The development model of internal supervision management according to standards of the early childhood education schools under the Office of the Basic Education Commission

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Abstract

The objectives of this study were 1) to study the relevant documents and confirm the elements of internal supervision management according to standards of the early childhood education schools under the Office of the Basic Education Commission (OBEC), 2) to investigate the present situations, management problems, and feasible guidelines for internal supervision management according to standards of the early childhood education schools under the OBEC, and 3) to develop and verify of internal supervision management according to standards of the early childhood education schools under the OBEC. This research used a mixed-methods approach. The key informants consisted of experts, school administrators, supervisors, academic heads, and early childhood teachers, for a total of 49 informants. The instruments used for collecting data were a component synthesis table, an in-depth interview, a verification form for a draft model and a manual, and an evaluation form for a model and a manual. The statistics used for analysis were frequency, percentage, and content analysis. The research results were as follows: 1. The elements of internal supervision management according to standards of the early childhood education schools under the OBEC after confirmation comprised four components: 1.1) planning, 1.2) organizing, 1.3) leading, and 1.4) controlling. 2. The current situations, management problems, and feasible guidelines for internal supervision management according to standards of the early childhood education schools under the OBEC also comprised of four elements: 1.1) planning, 1.2) organizing, 1.3) leading, and 1.4) controlling. 3. A model of internal supervision management according to standards of the early childhood education schools under the OBEC comprised of five components: 1) principles; 2) objectives, 3) operational procedures, 4) evaluation, and 5) conditions for achievement. The accuracy and suitability of the internal supervision management were both at the highest level.

Keywords: Internal Supervision Management, Standards of Early Childhood Education, Office of the Basic Education Commission (OBEC)

1. Introduction

Thailand's 20–Year National Strategy (2017-2036) [10] encourages life cycle development with a focus on growing individuals at all stages of development in accordance with their age groups. Therefore, the national strategy for enhancing human capital emphasized the importance of quality family planning, parental readiness, breastfeeding promotion, accurate infant nutrition guidance, and investments in early childhood development facilities during the pregnancy and early childhood stages.

At the same time, the Bureau of Academic and Educational Standards, Office of the Basic Education Commission Ministry of Education [1] determined that the Early Childhood Education Curriculum

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Manual had been created with the aim of offering guidance on structuring meaningful experiences for young children. It achieved this by aligning these experiences with the principles of developmental psychology and brain function that were appropriate for each child's age, maturity, and developmental stage. This approach ensures that every child has the opportunity to reach their maximum potential. The manual emphasizes the importance of tailoring experiences to match children's unique learning styles. It encourages children to engage their five senses, movement, exploration, play, observation, investigation, experimentation, and independentproblem-solving. Furthermore, the manual advocates for an integrated approach to learning, where activities, skills, and educational content are woven together seamlessly. It promotes experiences that empower children to take initiative, plan, make decisions, take action, and present their ideas, with support from instructors or experienced facilitators. The manual also stresses the importance of collaborative learning by facilitating interactions between children and between children and adults in an environment that fosters a warm, joyful atmosphere conducive to learning. This approach encourages children to engage in cooperative activities in various ways.

In line with the National Educational Standards, B.E. 2561 (2018) [8] stated that the desired educational outcomes accumulate characteristics of early childhood education to have well-rounded development and balance; attend to learn, and control oneself to do proper things.

Moreover, the Guidelines for Quality Assessment by Educational Standards for Early Childhood Education according to the Office of the Basic Education Commission [2] consisted of the quality of learners, administrative and management process, and child-centered experience management.

Meanwhile, UNICEF Regional Office for South Asia [14] must enhance the efficiency of monitoring and supportive supervision efforts. The monitoring system in childcare centers plays a crucial role in ensuring service quality and could be expanded to cover the preschool education sector. However, a major obstacle to its effectiveness, as indicated in the review materials, is the limited capacity of both institutions and individuals, particularly the professional understanding at the provincial level, to conduct effective monitoring and offer mentorship support. Therefore, it is essential to focus on capacity building for officials, especially at decentralized implementation levels, as it is integral to ensuring and maintaining service quality.

