PART - III
CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
Thailand's development into a nation took a long time, almost 4,500 years from the time written records began to be kept in northern Szechuan. It has been over 730 years since the Thesis, under the leadership of King Sri Intratit, settled in the Indo-Chinese Peninsula at Sukhothai in 1238. Until the reign of King Mongkut of Bangkok, Thai society was traditional and static. The long period of development, the advent of Buddhism, the king, and the nature of the land created a character based on love of freedom, generosity, kindness, friendliness, and sincerity.

During the reign of King Mongkut, Western civilization appeared and has increasingly influenced traditional Thai society.
To preserve Thai independence, King Chulalongkorn adapted western civilization. Since the founding of the first known western-style school in 1871, the education programme has been well on its way to aligning itself with western educational patterns. The need to preserve Thai independence from the new sources of influence such as economic competition, technological growth, and political conflict provided the impetus for improving national security and the quality of Thai education.

Supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development. The functions of supervision today are far more extensive than formerly because of wider application of the principles of democracy, the findings of research and the changes within the social climate surrounding education.

Traditional supervision consisted largely of inspection of the teacher by means of visitations and conferences, carried on in a random manner, with directions imposed on the teacher by authority and usually by one person. Modern supervision, by contrast, involves the systematic study and analysis of the entire teaching-learning situation, utilizing a carefully planned programme that has been co-operatively derived from the situation and which is adopted to the needs of those involved in it. Supervision is construction when it promotes the insight of all persons engaged in solving an educational problem. When
it accepts leadership from any and all persons, when it recognizes and protects the unique individuality of every person in a given group. In Thailand, there are mainly two types of supervisors, the supervisors of the Supervisory Unit and the school principals. The Supervisory Unit acts as academic adviser to the department and departmental schools, and supervises all types of educational organizations which are under the jurisdiction of the department. It organizes training-courses and seminars for departmental and other teachers.

Academic leadership is one of the major aspects of improving school educational programme. The quality and quantity of the work done by teachers depend upon the relationship of the principal with the members of the staff and type of physical facilities provided for them.

Principal-teacher relations depend largely on how the teachers are freely and frequently stimulated to express. Democratic supervision, therefore, emphasizes the participative and involving policy of the principal's working side-by-side with the teachers aiming to ensure the teachers' identification with the school and gain positive principal-teacher relationship. The expected results, thereafter, are to encourage the teachers to do their best for the maximum growth of the children.
The physical facilities provided for teachers help in creating a climate conducive to good instruction. As such, they greatly influence the scope and quality of supervision. Supervision as an instrument for the improvement of the quality of instructions should be concerned with the improvement of physical conditions that surround learning and pupil growth.

Supervision by principals, thus, has three important aspects, namely:

1. Arranging for physical facilities.
2. Maintaining good principal-teacher relations.
3. Providing academic leadership.

PURPOSE OF THE STUDY:

The main objectives of this study were:

1. to critically examine the supervisory role of principals, Regional Education Division II of Thailand as perceived by self and teachers;

2. to develop a suitable criteria for the evaluation of supervisory role of principals Regional Education Division II; and

3. to know the expectations of the teachers with regard to the supervisory role of principals.
HYPOTHESES OF THE STUDY:

The following hypotheses had been formulated for the present study:

1. The supervisory role has become much of routine activity involving routine checking of diaries, students' exercise books and visits to the teachers' classes. It is more in tune with checking and inspection;

2. There is a gulf between what teachers expect the principals to do and what the later actually do;

3. For most of the time, the principals are busy in administrative work and get very little time for direct supervision of school education;

4. There is lack of maximum utilisation of the various school resources.

METHOD OF THE STUDY:

For the purpose of present study descriptive survey method was employed to study the issues concerning the supervisory role of principals, Regional Education Division II of Thailand as perceived by self and teachers. The method of descriptive study was used on account of its distinctive advantage of helping discuss the various phenomena relating to the supervisory role of principals in secondary schools.
TOOLS OF RESEARCH USED:

Questionnaire and interviews were the two main tools used for the study.

