Thesis Title : The Relationship of Supervisory Practices ?
students and Students' Background to Learning Achievement
Students' Training Course of Diploma in
Industrial Technology in Technical Colleges
in the Educational Region Three.

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The purposes of this study were to investigate the
supervisory practices, the relationship of the supervisory
practices and the students' background to the learning
achievement in training course, and to predict the
learning achievement of students in training course of the
Diploma in Industrial Technology. The variables of the
supervisory practices were divided into 4 groups ; namely,
planning and preparation, characteristics of personnel
involved in supervision, supervisory styles, and
evaluation. The variables of students' backgrounds were
divided into 2 groups. One was personal characteristics
which consisted of sex, age, GPA and working experience ;
the other was the economic and social variables which
included domiciles, monthly expenses, and parents' occupation.
The sample used in this study were 166 students who were

studying in 5 technical colleges in the Educational Region 3. These students had completed a training course on industrial technology in 1986. Data were collected by a questionnaire and an inventory developed by the researcher. In the analysis of the data, SPSS computer program using stepwise multiple regression analysis was employed.

The results of the study showed that (1) the supervisory practices performed by the technical colleges were at the medium and low level ; (2) The age of the students was negatively related to learning achievement at 0.001 level of significance while GPA, domicile, were positively related to the achievement at 0.01 level ; It was also found that planning, coordinating and service, and the characteristics of the supervisor in the training site were positively related to the achievement at 0.05 level, and (3) The best predictors of learning achievement found in this study were age, coordinating and service, GPA and domicile. These variables combined could explain the variation of learning achievement up to 18.56 percent. The equation of learning achievement in terms of standard score was depicted as follow :

Learning achievement in students' training course

$$= -0.32 \text{ (Age)} + 0.16 \text{ (Coordinating and service)}$$
$$+ 0.15 \text{ (GPA)} + 0.14 \text{ (Domicile)}$$