

The Team-Based Internal Supervision System Development for the Primary Schools under the Office of the Basic Education Commission

Nattapong Tubsuli¹, Suwat Julsuwan¹ & Kowat Tesaputa¹

¹ Faculty of Education, Mahasarakham University, Thailand

Correspondence: Nattapong Tubsuli, Faculty of Education, Mahasarakham University, Thailand. Tel: 66-804-882-570. E-mail: tubsuli2@gmail.com

Received: June 30, 2016

Accepted: August 2, 2016

Online Published: December 26, 2016

doi:10.5539/ies.v10n1p245

URL: <http://dx.doi.org/10.5539/ies.v10n1p245>

Abstract

Internal supervision in the school is currently experiencing various problems. Supervision preparation problems are related to: lacking of supervision plan, lacking of holistic and systematic planning, and lacking of analysis in current conditions or requirements. While supervision operational problems are included: lacking of supervision cooperation, lacking of knowledgeable and skillful supervisors, and lacking of feedback to supervisees. Problems in evaluation are included: lacking of ongoing supervision and monitoring in a systematically and continually manner. Whereas, supervision is t continuation of a system based on the participation of all parties involved. This is a procedure in management of academic for controlling quality in education.

The research aimed 1) to study the components of the team-based internal supervision system for the primary schools under the Office of the Basic Education Commission, 2) to examine the current states and desirable characteristics of the team-based internal supervision system, 3) to develop the team-based internal supervision system, and 4) to evaluate the use of the team-based internal supervision system for the primary schools under this study. The research and development process was divided into four stages: 1) System study and analysis: it was concerned with studying and analyzing the components evaluated by the experts; current states and desirable characteristics were studied from 380 primary schools. 2) System design and development: in this stage data obtained in the first stage were used to design and develop the team-based internal supervision system; three experts evaluated the system. 3) System application: the system was experimentally used in two primary schools which were different in size; the tool used was a handbook on a system. 4) System evaluation: it was a summarization of the results of the system use. Statistics used in data analysis were percentage, mean, standard deviation, and PNI Modified.

The research found that the team-based internal supervision system for the primary schools under the Office of the Basic Education Commission was composed of 4 main and 17 sub-components. Input consisted of 6 sub-components, process consisted of 6 sub-components, output and outcome had 3 sub-components, feedback consisted of 2 sub-components. The current conditions of supervision in elementary schools under the Office of Basic Education Commission, had to perform internal supervision at a moderate level. The desirable conditions of the team-based supervision were at most desirable level. There were six sub-systems have been developed. Following the use of the system, it was found that the supervision team gained an increased knowledge and ability in the internal supervision. All of the teachers of the two primary schools in the study acquired a better knowledge on the system. They also were better equipped with an ability to organize the instructional process more effectively than before. They had a better teaching behavior as well.

Keywords: system, system development, internal supervision, teamwork, primary schools

1. Introduction

A quality educational organization is directly concerned with individuals and youths. An effective education has a positive impact on the national development to keep pace with the changing world. Education is a key process in developing humans to be qualified and makes them able to adjust to the changing conditions. According to the National Education Act of 1999 B.E. (Article 6), an educational organization must be undertaken to make humans to be perfect in physical, mental, intellectual aspects. In addition, humans who are educated should be virtuous, ethical and cultured so that they are able to live happily with others (Office of the National Education Commission, 2002).

Considering as an educational organization, there are many problems to be dealt with to the increasing of an educational opportunity for people. As regards an educational quality particularly at the preliminary level, there are problems related to the ability to be competitive at the national level. Besides, administration and educational organization have to be considerably improved (Ministry of Education, 2012).

The external quality evaluation in round 3 (2011-2015) revealed that the primary schools, which were not accredited located in the Northeastern of Thailand (National Education Test Institute, 2014). With the O-Net scores of Grade 6 students in the academic year of 2012 compared, the student's average scores were the lowest in mathematics, science, and English. These problems need to be urgently tackled. As a result, there was an attempt to establish an agency responsible for the education quality. The internal supervision comes into being the help to control the educational quality. It is a working process of school administrators and of those assigned as a quality development. The purpose is to enhance learner's learning achievement.

