The Development of Internal Supervision Model to Enhance Education Quality for Small-Sized Primary Schools

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Abstract

The purpose of this research was to emphasize the development of internal supervision model to enhance education quality for small-sized primary schools. It could be divided into 4 stages; stage 1 studied the components and indicators of internal supervision, stage 2 studied the current conditions, the desirable conditions, and the necessary needs, stage 3 develop the internal supervision model to enhance education quality for small-sized primary schools, stage 4 studied the results of using the model. The instruments used were the assessment form, questionnaires form, interview form, test, and supervision form. Statistical tools used were percentage, mean, standard deviation. The findings were found that the components and indicators of internal supervision comprised 4 components with 38 indicators. The results were at a highest level. The current conditions and the desirable conditions were at a high level. The order of necessary needs can be arranged as follows; supervision planning, supervision implementation, supervision assessment, supervision reinforcing. The result of the development of internal supervision model to enhance education quality for small-sized primary schools comprised 5 parts the following: part 1 the principles, concepts, and objectives, part 2 procedures, part 3 guideline for implementation, part 4 assessments, and part 5 success conditions. The results of the suitability and feasibility assessment were at a highest level. The results of using the model were found that the knowledge assessment scores after participating in the model were higher than the knowledge assessment scores before participating in a model were statistically significant at .05. The results of the satisfaction level assessment were at a highest level..

Keywords: Development of Internal Supervision, Education Quality, Small-Sized Primary Schools

1. Introduction

Internal supervision is an attempt by supervisors to assist teachers in providing to improve their teaching. It improves teacher's abilities, helps in the selection, improves educational objectives, helps in teaching aids selection, improves teaching approach and learning assessment, Charoentoy, K. (2010). Internal supervision is regarded as an important process in developing teachers to be competent in teaching by using the cooperation of personnel from all departments to implement academic changes and teaching innovations. Therefore, supervision is essential to the development of the educational quality of educational schools, Matwiset, K. (2010). Therefore, administrators and teachers need to know the main mission and they must be aware of the current conditions which are facing, Maneesri, C. (1999). The current conditions of small-sized schools were found that there are few students per room, remote area, poor family, the use of information and the assessment results to be used in planning for improvement and development are less, there is an immigration movement of the school-age population, lack of coordination with relevant departments or organization, lack of budgets and monitoring supervision, Supervisionary division (2019). It is in accordance with Risso, J. F. & John (2013)

studied the internal supervision, it was found that understanding of care areas, understanding the current conditions and the differences of school, becoming a smart and consultant supervisions, variety of supervisions, the relationship of teachers and supervisions, participation of teachers made schools looked at standards of practice as a distinct difference and taking care of the well-being of teachers as a part of the supervision process, and Gordon, G. & Gordon, R. (2007) proposed that internal supervision for the improvement of the quality of teaching in schools promoted the process of changing teachers' teaching behaviours to facilitate student learning success, changing in cognition and attitudes related to individual emotions and behaviours. Komuji, V. & Khalid (2013) stated that educational supervision made teachers improve their more teaching and learning, it was also effective in enhancing students' understanding, it could also be used as a teaching approach and learning for further. For this reason, the researchers who play a role in educational supervision consider that there should be studied and revised the important problems by studying and synthesizing the conceptual framework of internal supervision. Wonganutararoj, P. (2005), Jiradechakul, K. (2007), Office of the Basic Education Commission (2010), Laoriandee, W. (2013), Junsri, C. (2013), Acheson, K. & Gall, M. (2003), Carron, G. & Grauwe, A. D. (2011) comprised the following: 1) supervision planning 2) supervision implementation 3) supervision assessment 4) supervision reinforcing and synthesizing the conceptual framework for model development. Khammanee, T. (2003), Runcharoen, T. (2011), Keeves, P. J. (1997) comprised the following: part 1 principles, concepts, and objectives, part 2 procedures, part 3 guidelines for use, part 4 assessment part 5 success conditions as a conceptual framework for improving the quality of small-sized primary schools to be higher quality. Therefore, the purpose of this research aims to emphasize the development of internal supervision model to enhance education quality for small-sized primary schools.

2.Research Methodology

Stage 1 studied the components and indicators of internal supervision, the group of informants comprised of 9 experts by purposive sampling, data were collected via documents, textbooks, and related research. The results were arranged in the focus group discussion and assessed components and indicators with an assessment form.

Stage 2 studied the current conditions, the desirable conditions, and the necessary needs of internal supervision to enhance education quality for small-sized primary schools. The populations were administrators, and teachers amount to 14,144 persons. A sample group was selected from administrators, and teachers by comparing the total population with Krejcie & Morgan table, a sample group of 374 people was obtained. The number of samples was then calculated in proportion to the population obtained by stratified random sampling to get the total number according to the specified proportion, data were collected via questionnaires were asked to a sample group of 374 copies, and the questionnaires were returned of 350 copies at 93.58%.

