# CHAPTER 1
## INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.1 PREFACE

The education is of prime importance in the country development. The qualitative education administration in the country development to the prosperity, economically, socially, politically, culturally, and technologically, has to rely on teachers. This is because teachers play an important role in every aspect of the learning development. Thailand is one of the countries that recognize the significance of teachers. This is apparent from the Constitution of Thailand, A.D. 2007, giving the significance to the teaching profession development and the education reform, by decreeing laws pertaining to the National Education; (The Secretariat of the Parliament. 2007:38)\(^1\); including, the Basic Education Curriculum A.D. 2008, decreed for the Ministry to promote the systemization, the production process, the teacher development, and the development on education personnel to the suitable quality and standard of the high level profession, considering the readiness and strength in the personnel rehabilitation, as well as the continuous development on regular personnel. (Ministry of Education: 2008)\(^2\)

From the Constitution of Thailand, A.D. 2007 and the Basic Education Curriculum A.D. 2008, it is apparent that the government renders an immense significance on the teaching profession. Therefore, teachers have to be professionals, who do care and are prepared to support pupils in their learning. A professional teacher acquires a competence effecting the quality of students. This enhances the standard of the teaching profession to the high level profession. This also enables the self-development, self-evaluation, and self-improvement, along with this abidance in the teaching profession criteria. Therefore, the prime responsibility of teachers is for them to do their best in developing students to their maximum capacity. Therefore, teachers have to be appraised for the accreditation on the quality of teachers through the learning results of students.

Moreover, the Basic Education Curriculum, A.D. 2008, alleged on the pedagogical procedure that the pedagogy must adhere to the principle that every student is able to learn and develop himself, whileed abiding on the child-centered. The pedagogical procedure must primarily support the natural development of students to their full capacity.
The learning process must be coherent with the interest and the aptitude of students; taking in consideration on the interpersonal diversity. There should be an exercise on the thinking process skill, the management on encountering a situation, and the knowledge application to prevent and solve problems. This includes heuristic activities for students from the actual experience; and the training for their practical ability, and the ability to think. They should find a liking in reading with a continuous quest for knowledge. The pedagogical method should be to integrate various facets of knowledge to the equilibrium. The virtues, the good values, including the required attribute should be implanted in them through every subject. Students must be provided the surroundings, the learning milieu, and all conveniences acquiring their knowledge and omniscience. In this case, the teachers and students may learn contemporaneously from the learning & teaching milieu, and from various technological sources. The education institutes have to develop the effective learning & teaching process; and to support the competence of teachers, in order to develop the suitable learning for students in each level of education; (Ministry of Education. 2008:12-16).

Moreover, the pedagogical procedure on the curriculum of educational institutes is to pursue the Basic Education Curriculum of A.D. 2008, stating that: for the sake of the curriculum implementation in accordance with the principle, the objective, and the stipulated project, the education institute is to support on the research to develop the learning, through the management of the learning according to the curriculum. In this case, there should be diversity on the format and the procedure in concurrence with the aptitude, the interest, and the requirement of students. The teacher is to integrate the application of the research process to the pedagogy for the development on the quality and capacity of students. The research process can be applied as a part of the learning process, with performing stages of: the problem analysis, the planning to solve or to develop, the operation to solve or to develop, the assemblage on information, the summary on the problem solving or on the development, report on the learning outcome, and to apply the outcome for the teaching & learning development. (Ministry of Education. 2008:33).

The evaluation on the learning outcome, according to the Basic Education Curriculum, A.D. 2008, stipulated on the dominant indicators to implement the evaluation
outcome to the development of students, to the achievement of the learning standard in various learning contents. The evaluation outcome must be used in revising the learning process to a better efficiency. The learning standard and teacher is to check on the readiness and the basic of students; hence, enabling a suitable implementation of the instruction method and milieu. The evaluation amid the learning period is to check on the progress of students, whether their achievement is in accordance with the pedagogical plan. The evaluation after the learning is to check whether students actually acquired the expected knowledge, compared to the evaluation prior to the learning. Hence, it can be evaluated on the capacity of students. Such evaluation before and after learning can be prepared through the method of the classroom research: (Ministry of Education. 2008: 13 – 18)².