However, there are problems concerning supervision, monitoring, evaluation, promotion and cooperation of those concerned. As the Office of the Primary Education Service Area cannot fully support learning and teaching supervision, the ensuing problems are personnel lack of knowledge and understanding of supervision. Additionally, school administrators are unaware of the significance of supervision. Teachers develop a negative attitude towards the supervision and are not prepared (Ueawong, 2013). The office of the National Education Commission, thus, recommended the guidelines for a new method of supervision called "Coaching and Mentoring". This new method aimed to elevate learning achievement. However, the O-NET results showed that grade six student's scores were relatively low in mathematics, science, and English. The problems may be due to the fact that education supervisors were inadequate and there were no cooperation between school administrators and teachers. Besides, the supervisors could not understand the problems as well as school administrators and teachers (Poonbua, 2013; Ritcharoon et al., 2013). Other problems of supervision were that schools did not study the current states and needs for development; they had no plans, alternatives and teamwork; there were no evaluations, improvements and developments (Ninpan et al, 2010).

A development of the team-based internal supervision was the use of the technique to improve and enhance an efficiency of the supervision mission as the school internal supervision and a teamwork were supplementary to each other, which could positively affect the school performance (Senior, 2002). A teamwork can make the operation more effectively and it can play a key role in achieving objectives. Members of any agency feel themselves a part of an organization and become proud in themselves. Hence, it is essential to build a teamwork by setting up objectives, vision, mission, and skills (Herrenkohl, 2004). The team has to have the factors to reach the common goals. The team members have to recognize one another and they have to have a good communication and be cooperative to make a decision under the common objectives (McGourty & Demeuse, 2001)

The researcher is aware of the problems and significance of the internal supervision which must heavily rely on teamwork. The supervision requires participation from all parties concerned and a continuous and systematic supervision. Being interested in the development of the internal supervision based on the teamwork to regulate the supervision process, the researcher conducted a study to enhance an educational efficiency and provide assistance, counseling and advice on the teaching and learning process so that the results can be achieved.

2. Objectives

- 1) To study components of the team-based internal supervision system for the primary schools under the office of the basic education commission.
- 2) To explore the current and desirable states of the internal supervision system in the study.
- 3) To develop the team-based internal supervision system for the primary schools.
- 4) To evaluate the results of using the internal supervision system in question.

3. Method

The research was divided into four phrases and five steps.

Phase one: Systems Investigation and Analysis

Step one studied and determined the components of the team-based internal supervision. It examined the documents, concepts, theories and relevant research on the system development, the school internal supervision and teamwork. The components were determined and evaluated by seven experts. The research tools consisted of the evaluation format. Statistics used in data analysis were mean and standard deviation.

Step two examined the current states of the internal supervision in the primary schools under the Office of the

Basic Education Commission and desirable conditions of the supervision system. A questionnaire was administered to explore the opinions of school administrators and teachers totaling 760 subjects from 380 primary schools. A multiple random sampling was used in the research. The research instruments were: the questionnaire with a confidence value equivalent to 0.78 on the current and desirable states and the questionnaire of a confidence value equivalent to 0.91 on desirable states. Five experts evaluated an index of consistency of the questionnaire. Statistics used in data analysis were percentage, mean, and standard deviation.

Phase two: System Design

Step three constructed and developed the team-based internal supervision system for the primary schools. In this step, data derived in step one was used as the guidelines in developing the supervision system in question. In addition, priority needs were modified to develop the system and make a handbook on the system. Nine experts made an evaluation of the system. The research instruments were the evaluation of format for the team-based internal supervision system and the evaluation of format for a handbook. Statistics used in data analysis were mean, standard deviation and PNI_{modified}.

Phase three: System Implementation

Step four implemented the team-based internal supervision system for two primary schools under the Office of the Basic Education Commission. The two schools were different in their sizes. The research instruments were: 1) A test of knowledge on the internal supervision and an evaluation format on the ability of the team-based internal supervision; 2) a test of knowledge on a learning and teaching organization, a evaluation format on the ability to organize a teaching and learning process, and an observation format for learning and teaching behavior. Statistics in data analysis were percentage, mean, and standard deviation.

