CHAPTER 5
REVIEW, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

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CHAPTER 5
REVIEW, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION

The present investigation intended to study under the problem: “A Study of Teachers’ Competencies in Relation to the Collaborative Supervision Performance within the Schools in the Central Part of Thailand”. From the study, it can be seen that the important factor for increasing the highly competencies of teachers was the collaborative supervision within the schools. Collaborative supervision performance is a conceptual framework with structured decision making and problem solving. It is a dynamic, interactive, and relational process with mutually agreed upon goals. The process is marked by parity, individual and group accountability, trust and respect, valued expertise, conflict resolution, and a positive approach to confrontation. Collaborative supervision performance is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings. The present research studied found that the administration of most educational institution is not sufficiently systemized to steer the organization to the excellence, effectively. Therefore, the most effective factor in increasing teachers’ competencies is the collaborative supervision performance. The present chapter is concerned to the review, major findings, conclusions and suggestions which have been shown below.

5.2 REVIEW

Objectives of the study

The present research studied under ten objectives as follow:

1. To construct the scale to measure the collaborative supervision performance within the schools.
2. To construct the scale to measure the teachers’ competencies.
3. To study the level of collaborative supervision performance within the schools in the Central part of Thailand.
4. To study the level of collaborative supervision performance within the schools
belonging to different types of school i.e. government and private school.

5. To study the level of collaborative supervision performance within the schools belonging to different levels of education i.e. primary and secondary school.

6. To compare the mean scores of competencies of teachers belonging to different levels of collaborative supervision performance within the schools.

7. To compare the mean scores of competencies of government school teachers having different levels of collaborative supervision performance within the schools.

8. To compare the mean scores of competencies of private school teachers having different levels of collaborative supervision performance within the schools.

9. To compare the mean scores of competencies of government school teachers belonging to different types of school (i.e. government and private school) having different levels of collaborative supervision performance within the schools.

10. To compare the mean scores of competencies of private school teachers belonging to different levels of education (i.e. primary and secondary school) having different levels of collaborative supervision performance within the schools.

Variables of the study

1. Independent variables

   1.1 Collaborative supervision

   (1) High level

   (2) Moderate level

   (3) Low level

   1.2 Type of school

   (1) Government school

   (2) Private school

   1.3 Level of Education

   (1) Primary school

   (2) Secondary school

2. Dependent variable

Teachers’ competencies which consisted of nine standards on the basic assumption of the Secretariat of Teachers’ council of Thailand, A.D. 2005 i.e.
Standard 1: Language and technology for teachers.
Standard 2: Curriculum development.
Standard 3: Learning management.
Standard 4: Psychology for teachers.
Standard 5: Educational measurement and evaluation.
Standard 6: Classroom management.
Standard 7: Educational research.
Standard 8: Educational innovation and information technology.
Standard 9: Teachership.

Definition of the important terms

For an understanding, the researcher assigned the definition of the research as follows:

1. Competency is the ability of an individual to perform a job properly. It is a combination of personal knowledge, ability, skill, attitude, values, motivation, belief, experience and behavior used to improve performance or quality of being adequately or well qualified for the professional advantage, to incur the development according to the required purposes or specific role.

2. Teachers' competencies are the requirements of a competency based teacher education, which includes knowledge, ability, skill, attitude, and behaviour of teachers, that is advantageous to the profession, incurring the development of students in every aspect according to the required purposes.

In this study, there are nine competencies standards of teachers as follow:

Standard 1 : Language and technology for teachers consisted of the ability to apply the correct Thai language, English language or other language in the communication, with regard to the skill in listening, speaking and writing and the ability to use the basic computer.

Standard 2 : Curriculum development consisted of the ability in the curriculum analysis, improving and development the curriculum with diversity, evaluate the curriculum before and after the application of the curriculum and the ability to devise an effective curriculum.
Standard 3: Learning management consisted of the ability to assemble each subject for the use in the learning plans of each semester and throughout the semester, to devise the learning to suit the age of students, to construct the media, to improve the media, and to select the media in the learning support for students, and to support the learning of students, with the discrimination of their learning levels from the evaluation.

Standard 4: Psychology for teachers consisted of the ability to understand the nature of students, to assist students in their learning, and to develop to their full capacity, to advise and assist students to acquire a better quality of life, and to promote the talent and the interest of students.

Standard 5: Education measurement and evaluation consisted of the ability to measure and evaluate according to the truth and to apply the evaluation outcome to the improvement of pedagogy and to the curriculum development.