Therefore, the teachers have to know the way to manage the learning and the education; the suitable child-centered so that students may develop their knowledge naturally to their full capacity; the pedagogical method that reinforces the thinking process, the skill training, the situation confrontment; and the application of knowledge to prevent and to solve problems. In this case, there should be an ability to apply the research as a part of the learning process, as well as the ability to apply the suitable education innovation and information technology to students.

The teachers’ competencies are a prime factor in predicting or expecting the quality of students. Tawee Boonyaket commented that “…The National Education does not only rely on a good cogitation, but it is imperative that we have good teachers. We must have teachers who are able to give technological knowledge to children and to inculcate in their souls…Moreover, teachers must be devoted to their profession, with a quest in their profession. (The Secretariat of the Teachers’ Council of Thailand. 1995)⁶. Therefore, the significance of the education reform stresses on the reform of teachers, deeming that ‘teachers’ perform their living in the high level profession, emphasizing on the standard and the profession etiquette, with a continuous development on teachers. Regarding the education reform it has been accepted that in the education quality development, teachers must be developed to become professional teachers, with a readiness in every aspect to become a teacher. In this case, they must acquire the knowledge, ability, and instruction skill, with a good conduct, and perform their duties in a pedagogic soul.
The acquired result from the research process reveals the genuine requisition in developing the teachers’ competencies. These teachers are in numerous number all over the country, and require different aspects of development according to the context of each education area, in coherent with the pedagogy.

The Teachers’ Council of Thailand has specified the teachers’ competencies in the following standards: (The Secretariat of the Teachers’ Council of Thailand: 2005)

1. **Language and technology for teachers**
   - This is referred to Thai language for teachers; English or other foreign languages for teachers; information technology for teachers.

2. **Curriculum development**
   - This is referred to the Philosophy concept and theory of education; background and educational administration system in Thailand; vision and development plan for education in Thailand; curriculum theory; curriculum development; curriculum standards and intended levels; curriculum development for educational institutions; problems and trend of curriculum development.

3. **Learning management**
   - This is referred to learning and teaching theories; learning models and instructional model development; design and management of learning experiences; integration of contents for learning groups; integration for group learning; techniques in learning management; media implementation & production and innovative development for learning; student-oriented learning management; learning evaluation.

4. **Psychology for teachers**
   - This is referred to Basic psychology relating to human development; educational psychology; guidance and counseling psychologies.

5. **Educational measurement and evaluation**
   - This is referred to principles and techniques of educational measurement and evaluation; creation and implementation of educational measurement and evaluation tools; authentic assessment; portfolio assessment; performance assessment; formative and summative evaluations.
(6) Classroom management

This is referred to management theory and principles; educational leadership; systematic thinking; learning of organizational culture; organizational human relations; organizational communication; classroom management; educational quality assurance; teamwork; academic programme preparation; occupational training programme; development programs and activities; information system for management; community development education.

(7) Educational research

This is referred to research theory; research model; research design; research process; statistics for research; classroom action research; research training; research presentations; search and study on research for development of learning management process; use of research process for problem solving; project proposals for research.

(8) Educational innovation and information technology

This is referred to educational concept, theory, technology and innovation that promote the learning quality development; technology and information; analysis of problems arising from use of technology and information innovation; learning sources and network; innovation, design, creation, implementation, evaluation and improvement; importance of the teaching profession. (translation)

(9) Teachership

This is referred to teachers’ roles, duties, workload; development of the teaching profession, characteristics of good teachers; building positive attitude towards the teaching profession; strengthening teachers’ potentiality and capability; being learning persons and academic leaders; criteria and standards for the teaching profession; teaching professional ethics; laws governing education.