Phase four: System Evaluation

Step five evaluated and improved the team-based internal supervision system. It surveyed and evaluated the satisfaction of those who were supervised and of the team that did supervision. It also summarized the implementation and reported the results to those concerned. The research tool used in this step was the evaluation of a satisfaction of the supervising team on the implementation of the supervision system and of those who were supervised. Statistics used in data analysis were mean and standard deviation.

4. Result

4.1 The Team-Based Internal Supervision System Consisted of 4 Main Components and 17 Sub-Components

Four main components could be described as follows:

Input consisted of supervisors, their potential, supervisees, supporting resources, supporting environments and team management.

Process consisted of creating the team-based internal supervising team, planning the internal supervision, determining the strategies in the internal supervision, implementing the internal supervision, monitoring the internal supervision, and evaluating the internal supervision.

Output and outcome consisted of outcomes on the supervisor's part, outcomes on the supervisee's part, and satisfaction.

Feedback consisted of reports of the results and correction and improvement.

Table 1. Analysis of elements of the team-based internal supervision

Main elements	Elements from experts or organizations (frequency)	Sub-elements
Input	Related persons to supervision (5)	Internal supervisor Competency of internal supervisor Internal supervisee Supporting resources for internal supervision Supporting environment for internal supervision Management within team
	Supervision Skills (4)	
	Teachers with quality in education management (4)	
	Leadership of school administrators (3)	
	Motivation in working (3)	
	Internal environment of school (3)	
	Resources allocation (3)	
	Teachers performance standards (3)	
	Principles of supervision (3)	
	Cooperation (3)	
Communication (3)		

	asks and assignment (2)	
	School structure (2)	
	Characteristics of school board (1)	
	Objectives and target setting (7)	
	Familiarization (5)	
	Formation (5)	
	Norm building (4)	
	Planning of supervision operation (8)	Team building for internal supervision
	Implementation of supervision (8)	
	Evaluation (8)	
	Strategic setting (3)	Supervision planning
	Monitoring and Controlling (3)	Strategy setting
Process	Teaching observation (3)	Implement of operation
	Project/plan presentation (3)	Supervision
	Revision of supervision (3)	Monitoring
	Organizational management (2)	Evaluation
	Pre-operation orientation (2)	
	Motivation enhancing (2)	
	Meeting for information and consulting (2)	
	Study of current conditions and problems (1)	
	Analysis of instruction (1)	
	Supervision plan and scheduling (1)	
		Results to supervision team
Output and Outcome	Condition of success (2)	Result to supervisee
		Satisfaction
		Report
Feedback	Promotion and expansion (3)	Revision and development

4.2 Current and Desirable States of the Team-Based Internal Supervision System

It was found that on input the current states were implemented at a high level and the desirable states were implemented at the highest level in all items except the item on the supporting environment which was implemented at a high level.

On the process, the current states were implemented at a moderate level except the items on the implementation of the internal supervision and the evaluation which were implemented at the highest level. The desirable states were implemented at the highest level in all items.

On the output and outcome, the current states were implemented at a moderate level except the item on satisfaction which was found to be at a high level. The desirable states were implemented at the highest level.

As regards the need priority (PNI_{Modified}) in developing the team-based internal supervision system for the primary schools under the Office of Basic Education Commission, it was found that on the input, the PNI_{Modified} in the first three were team management, supervisees and supporting resources. On the process, the PNIs in the first three were monitoring and following-up, determining the strategies in the internal supervision, and planning the internal supervision. On the output and outcome, the PNIs of the first three were the outcomes on the supervisor's part, the outcomes on the supervisee's part and satisfaction.

4.3 Results of Designing and Developing the System in the Study

It was found that as shown in figure 1, the internal supervision system was divided into six.

Creating the team-based internal supervision team. The procedures were: 1) school administrators chose teachers from the school to join the internal supervision team, 2) team members were trained, and 3) results of training and practice were evaluated.

Planning the team-based internal supervision. The procedures were: 1) school administrators and supervision team organized the meeting in which the supervisee teachers participated, 2) the internal supervision system and teachers' teaching and learning activities were analyzed to be used to determine the targets of the supervision, and 3) the internal supervision calendar was determined.

