

Thesis Titles	Competencies of Co-operating Supervisors as Perceived by Themselves, Student Teaching Supervisors, Administrators and Prospective Teachers of the Faculty of Education, Chulalongkorn University
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ABSTRACT

The purpose of this research was to analyze the factorial structure of the competencies of co-operating supervisors as perceived by themselves, student teaching supervisors, administrators and prospective teachers of the Faculty of Education Chulalongkorn University.

The four groups of samples in this research consisted of 66 administrators, 120 student teaching supervisors, 325 co-operating supervisors and 313 prospective teachers. The research instrument was an inventory obtaining the significant competencies of co-operating supervisors. The inventory consisted of 76 5-point rating scale items. The coefficient of the items was 0.98 . The factor analysis by the image factoring method and the varimax rotation of axis was used for data analysis.

Findings :

1. The competencies of co-operating supervisors as perceived by the administrators consisted of five factors : (1) personality, human relations and attitudes toward teaching profession, (2) teaching skills, (3) attitudes toward student teaching supervision, (4) knowledge in subject matters and curriculum, (5) student teaching supervision skills.

2. The competencies of co-operating supervisors as perceived by the student teaching supervisors consisted of seven factors : (1) attitudes toward student teaching supervision and teaching profession, (2) knowledge in subject matters and curriculum and teaching skills, (3) student teaching supervision skills, (4) knowledge in student teaching supervision curriculum, (5) interest in student teaching supervision, (6) personality, (7) human relations.

3. The competencies of co-operating supervisors as perceived by the co-operating supervisors consisted of four factors : (1) supervisor attribute, (2) teaching skills, (3) knowledge in subject matters and curriculum, (4) student teaching supervision skills.

4. The competencies of co-operating supervisors as perceived by the prospective teachers consisted of five factors : (1) teaching skills, (2) attitudes toward student teaching supervision and knowledge in subject matters and curriculum, (3) supervisor attribute, (4) personality and human relations, (5) student teaching supervision skills.

5. There were three joint factors of the competencies of co-operating supervisors among four groups : (1) teaching skills, (2) knowledge in subject matters and curriculum, (3) student teaching supervision skills.