



1983

An Analysis of the Role of Secondary School Supervisors in Bangkok, Thailand

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Loyola University Chicago

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AN ANALYSIS OF THE ROLE OF
SECONDARY SCHOOL SUPERVISORS
IN BANGKOK, THAILAND

by

Suganda Tapaneeyangkul

A Dissertation Submitted to the Faculty of the School of
Education of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Education

MAY

1983

Suganda Tapaneeyangkul
Loyola University of Chicago
AN ANALYSIS OF THE ROLE OF
SECONDARY SCHOOL SUPERVISORS
IN BANGKOK, THAILAND

The purpose of this study was attempt to evaluate supervisor's concepts of their role, particular after they have learned of the perceptions of their behaviors by teachers. This study also investigated singular aspects of secondary school supervisors in Thailand, such as:

1. ascertaining what are the supervisor's role in the secondary public schools in Bangkok, Thailand
2. identifying more clearly the issues that practitioners of supervision perceive as most important in relation to their efforts to improve instruction
3. identifying variables related to the implementation and adaptation of the ideal role of the supervisors at the secondary school level in Bangkok, Thailand, and
4. detemining whether the school supervisor's tasks and functions specified by the Ministry of Education are congruent with the supervisory role and activities that are actually performed.

In order to investigate the role of Thai ministry secondary supervisors, this study tested the following null hypothesis:

1. There are no significant differences in the expectations for the role of supervisors as perceived by supervisors and teachers.
2. There are no significant differences in the expectations for the role of supervisors as perceived by teachers with different levels of academic training.
3. There are no significant differences in the expectations for the role of supervisors as perceived by male and female teachers.
4. There are no significant differences in the expectations for the role of supervisors as perceived by teachers in different age groups.
5. There are no significant differences in the expectations for the role of supervisors as perceived by teachers with different numbers of years of teaching experience, and
6. There are no significant differences in the expectations for the role of supervisors as perceived by teachers involved in different areas of teaching. The study revealed the following:
 1. There are significant differences in the expectations for the role of supervisor as perceived by teachers and supervisors.
 2. There are significant differences in the expectations for the role of supervisor as perceived by teachers with different levels of academic training, different age groups and different numbers of years of teaching experience.

3. There are no significant differences in the expectations for the role of supervisor as perceived by teachers involved in different areas of teaching.

4. There are no significant differences in the expectations for the role of supervisor as perceived by male and female teachers.

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tical analysis and finally, to Mr. Jack Corliss, for the facilitating the author's use of the computer system.

DEDICATION

Dedicated to my father

and

to the continuing development of the Thai educational system

VITA

Suganda Tapaneeyangkul was born in Bangkok, Thailand. She attended secondary school at Sathree-Srisuriyothai School and Graduated high school from Dhavetvithayalai School, Bangkok, Thailand in 1967. In 1972 she earned her bachelor's Degree from Chiang Mai University, Thailand.

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CHAPTER I

INTRODUCTION

Supervision is one of the functions that is essential to the sound operation of a school. Major functions of supervision are to provide consultation concerning school activities, to communicate and to cooperate throughout the educational enterprise. Blumberg (1974) has indicated that an essential role of a supervisor is to help teachers to improve their instructional techniques. Therefore, supervision and the subsequent improvement of instruction that good supervision provides have been and always are a major concern for educators. This concern for excellence has caused supervision in school to receive special attention from those educators who are eager to provide a better instructional program and to fulfill the requirements regarding society's changing needs.

Although instructional supervision is the most urgent responsibility of public school administrators and supervisors, identification of duties and responsibilities is not well established (Wiles and Bondi 1980, p. 23) The role and function of educational supervisors is not clearly defined (Esposito et al. 1975):

This ambiguity and the resultant dysfunction have fostered negative attitudes among teachers and other, e.g., administrators, school board members, which have crystallized into doubts about the effectiveness and worth of supervision (p. 63).

The gravity and magnitude of this situation has been exacerbated by the rapid growth of knowledge and the increasing complexity of a highly technological society. Research in the role theory and techniques of instructional supervision has not proceeded at the pace demanded by current role of, a supervisory duties, or a particular supervisor has often been impeded by a lack of clear cut role conceptualization.

Attempting to accurately identify appropriate roles of instructional supervisors in school settings is handicapped by the conflicting definitions and aspirations for the positions. An agreement of the definition of "supervision" can only be attained at the most general level. Because of a lack of specificity, educators disagree on the role of supervisors. The lack of a clear cut role leads to disagreement among educators about the responsibilities, the appropriate preparation and the most satisfactory organization for maximizing the expertise of instructional supervisors.

Purpose of the Study

This study will attempt to study supervisors' concepts of their role, particularly after they have learned of the perceptions of their behaviors by teachers. This study will also investigate some aspects of secondary school supervisors in Thailand and will:

1. ascertain what are the supervisor's role in the secondary public schools in Bangkok, Thailand;

2. identify more clearly the issues that practitioners of supervision perceive as most important in relation to their efforts to improve instruction;
3. identify variables related to the implementation and adoption of the ideal role of the supervisors in the secondary school level in Bangkok, Thailand, and
4. determine whether the school supervisors' tasks and functions specified by the Ministry of Education are congruent with the role and activities he/she performs.

Additionally, an attempt will be made to indicate supervisor activities which are perceived by both supervisor and teacher to be most helpful in school setting.

Definition of Terms

At this point, it is necessary to establish the definition of terms in order to assist in the understanding of this study.

1. "Role" - a socially expected behavior pattern usually determined by an individual's status in a particular society.
(Webster, 1973, p. 1003)
2. "Supervision" - is what school personnel do with adults or things to maintain or change the operation of a school in order to directly influence the attainment of the major instructional goals of the school. (Harris, 1963, p. 32)

3. "The supervisory unit"- it acts as academic advisor to the department and departmental schools, and supervises all types of education organization under the jurisdiction of the department.
4. "Secondary school" - those public schools which enroll pupils from seventh grade through twelfth grade.
5. "School supervisor" - a member of the Supervisory Unit Department of General Education assigned to be school consultants in school activities. His/her main task is to help schools to improve their practices.
- 6. "School clusters" - schools which group together on the basis of their similar functions, in order to help each other school in terms of cooperating and solving various problems. Bangkok school clusters consists of 4 primary school clusters and 8 secondary school clusters.
7. "Department of General Education" (DGE) has the function of organizing, administering and promoting secondary education, as well as special and welfare education.

Working with people is a tremendously complicated matter. Every teacher has different experiences, personality traits, and physical characteristics. One of the factors affecting the practice of supervision is the unclarified, ambivalent relation of teachers to supervisors.

Cogan states:

It is important for the supervisor to have some understanding of how the teacher views his own profession: his perception of himself as a teacher, his view of the cardinal objectives of education, his satisfactions, his preferred methods of teaching, and so on. Such knowledge might permit the supervisor to design strategies for helping the teacher to institute some novel methods of teaching. To give a rather simple illustration, the supervisor might be well advised to encourage a teacher with a history of successful participation in team teaching to try to institute some of the practices of the "open" classroom (Cogan 1973, p. 56).

CHAPTER II

REVIEW OF THE RELATED LITERATURE AND METHODOLOGY

This review of literature is concerned with three major topics related to this investigation. The first part deals with the nature and purpose of supervision. The second part of the review will focus upon some empirical studies related to the role and responsibilities of supervisors. In addition, a theoretical framework and the application of the role analysis is presented in order to determine the relationship and the interaction that occurs among members of the organization. The third part, deals with the procedures and methodology of this study.