In 2008, the research study on the supervisory performance conducted by Ministry of Education found that the teachers can improve their competencies with the help of collaborative supervision within the schools. It is also observed that problems and obstacle can be solved by the collaboration supervision within the schools. Moreover, it was found that if there is a collaborative supervision within school, there will be the high competencies of teachers. It is revealed that the problem of the instruction process can be solved if there is the collaborative supervision within the schools. (Ministry of Education, 2008: 10-11).
In the past, the supervision is not sufficiently successful in improvement of teachers’ competencies, due to inefficiency of the supervisor, and the lack of faith on the part of school personnel. Such behaviour derives from the values, and beliefs, which play an extensive role to the behaviour of the school personnel. The collaborative supervision within the schools is the effective solution for improvement of teachers’ competencies.

The researcher after being the educational supervisor for more than 25 years, found that the teachers’ competencies are the prime importance in the educational development. The qualitative education can be developed according to the qualitative teachers. This is because teachers play an important role in every aspect of the educational development. The present research will give the idea about the improving of teaching profession development under the collaborative supervision within the schools.

1.2 STATEMENT OF THE PROBLEM

The present research studied under the problem:

“A Study of Teachers’ Competencies in Relation to the Collaborative Supervision Performance within the Schools in the Central Part of Thailand”

1.3 OBJECTIVES OF THE STUDY

1.3.1 To construct the scale to measure the collaborative supervision performance within the schools.

1.3.2 To construct the scale to measure the teachers’ competencies.

1.3.3 To study the level of collaborative supervision performance within the schools in the Central part of Thailand.

1.3.4 To study the level of collaborative supervision performance within the schools belonging to different types of school i.e. government and private school.

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

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

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

1.3.9 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.

1.3.10 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.

1.4 VARIABLES OF THE STUDY

1.4.1 Independent variables

1.4.1.1 Collaborative supervision

(1) High level
(2) Moderate level
(3) Low level

1.4.1.2 Type of school

(1) Government school
(2) Private school

1.4.1.3 Level of Education

(1) Primary school
(2) Secondary school

1.4.2 Dependent variable

Teachers’ competencies consisted of nine standards on the basic assumption of the Secretariat of the 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.
1.5 DEFINITION OF THE IMPORTANT TERMS

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

1.5.1 **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.

1.5.2 **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**

(1) The ability to apply the correct Thai language in the communication, with regard to the skill in listening, speaking and writing.

(2) The ability to apply the skill in the English language or other languages, with regard to the listening, speaking and writing, for the correct communication.

(3) The ability to use the basic computer.

**Standard 2 : Curriculum Development**

(1) The ability in the curriculum analysis.

(2) The ability in improving and development the curriculum with diversity.

(3) The ability to evaluate the curriculum before and after the application of the curriculum.

(4) The ability to devise an effective curriculum.

**Standard 3 : Learning management**

(1) The ability to assemble each subject for the use in the learning plans of each semester and throughout the semester.
(2) The ability to devise the learning to suit the age of students.
(3) The ability to construct the media, to improve the media, and to select the media in the learning support for students.
(4) Prepare activities to support the learning of students, with the discrimination of their learning levels from the evaluation.

**Standard 4 : Psychology for Teachers**
(1) The ability to understand the nature of students.
(2) The ability to assist students in their learning, and to develop to their full capacity.
(3) The ability to advise and assist students to acquire a better quality of life.
(4) The ability to promote the talent and the interest of students.

**Standard 5 : Education Measurement and Evaluation**
(1) The ability to measure and evaluate according to the truth.
(2) The ability to apply the evaluation outcome to the improvement of pedagogy and to the curriculum development.

**Standard 6 : Classroom Management**
(1) The adoption of leadership.
(2) The ability to manage the class.
(3) The ability to communicate qualitatively.
(4) The ability to coordinate the advantage.
(5) The ability to apply new innovations to the administration.

**Standard 7 : Education Research**
(1) The ability to apply the research outcome to the learning & teaching.
(2) The ability to carry out the research to develop the learning & teaching, and to develop students.

**Standard 8 : Education Innovation and Information Technology**
(1) The ability to select, devises, construct, and improve on the innovation for the good learning of students.
(2) The ability to develop the information technology for the good learning of students.
(3) The ability to quest for a variety of learning sources to promote the
learning of students.

**Standard 9 : Teachership**

(1) To adopt the kindness, affection, and good wishes on students.

(2) To acquire the perseverance and responsibility.

