

Thesis Title : Development of a Self-Directed Instructional Supervision Model in Ban Rongphaiw School, Muang Chiang Rai District, Chiang Rai Province

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Abstract

The objective of this research was to design and test a Self-Directed Instructional Supervision Model for elementary school. The subjects for the study were 11 school administrator and teachers in Ban Rongphaiw School, who worked in the first semester of the 1991 academic year.

Six research instruments were used: 1) The Self-Directed Instructional Supervision Model, consisting of 5 processes, namely, developing the understanding prior to the implementation, group meeting and planning, implementation, motivation, and evaluation, 2) a manual for the Self-Directed Instructional Supervision model, consisting of three main parts, namely, the self development, the objective-based instructional supervision, and the self-directed instructional supervision, 3) observation record of administrator's and teacher's behaviors, 4) questionnaires for administrator and teachers, 5) interview guideline, and 6) tape recorder and note book.

Data were collected during and after the testing of the model in the school. During implementation process, the researcher observed the subjects' behaviors and noted of all related matters. At the end of the model implementation, data were collected by using questionnaires and interview. Data were analyzed, using basic descriptive statistics: percentage, mean, and standard deviation.

The findings were as follows: 1) The administrator and teachers perceived the self-directed instructional supervision to be a useful approach to develop teacher's confidence in self supervision. The teachers expressed a positive attitude toward instructional supervision, recognized its benefits, agreed with the concept of self-directed instruction, and acknowledged the role and competency of supervisors. 2) The Self-Directed Instructional Supervision Model was found to be appropriate for use in the case of the school under the study. The activity which was perceived to be most useful was the "teaching observation", and the least useful was the "social and recreation". 3) The problems and concerns in the implementation were the lack of planning skills, inadequate preliminary analysis of the school situation and management, inadequate use of evaluation results in teaching improvement, and academic incompetence in supervision of the administrator and teachers.

The following recommendations were proposed in order to implement the model effectively: 1) Prior to the implementation, the teachers and administrator need to be sufficiently trained on the knowledge and skills in supervision. 2) Good acquaintance among personnel within the school should be encouraged to increase the effectiveness of the approach.