Standard 6: Classroom management consisted of the ability to manage the class, to communicate qualitatively, to coordinate the advantage, and to apply new innovations to the administration.

Standard 7: Education research consisted of the ability to apply the research outcome to the learning & teaching, to carry out the research to develop the learning & teaching, and to develop students.

Standard 8: Education innovation and information technology consisted of the ability to select, devises, construct, and improve on the innovation for the good learning of students, to develop the information technology for the good learning of students, and to quest for a variety of learning sources to promote the learning of students.

Standard 9: Teachership refers to the kindness, affection, and good wishes on students which consisted of the ability to acquire the perseverance and responsibility, to become a person of learning, and the academic leader, to acquire the vision, to acquire the faith in the teacher profession, and to pursue the teacher profession etiquette.

3. Teacher is the person who teaches in the education institute of the primary education and the secondary education, in the private sector and the government sector, of various education areas, and such education institutes manage the education in the general education or basic education.
In the present study, teachers referred to the teachers who teaches in government & private primary schools and government & private secondary schools, in the central part of Thailand.

4. Collaborative supervision performance is a conceptual framework with structured decision making and problem solving. It is a dynamic, interactive, and relational process with mutually agreed upon goals. The process is marked by parity, individual and group accountability, trust and respect, valued expertise, conflict resolution, and a positive approach to confrontation. Collaborative supervision performance is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings.

In the present study, collaborative supervision performance refers to the supervision on the basic assumption of Glickman, Carl D. which comprised of ten performances i.e.

1. Listening : Listen problems as seen by the teachers.
2. Clarifying: Clarify the teacher’s perceptions and realistic information.
3. Encouraging: Encourage the teacher to improve the teaching strengths.
4. Reflecting: Reflect the teachers to verify their personalities and teaching styles.
5. Presenting: Present and demonstrate the teaching innovation for developing of the effective teaching & learning process.
6. Problem solving: Exchange suggestions and open discussion among teachers about the problem and its possible solution.
7. Negotiating: Agree to a final plan.
8. Directing : Direct teachers to consider and choose from clearly defined alternative actions.
9. Standardizing: Standardize the reaching agreement over the needs for future improvement.
(10) Reinforcing: Reinforce the teachers to increase knowledge and skill in a specific area for the effective teaching.

Questions to be answered
The summary of questions to be answered is as follow:
1. What is the level of the collaborative supervision performance within the schools in the Central part of Thailand in total score and classified by type of school and level of education?
2. What is the level of competencies of teachers in the Central part of Thailand in total score and classified by type of school and level of education?
3. Is there the significant difference between mean scores of the competencies of teacher having different levels of the collaborative supervision performance within the schools?
4. Is there the significant difference between mean scores of the competencies of teachers belonging to different types of school and different levels of education having different levels of the collaborative supervision performance within the schools?

Hypotheses of the study
The summary of hypotheses of the study is as follow:
1. There will be no significant difference between mean scores of the competencies of teacher in total score and in different standards having different levels of the collaborative supervision performance within the schools.
2. There will be no significant difference between mean scores of the competencies of teachers belonging to different types of school and different levels of education in total score and in different standards having different levels of the collaborative supervision performance within the schools.

Importance of the study
In addition to achieve the successfulness of the teachers’ competencies, the first component which sends an impact to effectiveness of such teacher is the collaborative supervision performance in such school. The result of study is of great significant because it will provide workable guideline to achieve the objectives of teachers by suggesting the improvements in the collaborative supervision performance. It will identify the competencies
of teachers and the improvement of quality of education using the collaborative supervision performance which will turn the achievement of the students.

Chapterization

The present study was divided into five chapters. The first chapter on introduction dealt with introductory aspect of the study, statement of the problem, objectives of the study, variables of the study, hypotheses of the study, limitation of the study, definition of the important terms, importance of the study and chapterization.

The second chapter concerned to theoretical orientation and review of the past studies i.e. teachers’ competencies, the collaborative supervision performance within the schools and the review of the past researches done in Thailand and the researches done in foreign countries.

The third chapter based on plan and procedure i.e. technique selected for the study, tools and their characteristics, development of the tool, item analysis (establishment of discrimination of the tool, establishment of the reliability of the tool, establishment of validity of the tool, administration of the tool, technique of analysis of the data, statistic used.