(4) To become a person of learning, and the academic leader.

(5) To acquire the vision.

(6) To acquire the faith in the teacher profession.

(7) To pursue the teacher profession etiquette.

1.5.3 **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.

1.5.4 **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. (1988)\(^9\) 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.

1.6 QUESTIONS TO BE ANSWERED

1.6.1 What is the level of collaborative supervision performance within the schools in the Central part of Thailand?

1.6.2 What is the level of collaborative supervision performance within the schools belonging to different types of school i.e. government and private schools?

1.6.3 What is the level of collaborative supervision performance within the schools belonging to different levels of education i.e. primary and secondary schools?

1.6.4 What is the level of competencies of teachers in the Central part of Thailand?

1.6.5 What is the level of competencies of teachers belonging to different types of school i.e. government and private schools?

1.6.6 What is the level of competencies of teachers belonging to different levels of education i.e. primary and secondary schools?

1.6.7 Is there the significant difference between mean scores of the competencies of teacher having different levels of collaborative supervision performance within the schools?

1.6.8 Is there the significant difference between mean scores of the competencies of government school teachers having different levels of collaborative supervision performance within the schools?
1.6.9 Is there the significant difference between mean scores of the competencies of private school teachers having different levels of collaborative supervision performance within the schools?

1.6.10 Is there the significant difference between mean scores of the competencies of primary school teachers having different levels of collaborative supervision performance within the schools?

1.6.11 Is there the significant difference between mean scores of the competencies of secondary school teachers having different levels of collaborative supervision performance within the schools?

1.6.12 Is there the significant difference between mean scores of the competencies of teacher belonging to different types of school (government & private) having different levels of collaborative supervision performance within the schools?

1.6.13 Is there the significant difference between mean scores of the competencies of teacher belonging to different levels of education (primary & secondary) having different levels of collaborative supervision performance within the schools?

1.7 HYPOTHESES OF THE STUDY

1.7.1 There will be no significant difference between mean scores of the competencies of teacher (total score) having different levels of collaborative supervision performance within the schools.

1.7.2 There will be no significant difference between mean scores of the competencies of teacher (standard 1) having different levels of collaborative supervision performance within the schools.

1.7.3 There will be no significant difference between mean scores of the competencies of teacher (standard 2) having different levels of collaborative supervision performance within the schools.

1.7.4 There will be no significant difference between mean scores of the competencies of teacher (standard 3) having different levels of collaborative supervision performance within the schools.

1.7.5 There will be no significant difference between mean scores of the competencies of teacher (standard 4) having different levels of collaborative supervision performance within the schools.
performance within the schools.

1.7.6 There will be no significant difference between mean scores of the competencies of teacher (standard 5) having different levels of collaborative supervision performance within the schools.

1.7.7 There will be no significant difference between mean scores of the competencies of teacher (standard 6) having different levels of collaborative supervision performance within the schools.

1.7.8 There will be no significant difference between mean scores of the competencies of teacher (standard 7) having different levels of collaborative supervision performance within the schools.

1.7.9 There will be no significant difference between mean scores of the competencies of teacher (standard 8) having different levels of collaborative supervision performance within the schools.

1.7.10 There will be no significant difference between mean scores of the competencies of teacher (standard 9) having different levels of collaborative supervision performance within the schools.

1.7.11 There will be no significant difference between mean scores of the competencies of government school teachers (total score) having different levels of collaborative supervision performance within the schools.

1.7.12 There will be no significant difference between mean scores of the competencies of government school teachers (standard 1) having different levels of collaborative supervision performance within the schools.

1.7.13 There will be no significant difference between mean scores of the competencies of government school teachers (standard 2) having different levels of collaborative supervision performance within the schools.

1.7.14 There will be no significant difference between mean scores of the competencies of government school teachers (standard 3) having different levels of collaborative supervision performance within the schools.

1.7.15 There will be no significant difference between mean scores of the competencies of government school teachers (standard 4) having different levels of collaborative supervision performance within the schools.
1.7.16 There will be no significant difference between mean scores of the competencies of government school teachers (standard 5) having different levels of collaborative supervision performance within the schools.

