Supervision of Teaching and Learning Managements by Educational Institution Administrators Under the Jurisdiction of Phitsanulok Primary Educational Service Area Office 2

Nirada Wechayaluck[1], Tawee Savikan[1], Nisawan Pintong[1] & Kanchana Saphaphak[1]

[1] Faculty of Education, Pibulsongkram Rajabhat University, Thailand

Correspondence: Tawee Savikan, Faculty of Education, Pibulsongkram Rajabhat University, Thailand.

Abstract

The research aims to: 1) Investigate the results of supervision of teaching and learning managements by educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2. This is a survey research. The samples in the study include 1) 97 educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2: 2) 97 teachers under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 These participants were selected using simple random method, totaling 194 people. The tools used in this research are 1) a Document analysis form, and 2) a Questionnaire concerning the supervision of teaching and learning managements of schools under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2. Data was analyzed qualitatively using content analysis and presented in a descriptive analysis format. The results of the study found that; The supervision of teaching and learning managements by educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 is generally at the highest level. When considering specific issues, it was found that; in terms of blended learning, the administrators have supported the learning process through online electronic media; in terms of collaborative lesson development, the administrators have identified lesson development issues from classroom problems; and in terms of teaching tasks and mentoring system, the administrators have fostered relationships with teachers in managing teaching and learning teaching and learning managements.

Keywords: supervision, teaching and learning management, educational institution administrators

1. Introduction

In the current context where societal trends are advancing towards the 21st century, the progress of information and communication technology (ICT) has significantly influenced the economic and cultural dimensions. This leads the world to confront uncertainties and unforeseen events, prompting rapid changes. Individuals, therefore, must adapt to maintain a quality life. Education becomes a vital tool to develop necessary skills and competencies, enabling adaptation in a rapidly changing society, both now and in the future. Hence, the educational emphasis must shift from mere rote learning of content to valuing real-world practice and application, connecting what's learned with society, and facilitating activities and processes that encourage students to analyze, synthesize, evaluate, and innovate. One such essential skill mentioned is the 'learning skills for the 21st century' (Panich, 2013). Teachers must abide by the principle of 'teach less, learn more,' serving as facilitators guiding the transformation of the learning process towards active learning. This connects with societal contexts, prompting problem-solving or development through creative thinking to generate knowledge and applying it beneficially for society.

In managing educational institutions to ensure that education achieves its intended outcomes and aligns with the master plan of Thai education reform, it's crucial to do so efficiently. The most significant role in managing educational institutions belongs to the school administrators. They are the primary mechanism in setting policies, visions, and missions. They are directly responsible for overseeing, controlling, guiding, and supporting the teaching and various operations in schools to ensure that they follow the set policies. Therefore, the progress or setbacks of a school and the quality of its students largely depend on the leadership and capabilities of these administrators. Generally, school administrators must adhere to the professional standards set by the Teacher's

Council. These standards consist of three main aspects: 1) Knowledge and professional experience standards, 2) Work performance standards, and 3) Personal conduct or ethics standards. These standards prepare them to adapt to the rapid changes in the digital technology era that's unfolding. The focus is on enhancing the nation's competitive capabilities, as human resource development is deemed the heart of advancing a country towards sustainable progress in the economic, social, political, and cultural spheres (Office of the Education Council, 2016). Education is a vital tool for national development because it equips the citizens with knowledge and skills that lead to both personal and national prosperity. In particular, school administrators are essential personnel and professional leaders who must possess competence, knowledge, capability, virtue, and ethics. Having professional ethics leads to effective and efficient school management (Runcharoen, 2000). The Ministry of Education emphasizes that school administrators should have in-depth and diverse knowledge paired with strong moral values. There's a focus on developing and enhancing human capacities with strategies ensuring that every school administrator possesses awareness, the spirit of sustainable leadership, pride in their professional role, and a sense of shame against any misconduct. All of these are geared towards achieving organizational or institution efficiency.

Educational institution administrators must continually develop a diverse set of competencies and elevate their practical skills beyond the basic level to keep pace with the digital age. Effective administration leads to success, ensuring maximum benefits for the students. Directly, it becomes the duty of the educational institution administrators to manage or oversee a structure that harmonizes the relationships among staff, resources, and even the environment. It's crucial for them to manage work in line with professional standards and ethics. Therefore, the Teachers Council has implemented professional standards that include: 1) Standards of knowledge and professional experience, 2) Standards of work performance, and 3) Standards of personal conduct or professional ethics. This is geared towards nurturing true professional educational institution administrators (Office of The Teachers Council of Thailand, 2013).