Determining the strategies for the team-based internal supervision: the procedures were: 1) school administrators

and supervision team determined the strategies, techniques and methods, 2) roles and duties were assigned to the supervision team members, and 3) rules and regulations in implementing the supervision were determined and set up.

Implementation of the team-based internal supervision. The procedures were: 1) school administrators and supervision team held a meeting to provide details to the supervisee teachers and to test their knowledge, 2) school administrators and team evaluated the performance of the supervisee teachers, and 3) they implemented the supervision on teaching of the supervisees.

Test of knowledge of the supervisee teachers after they were supervised. On monitoring and follow up: the procedures were as follows: 1) school administrators and supervision team carried out the internal supervision in the schools at least once a month, 2) they observed the supervisees' teaching behavior during the supervision, and 3) the results of the implementation of the internal supervision were summarized after the supervision was implemented.

Evaluation of the internal supervision. The procedures were as follows: 1) school administrators and supervision team surveyed satisfaction of the supervisee teachers in the internal satisfaction, 2) they evaluated a satisfaction towards the system, 3) they organized the meeting involving the supervisee teachers. A handbook on the system was designed. The handbook in question was divided into four parts. Part 1 consisted of background, significance and objectives; Part 2 consisted of components of the team-based internal supervision, indicators, and sub-system; Part 3 consisted of forming the supervision team, planning the internal supervision, determining the strategies for the supervision, implementing the supervision, monitoring and following up the supervision, and evaluating the results of the supervision; and Part 4 consisted of the instruments used to form the supervision team and to implement the supervision.

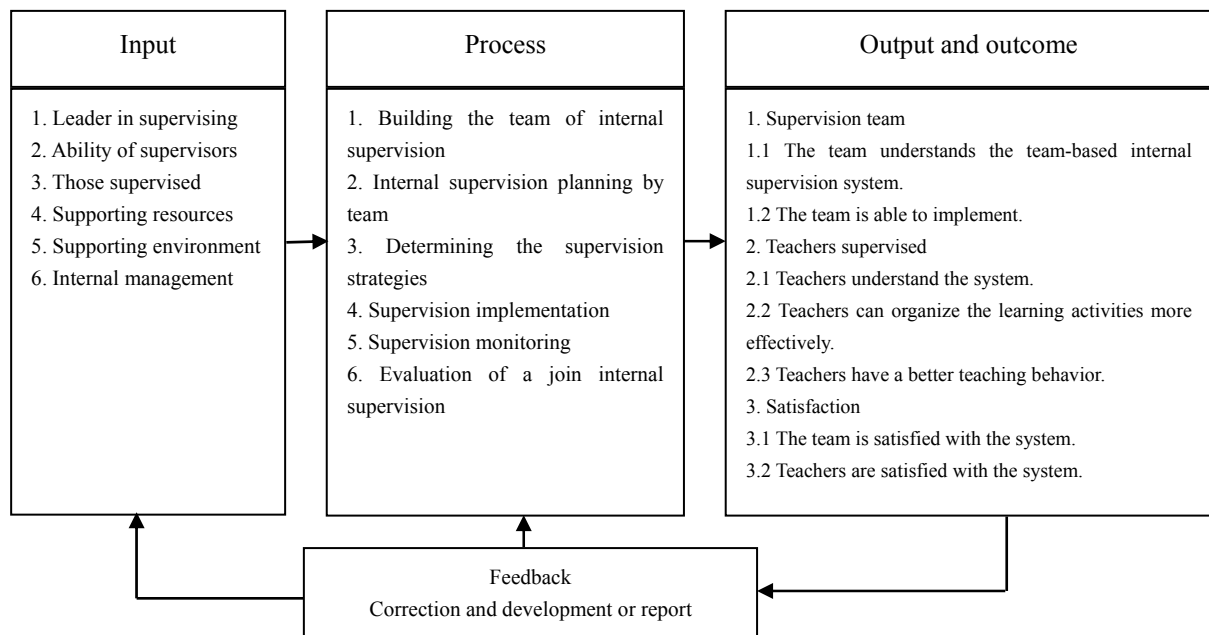


Figure 1. Team-based internal supervision system

4.4 Considering the Results of Using the Team-Based Internal Supervision System for the Primary Schools

The following results were found:

School A (small sized)

The supervising team could secure a passing score of 75%. The team's knowledge development ranged between 35-40 %. The team members had a higher ability in the supervision.