Likewise, Kanyayon [4] revealed that the framework for enhancing educational quality via the school's internal supervision process comprises several stages. These stages encompass initial preparation, identifying responsible personnel and managing the information system, defining the roles and responsibilities for both supervisors and those under supervision, creating participatory internal supervision plans, executing the supervision process and implementing the plan, conducting the actual supervision, overseeing the process, conducting follow-up activities, employing various assessment tools for monitoring, evaluating the effectiveness of supervision, wrapping up the supervision efforts, proposing recommendations and solutions, and documenting the supervision in a report.

'Internal supervision management' in Thailand refers to the processes and systems used by organizations and institutions to oversee their internal operations. This includes activities like monitoring employees, coordinating projects, ensuring quality, and managing the organization's governance. It involves setting standards and procedures for internal supervision and promoting collaboration between supervisors and

those being supervised. This collaboration includes tasks such as analyzing the situation, planning supervision, creating tools, conducting supervision, and evaluating its results.

However, as a teacher of early childhood in charge as a deputy administrator under the OBEC, realize the importance of early childhood education, especially in the first five years of life, which is considered the best time for learning. Understanding child development has many positive effects on teachers. One good result is that it helps teachers better understand the learning process of children, also plan courses. Teaching and learning can be more appropriate for each child according to their potential. As for supervision, it is considered the heart of developing the quality of learning management. Another good result is that teachers receive good advice. Moreover, they develop oneself as advised by the supervisor and have worked together to develop the process to proceed correctly. It will help increase teachers' confidence in learning management. It helps teachers understand children's learning processes better; that is, learners receive quality processes, learn with curiosity, and are more willing and ready to learn. Therefore, the researcher, as educational personnel directly involved in early childhood education, sees that internal supervision affects the quality of early childhood children, and wants to develop internal supervision management according to the quality standards of early childhood education in educational institutions under the OBEC. This is for the benefit of developing early childhood education in the future.

2. Research Questions

2.1 What are the synthesized results of the relevant documents and confirm the elements of internal supervision management according to standards of the early childhood education schools under the OBEC?

2.2 What are the present situations, management problems, and feasible guidelines of internal supervision management according to the standards of the early childhood education schools under the OBEC?

2.3 What are the components of a development model of internal supervision management according to the standards of the early childhood education schools under the OBEC?

3. Research Objectives

3.1 To synthesize the relevant documents and confirm the elements of internal supervision management according to the standards of the early childhood education schools under the OBEC.

3.2 To investigate the present situations, management problems, and feasible guidelines of internal supervision management according to the standards of the early childhood education schools under the OBEC.

3.3 To develop a model of internal supervision management according to the standards of the early childhood education schools under the OBEC.

4. Materials and Methods

The research procedures were operated in three phases, as follows:

Phase 1: The synthesizing of the relevant documents and confirming the elements of internal supervision management according to standards of the early childhood education schools under the OBEC. The statical used was frequency.

Phase 2: The investigation of the present situations, management problems, and feasible guidelines of internal supervision management according to standards of the early childhood education schools under the OBEC. Key informants consisted of early childhood teachers with more than one-year experiences and academic teachers in charge of early childhood education in eight provincial schools under the OBEC in the upper north region, for a total of 16

respondents. An instrument used was an in-depth interview form using the synthesis core elements from phase 1 to be inquiry issues, consisting of four elements 1) planning, 2. organizing, 3) leading, and 4) controlling. The content analysis was used to classify by issues.

Phase 3: The development of a model of internal supervision management according to the standards of the early childhood education schools under the OBEC was classified into two steps:

Step 3.1: A model of internal supervision management according to the standards of the early childhood education schools under the OBEC was drafted by the research team based on the synthesis results from Phase 1 and the investigation results from Phase 2 to classify significant issues comprising of five components: 1) principles; 2) objectives, 3) operational procedures, 4) evaluation, and 5) conditions for achievement.
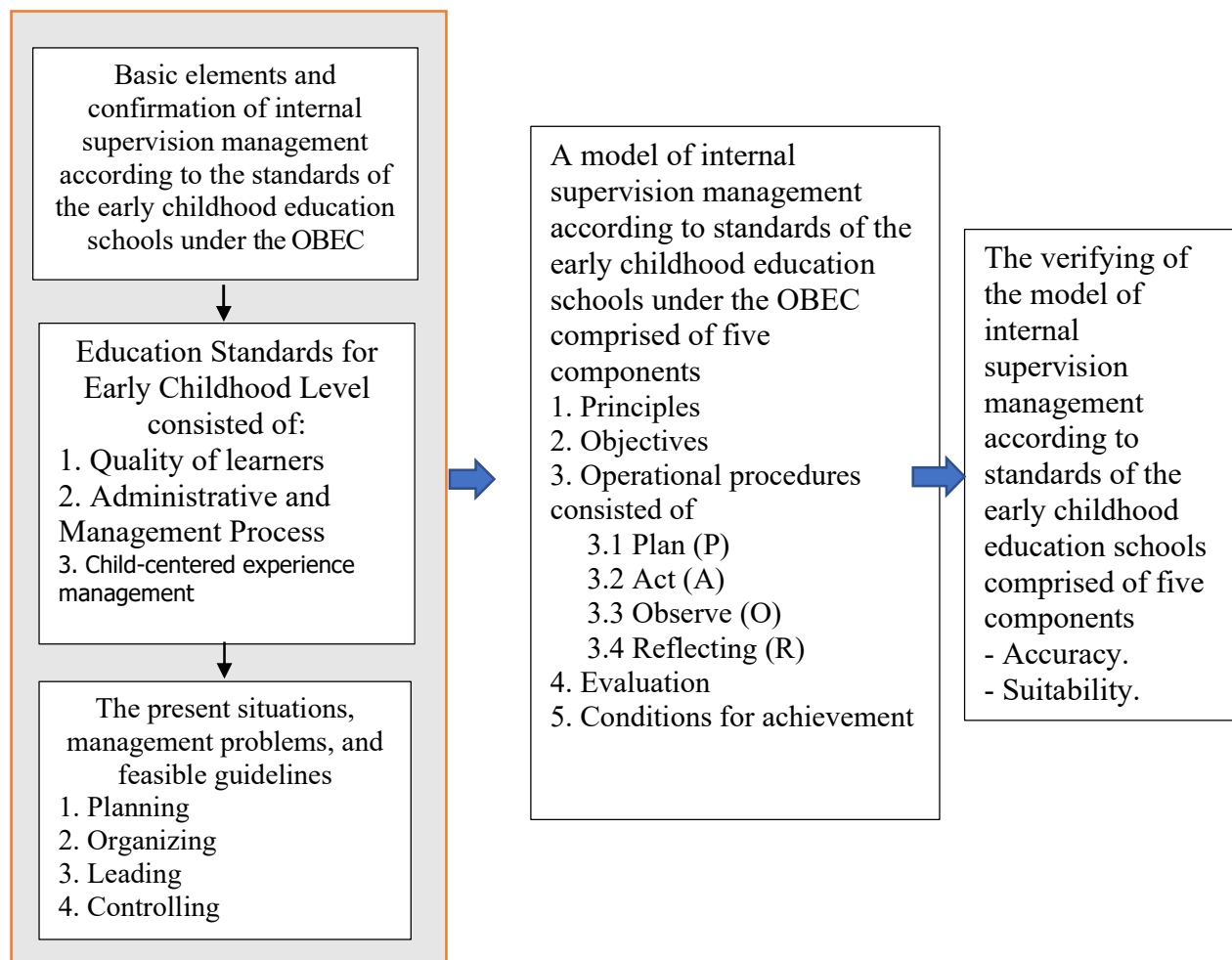
The research framework is explained in Figure 1.

Figure 1: Research framework

Step 3.2: The verification of the accuracy and suitability of a model of internal supervision management according to the standards of the early childhood education schools under the OBEC was conducted by key informants comprised fifteen experts selected by purposive sampling. They were lecturers, supervisors,

school administrators, and early childhood teachers. The instruments used were a draft model and a verification form.

The results of the verification were analyzed with frequency and percentage. The research framework is explained in Figure 1.