The Nature and Purpose of Supervision.

Supervision is a structure within a school system which provides a continuing observation of classroom practice. The relationship between teacher and supervisor is an ongoing working relationship rather than a transitory visitation for the purpose of evaluation or for the discussion of some circumstantial problem.

Based on the assumption of Lovell and Wiles (1983)

Instructional supervision is an organizational behavior system that interacts with the teaching behavior system to improve the quality of education for students. As an organizational behavior system, instructional supervision can be studied and generalizations can be reached concerning the possible consequences of various supervisory practices, methods and approaches . . . (p. xiii).

In other words, a supervisor is a person formally delegated by the organization as a supervisor to work with the teachers in curriculum and instruction in order to improve the quality of learning in a school setting.

According to Johnson (1971, p.34) the purposes of supervision are: (1) To protect children from incompetent teachers; (2) to administer curriculum and (3) to assist teachers in instructional problems.

From the review of literature, it is obvious that there is an urgent need to clarify the role and responsibilities of persons occupying supervision positions as they exist in today's educational organization. Because roles are a function of expectations of role occupants and significant others, it can be predicted that role will not only vary in different but will continuously change within special settings.

Glickman and Tamashiro (1980) apply three predominant theories of educational supervision which interrelate with the educational philosophies of Essentialism, Experimentalism and Existentialism: Directive supervision, collaborative, and non-Directive supervision. They indicate that the Directive supervisor's role is to inform, direct, model and assess the competencies for all teachers to be effective. The Collaborative supervisor's role is to guide the problem-solving process, be an active member of the interaction, and keep the teachers focused on their common problems. Finally; the Non-Directive supervisor's role is to listen, be non-judgmental, and provide self-awareness and clarification experiences for teachers (p. 76).

Suprina (1978) acknowledges that the supervision and evaluation of staff is time consuming and often frustrating work, but states that supervision is the one responsibility that must be accomplished completely and faithfully. Otherwise, we will be cheating a generation of students of the quality education they need and deserve, while at the same time denying colleagues the chance to become master teachers (p. 54). Valentine (1978) is convinced that taking the time for classroom observations and follow-up conferences has a great impact on the improvement of educational programs (p. 55).

In terms of how supervisory behavior in school is expressed, there are a number of factors to help determine methods. One of them is McGregor's well-known theories X and Y (1960). McGregor assessed the organization problem as that of an inherent tension. Tension results from conflict between individual needs and organizational demands. He developed two primary sets of assumptions. Theory X postulated the following assumptions about human nature and behavior: people dislike work and will avoid it if they can, are not creative by nature, are innately lazy and unreliable, and, therefore, must be controlled and directed by outside authorities. Theory Y's basic assumptions include: people like to work as well as play, people do not enjoy being loners, and people strive to establish cooperative social relations. People in theory Y are basically self-directive by nature and do exhibit self-control in working toward organizational objectives they disagree with.

Blumberg and Weber (1968) studied the relationship between the supervisor's behavioral style and teacher's perceptions. In their study, the investigators developed four distinct supervisory behavioral styles as follows:

Style A: High-direct, high-indirect: The teacher perceives the supervisor emphasizing both direct and indirect behavior, the supervisor tells, suggests and criticizes, however, he or she also asks questions and listens.

Style B: Low-direct, high-indirect: The teachers see the supervisor as doing a great deal of asking questions, listening and reflecting back the teacher's feelings but the supervisor is rarely direct (telling or criticizing).

Style C: High-direct, low-indirect: The teacher perceives this style of behaviors as direct (telling and criticizing) with little asking and reflecting.

Style D: Low-direct, low-indirect: The teacher perceives the supervisor as passive, (laissez faire) not doing anything much at all. The Blumberg and Weber study evaluated the results of the administration of 210 teachers according to the above models. The results indicate that there is a relationship between supervisor style and teacher morale. Generally, the qualities of the supervisor's style which were evaluated by teachers in positive ways were high-direct, high-indirect (style A) or low-direct, high-indirect (style B). Negative evaluations by teachers of the quality of their supervisory interpersonal relation-

ship, seemed to develop when the supervisor's style was low-direct, low-indirect (style D) or high-direct, low-indirect (style C). In other words, the supervisory style is largely responsible for the quality of work and interpersonal relationship that is developed as a result of supervision.

Alfonso, Firth, and Neville (1975) used social system theory to evaluate the educational organization:

the society has certain expectations for the educational institution that are met through interdependent organization structures....In the case of educational organization, the common goal is expressed as the facilitation of student learning in certain organizationally defined directions believed to be congruent with both the student's and society's needs and expectations.

In order to achieve its goals, each educational organization must provide for a variety of behavioral systems that have the general functions of contributing to the achievement of organizational goals and maintaining the operation and existence of the organization itself. For instance, some of the behavioral systems in the educational organization would include instructional supervisory behavior system (p. 34).

Esposito, Smith and Burback (1975, pp. 63-66) indicate that confusion about the supervisor's role concept or role incongruence is because that task of supervision has not been functionally classified according to the conceptualizations of the roles selected by supervisors, e.g., administrative, helping, coordinating, etc. They, therefore, conducted research to determine whether the tasks of supervisor could be categorized according to delineated dimensions of the role concept.

The researchers developed a set of supervisory tasks into a 22 item Likert-type scale which they used to study the frequency of the

performance of these supervisory activities. They found four factors which significantly related to two different roles: administrative role and the helping role. The four factors were identified as follows: (1) indirect service to teachers, (2) direct service, (3) administrator, and (4) evaluator (see table 1).

The subjects of their study consisted of 468 supervisors in the state of Virginia. The result of this study has important implications for the role definition as well as for preparation of instructional supervisors.

TABLE 1

Taxonomy of the Supervisory Role

| Helping Role | |
|---|--|
| Factor I | Factor IV |
| Indirect Service to Teachers | Direct Service |
| <p>Plan and arrange inservice education programs and work shops</p> <p>Participate in inservice education programs and work shops</p> <p>Coordinate instructional programs</p> <p>Assist in the orientation of new and beginning teachers</p> <p>Assist teachers in the location, selection, and interpretation of materials</p> <p>Collect and disseminate current curriculum materials</p> <p>Develop curriculum designs and coordinate curriculum improvement of curriculum guides and other publications</p> <p>Assist committees Develop and prepare new instructional media Assist in the evaluation and appraisal of school programs</p> | <p>Assist in the orientation of new and beginning teachers</p> <p>Assist teachers in the location, selection, and interpretation of material</p> <p>Visit and observe in the classroom</p> <p>Teach demonstration lessons</p> <p>Hold individual conferences with teachers</p> |

Administrative Role

| Factor II | Factor III |
|--|---|
| Administrator | Evaluator |
| <p>Coordinate instructional programs</p> <p>Assist in the evaluation and appraisal of school programs</p> <p>Routine administrative duties</p> <p>Participate in the formulation</p> | <p>Plan and arrange inservice education programs and workshops</p> <p>Assist in the evaluation and appraisal of school programs</p> |

| | |
|------------------------------|----------------------------|
| of policy | Arrange inter-system visi- |
| Engage in public relations | tations to observe promis- |
| Work with citizens or lay | ing practices |
| groups | Arrange intra-system |
| Arrange inter-system visita- | visitations to observe |
| tions to observe promising | promising practices |
| practices | |