The fourth chapter described about the analysis of data and interpretation the collected data i.e. the analysis of the level of the collaborative supervision performance within schools was the part one, level of teachers’ competencies in relation to the collaborative supervision performance within the schools, the comparison of mean scores of competencies of teachers belonging to different levels of the collaborative supervision performance, the comparison of mean scores of competencies of teachers belonging to different types of school and different levels of education having different levels of the collaborative supervision performance.

The fifth chapter concerned to review, major findings, conclusions and suggestions.

Sample of the study

1,200 teachers in the Central part of Thailand were the sample of the study. The stratified random sampling method was used for selection of the sample. Out of 1,200 teachers, 600 teachers were belonging to government schools and the other 600 teachers
were belonging to private schools. 600 teachers were belonging to primary schools and the other 600 teachers were belonging to secondary schools.

Tools used in the study

There were two tools used in the study. The first tool was the scale to measure teachers’ competencies which was constructed by the researcher herself. It was consisted of 100 statements. Each statement has five levels of agreement of teachers regarding the competencies standards of teachers i.e. "strongly agree" or “agree" or “uncertain” or “disagree” or "strongly disagree". The respondents can mark the level of agreement according to the teachers’ competencies. The item-test correlation was established for testing the validity index of the scale to measure the teachers’ competencies. The $r_{xy}$ value of validity between 0.61 - 0.82 was obtained from 100 teachers indicated the high validity of the tool. It was also found that 100 statements of the scale to measure the teachers competencies obtained the $t – value$ greater than 1.75 which given statements differentiated between high and low groups and obtained the correlation efficient ($r_{xy}$) = 0.91. It can be said that the scale have highly discrimination value and reliability value. It makes the researcher have the confidence to use the scale for the data collection.

The second tool was the collaborative supervision performance within the schools which was constructed by the researcher herself on the basic assumption of Glickman and Tamashiro (1981). It was consisted of 100 statements. Each statement has five levels of collaborative supervision performance i.e. “very frequently”, “frequently”, “occasionally”, “rarely”, and “never”. The respondents can mark the level of the collaborative supervision performance in their schools. The item-test correlation was established for testing the validity index of the scale to measure the collaborative supervision performance. The $r_{xy}$ value of validity between 0.52 - 0.83 was obtained from 100 teachers indicated the high validity of the tool. It was also found that 100 statements of the scale to measure the collaborative supervision performance within the schools obtained the $t – value$ greater than 1.75 which given statements differentiated between high and low groups and obtained the correlation efficient ($r_{xy}$) = 0.90. It can be said that the scale have highly discrimination value and reliability value. It makes the researcher have the confidence to use the scale for the data collection.
Technique of analysis of data

After having the responses on the scale to measure the collaborative supervision performance within the schools and the teachers’ competencies, the score were obtained. In order to make three levels of the collaborative supervision performance within the schools and the teachers’ competencies i.e. “high” or “moderate” or “low”, the researcher applied the criteria. The scores of “Low” level of the collaborative supervision performance within the schools and the teachers’ competencies varies from 1.00- 2.49, the scores of “Moderate” level of the collaborative supervision performance within the schools and the teachers’ competencies varies from 2.50-3.49, and the scores of “High” level of the collaborative supervision performance within the schools and the teachers’ competencies varies from 3.50-5.00.

The data collected by the tool was analyzed according to the hypothesis. The following techniques of analysis of data and the statistical calculations were employed.

(1) In order to determine the level of the collaborative supervision performance within the schools and the teachers’ competencies, mean ($\bar{X}$) and standard deviation (S.D.) was calculated.

(2) The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the teachers’ competencies rated by teachers having different levels of the collaborative supervision performance within the schools i.e. high, moderate, and low.

(3) The Studentized Range Statistics Test (q) was used just to get the general idea about the difference between mean score of teachers’ competencies rated by teachers having different levels of collaborative supervision performance within the schools i.e. high, moderate, and low.

(4) The t-test (independent) was used to test the significance of difference between mean scores of the teachers’ competencies rated by teachers belonging to different types of school and different levels of education having different levels of collaborative supervision performance within the schools.
5.3 MAJOR FINDINGS

The major findings of the present study are as follow:

1. It was found that there were 15 schools obtained mean scores of the collaborative supervision performance within the schools at high level whereas the other 21 and 12 schools obtained the mean scores of the collaborative supervision performance within the schools at moderate and low level respectively. 25 teachers were selected from each school to be the sample of the study. Therefore, 375 teachers would be the sample of high group of the collaborative supervision performance within the schools whereas the other 525 and 300 teachers would be the sample of moderate and low group of the collaborative supervision performance within the schools.