5. Results and Discussion

The research procedures were divided into three phases as follows:

Phase 1: After the confirmation, the results of synthesis of the elements of internal supervision management according to the standards of the early childhood education schools under the OBEC consisted of four elements: 1) planning, 2. organizing, 3) leading, and 4) controlling. [6]

Phase 2: The results of investigating the present situations, management problems, and feasible guidelines of internal supervision management according to the standards of the early childhood education schools under the OBEC are shown in Table 2.

Table 2: Results of investigating the current situations, management problems, and feasible guidelines

The present situations	The management problems	The feasible guidelines
Planning		
- Ensure that planning is the core principle of OBEC standards for Early Childhood Education. - These plans are not designed in line with National Education Standards 2018. - The planning process does not ensure alignment with the OBEC standards for Early Childhood Education. - The digital platforms or applications are not used for data collection and analysis.	- Lack of setting clear and specific objectives for their internal supervision processes. - Lack of challenge to measure the effectiveness of supervision activities. - Leading to inconsistencies in the quality of supervision. - Inadequate use of data collected during supervision for planning purposes. - Leading to confusion among supervisors and teachers about the intended outcomes. - Limited financial resources to develop comprehensive supervision plans.	- Review and update plans regularly to reflect changes in standards. - Define clear and measurable objectives for internal supervision management. - Planning on data collected through assessments, observations, and evaluations for improvement. - Maintain all planning activities, including supervision plans, goals, timelines, and responsibilities. - Plan supervision activities that focus on academic achievement. - Involve parents and local community members in the supervision management to support early childhood education.
Organizing		
- Ensure that team members have the required qualifications and expertise. - Schools carefully organize their supervision teams - Ensure that schools allocate resources to training supervisors. - Early childhood education institutions might establish collaborative networks with other schools.	- Struggle to appoint qualified supervisors with the necessary expertise in early childhood education. - Organize inadequate allocation of resources for training, assessment tools, and technology. - Supervision team members disrupt the internal supervision processes. - Some supervisors lead to conflicts or difficulties in	- Appoint qualified supervisors with expertise in early childhood education and supervision techniques. - Provide ongoing professional development to stay updated with the best practices. - Allocate resources to support internal supervision management. - Clarify roles and responsibilities, encourage collaboration, and provide opportunities for team

The present situations	The management problems	The feasible guidelines
	coordinating supervision activities.	members to share insights and expertise. - Encourage cross-functional collaboration by involving educators, administrators, and support staff in supervision teams.
Leading		
- Provide leadership for the professional development of teachers and supervisors - School administrators play a crucial role in providing constructive feedback to teachers and staff based on supervision outcomes. - Encourage a culture of reflection among teachers engaging in self-assessment.	- There might be resistance among educators to receiving feedback from supervisors. - Lack of receiving adequate opportunities for professional development. - Educators and supervisors resist changes in internal supervision practices. - School administrators lack the necessary leadership skills to inspire and motivate teams effectively.	- School administrators should model best practices, provide guidance, and motivate educators and supervisors toward continuous improvement. - Promote specific feedback is used for professional development to teachers and staff. - Invest in ongoing professional development for educators and supervisors. - Implement mentoring and coaching programs within the supervision process.
Controlling		
- Ensure to conduct regular assessments of supervision activities. - Ensure to control of teacher qualifications - Ensure to control the quality of education in accordance with OBEC standards for Early Childhood Education.	- Inadequate monitoring of internal supervision processes. - Challenge to follow standards and national regulations. - Lack of the capability to analyze data comprehensively. - Lack of quality assurance mechanisms. - Restrict the sharing of information. - Lack of evaluation of the outcomes of internal supervision. - Insufficient mechanisms for sharing feedback	- Monitor the implementation of internal supervision plans and assess their effectiveness. - Develop data analysis skills among teachers to identify trends and areas for enhancement. - Establish quality assurance mechanisms. - Maintain a well-functioning feedback loop among supervisors and teachers. - Establish a culture of continuous improvement by regularly reviewing and updating internal supervision processes.

According to the situation of the COVID-19 epidemic, Saengthong, et al. [12] illustrated that the outbreak had a rapid impact on the need for changes in how learning was managed. Both teachers and students were affected because they were unprepared for this new era of education. To address the challenges of teaching and learning, schools turned to the internal school supervision process as a solution. Therefore, it became essential to explore new supervision approaches that aligned with the evolving learning methods.

