

Thesis Title	Needs Concerning Participation in and Receptivity to Instructional Supervision of Social Studies Teachers in Secondary Schools, Nong Khai Province		
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Abstract

The objectives of this study were: 1) to examine the needs concerning participation in and receptivity to instructional supervision of social studies teachers and 2) to compare the differences of those needs using the following variables: sex , years of teaching experience, and the school size.

All 259 social studies teachers from all 56 secondary schools in Nong Khai province participated in the study during the first semester of 1998.

Data were collected using a questionnaire. The reliability coefficient of the questionnaire was 0.94. The results were analyzed using the SPSS computer program and reported by percentages, means, and standard deviations. The following general conclusions were formulated.

1. Demographic Data

Majority of teachers were female (55.98 %), and aged between 31-45 years old (65.26%); the age average was 38 years. Most of the respondents received Bachelor's degree (93.05%) in teaching social studies or social sciences (69.1%). About 40% of the respondents had 5-10 years of teaching experience followed by 32.82% with 11-15 years, then 25.87% with more than 15 years, and lastly 3.09% with less than 5 years.

There were 5 large, 21 medium, and 30 small size schools involved in the study. The number of teachers in each school size category was similar; 85 teachers in large size schools, 84 teachers in medium size schools, and 90 teachers in small size schools.

2. Needs concerning participation in instructional supervision

The findings showed that 71.43% of the teachers wanted to participate in instructional supervision in the area of planning while 74.13% were interested in supervision process and 76.83% in evaluation. The teachers' reported needs to participate in the areas of planning, supervision process, and evaluation of the instructional supervision were found to be significantly different when compared with sex, years of teaching experience, and school size variables.

3. Needs concerning receptivity to instructional supervision

3.1 Overall, social studies teachers' needs for assistance in preparing lesson plans were indicated at medium level ($\mu = 3.17$). The top three items in which the respondents needed assistance the most were: a) writing course objectives ($\mu = 4.74$), b) analyzing affective domain objectives ($\mu = 4.92$), and c) analyzing classroom management objectives ($\mu = 4.93$).

3.2 Also, social studies teachers' need for assistance in teaching was indicated at medium level ($\mu = 2.96$). The top three items reported to require the most assistance were: a) group process and teaching method ($\mu = 4.76$), b) utilization of programmed instruction ($\mu = 4.61$), and c) class warm-up techniques ($\mu = 4.57$).

3.3 Overall, the respondents' interest in receiving supervision in the area of media utilization and production was indicated at medium level ($\mu = 3.28$). The three items in which the respondents reported to be most interested in were: a) thinking, writing, and criticing skills ($\mu = 4.36$), b) knowledge and skills in developing computer – assisted instructions ($\mu = 4.34$), and c) media production ($\mu = 4.29$).

3.4 Overall, the respondents' interest in receiving supervision in evaluation process was rated at a high level of need ($\mu = 3.67$). The top three items that the respondents' reported to be most interested in receiving training were: a) developing evaluation instruments for cognitive domain ($\mu = 4.53$), b) psychomotor domain ($\mu = 4.74$), c) developing evaluation instrument for social skills using a computer ($\mu = 4.87$).

Additionally, there was no statistically significant differences in all areas of reported teachers' needs concerning receptivity to instructional supervision when compared with sex, years of teaching experience, and school size variables.

Based on the study results, the followings are recommended:

Instructional supervisors should be more open – minded and willing to cooperate with teachers in order to offer programs which are appropriate to teachers' needs. Likewise, teachers should become more aware of the supervision process as well as assume an active role in bringing about the needed changes. Both instructional supervisors and teachers need to conduct regular formal and informal meetings to discuss many varied concerns about instructional supervision. In addition, further research on efficient approaches to supervision, supervision's barriers and problems, and teachers' attitude concerning supervision is needed.