DESCRIPTION OF TOOLS AND THEIR PURPOSES:

Questionnaire:

The main tool for the study was a questionnaire. The purpose of this tool was to collect information about Supervisory role of Principals Regional Education Division II of Thailand. It was divided into three parts as follows:

1. Physical Facilities: This included such facilities as help the teachers in organizing instruction. These were classroom, staff-room, subject-room, laboratory, physical training and recreational facilities, audio-visual aids, library and school auditorium.

2. Principal-Teacher Relations: The role of principals in fostering such man relations as were essential for assuring effective participation of individual teachers in school work and developing team work, fellow feeling and co-operation among teachers has been studied.

3. Academic Leadership: This consisted of various factors that ensure proper teacher growth, proper selection of materials and their effective utilisation, effective supervisory techniques and follow-up of these broad categories.
Interview:

1. **Teachers**: Two groups of teachers were selected one for preparing the questionnaire and the second for validating the responses given by teachers to the questionnaire. Both these groups were selected on stratified random sample basis. The first group consisted of 20 teachers, whereas the second group comprised 40 teachers. In the first group, there were 10 teachers each from Government and Private Aided Secondary Schools, there were 20 teachers for each category of schools mentioned above.

2. **Principals**: For preparing the questionnaire, a group of 10 principals was interviewed. For validating information supplied by the teachers through the questionnaire, 20 principals were selected. Both groups were selected on the basis of stratified random sampling. The first group comprising 10 principals consisted of 5 principals each from Government and Private Aided Secondary Schools. The second group of 20 principals had 10 principals from each category of schools stated above.

**Sampling**:

Sampling is a process by which a relatively small number of individuals or measures and events are selected and analysed in order to know about the total population from which it is selected.
The validity of the conclusions of a research study depends upon how good the sample is. If the sample is not a representative one, the study might give misleading results. Therefore, every care is needed in selecting the sample.

The total number of General Stream Secondary Schools was 115. There were 50 Government Secondary Schools and 65 Private Aided Secondary Schools in Regional Education Division II, Thailand. Out of these, 40 schools were selected on the basis of stratified random sampling from 18 Government Schools and 22 Private Aided Schools.

**Teachers:**

40 Secondary Schools from Regional Education Division II were taken by stratified random sampling. 12 teachers were selected from each school. Thus total of 480 teachers were selected for this study. The questionnaire was sent to 480 teachers, but the responses were only from 427 teachers. After screening the data, it was found out that 27 teachers did not fill the complete data. The present study was based on the complete responses of 400 teachers.

**TREATMENT OF THE DATA:**

1. Frequencies of expectations were worked out. These were then converted into percentages and ranges of percentages were computed.

2. Frequencies of what materialised in schools in quantity and quality as indicated by teachers were tabulated.
3. Mean and SD of each category were calculated and then inter-school differences t-ratios were calculated to find out whether there was any significant difference or not.

The above aspects have been studied in detail in the earlier chapters, but the main findings can be summed up under each aspect.

CONCLUSIONS

1. Statistical calculations show that the Government and Private Aided Secondary Schools have been rated below satisfactory under each of the three aspects.

2. The position in respect of principal-teacher relations emerge out to be comparatively better than other aspects as there is not much gap between the expectation of teachers and their actual materialisation.

3. Significant difference at .05 level of significance is exhibited in respect of physical facilities between the Government and the private aided secondary schools. The Government Secondary Schools are better provided for than the Private Aided Secondary Schools in respect of physical facilities.

4. The Private Aided Secondary Schools are better placed than Government Secondary Schools in respect of Principal-Teacher Relations, though the difference is not significant at the .05 level of significance.
5. The Government Secondary Schools are favourably placed as compared to the Private Aided Secondary Schools in Academic Leadership, though the difference is not significant at the .05 level of significance.

SPECIFIC:

(i) **PHYSICAL FACILITIES**:

(i) Expectations for all items under each broad category of the Physical Facilities with the exception of provision of ink stand and pens (class-room), separate relaxation corner for teachers (staff-room) and subject-room for each subject (subject-room) is above 80%.

(ii) Greater emphasis is placed on the provision of those broad categories of Physical Facilities as are directly connected with the class-room instructions, laboratory, audio-visual aids and library.

(iii) Provision of Physical Facilities as can be instrumental in the physical, social and cultural growth of the children as school auditorium and physical training and recreational facilities is comparatively ignored.