Harris (1975) cited ten major function of instructional supervision:

- Task 1. Developing curriculum
- Task 2. Organizing for instruction
- Task 3. Staffing
- Task 4. Providing facilities
- Task 5. Providing materials
- Task 6. Arranging for in-service education
- Task 7. Orienting new staff members
- Task 8. Relating special services
- Task 9. Developing public relations
- Task 10. Evaluating (pp. 11-12)

The leadership roles required of modern supervisors in leading curriculum development according to (Wiles and Bondi, p. 161) are:

- 1. Coordinating curriculum planning and development
- 2. Helping identify and apply curriculum theory
- 3. Designing and applying curriculum research
- 4. Identifying resources and support systems for curriculum development

5. Helping develop a systematic approach to curriculum development
6. Maintaining balance in the curriculum
7. Determining curriculum priorities
8. Determining curriculum needs in a pluralistic society

According to Gwynn (p. 27) supervisor's major tasks are described as follows:

1. To aid the teacher and the principal in understanding children better.
2. To help the teacher to develop individually and additionally, to help his/her function as a member of the school staff, (this is one of the major responsibilities of the supervisor).
3. To assist school personnel in making more interesting and effective use of instructional materials.
4. To make the specialized personnel in the school system of maximum assistance to the teacher.
5. To assist the teacher in making the best possible appraisal of the student.
6. To stimulate the teacher to evaluate his own planning, work, and progress.
7. To help the teacher achieve poise and a sense of security in his or her work and in the community.

8. To stimulate faculty to plan curriculum improvements and carry the improvements out cooperatively, and to assume a major responsibility in coordinating this work and in improving teacher in-service training.
9. To acquaint the school administration, the teachers, the students and the public with the work and progress of the school.

Gwynn (p. 27) also identified three main responsibilities of the supervisor as follow:

1. The responsibility to give individual help to the teacher, for instance, classroom visits in order to help and stimulate individual teacher.
2. The responsibility to coordinate and make more available to all personnel the instructional services of the school. In this case, the supervisor is the liaison agent between the services and specialists and the principal and his staff.
3. The responsibility to act as a resource person for the superintendent and other administrative personnel, as a special agent in training teachers' in-service, and as an interpreter of the school and its program both to school personnel and to the public.

Each position in the school system has some relationship to the educational program. The leader can perform no more effective service

in attempting to guide subordinates than when he or she helps to orient individuals to the content and context of their roles. One of the greatest criticisms of school systems is that they are afflicted with ambiguity of purpose. The supervisor's responsibility to each subordinate is to help each teacher to understand the expectations of his or her own position, the unit, and those of the total school system. An individual is more secure if he or she clearly understands what is expected of him or her, how he or she is expected to accomplish it, and how his or her accomplishments will be assessed. As a matter of fact, the relationship between superior and subordinate is based upon the expectations of position. Once this is established, the supervisor's concern is to help the subordinate fulfill the expectations.

Feinberg (1965) suggested that the best way to motivate a subordinate is to show that you are aware of his or her needs, ambitions, fears and individuality. He also offers the following explicit suggestions: Communicate standards, and be consistent; be aware of your own biases and prejudices; let people know where they stand; give praise when it is appropriate; keep your employees informed of changes that may affect them; care about your employees; perceive people as ends, not means; go out of your way to help subordinates; take responsibility for your employees; build independence; exhibit personal diligence; be tactful with your employees; be willing to learn from others; demonstrate confidence; allow freedom of expression and encourage ingenuity (pp. 42-44).

A role has certain normative rights and duties, which we may call "role expectations". When the role incumbent puts these rights and duties into effect, he/she is said to be performing in his role. The expectation defines what the actor should or should not do under various circumstances while occupying the particular role in the social system (Getzels et al. p. 61).

Sergiovanni and Starratt (1979) view supervision as a process component of a variety of roles and/or as a useful label to categorize a group of school roles whose primary function is to improve instruction.

Barnard (1966) contends that the function of the executive is to accomplish the task of the organization as effectively as possible while maximizing supervisor job performance as efficiently as possible. Bernard's major contribution to grid development and to the field of theory was to point out the importance of both the 'task' and people 'dimensions' in organizational maintenance.

Lovell and Phelps (1977) studied the perception of teachers, principals and supervisors toward supervision in Tennessee. The major findings have made a great contribution to the practice of instructional supervision. Because the program of supervision was not adequately meeting teachers' needs, the main concern of this study was to try to indicate the specific areas of need. The findings of this study divide into three major areas such as:

1. Quantity of observation and conferences: More than 80 percent of the teachers reported that there were no observations or conferences from the general or special supervisors. On the other hand 69 percent of the supervisors reported that they frequently made contacts with teachers dealing with instructional problems. Seventy-six percent of the principals also reported that they had personal contact with each teacher 11 or more times concerning instructional problems.
2. Characteristics of observations and conferences: The majority of supervisors and principals reported that observations were usually scheduled in advance and always followed up by a conference. Conversely, 50 percent of teachers reported that observations were not usually scheduled in advance. Additionally, only four percent of teachers felt that supervisory observations were usually helpful.
3. Supervisory services: There were 16 services that the majority of teachers felt should be increased when needed. It may be helpful to list those services here:
 - a) To involve teachers in district wide instructional programs
 - b) To assist teachers in developing effective disciplinary techniques
 - c) To plan in-service activities
 - d) To provide teaching demonstrations
 - e) To consult with teachers on instructional problems

- f) To serve as a mean of two-way communication
- g) To describe and analyze instructional objectives
- h) To help define instructional objectives
- i) To help select appropriate instructional activities
- j) To help choose methods for evaluation of student progress
- k) To aid in development of curricula
- l) To act as change agents
- m) To provide psychological support
- n) To suggest new ideas and approaches for instruction
- o) To assist in classroom organization and arrangement

Despite the principals' and supervisors' contention that the above areas of service were usually provided when needed, the authors concluded that there was a strong need for teachers, supervisors and principals "to make an effort to communicate in a more open and cooperative way in order to achieve mutual understanding and support for the program of instructional services for teachers" (p. 228).

Burch and Danley (1980) have developed 10 essential supervisory roles which are the bases of the Supervisory Role Proficiency Used as self-assessment instrument as follow: (see appendix 1).

These 10 supervisory roles were developed by asking the instructional leader to determine the priority assigned to each of the supervisory role. This determination leads the instructional leader to derive an estimate of operational proficiency in each role. The implication of

the Supervisory Role Proficiency instrument is to provide the instructional leader an opportunity to see or diagnose his/her performance so that he/she can improve his/her activities in those areas in which there are some limitations.

Methodology

The Instrument

The questionnaire (see Appendix A) used to gather data consists of 42 items. These 42 items were prepared based on the five following categories:

1. School visits
2. Curriculum development
3. In-service training
4. Instructional material production and
5. Educational research and experimentation.

The questions used in the questionnaire were drawn from literature that suggested supervisory tasks (Brande, Clever, and Nasca). The questionnaire has two major parts. The first part contained thirty-one items, and four additional summary items.