2. The total mean score of the collaborative supervision performance within the schools rated by teachers (1,200 teachers) was at moderate level.

3. The total group of teachers (1200 teachers) was divided into three groups i.e. high, moderate, and low according to the level of the collaborative supervision performance within the schools. The teachers belonging to high group of the collaborative supervision performance within the schools obtained the mean scores at high level whereas the mean score of the collaborative supervision performance within the schools rated by teachers belonging to moderate and low group of level of the collaborative supervision performance within the schools obtained the mean scores at moderate and low level respectively.

4. The number of teachers belonging to 24 government schools is 600 teachers. It was further seen that 200 teachers belonging to 8 government schools obtained the mean scores of the collaborative supervision performance within the schools at high level whereas the other 275 teachers belonging to 11 government schools obtained mean scores of the collaborative supervision performance within the schools at moderate level. Out of 600 teachers, 125 teachers belonging to 5 government schools obtained the mean scores of the collaborative supervision performance within the schools at low level.

5. The number of teachers belonging to 24 private schools was 600 teachers. It can be further seen that 175 teachers belonging to 7 private schools obtained the mean scores of the collaborative supervision performance within the schools at high level whereas the other 250 teachers belonging to 10 private schools obtained mean scores of the collaborative supervision performance within the schools at moderate level. Out of 600
teachers, 175 teachers belonging to 7 private schools obtained mean scores of the collaborative supervision performance within the schools at low level.

6. The number of teachers belonging to 24 primary schools was 600 teachers. It is further seen that 150 teachers belonging to 6 primary schools obtained the mean scores of the collaborative supervision performance within the schools at high level whereas the other 250 teachers belonging to 10 primary schools obtained mean scores of the collaborative supervision performance within the schools at moderate level. Out of 600 teachers, 200 teachers belonging to 8 primary schools obtained mean scores of the collaborative supervision performance within the schools at low level.

7. The number of teachers belonging to 24 secondary schools was 600 teachers. It can be further seen that 225 teachers belonging to 9 secondary schools obtained the mean scores of the collaborative supervision performance within the schools at high level whereas the other 275 teachers belonging to 11 secondary schools obtained mean scores of the collaborative supervision performance within the schools at moderate level. Out of 600 teachers, 100 teachers belonging to 4 secondary schools obtained mean scores of the collaborative supervision performance within the schools at low level.

8. The total mean score of teachers’ competencies rated by total group of teachers obtained the mean scores at moderate level.

9. The teachers belonging to high level of the collaborative supervision performance within the schools obtained high level of teachers’ competencies whereas the teachers belonging to moderate and low level of the collaborative supervision performance within the schools obtained moderate and low level of teachers’ competencies respectively.

10. The teachers belonging to government and private schools having high level of the collaborative supervision performance within the schools obtained high level of teachers’ competencies whereas the teachers belonging to government and private schools having moderate and low level of the collaborative supervision performance within the schools obtained moderate and low level of teachers’ competencies respectively.

11. The teachers belonging to primary and secondary schools having high level of the collaborative supervision performance within the schools obtained high level of teachers’ competencies whereas the teachers belonging to primary and secondary schools having
moderate and low level of the collaborative supervision performance within the schools obtained moderate and low level of teachers’ competencies respectively.

12. There was the significant difference between scores of competencies of teachers having different levels of the collaborative supervision performance within the schools.

13. There was the significant difference between scores of competencies of teachers belonging to government schools having different levels of the collaborative supervision performance within the schools.

14. There was the significant difference between scores of competencies of teachers belonging to private schools having different levels of the collaborative supervision performance within the schools.

15. There was the significant difference between scores of competencies of teachers belonging to primary schools having different levels of the collaborative supervision performance within the schools.

16. There was the significant difference between scores of competencies of teachers belonging to secondary schools having different levels of the collaborative supervision performance within the schools.

17. There was the significant difference between scores of competencies of teachers belonging to government and private schools having different levels of the collaborative supervision performance within the schools.

18. There was the significant difference between scores of competencies of teachers belonging to primary and secondary schools having different levels of the collaborative supervision performance within the schools.

5.4 CONCLUSIONS

From the study, it can be concluded that there were 48 schools relating to the collaborative supervision performance within the schools. There were 15 schools (375 teachers) obtained the high level of the collaborative supervision performance within the schools whereas 21 schools (525 teachers) and 12 schools (300 teachers) obtained the moderate and low level of the collaborative supervision performance within the schools.
There were 9 competencies standards of teachers. The teachers’ competencies in total score and in different standards rated by teachers belonging to different types of school and different levels of education can be summarized as under:

1. The competencies of teachers in entire sample and classified by type of school and level of education were at moderate level. The results of the study can be summarized as shown in table 5.1.

