in school level, and the O-NET performance

5. The Condition of Success consisted of the confidence in following up and evaluation of Educational Management, and the teachers as supervisees participated in applying the supervision findings in student development

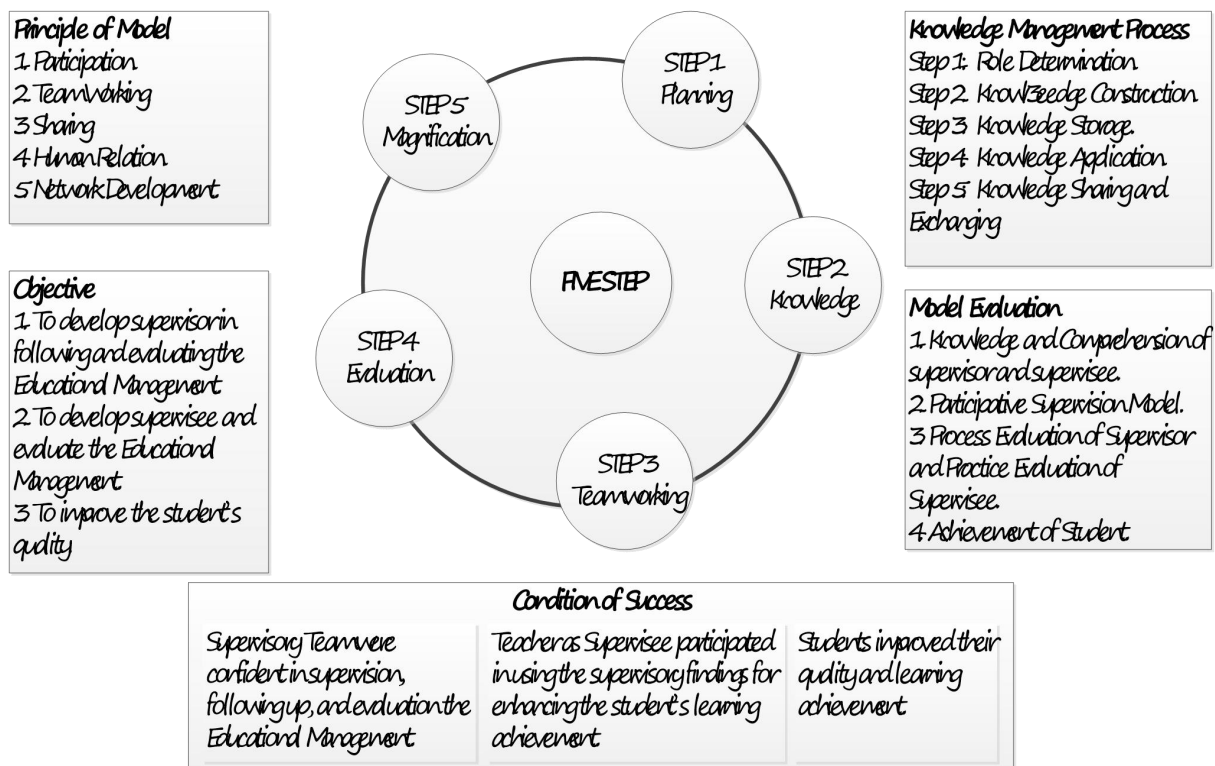


Figure 2: The Model of Professional teamwork.

2. There were 2 steps of Supervision Process:

1. The implementation planning consisted of: 1.1) the creative workshop through the presentation of creative thinking in analyzing the problem and obstacle, searching for guideline or new technique in considering the problem for supervision, and presenting the creative idea problem solving, 1.2) the brainstorming for supervision through the conference of supervisors and teachers, cooperative planning and scheduling the supervision in advance, scheduling the date and time for conference clearly, determining the guideline for developing and improving the instruction, and cooperative decision making by supervisors and teachers.

2. The promotion of knowledge before supervision consisted of cooperative conference before implementing the supervision, steps and process of participative teaching supervision, handbook for participative supervision, and indicator of supervision success.