The questionnaire developed for this study used a five-response Likert scale:

- A. Strongly Agree
- B. Agree
- C. Undecided
- D. Disagree
- E. Strongly Disagree

The respondents were asked to select from the five choices above to describe their perceptions of the role of the supervisors from each of the thirty- five items in the questionnaire.

Study Sample

A total of 285 respondents were included in this study. Two hundred and twelve teachers and 73 supervisors participated.

The teacher respondents were randomly drawn from each of the eight school clusters in Bangkok. All secondary school supervisors in Bangkok were asked to respond. Bangkok school clusters consist of 4 primary school clusters and 8 secondary school clusters. Questionnaire were sent to 50 teachers in each school cluster for a total sample study of 400 teachers.

41 were returned from cluster 1

17 were returned from cluster 2

33 were returned from cluster 3

30 were returned from cluster 4

28 were returned from cluster 5

35 were returned from cluster 6

16 were returned from cluster 7 and

12 were returned from cluster 8

The Supervisory Unit, Department of General Education consists of the central office and 13 regional units throughout the country. The total number of professional staff members is 419 (see appendix B). At

the central office, there are 130 supervisors and 73 questionnaires were returned. Usable answer sheets were returned by 53.0 percent of the teachers, and 56.15 percent of the supervisors.

Procedure

The forty-two item questionnaire was administered in order to identify respondent expectations. Items were based on the five categories of supervisor's tasks described in the job description of supervisors in the Department of General Education, Ministry of Education of Thailand.

The questionnaire was prepared both in English and Thai for respective audiences and was sent to eight secondary schools which were randomly selected from a pool of eight Bangkok school clusters.

Teachers were asked to rate the degree of value each item had in terms of helping teachers do his/her job in order to determine whether or not each particular task was actually being performed by the school supervisor according to job description of supervisors.

After the teachers' responses were returned, a summary for each item was drawn. Based on the teachers' results, another version of the questionnaire was prepared for supervisors. This version was administered to the supervisors in the Supervisory Unit in Bangkok. The supervisors were asked to respond to each item in an open-ended fashion and to explain their answers. The supervisors were also asked to indicate the major forces impeding supervision and to explain the incongruities between their perceptions and the teachers' perceptions of their supervisory roles.

After the questionnaire and answer sheets were returned, they were carefully edited and coded for the chi-square contingency analysis and ANOVA analysis (Nie et al, 1975).

Hypotheses Tested

In order to investigate the role of Thai ministry secondary supervisors, therefore, this study attempts to determine whether there is congruence or divergence in the role expectations held for the supervisors by the teachers. This study tested the following null hypothesis:

1. There are no significant differences in the expectations for the role of supervisors as perceived by supervisors and teachers.
2. There are no significant differences in the expectations for the role of supervisors as perceived by teachers with different levels of academic training.
3. There are no significant differences in the expectations for the role of supervisors as perceived by male and female teachers.
4. There are no significant differences in the expectations for the role of supervisors as perceived by teachers in different age groups.
5. There are no significant differences in the expectations for the role of supervisors as perceived by teachers with different numbers of years of teaching experience, and
6. There are no significant differences in the expectations for the role of supervisors as perceived by teachers involved in different areas of teaching.

CHAPTER III

HISTORICAL BACKGROUND OF EDUCATION AND SUPERVISION IN THAILAND

Chapter III traces the historical background of education and supervision. The author will approach the Thai educational system by attempting to broaden the reader's frame of reference in general, historical and socio-economic areas which relate to the development of the Thai educational system.

Thailand is situated in the Indochinese Peninsula of Southeast Asia. It has an area of about 514,000 square kilometers (200,000 square miles) and extends 1,600 kilometers (1,000 miles) from north to south. In the north it is bounded by Laos and China, on the west by Burma, on the south by Malaysia, and on the east by Cambodia and Vietnam (see Appendix H). Population was estimated at 47 million in 1980. About 64% of the total population is youth age 1-24 years. The population is located mostly in the great central plains north of the coastal of Bangkok.

Thailand is basically an agricultural country with about 80 percent of the population living in small villages and engaged in agricultural occupations such as the growing of rice, rubber and a variety of

other crops. About 10 percent live in Bangkok, the only metropolitan area, (which includes Thonburi), which has a population of approximately 4.5 million people. Most of the major educational institutions and industrial enterprises are concentrated in Bangkok.

Thailand today qualifies with its Southeast Asian neighbors as a developing country in terms of its growing industrial economic base and in terms of growing social welfare needs.

Thai educators in recent years have faced not only the problem of furnishing adequate schooling services for the central plains, northern mountains and southern peninsula but of promoting political unity and educational progress while war has been waged just beyond the entire southeastern and northeastern borders. Furthermore, Thai society and thus the educational establishment has been strongly affected by the presence of large foreign military forces, primarily American, that were engaged in the Vietnam war from the late 1950s to the mid-1970s. Thailand served as a staging area for military operations, and the influence of the foreigners has left a mark on the educational system in terms of the observance of different life styles and educational procedures.

It should be emphasized that the people of Thailand consider education to be a powerful tool for developing the country and improving the quality of Thai life, not just as a tool for modern sector economic development. Economic development is, however, important as without such a development the financial resources for quality education will be lacking.

Eighty-six percent of the Thai population 10 years and older are considered literate (Ministry of Education 1981). This is not far below the metropolitan Bangkok average of 90 percent. However, differences appear on comparisons of higher levels of educational attainment. For instance, graduates of higher education comprise 0.26 per cent of the Bangkok population, 0.02 percent of the total population and 0.01 percent of the rural population. Forty percent of the population has more than four years of schooling, while only twelve percent of the total population and only 6 percent in the rural area has this level of education (Postlethwaite and Thomas, 1980).

In the above statistics, 10 year-old children in Grade 3 are counted as literate (even though they have not completed 4 years compulsory education). In reality, about 40 percent of these children leave school without completing Grade 4 or even before that, after which a great number of them living in remote areas lapse into illiteracy. Therefore, it is likely that the illiteracy rate in Thailand is higher than indicated by these statistics. Indeed, literacy is among the prime developmental needs of Thailand (Neville 1980).

Historical Background

Generally speaking education in Thailand can be divided into three periods: The Sukhothai period (A.D. 1238-1378), the Ayudhya period (A.D. 1350-1767), and the Bangkok period (A.D. 1782-present.)

According to Valenti (1974, p. 78) the Thai system is an elite system designed to prepare selected persons from the upper and upper middle classes to fit into the government bureaucracy and the same leadership positions in finance, international affairs and, to a limited extent, in commerce. Perhaps this is less true today in the 1980's.

Education in the early history of Thailand was largely a private or a religious matter or both. Because of that, Buddhist monks, missionaries and the kings were the key actors in providing education to youth. Buddhism is the national religion of Thailand. Approximately 96 percent of Thais are Buddhist. The other 4 percent are Moslems, Christians, Hindus or adherents to Chinese religion. All learning activities were mainly performed in the temples, churches, and the Palace (Servatamorn, 1977). As the consequence of Theravada, Buddhism did not allow girls to be physically close to the monks. Therefore, boys and men had greater opportunities to receive more instruction in reading and writing than girls. Undoubtedly, a few women were given an opportunity to become literate in spite of these obstacles.

The influence of Thai King on state education should not be overlooked. Thai education was deeply influenced during the Sukhothai period (A.D. 1238-1378). For example, during the reign of King Ramkhamhaeng the Great (A.D. 1279-1300) the first Thai alphabet was created.

