Thesis Title	Personality Factors which Contribute to the Supervisory Skills of Supervisors in Primary Schools Under the Jurisdiction of Sa Kaeo Provincial Primary Education Office
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ABSTRACT

The purposes of the research were : to study the personality factors and the level of the supervisory skills of supervisors in primary schools, to study the relationship between personality factors and the supervisory skills of supervisors in primary schools, and to study the personality factors which contribute to the supervisory skills of supervisors in primary schools.

Samples consisted of 90 head supervisors in primary schools from 90 schools. Two instruments were used for data collection. The first one was a supervisory skills questionnaire and the other one was the Sixteen Personality Factors Test (Form A). Statistical analysis was accomplished by percentage (%), mean $(\overline{X})$, standard deviation (S.D.), Pearson's product moment correlation coefficient, and stepwise multiple regression. The results of the study were :

1. Supervisors in primary schools presented 11 unique personality factors. These factors were Outgoing (A+), More intelligent (B+), Stable (C+), Assertive (E+), Conscientious(G+), Venturesome (H+), Trusting (L+), Shrewd (N+), Placid (O-), Group-tied (Q_2-) and Controlled (Q_3+)

2.The supervisory skills (human skills, managerial skills, technical skills) of supervisors in primary schools were found to exist at a high level whether considered together or separately.

3. It was found that Conscientiousness (G+) was the only one factor correlated with overall supervisory skills of supervisors in primary schools $(r_{(xy)} = .221)$ at the significant level of .05.

4. It was found that factors of Conscientiousness (G+) and Conservative-Experimenting (Q_1) substantially contributed to the supervisory skills of supervisors in primary schools at a significant level of .05. The factors yielded a 9.18 % of prediction.