Stage 3 developed the internal supervision using the model to enhance education quality for small-sized primary schools, data were collected via the interview of administrators and head of academic teachers with outstanding practices in the internal supervision by interview form, draft model, and verified the suitability and feasibility assessment with assessment form by using connoisseurship, the group of informants comprised of 9 experts by the purposive sampling.

Stage 4 studied the results of the experimental model using internal supervision to enhance education quality for small-sized primary schools, the target group was 10 administrators and teachers by the purposive sampling, data were collected via workshops, and integrated with practice based on the internal supervision model to enhance education quality for small-sized primary schools by using the test, supervised form, and satisfaction assessment form by using 12 weeks.

Data were analyzed using (statistical tools) percentage, mean, standard deviation, and qualitative data were presented through descriptive analysis.

3.Findings

1) Components and indicators of internal supervision comprised 4 components with 38 indicators, supervision planning had 9 indicators, supervision implementation had 10 indicators, supervision assessment had 12 indicators, supervision reinforcing had 7 indicators. The results of the suitability assessment were at a highest level as shown in table 1.

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Table 1 Mean, standard deviation, and the level of suitability of the components of internal supervision to enhance education quality for small-sized primary schools.

Components	$\overline{X}$	S.D.	Level of Agreement
1. Supervision planning	4.36	0.40	High
2. Supervision implementation	4.40	0.43	High
3. Supervision assessment	4.39	0.41	High
4. Supervision reinforcing	4.44	0.42	High
Total	4.38	0.42	High

2) The current conditions and the desirable conditions were overall at a highest level. The order of necessary needs for the development can be arranged as follows; supervision planning, supervision implementation, supervision assessment, and supervision reinforcing as shown in table 2.

Table 2 Mean, standard deviation, the current conditions, the desirable conditions, the level of necessary needs of internal supervision to enhance education quality for small-sized primary schools.

Internal Supervision	Current conditions			Desirable Conditions			PNI	order
	$\overline{X}$	S.D.	Level of Implementation	$\overline{X}$	S.D.	Level of Implementation		
1. Supervision planning	3.77	0.94	High	4.48	0.62	High	0.188	1
2. Supervision implementation	3.79	0.88	High	4.32	0.72	High	0.140	2
3. Supervision assessment	3.90	0.76	High	4.35	0.66	High	0.115	3
4. Supervision reinforcing	4.13	0.76	High	4.54	0.61	Very High	0.099	4
Total	3.90	0.84	High	4.42	0.61	High		

3) The results of the development model of internal supervision to enhance education quality for small-sized primary schools comprised 5 parts the following: part 1 principles, concepts, and objectives, part 2 procedures, part 3 guidelines for use, part 4 assessment, part 5 success conditions. The results of suitability and feasibility assessment were at a highest level as shown in table 3.

Table 3 Mean, standard deviation, the level of suitability and feasibility of the model of internal supervision to enhance education quality for small-sized primary schools.

Assessments	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
Part 1 principles, concepts and objectives	4.90	0.44	Very High	4.80	0.45	Very High
Part 2 procedures	4.93	0.28	Very High	4.90	0.30	Very High
Part 3 guidelines for use	4.95	0.12	Very High	4.90	0.29	Very High
Part 4 assessment	4.88	0.26	Very High	5.00	0.00	Very High
Part 5 success conditions	4.88	0.26	Very High	5.00	0.00	Very High
Total	4.92	0.33	Very High	4.88	0.32	Very High

4) The results of model using were found that the scores of the knowledge assessment after the model participation were higher than the scores of the knowledge assessment before the model participation were statistically significant at .05 level. The results of the assessment of activities according to the model before the development were at a moderate level after the development was at a highest level, and the satisfaction level assessment was at a highest level as shown in table 4.

Table 4 Mean, standard deviation, and the level of activities according to the internal supervision for small-sized primary schools before and after the development in the overall of each aspect.

Internal Supervision Model for Small-Sized Primary Schools	Before Development			After Development		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1. Supervision planning	3.52	0.67	High	4.72	0.46	Very High
2. Supervision implementation	3.49	0.62	Moderate	4.79	0.42	Very High
3. Supervision assessment	3.40	0.50	Moderate	4.70	0.45	Very High
4. Supervision reinforcing	3.39	0.56	Moderate	4.74	0.44	Very High
Total	3.45	0.59	Moderate	4.74	0.44	Very High