Blended supervision emerged as a promising alternative, suitable for the "new normal" era. It involves a balanced combination of face-to-face and online supervision, leveraging the supportive nature of school staff and creating an effective online supervision platform to enhance the overall effectiveness of supervision.

Similar to the findings of Somrit, Ouppinjai, & Wetcha [13], it revealed that the process of supervision administration in a school involves five steps: 1) supervision

planning, analyzing data, studying problems, educating personnel, implementing the plan, building morale among supervisors, and reporting results. The school's administrative and academic departments lead the supervision process, using various supervisory formats and activities. The results are then used for improvement and joint planning between supervisors to enhance the teaching and learning process.

In line with the guidelines for enhancing educational quality, the school's internal supervision process encompasses various stages. These include initial preparation, identifying responsible individuals and managing the information system, defining roles and responsibilities for both supervisors and those being supervised, creating participatory internal supervision plans, executing the supervision process and implementing the plan, conducting the actual supervision, overseeing the process, conducting follow-up activities, employing various assessment tools for monitoring, evaluating the effectiveness of supervision, concluding the supervision effort, proposing recommendations and solutions, and documenting the supervision in a report. [4]
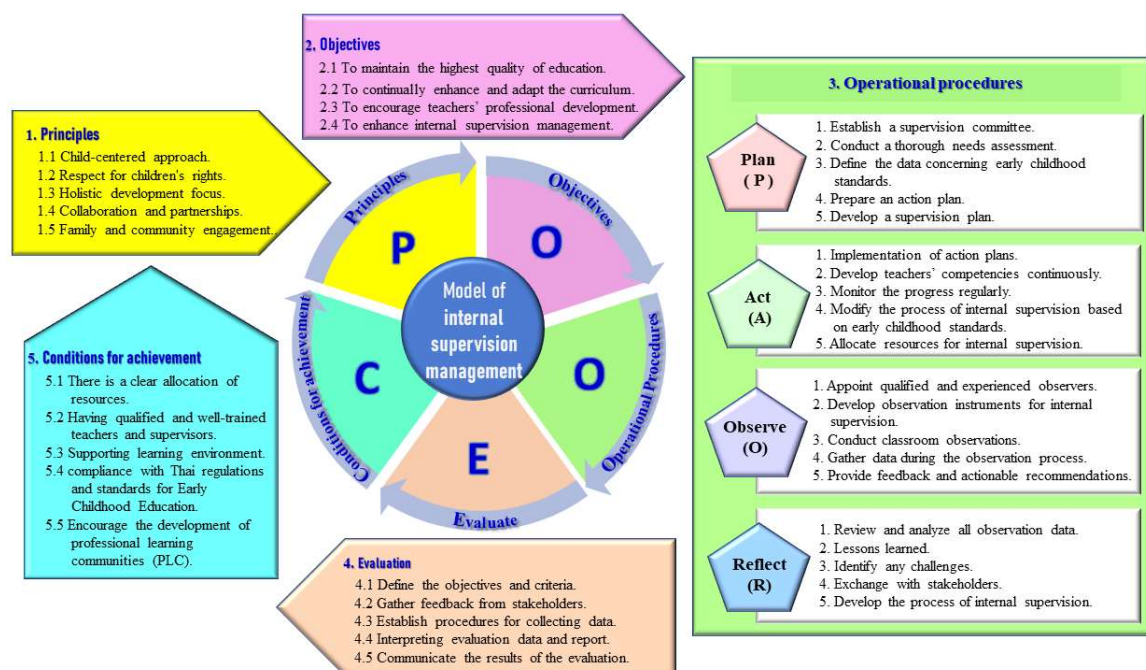

Figure 2: The completed model of internal supervision management according to standards of the early childhood education schools under the OBEC

Phase 3: The development results of a model of internal supervision management according to the standards of the early childhood education schools under the OBEC were as follows:

Step 3.1: A draft model of internal supervision management according to standards of the early childhood education schools under the OBEC consisted of five components: 1) principles, 2) objectives, 3) operational procedures, consisting of 3.1) plan (P), 3.2) act (A), 3.3) observe (O), and 3.4) reflecting (R); 4) evaluation, and 5) conditions for achievement.