(iv) 7% of the teachers report that their schools do not have a staff-room, 34% and 47% of the teachers report that their schools do not have a subject-room and a school auditorium respectively.
(v) In 3 schools the teachers report that their schools do not have a staff-room, in 13 schools and 18 schools the teachers report that their schools do not have a subject-room and a school auditorium respectively.

(vi) Out of the various broad categories given in the questionnaire, greatest importance in respect of materialisation is given to laboratory and the least to school-auditorium.

(vii) The existing staff-room in most of the cases are poorly equipped.

(viii) 21% of the teachers report that their schools do not have a separate laboratory for each science subject.

(ix) Because of the lack of playgrounds for major games, the scope of operation of major games is limited.

(x) The most commonly used audio-visual aids are charts, globes, magic lantern and radio.

(xi) The existing school auditorium in more than 50% cases are not properly equipped in respect of appropriate furniture, stage and sound equipment.

(xii) There are only a few opportunities for the growth of teachers through self-reading from professional journals and encyclopedias because in 45% and 50% of the cases, they are not provided for in the school libraries.

(xiii) The following characteristics of the principals are reflected:
(a) **Lack of Constructive Approach:**

The principals stop supplies of certain items to staff-rooms rather than educating teachers for the proper utilization of the same. Furniture in staff-room, ink and pens in class-room and examples in view. Pens and ink are not supplied in class-rooms in many cases because the teachers start correcting written work of the students in the classes. Similarly, relaxation-corner for teachers is generally not provided for because many principals fear that the same might be misused for cutting classes and gossipping. Of course, in many cases the principals cannot provide the relaxation corners because of lack of space.

(b) **Ignorance of Proper Values:**

(i) Most of the principals do not consider providing staff-recreation rooms for the staff as necessary because they are unaware of its importance.

(ii) The library, instructional material and subject-room for each subject for the subject-rooms are not made available because in most cases, the principals do not think that these can serve any useful purpose.

(c) **Lack of Enthusiasm:**

The principals in many cases prefer that the teachers should confine themselves to the use of chalk and black-board
rather than enthusing them to prepare model, albums and film strips.

(d) Lack of Resourcefulness:

The principals in many cases do not manage to provide play-grounds for major games when some public grounds could be arranged for schools with not much difficulty.

(e) Lack of Resources:

Inability of the principals especially that of Government Schools to raise funds other than the prescribed ones to bring about specific improvements is a point in view.

The principals also cannot buy mostly equipment in time of need in the absence of grant by the Department of Education.

II. Principal-Teacher Relations:

1. The principal-teacher relations on the whole have been nearing satisfactory rating though below it but the quality of the provision of this has been rated better as compared to other aspects. It means that the principals are, to an extent, democratic supervisors.

2. Although most principals seem to believe in democratic supervision, they appear to find it difficult to put it into practice. They have to execute the departmental orders and implement policies in the framing of which they invariably have
Another factor is the attitudes of certain teachers who the principals think only understand a strong language.

3. The principals often fail to encourage the initiative of teachers.

4. The principals are quite helpless due to lack of specific norms and practices on the part of the teachers.

5. The principals, due to lack of their capacity to handle a situation, create misunderstanding among the teachers and they later on indulge in various discouraging practices.

III. ACADEMIC LEADERSHIP

The supervisory role of principals in the field of Academic Leadership studied from various angles has been drawn in accordance with their specific norms. This role has been considered in three categories:

(a) Curriculum Development.
(b) Inservice Education of Teachers including techniques of Supervision.
(c) Follow-up Programmes.

From the above discussion, the following conclusions can be drawn:
(i) Principals give more importance to such supervisory-techniques as involve-checking and over-seeing. Such activities include checking of teachers' diary, corrected students written work and seeing that teachers are not late for school, do not waste time in the classes.

(ii) Observation of class-room teaching and out-of-class activities also find an important place in the supervisory role of principal although a little less than the aspects mentioned in (i) above.

(iii) As regards in-service education of teachers, the various in-service education programmes organised by agencies other than the school are more often availed of than organising such programmes at the school level.

(iv) The principals as supervisors devote comparatively more attention to the gifted teachers and the enthusiastic workers as compared to the teachers who are weak in some aspects of school life.