**TABLE 5.1**

**SUMMARY OF THE COMPETENCIES OF TEACHERS IN ENTIRE SAMPLE AND CLASSIFIES BY DIFFERENT TYPES OF SCHOOL AND DIFFERENT LEVEL OF EDUCATION**

<table>
<thead>
<tr>
<th>Competencies Standards</th>
<th>Level of Teachers’ Competencies</th>
<th>Entire Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Types of School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>Private</td>
</tr>
<tr>
<td>Standard 1</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 2</td>
<td>High</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 3</td>
<td>High</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Standard 9</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
2. It was found that there was the significant difference between mean scores of competencies of teachers in entire sample and classified by type of school as well as by the level of education having different levels of the collaborative supervision performance within the schools i.e. high, moderate and low. The results of the study can be summarized as shown in table 5.2:

**TABLE 5.2**

**SUMMARY OF THE DIFFERENCE BETWEEN MEAN SCORES OF COMPETENCIES OF TEACHERS IN ENTIRE SAMPLE AND CLASSIFIED BY TYPE OF SCHOOL AND LEVEL OF EDUCATION HAVING DIFFERENT LEVELS OF THE COLLABORATIVE SUPERVISION PERFORMANCE WITHIN THE SCHOOLS**

<table>
<thead>
<tr>
<th>Competencies of Teachers</th>
<th>Classification of Schools</th>
<th>Types of school</th>
<th>Level of Education</th>
<th>Entire Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Government</td>
<td>Private</td>
<td>Primary</td>
</tr>
<tr>
<td>Standard 1</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 2</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 3</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 4</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 5</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 6</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 7</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
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<tr>
<td>Standard 8</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Standard 9</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Total</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>
3. It was found that there was the significant difference between mean scores of competencies of teachers belonging to different types of school having different types of the collaborative supervision performance within the schools i.e. high, moderate and low. The results of the study can be summarized as shown in table 5.3:

**TABLE 5.3**

**SUMMARY OF THE DIFFERENCE BETWEEN MEAN SCORES OF COMPETENCIES OF TEACHERS BELONGING TO DIFFERENT TYPES OF SCHOOL HAVING DIFFERENT LEVELS OF THE COLLABORATIVE SUPERVISION PERFORMANCE WITHIN THE SCHOOLS**

<table>
<thead>
<tr>
<th>Competencies of Teachers Belonging to Different Types of School (Government &amp; Private)</th>
<th>Level of the Collaborative Supervision Performance Within the Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Standard 1</td>
<td>**</td>
</tr>
<tr>
<td>Standard 2</td>
<td>**</td>
</tr>
<tr>
<td>Standard 3</td>
<td>NS</td>
</tr>
<tr>
<td>Standard 4</td>
<td>*</td>
</tr>
<tr>
<td>Standard 5</td>
<td>**</td>
</tr>
<tr>
<td>Standard 6</td>
<td>**</td>
</tr>
<tr>
<td>Standard 7</td>
<td>NS</td>
</tr>
<tr>
<td>Standard 8</td>
<td>**</td>
</tr>
<tr>
<td>Standard 9</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>**</td>
</tr>
</tbody>
</table>
4. It was found that there was the significant difference between mean scores of competencies of teachers belonging to different level of education having different levels of the collaborative supervision performance within the schools i.e. high, moderate and low. The results of the study can be summarized as shown in table 5.4:

**TABLE 5.4**

**SUMMARY OF THE DIFFERENCE BETWEEN MEAN SCORES OF COMPETENCIES OF TEACHERS BELONGING TO DIFFERENT LEVELS OF EDUCATION HAVING DIFFERENT LEVELS OF THE COLLABORATIVE SUPERVISION PERFORMANCE WITHIN THE SCHOOLS**

| Competencies of Teachers Belonging to Different Levels of Education (Primary & Secondary) | Level of the Collaborative Supervision Performance Within the Schools |
|---|---|---|---|---|
|  | High | Moderate | Low | Total |
| Standard 1 | ** | NS | NS | ** |
| Standard 2 | ** | NS | ** | * |
| Standard 3 | ** | NS | NS | * |
| Standard 4 | ** | ** | NS | ** |
| Standard 5 | ** | NS | NS | * |
| Standard 6 | ** | NS | NS | * |
| Standard 7 | * | ** | NS | ** |
| Standard 8 | ** | NS | NS | ** |
| Standard 9 | ** | NS | NS | ** |
| Total | ** | NS | NS | ** |

5.5 SUGGESTIONS

From the results of the present study, it was indicated that the most effective factor in increasing the higher level of teachers’ competencies was the collaborative supervision performance. The establishing of a proper collaborative supervision
performance within the schools is the most important issue in increasing the better quality of education. Therefore, administrators should consider the collaborative supervision performance within the schools sensitively and carefully in making decision and policies.