Educational supervision is a process designed to guide and assist administrators and teachers in effectively organizing learning activities. The aim is to leverage educational innovations to ensure teaching responds efficiently to the needs of the students. Therefore, as teaching methods evolve, supervision must adapt accordingly. Supervision in the 21st century focuses on voluntary participation by teachers to develop their instructional strategies, aligning them with set objectives. It involves collaboration with colleagues in the same learning context, fostering a professional development atmosphere where teachers support and learn from one another in a friendly environment. There's an emphasis on the role of a "Coach" — an expert who enhances knowledge and trains in skills relevant to the objectives the teachers want to achieve. This coach will observe teaching, prompting teachers to analyze and reflect on their teaching performance until they can adapt their instruction according to their objectives. In addition, there's the role of a "Mentor", someone who constantly offers support and encouragement throughout the learning management process. This person ensures that teachers can design lessons that lead to efficient student learning outcomes. Furthermore, 21st century supervision must incorporate various technologies to ensure effective supervision that is responsive to the needs of those being supervised. In particular, online educational social networks can be adaptively used in various stages of supervision. This includes communication, consultations, recommending learning resources, and online supervision. Such tools allow supervisors to continuously and consistently monitor the progress of teachers. This supervisory process enhances the teachers' reflection skills, collaboration, and use of information technology, leading to the development of 21st century learning management competencies. Therefore, applying the concepts of Coaching and Mentoring, Lesson Study, and Blended Learning in the supervisory process helps improve the quality of teaching and learning managements. This will lead to the enhancement of the quality of learners in the 21st century, enabling them to effectively live in the new society.

Therefore, the educational institution administrators need to receive supervision to develop themselves to have diverse competencies and higher practical skills than the basic level in order to keep pace with the digital era. This shows that effective management leads to success and the maximum benefit for students. Therefore, it is the direct responsibility of the educational institution administrators to act or manage to create a structure of relationships between personnel, resources, and even the environment. Moreover, they must manage work in accordance with professional standards and ethics.

2. Methodology

2.1 Research Form

This research is survey research, collecting and analyzing data from document analysis and questionnaires. The research results are presented in a descriptive analysis format, using both quantitative and qualitative data to

synthesize and describe the findings.

2.2 Population and Samples

The population used in this study consists of a primary target group, which are the informants comprised of the educational institution administrators and teachers under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2. In total, there are 197 individuals, consisting of:

1) 97 educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 They were selected using the simple random method.

2) 97 teachers under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 They were also selected using the simple random method.

2.3 The Instruments Used in the Study

The instruments used for data collection consisted of:

1) Document analysis form

2) Questionnaire concerning the supervision of teaching and learning managements of schools under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2

2.4 Data Collection

1) Documentary Study: The process involves collecting principles, ideas, theories, and related research documents concerning the supervision of teaching and learning managements of schools. This information will be utilized to supplement the analysis of the study's issues.

2) Situational Analysis: This is a qualitative data collection method, synthesizing documents and research related to the topic. Questionnaires are given to educational institution administrators and teachers under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2. The tool used for this is the questionnaire about the supervision of teaching and learning managements under the said jurisdiction.

3) Design and Development: This involves quantitative data collection. Data is gathered from the questionnaire concerning the supervision of teaching and learning managements of schools under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 The results are then summarized to determine directions for future development of teaching methods.

2.5 Data Analysis

1) Qualitative Data: The research team analyzes the data based on the objectives of the study using an interpretation method, which is derived from document analysis and interviews. The aim is to summarize points according to data groups and analyze the relationships between data.

2) Quantitative Data: The researcher uses data obtained from the evaluation form, and analyzes it using a ready-made statistical program that is suitable for data analysis. This is analyzed using descriptive statistics, displaying the statistical data analysis results as average values and standard deviations.

3. Results

For the research at this time, the research team classified the data obtained from the study and presented research results according to the determined objective. The study results can be summarized as follows:

1) A study on the results of the supervision of teaching and learning managements by educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2, found that, in an overall perspective, it is at the highest level. This can be summarized in the table as follows:

Table 1. Analysis results of the level of the supervision of teaching and learning managements by educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2, in an overall view

Supervision of Teaching and Learning Managements	$\bar{x}$	SD	Level	Rank
1. Teaching Tasks and Mentoring System	4.51	.57	Highest	3
2. Collaborative Lesson Development	4.54	.52	Highest	2
3. Blended Learning	4.56	.57	Highest	1
Total	**4.53**	**.56**	**Highest**	

Source: Wechayaluck, et al., 2023.

Based on Table 1, the supervision of teaching and learning managements by educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 is generally at the highest level ($\bar{x}$ = 4.53, SD = .56). Upon considering individual aspects, the highest average value was found in the blended learning, which is at the highest level ($\bar{x}$ = 4.56, SD = .57). This is followed by the aspect of collaborative lesson development, which is also at the highest level ($\bar{x}$ = 4.54, SD = .52). The lowest average value was in the area of teaching task and mentoring system, yet still at the highest level ($\bar{x}$ = 4.51, SD = .57). Upon considering the details of each aspect, the findings are as follows:

Task Teaching and Mentoring System: Overall, this is at the highest level. When considering the details of each point, the highest average value is for "administrators building relationships with teachers in teaching and learning managements". The next point is "administrators emphasizing teachers to apply the knowledge they have gained to improve the teaching and learning managements". The point with the lowest average value is "administrators assigning mentor teachers to train and instruct other teachers".