Thailand opened its doors to the Western world during the Ayudhya period (A.D. 1350-1767) thus more attention was paid to reading and writing skills after the sixteenth century. During King Narai's reign (1657-1688) the first book for the study of the Thai language, a text-book entitled Chinda Manee, was written by one of the King's courtiers.

During the Bangkok period (A.D. 1782-present) foreign influence helped accelerate the process of educational modernization. By the command of King Mongkut, the first printing press was set up and the newspaper appeared in 1858. Obviously, the printing press has been one of the contributing factors to the advancement of Thai education. Partly as a consequence of the introduction of the printing press, the Department of Education and the Ministry of Public Instruction were established during this time. Another great turning point occurred during the reign of King Chulalongkorn (1851-1910) who modernized Thai education according to Western tradition (Wudhiprecha, 1981). Later, King Mongkut continued this trend when he realized the necessity for the royal children and those of high ranking officials to learn foreign languages. He hired Mrs. Anna Leonowens to teach English in the Grand Palace.

As noted by (Nimmanheminda, 1970)

The King foresaw that the royal children as well as the children of the high ranking officials needed to be differently educated otherwise they would not be able to understand foreign visitors. The King also felt that communication with foreigners had been inconvenient because the Thai officials were unable to speak English, and therefore had to depend largely on the missionaries to act as interpreters for the Thai officials who, naturally, could never understand it. It was felt also that speaking through an interpreter was

like breathing through another person's nose. The King, therefore, employed an English woman, Mrs. Anna Leonowens to teach the royal children in the palace (p. 87).

It can be said that, the first modern school, the Palace School, was set up at the royal palace in 1871 as a consequence of the trips to foreign countries which the King had made in 1870.

Because King Chulalongkorn was concerned about education, the first school for common people was founded in 1884, at Wat Mananaparam in Bangkok (Sevatamorn, 1977). In 1921, after his reign the first compulsory Education Act was promulgated by King Vajiravut. It stipulated that all boys and girls were to go to school from ages seven through fourteen or until they had completed the four years of primary education. The national scheme of education was amended to a 4-3-3-2 form. It was a four years primary, three year lower secondary, three year upper secondary and two year pre-university.

The Revolution of 1932 made a change from an absolute monarchy to constitutional monarchy. One of the aims of government after the coup d'etat was to provide education for all the people. Therefore, an elementary education act was passed in 1935, and in 1937 a comprehensive scheme of education was formulated.

According to the discussion of Johns and Morphet (1975), as conditions change and new insights develop, many original concepts and procedures of educational systems need to be modified in order to facilitate social and economic progress. Hence, every system of education should be viewed as dynamic, evolving, and largely self-renewing rather than as a static system in which needed changes are opposed.

Like Thailand, the structure of the Thai educational system is relatively flexible. A large number of changes have been made over the fifty or sixty years before the 1960 national scheme for education was introduced. There are many reasons for the latest educational format. The most important reason, however, is the government's desire to give children a complete elementary education as soon as possible without having to substantially increase the budget allocation.

Modern education plays a crucial role in today's Thai society. The acquisition of well-paid jobs and social status often depends on whether or not one gains a diploma. There is great demand for places in educational institutions, not only for the education that will be received but also for the great social benefits to be derived. Thus education is and will likely remain for some time a highly political field of activity. If educational decisions affecting large numbers of people are not to be made solely as the result of pressure from one group or another, it is essential that the system be carefully planned with as many of the implications of alternative strategies worked out as possible.

Over the past two decades, Thailand has experienced four development plans. At present, Thailand is in its fifth Five Year Development Plan (1982-1986). In order to understand the Thai educational system, it is necessary to outline and synthesize each plan as follows: (Ministry of Education).

1. The First Plan (1961-1966)

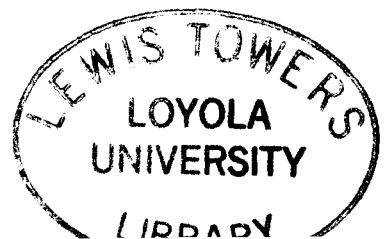
Regional expansion

University

2. The Second Plan (1967-1971)
 - Compulsory education
 - High level manpower
3. The Third Plan (1972-1976)
 - Compulsory education
 - Middle level manpower
4. The Fourth Plan (1977-1981)
 - Diversified curriculum
 - Reorganization
5. The Fifth Plan (1982-1986)
 - Educational quality
 - Non-formal education
 - Equalization
 - Decentralization
 - Education and Work

It should be noted that the emphases of the plans are shifting away from formal quantitative and academic oriented education to non-formal qualitative and diversified learning experiences. The mode of administration has been geared toward decentralization (Wudhiprecha, 1981).

The Kingdom has been divided into twelve regions each with a regional educational officer in charge and supervisory centers. For



every region as well as every chanwad (province) there is an advisory committee which considers problems related to education. The agency which legally coordinates all aspects of education is the National Educational Council created in 1959. In practice, however, it has limited itself primarily to coordinating matters pertaining to higher education.

Educational administration in Thailand is the responsibility of a number of different organizations. Currently, universities are under the National Education Council. The Ministry of Education (MOE) is responsible for all educational levels except the universities and rural primary schools which are mainly the responsibility of the Ministry of the Interior (see Appendix F).

In 1977, the school system changed from 4-3-3-2 to 6-3-3, six years of primary, three years lower and three years upper secondary. One of the main reasons for the change was to expand compulsory education from four years to six years at the primary level.

According to the Karachi Plan of 1960, Thailand had committed itself to the expansion of compulsory education from four to seven years. In practice, however, the Karachi plan could not be followed.

Thai Philosophy of Education

The only known treatment of a Thai philosophy of education was undertaken by Dr. Saroj Buasri the former Director General, Department of Teacher Training, Ministry of Education. He proposed that Buddhist

philosophy and Western pragmatism could be combined to form the basis for a Thai educational philosophy.

Dr. Adual Vichienchareon has pointed out that the four characteristics stressed in Thai education are: teacher as the ultimate source of knowledge; learning through memory; copying examples; and strong central control of school and curriculum:

The basis of the Thai educational system is the transmission of knowledge by a teacher in a classroom... In the Thai educational system.. the methods are the same for all levels, elementary school to university..students learn their lessons by heart. Thai education excludes arguing and instruction or the uses of argument and reasoning as tools of gaining knowledge and discovery of new things..The Thai educational system does not encourage students to use their brains. It passes on knowledge, but not wisdom. Even at university level it merely arranges a curriculum stressing a specific field and learning by memory. (1970, p. 6).

As Gray and Straughen 1971 stated that the Thai educational system is not self-sufficient. While it is possible to obtain a fairly respectable bachelor's degree in most disciplines in Thailand, graduate education at the Master's level it is very limited and at the doctoral level is practically non-existent. As a result, Thailand is extremely dependent upon foreign countries to supply education for the top level of its educational system as well as for highly trained manpower for the whole country. Indeed, the dependence appears to be growing greater instead of shrinking as increasingly more Thai students go abroad for advanced degrees (p. 254).

The responsibility of education is divided horizontally among four ministerial level agencies and vertically among three administrative level organizations.