It can be seen from the results of the study that teachers’ competencies is not sufficiently successful, due to inefficiency of the collaborative supervision performance within the schools. In other word the collaborative supervision performance within the schools can become advantageous in the proficient teachers’ competencies.

Understanding and utilizing the collaborative supervision performance within the schools allows an administrator to both motivate teachers to improve instruction, and to provide choices to teachers in an effort to help them motivate themselves. As with any organizational setting, in schools it is important for administrators to be able to match the various supervisory strategies with differing teacher characteristics. Ultimately, it is the use of the strategies outlined within the supervisory performance that allow an administrator to decide the most appropriate interpersonal approaches to use with his or her staff in an attempt to drive the decision-making process, deal with the everyday issues occurring at the workplace, and ensure that solutions are reached within the organization.

**Supervision Development**

Collaborative supervision performance within the schools is the key to the success of any school. The supervision process is a structured, open-ended pragmatic approach to the professional growth. The development of more effective collaborative supervision performance within the schools has a direct relation to increase the teachers’ competencies.

The steps of collaborative supervision should be as follow: (a) identify a partner or partners interested in collaborative supervision; (b) contact the local counselor education programme and become an approved site; (c) identify the criteria for selecting the interns; (d) identify the goals for the supervision experience; (e) become familiar with requirements and guidelines of the sponsoring educational institution, looking to adapt them to the work setting; (f) create a structure for the counseling practicum; and (g) implement the plan paying particular attention to the characteristics that mark collaboration such as trust, respect, and effective communication.
Collaborative supervision had outcomes beneficial for the interns and clinical supervisors. The interactions and relationships between interns, between supervisors, and between interns and supervisors were strengthened through collaborative supervision. The interns' and supervisors' multicultural competencies were reinforced.

There should be emphasized that collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings. The effective supervision requires clear, open communication from both supervisors and teachers. The supervisor's role should be an active member of the interaction process and guide the problem-solving process and help make teachers make decisions on their common problems. The supervisory development is an effort that enhances the teachers' competencies. Supervision includes conducting basic management skills (decision making, problem solving, planning, delegation and meeting management), organizing teams, noticing the need for and designing new job roles in the group, and ensuring conformance to personnel policies and other internal regulations. The highly motivated, self-directed reader can gain a great deal of collaborative supervision performance within the schools because supervision is management role/areas of knowledge and skills required by new managers often include those required by new supervisors.

**Teachers' Competencies Development**

From the results of the study, it can be seen that one of the effective factors of the development of teachers' competencies is based on the development of collaborative supervision performance within the schools. Teachers’ competencies are highly important in both implementing the current teaching professional growth and school quality. Teachers who want to gain the high competencies; they are needed to be well equipped in the collaborative supervision performance. Therefore, pre-service and in-service should focus on understanding and application of collaborative supervision performance and teachers’ competencies.


Suggestion for Further Studies

For further studies, the following investigation should be conducted:

1. There should be the study of Implementation of teachers’ competencies as professional development activities.

2. There should be the study of the collaborative supervision through the training programme.

3. There should be the study of relationship between supervision performance and competencies of teachers in different subjects i.e. mathematics, social studies, science, language etc.

4. There should be the study of teachers’ competencies in relation to the students’ achievement.

5. There should be the study of the teachers’ attitude towards the teachers’ competencies and the collaborative supervision in accordance with the teaching profession criteria.

6. There should be the study of the relationship between the teachers’ competencies and the school quality development.

7. There should be a comparative study of teachers’ competencies in Thailand and in different countries.

8. There should be the study of the supervisors’ guide to teachers’ performance for the teachers’ competencies development.

9. There should be the study of desirable or expectation or actual competencies of teachers and school administrators.

10. There should be the study of competencies model of teachers and school administrators.

11. There should be the study of relationship between the teachers’ competencies and the job satisfaction of teachers.

12. There should be the study of the teachers’ competencies impact on the teachers’ achievement.