The teachers who were supervised could organize a teaching and learning process more effectively than before. They also could keep improving their ability in organizing the instructional activities. Their score average kept

rising as shown in the ascending order: first time, an average score was 2.51; second time, an average score was 2.69; third time, an average score was 2.79 and fourth time, an average score was 2.87.

As regards to satisfaction, the supervising team was satisfied with the use of the internal supervision system at the highest level. The supervisees were also satisfied with the internal supervision at the highest level.

School B (Medium-sized)

The supervising team could score 75% of the test. The team's knowledge development ranged between 35-45 and the team members all had an ability in the supervision at a high level.

The supervisee teachers could organize a teaching and learning process more effectively in all aspects. The teachers teaching kept improving following each supervision as shown in the rising order: first time, an average score was 2.56; second time, an average score was 2.74; third time, an average score was 2.91 and fourth time, an average score was 2.95. Based on an observation, the supervisee teachers had a better change in their teaching behavior.

It was found that the supervisor team was satisfied with the use of the team-based internal supervision system at the highest level. The supervisees were satisfied with the internal supervision at the highest level.

5. Discussions

Key discussion points are described as follows.

1) The components of the team-based internal supervision system consisted of the following. Input included internal supervisors and their ability, supervisees, supporting resources, supporting environment, and teamwork management. The finding of this component was in accordance with the study by University of Washington (2008) which found that the educational supervision had four components: personnel, assignment, supervision skills, and supervision meeting.

Richard and James (2006) explained that an effective supervision consisted of: growth support, teamwork, honoring others, expectation for excellence, responsibility, inspection, possession, and support for relations. Process included creation of the team-based internal supervision, a team-based planning for the internal supervision, a team-based strategic determination, a team-based supervision implementation, a team-based supervision monitoring, and a team-based internal supervision evaluation. The finding was in accordance with the work of Hoy and Forsyth (1986). They held that the supervision process was divided into three phases: before observation, during observation, and after observation. It was similar to the work of Harris (1963) who referred to the supervision process as comprising five processes: planning, organizational management, implementation, control, and evaluation.

Output and outcome included knowledge and ability of the internal supervision team, teachers' ability in organizing instructional activities, teaching behavior of teachers who were supervised and satisfaction in the team-based internal supervision system. Feedback included improved results or reports. Hoy and Miskel (2001) described the system as consisting of input, process, output, and feedback. Sukanan (2007) did a research on the internal supervision in the small schools and found that there were eight factors crucial to the internal supervision: strategic planning, supervision technique, roles and duties, evaluation, network creation, development, supervision media and instrument and human relations. Wongkom (2009) conducted a research on the supervision model and found that the supervision model of the office of the educational service area consisted of six components: planning, supervision implementation, media and technology, evaluation, participation, improvement, and development.

2) As for the current and desirable states of the internal supervision system of the primary schools in the study, administrators and teachers from 380 schools viewed that the current states of the system implementation were moderate and the desirable states were at the highest level. Considering the need priority concerning the internal supervision system, the following were found. In the aspect of input, the supervisors should be willing to listen to others and accept others views. They were able to appropriately apply the internal supervision techniques. The supervisees could use media and technology to organize instructional activities. Budget was allocated to be used to a maximum extent. Surrounding environments should be favorable to the internal supervision. The process comprised the following. The supervision was implemented in line with the setting of targets. The team members made contribution in determining the targets for the internal supervision implementation. They collected and analyzed data and played a part in monitoring, following up, and evaluating the system. The instrument was regularly developed and standardized. Output and outcome comprised the supervision team capable and knowledgeable.