The four ministerial level agency goals are:

1. To improve educational administrative structure so that unity in policy can be achieved at the central, regional and local levels;
2. To improve the educational system so that it is relevant to the socio-economic development of the country and to the local conditions. To promote adaptability and flexibility in the educational system and the linkages between formal and non-formal education which should also be suitable to the labor market conditions;
3. To improve the quality of education of all types at all levels, be it in the urban or the rural area, public or private education, with particular emphasis on areas which are facing acute educational problems, both qualitatively and quantitatively;
4. To improve the content and the learning process of education of all types at all levels so that they are suitable to the real local conditions and respond to the social, cultural, political and economic requirements of the country and the communities. They should also be designed in such a way that harmony between moralistic elements and material progress can be achieved under the democratic constitutional monarchy with firm allegiance to the institutions of the Nation, Religion and Monarch;

5. To improve educational management in private educational institutions in the academic field and others so that it corresponds with the policy, programs, and the educational management of the nation. In regard to compulsory education, the state shall permit the private sector to share the burden of its management within the limits set by the state and shall expand compulsory education so that it is accessible to all;
6. To promote and expand non-formal education in various forms which correspond with the interests and needs of the majority of the population;
7. To promote equal opportunity in education by speeding up the management of compulsory education so that it is accessible to all sectors of the population in all localities. As for non-compulsory education, the state shall promote educational management which provides equal opportunity in education to the people in accordance with the economic power and the conditions of each locality.

The greatest problem confronting the education administrators has been that there are too many agencies responsible for educational enterprise and hence, a lack of administrative unity. For instance, the responsibility of education is divided horizontally among four ministerial level agencies and vertically among three administrative level organizations. The four ministerial level agencies are the Office of

the Prime Minister, The Ministry of Education, the Ministry of Interior, and the Office of University Affairs (Ministry of Education).

Since this research is concerned only with the secondary level, the Ministry of Education is to be the emphasized sector. The Ministry of Education looks after most parts of the system ranging from pre-primary education to college education at the post-secondary level.

The school system is organized into four levels: (1) pre-school education, (2) elementary education, (3) secondary education, and (4) high education (see Appendix C).

Thailand has a centralized system of education with all educational planning, design and authority vested in the central office, the Ministry of Education, with a minister who is in charge of the Ministry.

The Ministry of Education is responsible for all types of primary and secondary education: academic, vocational, and teacher training. The Ministry of Education has 14 departments under its responsibility including the newly created Department of Nonformal Education, the Office of the National Committee on Culture (1979), the Office of the Teacher Civil Service Commission (1980) and the Office of the National Primary Education Commission (1980).

In order to understand the Thai educational system, it is necessary to briefly outline the work or the functions of the Ministry's department:

1. The Office of the Under-Secretary acts as the center of administration in the Ministry and other government departments.

2. The Department of General Education (DGE) was established in 1972 combined with the department of Secondary Education. However, this department is the largest in the Ministry of Education in terms of departmental personnel and educational institutions under its supervision, including the number of students it serves. This department is responsible for secondary education and education for the handicapped and disadvantaged.
3. The Department of Teacher Education is responsible for producing qualified teachers for various types of schools.
4. The Department of Educational Techniques is responsible for developing and disseminating new curricula, carrying out research in teaching methods and aspects of tests and measurement as well as approving new texts.
5. The Department of Vocational Education looks after all full-time and part-time public vocational schools and colleges below degree level. It also provides vocational teacher training.
6. The Department of Fine Arts operates special schools for students particularly interested in music, drama, dance and fine arts.
7. The Department of Physical Education is responsible for training physical education teachers, for giving advice, and preparing curricula on physical education.

8. The Department of Religious Affairs is charged primarily with the support of Buddhism and also charged with assisting other religious organizations.
9. The Private Education Commission looks after private education at primary and secondary levels.
10. The Institute of Technology and Vocational Education is responsible for the organization of higher education in the field of technology and vocational education.
11. The Department of Nonformal Education is responsible for the conducting of research, planning of nonformal education, coordinating private and public agencies in the organization of functional literacy and training, designing non-formal curricula and educational broadcasting.
12. The Office of the National Committee on Culture is responsible for making national cultural policies, coordinating with agencies for cultural administration to maintain the overall cultural unity.
13. The Office of the National Primary Education Commission (ONPEC) is responsible for primary education.
14. The Office of the Teachers Civil Service Commission is responsible for personnel administration (see Appendix D).

Supervision in Thailand

As Alfonso (1975) stated, the historical development of an organization is a powerful force in the promotion of a philosophy and the condition of an applied style of the supervision.

Supervision of education in Thailand is divided into two categories: supervision of administrative matters and supervision of academic supervision. Each involves the use of curriculum materials, instructional techniques and examinations.

According to the Supervisory Unit, Ministry of Education, the history of educational supervision in Thailand is relatively brief. It was started not long ago, (January 19, 1953), by a group of 20 teachers from teacher training schools who just finished the training course and started their careers as educational supervisors. At that time, there was a pilot project carried on at Udon Thane, a province in the northeastern part of Thailand. The objective of this project was to give aid to 28 provincial teacher training schools and some provincial secondary schools located in 20 provinces.

Six of the 20 teachers from teacher training schools were accompanied by educational experts who acted as school consultants. Their most important role was to give advice for improving education in teacher training schools. They also consulted in school activities, and facilitated communication and cooperation between the department and schools.

At the moment, educational supervision has been adopted in most departments. However, since this research only deals with the Supervi-

sory Unit in the Department of General Education, the focus will be only in this department (see Appendix B).

The Supervisory Unit in the Department of General Education is responsible for academic advise to all schools under the jurisdiction of the department. Its functions includes organizing in-service training and seminars for teachers; carrying out research and experimentation on general pedagogy; producing teaching material for various subjects; as well as visiting schools (see Appendix G).

The main tasks of the supervisory unit according to the Department of General Education are as follows:

1. School visits: conducting visits by:

Direct supervision: visiting schools and working directly with teachers on a one-to-one basis.

Supervision via school clusters: school clusters consist of one representative from each school. The supervisors work with these representatives who are responsible to their respective schools.

2. Curriculum development: curriculum development is conducted in a cooperative manner with the Department of Educational Technique which is responsible for curriculum development at every level of education. In addition to cooperating in curriculum development, supervisor set guidelines for teachers in curriculum implementation.

3. In-service training: In-service training for teachers is designed to help teachers work more efficiently in their own areas of specialization. This training include seminars and workshops which are conducted throughout the year.
4. Instructional material production: Instructional materials are developed such as teacher's manuals, guidelines for curriculum implementation, and innovative materials. In addition, such materials and others are also ordered. Materials distribution is ongoing.
5. Educational research and experimentation: An important aspect of the Supervisory Unit is to conduct research projects that will contribute to the improvement of administration and instruction in local schools. Research projects are to be conducted at the regional units level which must conduct at least one research study a year. In addition, central office undertakes one research study a year at the national level with the cooperation of the regional office.

Unlike the history of educational supervision in Thailand, in America the early practices and trends organization for supervisory occurred in American colonists, particularly in New England, Swearingen (1962) summarized that:

Supervision appeared early in some of the colonies. In 1654, the General Court of Massachusetts Bay Colony directed select men of the towns to secure teachers of sound faith and morality and to continue

them in office only as long as they met these requirements. Nothing was said specifically about inspection or supervision of schools (p. 62).