1.7.17 There will be no significant difference between mean scores of the competencies of government school teachers (standard 6) having different levels of collaborative supervision performance within the schools.

1.7.18 There will be no significant difference between mean scores of the competencies of government school teachers (standard 7) having different levels of collaborative supervision performance within the schools.

1.7.19 There will be no significant difference between mean scores of the competencies of government school teachers (standard 8) having different levels of collaborative supervision performance within the schools.

1.7.20 There will be no significant difference between mean scores of the competencies of government school teachers (standard 9) having different levels of collaborative supervision performance within the schools.

1.7.21 There will be no significant difference between mean scores of the competencies of private school teachers (total score) having different levels of collaborative supervision performance within the schools.

1.7.22 There will be no significant difference between mean scores of the competencies of private school teachers (standard 1) having different levels of collaborative supervision performance within the schools.

1.7.23 There will be no significant difference between mean scores of the competencies of private school teachers (standard 2) having different levels of collaborative supervision performance within the schools.

1.7.24 There will be no significant difference between mean scores of the competencies of private school teachers (standard 3) having different levels of collaborative supervision performance within the schools.

1.7.25 There will be no significant difference between mean scores of the competencies of private school teachers (standard 4) having different levels of collaborative supervision performance within the schools.
1.7.26 There will be no significant difference between mean scores of the competencies of private school teachers (standard 5) having different levels of collaborative supervision performance within the schools.

1.7.27 There will be no significant difference between mean scores of the competencies of private school teachers (standard 6) having different levels of collaborative supervision performance within the schools.

1.7.28 There will be no significant difference between mean scores of the competencies of private school teachers (standard 7) having different levels of collaborative supervision performance within the schools.

1.7.29 There will be no significant difference between mean scores of the competencies of private school teachers (standard 8) having different levels of collaborative supervision performance within the schools.

1.7.30 There will be no significant difference between mean scores of the competencies of private school teachers (standard 9) having different levels of collaborative supervision performance within the schools.

1.7.31 There will be no significant difference between mean scores of the competencies of primary school teachers (total score) having different levels of collaborative supervision performance within the schools.

1.7.32 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 1) having different levels of collaborative supervision performance within the schools.

1.7.33 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 2) having different levels of collaborative supervision performance within the schools.

1.7.34 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 3) having different levels of collaborative supervision performance within the schools.

1.7.35 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 4) having different levels of collaborative supervision performance within the schools.
1.7.36 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 5) having different levels of collaborative supervision performance within the schools.

1.7.37 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 6) having different levels of collaborative supervision performance within the schools.

1.7.38 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 7) having different levels of collaborative supervision performance within the schools.

1.7.39 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 8) having different levels of collaborative supervision performance within the schools.

1.7.40 There will be no significant difference between mean scores of the competencies of primary school teachers (standard 9) having different levels of collaborative supervision performance within the schools.

1.7.41 There will be no significant difference between mean scores of the competencies of secondary school teachers (total score) having different levels of collaborative supervision performance within the schools.

1.7.42 There will be no significant difference between mean scores of the competencies of secondary primary school teachers (standard 1) having different levels of collaborative supervision performance within the schools.

1.7.43 There will be no significant difference between mean scores of the competencies of secondary school teachers (standard 2) having different levels of collaborative supervision performance within the schools.

1.7.44 There will be no significant difference between mean scores of the competencies of secondary school teachers (standard 3) having different levels of collaborative supervision performance within the schools.

1.7.45 There will be no significant difference between mean scores of the competencies of secondary school teachers (standard 4) having different levels of collaborative supervision performance within the schools.
1.7.46 There will be no significant difference between mean scores of the 
competencies of secondary school teachers (standard 5) having different levels of 
collaborative supervision performance within the schools.

1.7.47 There will be no significant difference between mean scores of the 
competencies of secondary school teachers (standard 6) having different levels of 
collaborative supervision performance within the schools.

1.7.48 There will be no significant difference between mean scores of the 
competencies of secondary school teachers (standard 7) having different levels of 
collaborative supervision performance within the schools.