The finding was found to be similar to the work done by Jiradechakul (2007) who said that the important factors for the internal supervision were: personnel of the schools had to be knowledgeable, capable and familiar with the issue they were dealing with, and the atmosphere of supervision should be friendly and allow a continuous implementation. Bloom (2011) conducted a research entitled *the Effective Leadership and Instructional Supervision*. He found that the school directors were to supervise the instructional activities and regularly monitor the process. Likewise, Abdulkareem (2011) did a research entitled *The Supervision Implementation according to the Opinions of the Teachers and School Administrators in Riyad, Saudi Arabia* and found that the factors contributing to the successful supervision comprised the following: efficiency of teachers' performance, good relations between teachers and administrators, recognition of errors, and successful teaching experiences. In addition, Baffour-Awuah (2011) conducted a research *Supervision in the Elementary Schools in Ghana*. According to the opinions of the teachers and administrators, it was found that monitoring and following up the instructional activities were responsible for confidence and performance of those concerned. Clark (2004) found that supervision led to mutual trust, which in turn revealed human relations. Good colleagues were related to an efficiency of the supervision. In the research entitled *A Study of the Internal Supervision in Wat Pradoochimplee Schools*, Chuaysiri (2011) found that the problems in the supervision process were lacking of personnel who had knowledge and expertise in supervision. Besides, the personnel were normally overburdened with teaching loads. There was no continuity in the supervision implementation. The recommendation was those tasked with the supervision tasks should be given the training and the supervision results should be regularly followed up.

3) The team-based internal supervision system for the primary schools in the study was validated by experts in terms of accuracy, suitability, possibility, and usefulness. The result was in accordance with the study by Kanjanawasee (2002) who described four standards for the system evaluation accordingly: utilization, possibility, appropriateness, and accuracy. As a result, the sub-system of the team-based internal supervision was acquired. The sub-system in question was composed of: 1) creation of the team-based internal supervision team, 2) planning for the internal supervision, 3) determining the strategies for the internal supervision, 4) implementing the internal supervision, 5) monitoring the internal supervision, and 6) evaluating the internal supervision. A handbook on the system consisted of the following: Section one: the introduction which contained a background, significance and objectives. Section two: the internal supervision system which consisted of components of the supervision system, indicators of the system, and a sub-system of the internal supervision. Section three: the steps of using the team-based internal supervision system. The steps consisted of supervision team formation, supervision planning, strategy determining, monitoring and following up the internal supervision, evaluating the supervision. Section four: the tools used to develop the internal supervision which was a formation of the supervision team and a team-based internal supervision.

In a research on *School Directors as the Leaders in the Supervision in the Phillipines* (Sindhvad, 2009) found that the school directors' main duties were to build a confidence in a quality learning. They were able to promote and guide the teachers. Furthermore, they had to prove sufficient support to the personnel concerned. Similar to this study was the research conducted by Prompila (2010) who conducted a research entitled *The Process Factors Affecting the Internal Supervision in the Schools under the Local Administrative Organizations*. She found that planning, administration, survey of the problems and needs of teachers, evaluation, development and improvement were positively related to the teaching supervision. Kittiratchadnon (2008) studied the development of the model of the internal supervision in the primary schools and found that the supervision model which was developed in the primary schools was appropriate, possible, useful and accurate at a high level.

4) The results of an evaluation of the team-based internal supervision system showed that the system in the study which was developed was beneficial to the development of the internal supervision to both the supervisors and the supervisees. Based on the evaluation of knowledge and understanding of the supervising team, it was found that the supervising team from School A better knew and understood the internal supervision process. After the supervising team was trained to be more equipped with knowledge, the subjects could score 90-95. It meant that all had passed a 75% criterion. It could be interpreted that the supervising team had a better knowledge on the supervision system. The same was true with School B. Considering the ability to evaluate the internal supervision, it was found that the supervising team from School A was more capable. Two members of the team had a higher capacity and one member had a very high capacity in the supervision. Similarly, the supervising team from School B had a higher capacity in the internal supervision. One member had a capacity at a high level while there members had a capacity at a very high level.

It was also found that the teachers from two schools under study who were supervised were better able to organize the instructional activities. In addition, they had increased knowledge on the internal supervision after being supervised. With the instructional organization by the teachers who were supervised considered, it was

found that the instructional organization by the teachers from Schools A and B was better done in the aspects of planning, instruction, media, and evaluation.