It is apparent that the supervision in the context of seventeenth and eighteenth century colonial America was inspectional in nature. As (Burton and Brueckner) stated:

Inspection appeared in the early 1700's, especially in Boston in 1709, when committees of citizens were appointed to visit and inspect the school plant, and pupil achievement. Specific mention of inspection of teachers methods did not appear for many years. Committees, until about 1714, were made up largely of ministers and learning was qualification for membership. Select men increasingly served as inspectors thus marking the beginning of public responsibility for education.

In Thailand, an expansion of supervisory duties occurred quite rapidly during the eighteenth and nineteenth centuries.

Dr. Saroj Buasri (1969) is the first modern Thai theorist who has attempted to draw upon Buddhism in order to explain the Thai educational process. According to Buasri, education from the Buddhist point of view the development of Khandha 5. Khandha 5 refers to the five aggregates of man which are:

1. Rupa (body, including its function and behavior)
2. Vedana (feelings and sense)
3. Sanna (memory)
4. Sankhara (senses of values, attitudes)

5. Vinnana (consciousness or knowledge, which is an awareness or knowing of meaning through sense experiences.)

Now Thailand is under the Fifth Plan (1982-1986). The main emphases during this five years are geared towards the following:

The targets for educational development in Thailand were summarized as follows:

1. Improving quality of education at all levels and types, for instance, moral education.
2. Improving the external efficiency of education, particularly in relating education and work.
3. Unifying the administrative system.
4. Achieving six year compulsory education at the primary level.
5. Promoting and expanding nonformal educational alternatives towards the concept of life-long education at least by 1.5 million people a year.
6. Strengthening the planning and management system via reorganizing and upgrading planning agencies as well as retraining personnel.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Forty-two items representing supervisory tasks were analyzed to test the hypothesis set forth in this dissertation. The first seven items obtained pertinent biographical data of the public school teachers who had been selected for the study from each of the eight school clusters located in Bangkok, Thailand.

According to Borg and Gall (1971) when the expected frequency in any cell is less than five, a correction needs to be applied (p. 313). However, in larger research projects like this, the need for this particular correction is not so great, and it would be complicated to apply. Therefore, the Yates's correction was not used in this study (Guilford and Fruchter p.203).

The hypotheses set forth in this dissertation were analyzed in the following manner: (1) teacher responses for biographical data were listed numerically; (2) teacher responses to each item were listed numerically; (3) supervisor responses to each item were listed numerically; (4) Chi-square was used in rating each of the perceptions for hypotheses 2, 3, 4, 5, and 6. Additionally, ANOVA was used in the first hypotheses and (5) there is a brief summary after each category.

A significance level of .01 was established as the point for rejecting the null hypothesis, therefore, only the items and variables that were significantly different at the .01 level were considered in the analysis of the data. Additionally, the supervisor's responses to each item in detailed manner were included later in this chapter.

From the data collected, the following biographical data was obtained. Profiles of supervisors and teachers follow:

Profile of the Supervisors

The following general information provides a profile of the 73 supervisors who participated in this study:

| | <u>Sex</u> | |
|--------|------------|---------|
| Male | 32 | 43.8 % |
| Female | 41 | 56.2 % |
| | -- | ----- |
| Total | 73 | 100.0 % |

Teaching Experience

| | | |
|-------------|----|---------|
| 2 or less | 7 | 9.6 % |
| 3-5 Years | 11 | 15.1 % |
| 6-10 Years | 25 | 34.2 % |
| 11-15 Years | 12 | 16.4 % |
| Over 16 | 18 | 24.7 % |
| | -- | ----- |
| Total | 73 | 100.0 % |

Subject Formerly Taught

| | | |
|------------------|----|---------|
| Math & Science | 30 | 41.1 % |
| Thai Language | 12 | 16.4 % |
| Foreign Language | 9 | 12.3 % |
| Social Studies | 5 | 6.8 % |
| Others | 17 | 23.3 % |
| | -- | ----- |
| Total | 73 | 100.0 % |

Supervision Experience

| | | |
|-------------|----|---------|
| 2 or less | 16 | 21.9 % |
| 3-5 Years | 12 | 16.4 % |
| 6-10 Years | 10 | 13.7 % |
| 11-15 Years | 11 | 15.1 % |
| 16 and over | 24 | 32.9 % |
| | -- | ----- |
| Total | 73 | 100.0 % |

Academic Work

| | | |
|-----------------|----|---------|
| Bachelor's | 27 | 37.0 % |
| Bachelor's plus | 13 | 17.8 % |
| Master & Beyond | 30 | 41.1 % |
| Doctorate | 3 | 4.1 % |
| | -- | ----- |
| Total | 73 | 100.0 % |

Profile of Teachers

To give a profile of the 212 teachers participating in this study, the following general information is provided:

| | <u>Sex</u> | |
|--------|------------|---------|
| Male | 74 | 34.9 % |
| Female | 138 | 65.1 % |
| | --- | ----- |
| Total | 212 | 100.0 % |

| | <u>Teaching Level</u> | |
|---------|-----------------------|---------|
| M1 - M3 | 97 | 45.8 % |
| M4 - M6 | 88 | 41.5 % |
| M1 - M6 | 11 | 5.2 % |
| Others | 16 | 7.5 % |
| | --- | ----- |
| Total | 212 | 100.0 % |

| | <u>Subject Taught</u> | |
|------------------|-----------------------|---------|
| Math & Science | 62 | 29.2 % |
| Thai Language | 33 | 15.6 % |
| Foreign Language | 30 | 14.2 % |
| Social Studies | 30 | 14.2 % |
| Others | 57 | 26.8 % |
| | --- | ----- |
| Total | 212 | 100.0 % |

Age of Teachers

| | | |
|---------------|-----|---------|
| Under 25 | 29 | 13.7 % |
| 25 - 30 Years | 92 | 43.4 % |
| 31 - 40 Years | 61 | 28.8 % |
| 41 - 45 Years | 24 | 11.3 % |
| 51 and over | 6 | 2.8 % |
| | --- | ----- |
| Total | 212 | 100.0 % |

Academic Work

| | | |
|------------------|-----|---------|
| Certificate | 19 | 9.0 % |
| Bachelor's | 152 | 71.7 % |
| Bachelor's Plus | 23 | 10.8 % |
| Masters & Beyond | 18 | 8.5 % |
| | --- | ----- |
| Total | 212 | 100.0 % |

Years of Teaching Experience

| | | |
|-------------|-----|---------|
| 2 or less | 21 | 9.9 % |
| 3-5 Years | 55 | 25.9 % |
| 6-10 Years | 76 | 35.8 % |
| 11-15 Years | 28 | 13.2 % |
| Over 15 | 32 | 15.1 % |
| | --- | ----- |
| Total | 212 | 100.0 % |

PRESENTATION OF THE FINDINGS

School visits

The presentation of findings will cover the following five categories in which teachers' expectations are compared to the supervisors' role: (1) School Visits (2) Curriculum Development (3) In-service Training (4) Instructional Material Production and (5) Educational Research and Experimentation. Supervisors' reactions to the actual findings are included.

Teachers were asked to react to the following eight items dealing with teacher's expectation of the supervisor in the area of school visits: (the numbers in parentheses refer to the number of the questionnaire) (see Appendix A).

1. (10) The supervisor's visits bring about visible results in educational policies.
2. (13) Confident of his/her professional ability.
3. (15) The supervisor serves as two-way communication link with the central office.
4. (18) Help teacher personnel build confidence in themselves.
5. (26) Provide feedback to individual teacher based on observation.
6. (30) Holds individual conferences with teachers.
7. (34) There is too much red tape between our school cluster and the supervisor.
8. (37) Respects teacher competence as a professional.