1.7.49 There will be no significant difference between mean scores of the 
competencies of secondary school teachers (standard 8) having different levels of 
collaborative supervision performance within the schools.

1.7.50 There will be no significant difference between mean scores of the 
competencies of secondary school teachers (standard 9) having different levels of 
collaborative supervision performance within the schools.

1.7.51 There will be no significant difference between mean scores of the 
competencies of government and private school teachers (total score) having different levels 
of collaborative supervision performance within the schools.

1.7.52 There will be no significant difference between mean scores of the 
competencies of government and private school teachers (standard 1) having different levels 
of collaborative supervision performance within the schools.

1.7.53 There will be no significant difference between mean scores of the 
competencies of government and private school teachers (standard 2) having different levels 
of collaborative supervision performance within the schools.

1.7.54 There will be no significant difference between mean scores of the 
competencies of government and private school teachers (standard 3) having different levels 
of collaborative supervision performance within the schools.

1.7.55 There will be no significant difference between mean scores of the 
competencies of government and private school teachers (standard 4) having different levels 
of collaborative supervision performance within the schools.
1.7.56 There will be no significant difference between mean scores of the competencies of government and private school teachers (standard 5) having different levels of collaborative supervision performance within the schools.

1.7.57 There will be no significant difference between mean scores of the competencies of government and private school teachers (standard 6) having different levels of collaborative supervision performance within the schools.

1.7.58 There will be no significant difference between mean scores of the competencies of government and private school teachers (standard 7) having different levels of collaborative supervision performance within the schools.

1.7.59 There will be no significant difference between mean scores of the competencies of government and private school teachers (standard 8) having different levels of collaborative supervision performance within the schools.

1.7.60 There will be no significant difference between mean scores of the competencies of government and private school teachers (standard 9) having different levels of collaborative supervision performance within the schools.

1.7.61 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (total score) having different levels of collaborative supervision performance within the schools.

1.7.62 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 1) having different levels of collaborative supervision performance within the schools.

1.7.63 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 2) having different levels of collaborative supervision performance within the schools.

1.7.64 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 3) having different levels of collaborative supervision performance within the schools.

1.7.65 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 4) having different levels of collaborative supervision performance within the schools.
1.7.66 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 5) having different levels of collaborative supervision performance within the schools.

1.7.67 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 6) having different levels of collaborative supervision performance within the schools.

1.7.68 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 7) having different levels of collaborative supervision performance within the schools.

1.7.69 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 8) having different levels of collaborative supervision performance within the schools.

1.7.70 There will be no significant difference between mean scores of the competencies of primary and secondary school teachers (standard 9) having different levels of collaborative supervision performance within the schools.

1.8 LIMITATION OF THE STUDY

The present study is confined to the teachers’ competencies on the basic assumption of the Secretariat of the Teachers’ Council of Thailand (2005) which is classified into nine standards. The data was collected from government & private primary school teachers and government & private secondary school teachers in the Central part of Thailand in academic year 2009.

1.9 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. To know whether there is the relationship between the teachers’ competencies and the collaborative supervision
performance in such school is in high or low level, it can be seen from the results of the present study.

1.10 CHAPTERIZATION

The researcher divided the present research 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 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 results in tabulated form with inferences related to the teachers’ competencies in relation to collaborative supervision performance. This chapter has divided into six major parts. The analysis of the level of the collaborative supervision performance within schools was the part one. Part two concerned to the level of teachers’ competencies in relation to the collaborative supervision performance within the schools. The third part was described about the comparison of mean scores of competencies of teachers belonging to different levels of collaborative supervision performance. The forth part was mentioned about the comparison of mean scores of competencies of teachers belonging to different types of school having different levels of collaborative supervision performance. The last part was given about the comparison of mean scores of competencies of teachers belonging to different levels of education having different levels of collaborative supervision performance.

The data collected by the tool was analyzed according to the hypotheses. The 0.05 and 0.01 level of significant will be considered satisfactory for the acceptance or rejection of the null hypotheses. The frequency distributions, tables was prepared and placed in the report to present the data comprehensively.
References


3. Ibid.

4. Ibid.

5. Ibid.


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