Collaborative Lesson Development: On the whole, this aspect is rated at the highest level. When considering specific points, the item with the highest average value is "administrators identify lesson development topics from classroom issues". Following this is "administrators allow teachers to reflect on results and discuss student outcomes". The item with the lowest average value is "administrators use teacher performance reflections to modify and improve lessons".

Blended Learning: Overall, this is at the highest level. Upon examining specific points, the highest average value pertains to "administrators support the learning process through electronic internet networks". Next is "administrators suggest methods/educational approaches referencing from learning resources". The point with the lowest average value is "administrators promote learning by applying real events or simulated scenarios".

4. Discussion

1) The study on the supervision of teaching and learning managements by educational institution administrators under the jurisdiction of Phitsanulok Primary Educational Service Area Office 2 found that;

in terms of teaching tasks and mentoring system, it was rated at the highest level overall. This could be due to the administrators actively driving the quality of teaching and learning managements in schools through supervision. Their approach to teaching tasks and mentoring system aligns with the research by Kruekamai and Kodsiri (2019). They studied the development of a supervision model using guidance processes and mentoring system to enhance the potential of teaching and learning managements. In the 21st century, Office of the Basic Education Commission in Chiang Mai Province found that; teachers could design and implement 21st century learning plans effectively. About 83.33% of them rated their capability as "high" in crafting and using these plans in their teaching methods. When examining the guidance behavior and the mentoring system from administrators and teachers, it was found to be at a high level. The most agreed-upon factor was the collaboration in setting learning goals and providing opportunities for those undergoing supervision to share and exchange their learning experiences. The point with the highest average value was that administrators emphasized building relationships with teachers in teaching and learning managements.This might stem from the responsibility of the administrators to create a mutual understanding with the teachers. This is consistent with the research of Tuikunna and Namwan (2018), which studied the development of the mentoring system in schools. They found that the current status of the mentoring system in schools, under the management of school administrators and teachers, does have the mentoring system. Building relationships between administrators and teachers in teaching greatly affects the desired state of the mentoring system in schools, generally being at the high level. This aligns with Sylvia Grace Robinson (Robinson, 2000) statement that the supervision of primary school instruction varies significantly from the three selected schools. For the factor of teacher satisfaction affecting teaching and learning managements, the item with the lowest average value is the administrators assigning mentor teachers to train other teachers. This might be because administrators support one-on-one knowledge transfer by mentor teachers in the long term. The research by Sanjaiprom and Intanate (2017) studied the role of mentor teachers in enhancing the teaching abilities of student teachers during their professional teaching experiences. It was found that administrators emphasize mentor teachers showcasing their role in boosting the teaching capabilities of student teachers during their professional experiences, and this had the lowest average value. Mentor teachers expressed their desire to develop their role in teaching.

In terms of collaborative lesson development, overall, it's at the highest level. This might be due to the educational institution administrators planning and identifying issues for development arising from classroom problems. They establish professional development processes, encourage teachers to plan learning management development, conduct activities in a friendly and collaborative manner, apply teacher development methods in