3. The cooperative construction of team working for school supervision as well as for the Educational Service Area Office, and supervision team conference.

4. The evaluation of work practice consisted of the evaluation of learning achievement, the supervisee's behavioral change, work implementation step, activity management process, interaction between supervisor and supervisee, and friendly working climate.
5. The magnification of findings consisted of the provision of morale, development of achievement motive, invitation for participation, and development of network associates.

Discussions

The development of Cooperative Professional Supervision Model for improving English Teacher's Teaching Quality, consisted of 5 components of Cooperative Professional Supervision including: the principle of model, objective, knowledge management process, model evaluation, and condition of success. The principle of model consisted of the principle of participation as well as team working as cooperation of the staffs in school, outsiders, or other work units for teacher development in providing instructional management efficiently as well as improving their behavior in a better way. It was supported by Jeffrey Glanz's (2005) study of "Participative Supervision, Decision Making, Thinking, and Common Practice for improving the Potentiality of School. It was supported by Gwynn's (1974) study in bringing each Teacher's Competency for Helping the Other Teachers, applying the principle of Human Relations, Network Development, Interpersonal Relation Skill, Group Process Skill, Knowledge Management Process, Need Assessment for Development, Searching for Alternative in Development, Practicing, Following up and Evaluation, and Improvement. It was supported by Stephen P. Gordon's (2019) study of Cooperation which would lead to Educational Development as well as Supervision Process including 5 steps: the Implementation Planning, Promotion of Knowledge before Supervision, Development of Team Working for Supervision, Evaluation of Work Performance, and Magnification of Findings. The Implementation Planning was supported by Lucio and McNeil's (1979) viewpoint of Supervisors who had to make their plan for work practice, and Promotion of Knowledge before Supervision. It was supported by Ministry of Education's (2007) approach that there were various technique for Supervision Activity including: the Training, Field Trip Study, Seminar, Teaching Demonstration, Development of Team Working for Supervision, Evaluation in Work Performance, and Magnification of Findings. It was supported by Harris's (1974) viewpoint in Implementation Planning which was supported by Ministry of Education's (2007) study in The Design of Working Style, Implementation Planning, Internal Supervision, and Encouragement. It was supported by Lilia Halim's (2010) viewpoint of Teaching Development and Research which could reflect the Effectiveness of Supervision as well as Instructional Management.

The development of Cooperative Professional Supervision Model for improving English Teacher's Teaching Quality, its quality in Feasibility and Utility in "the Highest" level

(\bar{X} = 4.57, 4.52). For Accuracy and Propriety, the quality was in "High" level (\bar{X} = 4.49, 4.42). It was supported by Supapon Kittirachada-non's (2007) study of "The Development of Instructional Supervision Model regarding to the Objective, Supervision Content, Supervision Process, and Supervision Technique." It was supported by Sa-mat Timnak's (2010) study of "The Development of Teaching Supervision Model," the teachers and students showed their satisfaction on the teacher's teaching management. It was supported by Pad-sa-na Chol-bu-ra-pan's (2017) study of Principle of Model including: the Principle of Quality and Participation. In addition, the Supervision Process included the Information and News Processing, Supervision Planning, Usage of Media as well as Instrument and Technology, Supervision Activity Management, and Supervision Evaluation. The Cooperative Professional Supervision Model for improving English Teacher's Teaching Quality, the average quality of Utility, Feasibility, Propriety, and Accuracy was higher than 3.50.

Recommendations

1. Recommendations for Model Application:
 - 1.1 For model application, the supervision activity should be implemented continuously.
 - 1.2 For model application, the implementation should be congruent with the Educational Development Plan, School Curriculum, and Instructional Management Process of School.
2. Recommendations for future research:
 - 2.1 The Cooperative Professional Supervision Model for improving the teaching quality in overall of every subject, classroom, or school wide, should be studied.
 - 2.2 The Cooperative Professional Supervision Model for improving the teaching quality by constructing the strong supervision team in school, should be studied.

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