As for the teachers' behavior in organizing instructional activities, the teachers from both schools performed better following every supervision. Besides, the internal supervision system in question was found to be satisfactory to the supervisors and the supervisees. The satisfaction of both teams was at the highest level. The satisfaction of the teachers who were supervised was satisfied with the system at the highest level. The finding was in accordance with the study by Risso (2004) who did a research on the perspectives of the teachers and the educational supervisors concerning the concept of the educational supervision. According to the study, knowing the current states and difference of the schools, a variety of the supervision activities, relations between teachers and supervisors, and teachers' participation were all essential to the system.

The outcomes pointed out the difference of the development of supervision and frequent visits. The finding was similar to the research by Collin (2003) who examined the internal supervision and teacher evaluation and found that the internal supervision was very important to develop and improve the quality of learning and teaching. Supervision can also change the teachers' teaching approach. Wallace, Wilcoxon and Satcher (2010) studied advantages and disadvantages of supervision and found that supervision was useful in terms of efficiency and effectiveness. It was the means to solve the problems relating to providing guidance, and correcting the errors. Relevant to this was the work by Kittiratchadnon (2008) who explored the development of the supervision model in the primary schools. She found that the school administrators and the teachers could follow the set model. Both administrators and teachers were satisfied with the model.

6. Conclusion and Recommend

6.1 Conclusion

The team-based internal supervision system consists of four main components and 17 sub-components.

6.1.1 Input

Its current states showed an implementation at a high level. Desirable conditions were at the highest level. Process: Current implementing states were at moderate level and desirable conditions were at the highest level. Output and outcome: Current implementing states were at the moderate level and desirable conditions were at the highest level. Considering the need priority in the team-based internal supervision system, it was found that on input: the top priority was a management in a team; on a process: the top priority was monitoring and follows up of the internal supervision; on output and outcome: the top priority was the outcome experienced by the supervision team.

6.1.2 Team-Based Internal Supervision System Consists of Six Sub-Systems

1) building the team-based internal supervision team, 2) a team planning for the internal supervision, 3) a joint strategic planning for the internal supervision, 4) implementing the internal supervision, 5) monitoring and follow up of the internal supervision, and 6) a joint evaluation of the internal supervision.

6.1.3 Evaluation of the Team-Based Internal Supervision System under Study

The supervision teams from two schools in the study had understood the team-based internal supervision system. Based on the test, it was found that they has passed a 75 % criterion and had a higher knowledge concerning the supervision than before training.

The supervision teams had an increased ability in the supervision activity.

The teachers from two schools in the study who were supervised had an understanding of an instructional organization. The test revealed that all had passed a 75% criterion. Their increased knowledge ranged between 30-45. They were found to have a higher knowledge on an instructional organization than before the internal supervision.

The concerned teachers who were supervised were better than before. They able to organize the instructional activities.

The teachers from the two schools who were supervised were more capable of developing the instructional activities.

Two supervision teams of two schools were satisfied with the implementation of the team-based supervision system at the highest level. The teachers who were supervised were satisfied with the same at the highest level.

6.2 Recommendation

Supervision evaluation. If the criterion of evaluation has been modified in detail of each item, it will be suitable to indicate the competency of the supervisor.

In the stage of building internal supervision team, the number of members in the team can be varied by the school's size and supervisor's responsibility. The minimum number of supervisor should not be less than two persons.

The result from this study yielded team-based supervision for the primary school and the administrator or related parties can apply this result for the implementation of internal supervision. Four months or one-semester long of team-based supervision are suggested. Also, monitoring and following up should be conducted continually for 1-2 months/session.