(v) Staff-meetings, individual conferences, induction, as in instruments of teachers growth and specific in-service education techniques as action-research, inter-class visitation, inter-school visitation, seminars, workshops, supervisory-bulletins at school level find little place in school life.
(vi) Self evaluation at student's, teachers' and principals' level in a school is not given a place of importance in the schools of Regional Education Division II of Thailand.

The details of each category are given below:

(a) **CURRICULUM DEVELOPMENT**

(i) Various co-curricular activities are generally run in schools as per Departmental orders. The time for such activities is also decided at in Supervisory Unit. The Principals mostly act as faithful executors. The various activities are more often run as a routine affair.

(ii) There exists some mutual distrust between the principal and the teacher in respect of the purchase of instructional and other materials for the schools.

In some cases, purchase of material are influenced by other considerations than their merit. The schools have not evolved criteria for the purchase of different materials.

(iii) Guidance and health services of the schools are reported to be least effectively used.

(iv) Students in schools are mostly made to rely on text books. In most cases all the students are taught at the same level, irrespective of their individual differences.
The principals are mostly interested in good results, irrespective of the methods adopted.

(v) There is wastage of teaching efforts because the process of integration and co-ordination of various school experiences, academic, physical and socio-cultural does not find due place in most of the schools.

(vi) Evaluation of teachers, in most cases, is to rate them. Self-evaluation by students, teachers and principals is not frequently used. Evaluation of students remains confined to academic achievement of students.

(vii) Most of the principals fail to play effective leadership role in the academic field in the schools because of limitation of time and energy. Lack of proper knowledge of concept of supervision and co-operation from the teachers, are also other contributory factors.

(b) IN-SERVICE EDUCATION OF TEACHERS:

(i) The principals ignore helping and guiding teachers in the areas of subject content and teaching methodology even though they are distinctly related to class-room teaching.

(ii) The principals confessed that they had to play the policeman role but felt that despite their best efforts
they could not do much in respect of teachers who wasted
time in classes and went to class unprepared.

(iii) Induction programmes for teachers, (a) who are untrained, (b) are new to the profession, (c) are new comers to the school, (d) and for those who are called upon to take charge of activities for which they have no prior experience is ignored in schools.

This is partly due to the lack of awareness on the part of the principals regarding the utility of this to the teachers and partly because of other limitations.

(iv) The principals do not much encourage the teachers to attend in-service education programmes.

TECHNIQUES OF SUPERVISION:

(1) The principals have not made school as a unit for in-service education of teachers. This is because of lack of resources, little encouragement from officers, lack of enthusiasm of principals themselves and also of the teachers.

(ii) Diary checking is given an important place in the supervisory role of the principal whose leadership aspect of stimulating teachers to improve diary-writing is a weak feature.
(iii) The checking of corrected written work of the students finds an important place in the school life. But more attention is devoted to the quantity of work than its quality. The leadership aspect of stimulating teachers to improve in the direction work is a weak link.

(iv) The observation of class-room teaching is more for inspecting teachers than helping them. The principals, in most of the cases, have failed to win confidence of the teachers that the visits to their classes are meant to help them.

(v) Individual conferences either do not find an important place in the school life or they are not helpful to the teachers in most of the cases.

(vi) Staff meetings, in most cases do not give teachers a sense of participation. They are not strictly treated as a technique of in-service education of teachers.

(c) FOLLOW-UP:

The follow-up of the various supervisory activities is a weak process. It is not reported to in some cases while in other cases it is not an organised effort because of various limitations placed on principal's time and energy.
On the basis of the findings about the supervisory role of principals mentioned above, the following suggestions in respect of each of the aspects studied, if accepted may prove helpful.

I. PHYSICAL FACILITIES:

1. The Department should prepare a list of items in respect of minimum physical facilities which every school should be provided with, and also be maintained properly. And the principal should be held responsible for providing physical facilities given in the list. In the beginning of each semester, teachers should be asked to bring to the notice of the principal, items which have not been provided for. These should then be provided for.

2. The principal should be given ample financial powers. The following recommendations are made in this respect:

   2.1. The principals should be given greater financial powers for spending funds.

   2.2. Grants by the Department for specific purposes should be made at the beginning of the year rather than at the end. This will enable the principal to make judicious and
Instalment purchases as per need rather than spending the whole grant in the last few days of the year to save it from lapsing.