4.Discussions

The components and indicators of internal supervision comprised 4 components with 38 indicators. The results of the suitability assessment were at a highest level. The current conditions and the desirable conditions were overall at a high level. The order of necessary needs can be arranged as follows; supervision planning, supervision implementation, supervision assessment, and supervision reinforcing. The result of the development of internal supervision model to enhance education quality for small-sized primary schools comprised 5 parts, part 1 the principles, concepts, and objectives, part 2 procedures, part 3 guidelines for implementation, part 4 assessments, and part 5 success conditions. The results of the suitability and feasibility assessment were at a highest level. The results of using the model were found that the knowledge assessment scores after participating in the model were higher than the knowledge assessment scores before participating in the model were statistically significant at .05. And the results of the satisfaction level assessment were at a highest level. This was because the researchers studied documents and related research, and synthesized the components and indicators. In addition, the results were taken into the verification and suitable assessment process by 9 experts with experience and expertise in educational supervision via focus group discussion. Data were collected both in qualitative and quantitative data to be drafted model through connoisseurship process, thereby the model implementation was high feasibility and satisfaction at a highest level. It created appropriate educational innovations and it could be applied in real educational schools. As the Office of the Basic Education Commission (2010) proposed the concept of coaching supervision that was planning or preparation before the guiding, guiding implementation, and assessment or summary of the results of guiding internal supervision. Acheson, K. & Gall, M. (2003) also proposed the teaching supervision process that was a planning meeting organization, teaching observation, and feedback. Educational supervision was a process that aimed to help guiding and developing the work to be successful to keep up with the changing conditions that occurred with the organization. It was also an important component that helped support the management process and the teaching and learning process was high quality according to national educational standards. It was also an important part in promoting the education quality system to develop the quality of learners to have the necessary skills in the 21st century, Supervisionary division (2019) in accordance with Puntalee, S. (2019) a research entitled "The developing of learning management supervision system through teacher coaching-mentoring with supervisor" was found that the components of learning management supervision system through teacher coaching-mentoring with supervisor had 6 components. The results of current conditions were at a moderate level. The desirable conditions were at a high level. Learning management supervision system through teacher coaching-mentoring with supervisor comprised factors, process, products. The results of the suitability and feasibility assessment of the supervision system were at a highest level. The results of the implementation of learning management supervision system through teacher coaching-mentoring with a supervisor were found that co-research educational supervisor understood about learning management supervision system through teacher coaching-mentoring with supervisor after the development was higher than before the development, and the satisfactions were at a highest level. It was in accordance with Nuammano, C. (2019) a research entitled "The developing of internal supervision to enhance teachers' competency sin English language learning management for secondary schools" was found that the current conditions of teachers competency in English language learning management were at a moderate level. The desirable conditions of teachers' competency in English language learning management were at a highest level. The results of model development of internal supervision to

enhance teachers' competency in English language learning management for secondary schools had 7 components. The results of the implementation of internal supervision to enhance teachers' competency in English language learning management for secondary schools were found that the results of knowledge and understanding assessment of supervised teachers were higher than before internal supervision. The results of competency assessment of learning management of supervised teachers after internal supervision were higher than before internal supervision, and the satisfactions were at a highest level. It was in accordance with Plandra, M. & Maria (2010) their research entitled "The role of teaching supervision in reform schools in remote districts" was found that this research was an example of how to control and supervise teaching and learning activities. It could be used as part of the link for reforming schools in remote districts. They proposed that changes in teaching and learning at most effective if the system was proposed for the first time in a place where personnel and organizations wanted to have the support them. This research had the role of those involved in strategies in promoting the development of all stakeholders to achieve measurable educational management in the context of adaptation and change continuously, and the important role of the curriculum and the learning management plan in promoting teaching supervision as mentioned above. It was also in accordance with Abdulkareem, R. (2011) a research entitled "The supervision implementation according to the opinions of the teachers and school administrators in Riyadh, Saudi Arabia" was found that administrators of the educational schools had a positive attitude towards supervision implementation, for teachers, they had the idea that they wanted to receive more supervision and self-training from open-ended questionnaire to know the factors affecting the successful supervision comprised the following: efficiency of teachers' performance, good relations between teachers and administrators, recognizance of errors, and successful teaching experiences. It was also in accordance with Sanna, A. (2016) a research entitled "The principles and practices of supervision that supports the development of inclusive teacherhood" was found that supervision that supports the development of inclusive teacherhood could be divided into 2 wide perspectives the following: the principles of monitoring would be recognized the redundancy of careful planning methods, direct monitoring regularly and monitoring in the long term. And another one was the principles of supervision and the practical execution and special methods of supervision that differ from other mentoring forms. It should be varied methods, attention to the supervisees' needs, and appreciation of the supervision process. And the most important, supervision supports inclusive teacherhood by supporting and empowering teachers in their work.

5.Suggestions

School administrators should implement the internal supervision model to enhance education quality for small-sized primary schools to assign tasks according to the administration structure in primary schools, and to promote, support, supervision, and internal supervision monitoring to enhance education quality for small-sized primary schools continuously. It will be a tool to help the schools that follow the model to be successful in internal supervision. This will have a positive effect on student quality with higher academic achievement and desirable characteristics. Also, it should be studied further to verify the success of the model development and studied in-depth research for the development of internal supervision to improve the quality of education for small-sized primary schools in the form of a programme or strategy to develop a higher quality which will have a positive effect on the quality of education further..

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