References

- Abdulkareem, R. (2001). *Supervisory Practices as Perceived by Teachers and Supervisors in Riyadh Schools, Saudi Arabia* (Doctoral dissertation, Ohio University).
- Baffour-Awuah, P. (2011). *Supervision of Instruction in Public Primary Schools in Ghana: Teachers and Head Teachers Perspectives* (Doctoral dissertation, Murdoch University).
- Bloom, C. M. (2011). Leadership Effectiveness and Instructional Supervision: The Case of the Failing Twin. *Journal of Case Studies in Education, 1*, 1.
- Chuaysiri, P. (2011). *A Study of the Internal Supervision Implementation of Wat Pradoochoimplee* (Thesis, Educational Administration, Sinakarinwirot University).
- Clark, A. T. (2004). An exploration of combined distance and direct supervision experiences. Doctoral dissertation, Oregon State University.
- Collin, J. J. (2003). Modern and Postmodern Teacher Supervision and Evaluation: Perception of Secondary School Principals and Teachers. *Dissertation Abstracts International, 64*(1), 33-A.
- Harris, B. M. (1963). *Supervisory behavior in education*. Englewood Cliffs, N.J.: Prentice-Hall.
- Herrenkohl, R. (2004). *Becoming a Team*. Cincinnati, OH, South-Western.
- Hoy, W. K., & Forsyth, P. B. (1986). *Effective Supervision: Theory into Practice*. New York: Random House.
- Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: theory, research, and practice* (6th ed.). Boston: McGraw-Hill.
- Jiradechakul, K. (2007). *Internal Supervision*. Bangkok: 21 Century Limited.
- Kanjanawasee, S. (2002). *Theory of Evaluation* (3rd ed.). Bangkok: Chulalongkorn University.
- Kittiratchadnon, S. (2008). *A Development of the Supervision Model in the Primary Schools*. Special Edition of Journal: Naresuan University.
- McGourty, J., & Demeuse, K. (2001). *The Team Developer: An Assessment and Skill Building Program*. New York: Wiley.
- Ministry of Education. (2012). *11th Educational Development Plan (2012-2016)*. Bangkok: Ministry of Education.
- National Educational Test Institute. (2014). *O-NET Results of Grade 6 Students, Academic Year 2013*. Retrieved April 14, 2014, from <http://www.thairath.co.th/content/410296>
- Ninpan et al. (2010). *A Report on the Evaluation of the Teacher Quality*. Faculty of Education, Silpakorn University.
- Office of the National Educational Commission. (2002). *The National Education Act, 2002 B.E.* Bangkok: Prikwhan Graphic.
- Poonbua, P. (2013). *Full Scale Supervision*. Nakornprathom: Office of Educational Service Area 1.
- Promptila, P. (2010). Process Factors Affecting the Supervision in the Schools under the Local Administrative Organizations (PhD thesis, Educational Administration Program, Silpakorn University).
- Richard, A. P., & James, S. R. (2006). *The 10 keys to effective supervision: A Developmental approach*. Hershey, PA: Rising Sun Consultants.
- Risso, J. F. (2004). *Teachers and supervisors perceptions of current and ideal supervision and evaluation practices* (Doctoral dissertation, University of Massachusetts–Amherst). Available from ProQuest

Dissertation & Theses: Paper AAI3118327.

- Ritcharoon et al. (2013). *States and Problems of Instructional Management Affecting the Basic Learning Quality Development*. Retrieved April 16, 2013, from http://www.obec.go.th/onec_administrator/uploaded/Newseducation/announce2011/2012-06-01-ketkanokU.pdf
- Senior, B. (2002). *Organizational Change*. London: Pearson Education.
- Sindhvad, S. (2009). *School principals as instructional leader: An investigation of school leadership capacity in the Philippines* (Doctoral dissertation, University of Minnesota).
- Sukanan, W. (2007). Model of the Internal Supervision in Small Schools (PhD thesis, Educational Administration, Silapakorn University).
- Ueawong, K. (2013). *Internal Supervision*. Retrieved from <https://mystou.files.wordpress.com/2012/02/23503-8-t.pdf>
- University of Washington. (2008). *Module5: Effective supervision: Outline*. Retrieved July 28, 2013, from http://socialwork.uw.edu/sites/default/files/sswfiles/field-ed/FITP/Module5_SupervisionFull.pdf
- Wallace, M. J. D., Wilcoxon, S. A., & Satcher, J. (2010). Productive and Nonproductive Counselor Supervision: Best and Worst Experiences of Supervisees. *Alabama Counseling Association Journal*, 35(2), 4-13.
- Wongkom, A. (2009). *The Supervision Model of the Educational Service Office* (PhD thesis, Educational Administration Program, Silapakorn University).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).