Step 3.2: The verification results of the model of internal supervision management according to standards of the early childhood education schools under the OBEC in terms of accuracy was overall at the highest level (95.20 percent) and the

suitability was overall at the highest level (96.54 percent).

The model of internal supervision management according to standards of the early childhood education schools under the OBEC after verifying and correcting is shown in Figure 2.
A model name is POOEC.

The model of internal supervision management according to the standards of the early childhood education schools under the OBEC consisted of five components: 1) principles, 2) objectives, 3) operational procedures of 3.1) plan (P), 3.2) act (A), 3.3) observe (O), and 3.4) reflecting (R); 4) evaluation, and 5) conditions for achievement. The model is in accordance with Runcharoen's [11], proposed in the professional in educational management and administration in the educational reform era, which comprises six essential components: principles, objectives, system and mechanism, operational approaches, evaluation guidelines, and requirements for accomplishment.

Similarly, Ekemezie & & Anyaogu [3] indicated that the responsibilities of school principals in internal supervision to enhance teacher quality and standards encompass several tasks. These include fostering and facilitating teacher growth and development, supporting novice teachers in their professional growth by assisting them in adopting effective teaching methods, promoting extracurricular activities within the school, and ensuring the proper maintenance of financial records. However, various obstacles hinder the effective implementation of quality internal supervision for teacher development. These challenges include some principals' inadequacy in managing certain mandatory records, dealing with an excessive number of senior staff within the school, and the non-employment of lower-ranking teachers, among other issues.

Likewise, Pongsaranuntakul, et al. [6] concluded that enhancing quality through the initial three phases of participatory activities, which involve self-assessment, empowering for change, and revising for improved outcomes, is crucial for preparing individuals in the process to elevate the center's quality to meet sustainable standards. Healthcare professionals can actively contribute to this collaborative development process, leading to the establishment of high-quality childcare centers that ensure preschool children receive appropriate care and experience age-appropriate growth and development.

On the other hand, Kosanpipat, Anussornrajakit, & Kongruang [5], in the early childhood education program at the Faculty of Education, Chiang Mai Rajabhat University, outlined objectives as follows: providing instruction, enhancing comprehensive skills, delivering lessons, conducting research, offering academic services to the community, promoting advancements, sharing knowledge, fostering innovation, preserving arts and culture, producing educators, and elevating the academic standing of instructors.
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6. Conclusion

The model of internal supervision management according to the standards of the early childhood education schools under the OBEC offers several significant benefits. This approach provides a structured and systematic framework for schools, ensuring that they meet and maintain the required educational standards. It promotes professional development among educators and staff, enabling them to continually enhance their teaching and caregiving skills. This model provides a structured framework for schools to ensure and enhance the quality of education and care provided to young children. It helps maintain established standards and regulations, promotes effective teacher development and growth, and facilitates the continuous improvement

of teaching and learning practices. Furthermore, this model facilitates the creation of a safe and nurturing environment for young children, which is essential for their holistic development. By adhering to these standards and utilizing the internal supervision model, Thai early childhood education institutions can ensure the delivery of high-quality education and care to preschoolers, ultimately contributing to their overall growth and development. In summary, the application of the internal supervision management model aligned with the OBEC's standards elevates the quality of early childhood education in Thailand, benefiting both educators and the children they serve.

7. Recommendations

7.1 The development model of internal supervision management according to the standards of the early childhood education schools under the OBEC can be applied to educational management with a quality process.

7.2 The feasible guidelines can be adopted to drive the internal supervision management according to the standards of the early childhood education schools under the OBEC for developing the quality of learners, administrative and management process, and the process of teaching and learning that focuses on child-centered.

8. Recommendation for Further Research

8.1 There should be a study of the development model of internal supervision management according to the standards of the early childhood education schools under the OBEC all over the region.

8.2 There should be a study of an integrated model of internal supervision management according to the standards of the early childhood education schools under the OBEC all over Thailand.

Acknowledgment

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