line with the work context, observe teacher behaviors, reflect on outcomes, discuss student achievements, and learn from experts to adapt in the teaching supervision process. This aligns with the research of Yahakorn (2020), who studied the development of learning management capabilities through the collaborative lesson development of Thai language teachers in primary schools in Nonthaburi Province. It was found that good practices in collaborative lesson development that impact the development of teachers' learning management capabilities include: 1) team members having time for collaborative lesson development processes such as planning, observation, and reflection, 2) having tools for observation like behavior observation forms and using reflection logs for feedback, 3) receiving guidance and assistance in the lesson development process from external experts, and 4) a reflection process that emphasizes teachers analyzing themselves and seeking ways to systematically develop themselves. This corresponds with the research of Somritet et al (2021) that studied the internal supervision management approaches in schools for learning under the jurisdiction of Phayao Primary Educational Service Area Office 2. It was found that the internal supervision management approaches in schools for learning under the jurisdiction of Phayao Primary Educational Service Area Office 2, consists of a 5-step management process: 1) Planning for supervision; collaboratively analyze data, study the root causes of problems in the context of the school, the current state of teaching and learning, the teachers, and the need for supervision within the school: 2) Pre-supervision knowledge; provide knowledge and understanding about the scope of internal supervision, and invite external experts to share knowledge with school personnel: 3) implementing the supervision plan; the school's administrative and academic divisions take the lead in the supervision process, using a variety of supervision formats and activities: 4) Motivating and uplifting the supervisees; create positive incentives and a positive attitude towards internal supervision by praising and giving friendly advice: 5) reporting and summarizing the supervision results; summarize the supervision findings, report the outcomes, and use the results to make improvements and corrections the collaboratively plan for future supervision between the supervisor and the supervisee. Analyze points that need enhancement to improve the teaching process. This corresponds with the research of Korposri and Panyasai (2022) that examined ways to develop a professional learning community by collaboratively developing lessons for secondary school teachers in Uttaradit Province. It was found that the collaborative lesson development for these teachers consists of: 1) Setting collaborative lesson development goals, 2) Planning for collaborative lesson development, 3) Taking action to improve learning management through collaborative lesson development. The highest average value was found in the point where administrators define the focus of lesson development based on classroom problems. This might be due to educational institution administrators having a plan for supervision, using data from problem surveys and needs assessments in planning their supervisory approach. This aligns with the research of Wongsa-iad and Sudrung (2016) who studied the supervision of teaching through the Lesson Study process at Rajinibon School. They found that preparation for teaching supervision has the highest average in collaborative lesson development. The lowest average point is where administrators use reflective feedback on teacher performance to adjust and improve lessons. This might be because administrators do not prioritize oversight, monitoring, and evaluating teacher performance to enhance education and adjust lessons. This is consistent with the research of Wattu (2017) who studied the internal supervision by educational institution administrators of secondary schools under the jurisdiction of Chanthaburi secondary Educational Service Area Office 17. They found a lack of understanding and connection between administrators and teachers regarding in-school supervision. Teachers felt that administrators seldom observed teaching or formally visited classrooms, while educational institution administrators believed they regularly observed teaching and visited classrooms. Educational institution administrators prioritized and took responsibility for in-school supervision more than other administrative aspects. The researcher suggested that innovations from school personnel should be reduced. This is also in line with the research of Duangsanam (2018) who studied the in-school supervision of Opportunity Expansion Schools under the jurisdiction of Saraburi Primary Educational Service Area Office 2. It was found that administrators arranged to analyze data from teaching observations, and the average score for providing feedback to those being supervised was the lowest.

In terms of blended learning management, it's overall at the highest level. This might be due to the educational institution administrators prioritizing blended learning management in order to keep education relevant to global changes and emphasizing student-centered learning through various formats. This is consistent with the research of Discharoen (2022) which studied the development of supervisory models in teaching management in schools under the jurisdiction of Rayong Primary Educational Service Area Office 1. The study found that teaching management in these schools is at the highest level. This also aligns with the research of Chaiwong (2018) which studied the development of supervisory models based on blended learning concepts to enhance research capabilities in the classroom for teachers under the jurisdiction of Nakhon Phanom Primary Education Service Area Office 1. The study found that teachers are highly satisfied with the use of supervisory models based on

blended learning concepts. The highest average score was found for educational institution administrators supporting learning management through electronic media networks and the internet. This could be because educational institution administrators have emphasized blended learning combined with educational technology innovations to enhance creativity and analytical thinking. The focus on educational technology not only enhances the efficiency of teaching and learning but also equips students with improved skills in information retrieval. Additionally, it fosters knowledge exchange with others to achieve their goals. This aligns with the research of Puapunwattana, Hankla and Laosawatdikul (2022) which studied the role of educational institution administrators in promoting Information and Communication Technology (ICT) for education under the jurisdiction of Saraburi Secondary Educational Service Area Office. The study revealed that the role of educational institution administrators in promoting ICT for education under this jurisdiction is extensive. Furthermore, it matches the research of Saengseemok (2021) which explored guidelines for using ICT in school management for the School Group Chongkhaep-Keereerach under the jurisdiction of Tak Primary Educational Service Area Office 2. The study found that, overall and in various aspects, the implementation is at a high level. The item with the lowest average score pertains to "learning management by applying real or simulated events. This might be because complex scenarios can confuse learners and be costly due to the required materials and equipment. Time spent on creating the scenarios might result in an outcome that is not cost-effective. Teachers might struggle to maintain the authenticity of the scenarios. Some displays might emotionally disturb certain students, making them hesitant to express their true feelings, thus not achieving the desired results. It's challenging for teachers to steer discussions towards achieving learning objectives using these methods. However, this does not align with the research of Na Srisuk (2018) who studied the effects of using simulated situations to enhance the English conversation abilities of Grade 10 students in Phuket. The results showed a significant improvement. This discrepancy could be attributed to the unique context of the educational institution and its learning management. The particular environment might have prompted students to tackle problems, apply thinking processes, make decisions based on the given situation, and be actively involved in their roles or the situation itself to the fullest extent.

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