2.3 The principal should be empowered to accept donations from the community for improvement of physical facilities in the schools.

3.1 The principal should encourage teachers to produce teaching aids of quality to the maximum through various subject-projects.

3.2 The principal should have knowledge about the sources of various aids and be resourceful to get them. He should encourage teachers to use them.

3.3 He can encourage teachers to visit places which can help teachers in subject teaching. Various educational agencies and expert bodies could be contacted in this respect as well.

II. PRINCIPAL-TEACHER RELATIONS:

1. The principal should take part in the functions organised by the teachers in the school and also visit teachers' homes when they organise some functions or are not well. This will give the teachers feeling that the principal is one of them and bring them closer to the principal.
2. The principal should keep a suggestion book through which teachers can bring their suggestions to the notice of the principal.

3. Staff council consisting of representatives of the various categories of the teachers should be formed to advise the principal in administrative matters.

III. ACADEMIC LEADERSHIP:

1. The principal should get a list of all the available material as can be helpful to teachers in the school prepared and supplied to each teacher. Additions whenever made should also be brought to their notice.

2. The library should exhibit a list of all aids and reference material for teachers in different subject areas.

3. Subject committees should be formed. Each subject committee should be asked to prepare tentative guide-lines for selection of various books and other teaching material. These guide-lines should, however, be flexible. What is needed is the willingness on the part of the teachers to use them properly. Selection of subject books should be made by subject committees under the guidance of the principal. Each subject committee should also select subject aids and books in each subject for the library.
4. For integrating class activities and out-of-class activities for each class, a committee should be formed. It should consist of all teachers teaching different subjects to that class and incharges of various out-of-class activities.

5. The principal should arrange evaluation workshops to orientate teachers to prepare modern tools of evaluation.

6. Action research, seminars, workshops, inter-school visitation considered difficult at school level can be tried with the help of Education Department and other agencies meant for in-service education of teachers. They should, however, be slowly brought into the single school fold. The sooner they become a part of the school life, the better it is.

7. The principal should make their visits livable. This is possible if he establishes rapport with the teachers and convince the teachers that his visits are more meant to help them to grow than to rate them.

8. Class-visits should be instrumental for the growth of the teachers concerned. For this, the principal has to know through individual conference what the teacher has to teach and what his specific problems are.

9. All the existing principals be given thorough orientation through in-service education in the area of school supervision in its various dimensions.
10. The Department should get a handbook in school - supervision for principals prepared in the context of local, conditions which the principals and teachers may profitably read and use for school improvement.

11. The principal should consider the school to be the best viable unit for in-service education of teachers.

12. Out of the various methods given in the questionnaire under VIII(i), some easy and more practicable methods can be picked up by the principal for use in the total improvement of the school.

13. The principal should hold a special individual conference with the new teacher to try to understand him and give him a broad outline about school, its strong and weak points and the efforts being made to improve the school.

14. The untrained teachers should be suggested such professional readings as give them an insight into the teaching process. The principal should, after sometime, discuss some main aspects of education specifically objectives of education of the subject and out-of-class activities that the teachers have to take.

15. There should be subject supervision-committees. The senior-most Post-Graduate teacher in each subject should
head those committees. Such committees should be consultative bodies to the principal. Their functions should be to direct teachers towards the improvement of the teaching of the subjects.

RECOMMENDATIONS FOR FURTHER STUDIES:

A sympathetic and imaginative system of supervision and administration can initiate and accelerate educational reform. A rigid application of rules and regulations can stifle all experimentation and creativity. Supervision is a process of stimulating growth and a means of helping teachers to help themselves, thus the supervisory programme is one of instructional improvement. The Principal has to provide educational leadership which should impel teachers to strive for improvement so that they could make a fuller contribution to improve the organisational climate of the schools. A principal can fulfil his role more effectively and efficiently if he is able to assist teachers to become increasingly self-critical, self-dependent and self-directive. The present study was confined only to one region of Thailand and other scholars can take up other regions for a similar study. A study of the supervisory role of principals in the elementary schools on regional and inter-regional basis can be fruitfully undertaken. More interested researchers can look into the supervisory role
expectations of the supervisory unit as perceived by teachers and principals. Other aspects of educational leadership like the perception of roles and responsibilities of principals and teachers in Thailand need to be studied in depth and in detail.