TABLE 2
 PROVIDING SCHOOL VISITS RATINGS BY TEACHER'S RESPONDENTS(%)

| Item Number | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| 10 | 12.7 | 36.6 | 22.6 | 20.8 | 7.5 |
| 13 | 12.3 | 31.6 | 22.6 | 22.2 | 11.3 |
| 15 | 3.8 | 44.3 | 24.5 | 17.9 | 9.4 |
| 18 | 11.8 | 23.1 | 31.1 | 19.8 | 13.7 |
| 26 | 5.2 | 38.7 | 20.8 | 19.3 | 15.6 |
| 30 | 12.7 | 39.2 | 23.1 | 11.8 | 12.7 |
| 34 | 30.2 | 32.1 | 21.2 | 9.0 | 6.1 |
| 37 | 11.3 | 33.5 | 31.6 | 14.2 | 9.4 |

Table 2 indicates that respondents generally strongly agree with item 34 in the area of school visits. While items 15 and 26 received the least support.

Contrary to the findings evidenced above, the supervisors believed that their visits actually did achieve results regarding educational policies. The findings indicate however, that the visits may not have much influence at all in implementating central office policy. Although

supervisors are informed about central office policies, they are not very committed to implementing those policies during their school visits.

Almost three-fourth of the supervisors agree that they are confident of their professional abilities. Nevertheless, this depends on individual experience and level of educational background.

69 % of the supervisors agree that they try to do their jobs in terms of serving two-way communication between the school and the central office. Unfortunately, because they are not empowered to change policies they must submit all new ideas to central office.

67.1 % of the supervisors believed their visits helped build teacher confidence because supervisors viewed themselves as bolstering teacher morale during the visits. Nevertheless, the supervisors believed that, at a minimum, there should be a yearly seminar with teachers to discuss morale issues and build cooperation.

In general, supervisors felt that they were not able to provide opportunities for feedback to teachers following classroom observation. The main factor was the lack of time and lack of personnel to provide feedback. For example, the mathematics supervisor said he had to supervise 50 math teachers.

41 % of the supervisors see themselves as acting in the capacity of holding individual conferences with teachers. Many supervisors felt strongly that this function should be assumed more by the school clusters.

Supervisors tend to agree that the bureaucracy provides too much red tape in the organization and if one could cut down some detailed steps, many things would improve. However, some did not agree with this statement because they believed that if a person knows what he does by planning in advance or organizing, then everything should be all right. Some doubt that it is not the bureaucracy that provides red tape but the clerical people who work in the organization who jam things up.

The majority of supervisors (75.3 %) believe that they always respect teacher competence in terms of teaching and learning. However, they feel that it is their responsibility to bring new innovation to teachers.

TABLE 3
SIGNIFICANCE OF TEACHER'S EXPECTATIONS
TOWARD SCHOOL VISITS

| Independent Variables | Items | | | | | | | |
|---------------------------------|-------|-----|-----|----|----|-----|----|-----|
| | 10 | 13 | 15 | 18 | 26 | 30 | 34 | 37 |
| Academic work | .01 | - | .01 | - | - | - | - | .01 |
| Sex | - | - | - | - | - | - | - | - |
| Age | .01 | .01 | - | - | - | .01 | - | .01 |
| Years of Teaching Experience | - | - | .01 | - | - | .01 | - | - |
| Subject Taught | - | - | - | - | - | - | - | - |

Table 3 presents the level of significance for the five hypotheses on the 8 school visits items. Items 10, 15, 30 and 37 show two significant differences; item 13 shows only one significant difference. However, items 18, 26, and 34 show no significant differences.

Curriculum Development

1. (9) Propose ideas for evaluation of curriculum.
2. (14) Prepare and write curriculum guides, courses of study and resource materials for teachers' use.
3. (19) Make final selection of texts and materials for school use.
4. (36) Propose curriculum changes.

Teachers were asked to reply to the above 4 items dealing with the role of the supervisors of instruction in curriculum development.

TABLE 4
 PROVING CURRICULUM DEVELOPMENT RATINGS
 BY TEACHER'S RESPONDENTS (%)

| Item Number | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| 9 | 9.4 | 39.6 | 19.8 | 21.7 | 9.0 |
| 14 | 9.0 | 35.4 | 20.3 | 18.9 | 15.6 |
| 19 | 5.2 | 31.6 | 24.1 | 19.3 | 19.8 |
| 36 | 7.1 | 32.5 | 28.8 | 15.1 | 16.5 |

Table 4 shows that in the area of curriculum development, items 9 and 14 received the most support from the respondents but item 19 and 36 received the least support.

Half of the supervisors think it is their responsibility to propose ideas for evaluation of curriculum. Contradictorily, the other half think this is the Department of Educational Technology's responsibility. This discrepancy has obvious negative connotations for efficient curriculum development.

Most of the supervisors tend to agree that one of the supervisory tasks in curriculum development is preparing courses of study and resource materials for teachers' use.

Supervisors do not believe that they are responsible for selection of texts and materials for school use. They believe the teachers should know better than they what to select. Yet they do perceive their role as consulting on this issue.

42.5 % of the supervisors indicate that part of the curriculum development task is to propose curriculum changes. They think the Department of Academic and Technology should play the major role in curriculum changes.

TABLE 5
SIGNIFICANCE OF RESPONDENT EXPECTATION TOWARD
CURRICULUM DEVELOPMENT

| Independent Variables | Items | | | |
|---------------------------------|-------|----|-----|-----|
| | 9 | 14 | 19 | 36 |
| Academic Work | - | - | - | .02 |
| Sex | - | - | - | - |
| Age | - | - | .01 | - |
| Years of Teaching Experience | - | - | - | .03 |
| Subject Taught | - | - | - | - |

Table 5 presents the level of significance for the five hypotheses on the 4 curriculum development items. Item 36 indicates 2 significant differences; item 19 shows one significant difference but item 9 and 14 indicate no significant difference.

In-service Training

1. (8) Carry out orientation programs for new and beginning teachers.
2. (11) Demonstrate new instructional materials and strategies.
3. (16) Inform teachers of opportunities to improve professionally.
4. (22) Assist teachers in diagnosing class needs.
5. (24) Organize opportunities for teachers to engage in professional.
6. (27) Encourage teachers to develop their own personal style of teaching.
7. (31) Help teachers develop long-term plans for teaching.
8. (33) Help teachers develop evaluative techniques.

Table 6 indicates that items: 8, 11 and 27 received most support while items 31, 16, 22 and 33 received less support.

TABLE 6
 PROVIDING IN-SERVICE TRAINING RATINGS
 BY TEACHER'S RESPONDENTS (%)

| Item Number | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| 8 | 19.8 | 35.4 | 15.1 | 15.6 | 12.7 |
| 11 | 16.5 | 21.7 | 20.3 | 18.4 | 20.8 |
| 16 | 6.1 | 27.4 | 22.2 | 22.6 | 18.9 |
| 22 | 4.7 | 25.9 | 21.2 | 25.5 | 22.2 |
| 24 | 8.0 | 36.8 | 20.3 | 16.5 | 18.4 |
| 27 | 12.7 | 34.4 | 23.1 | 16.0 | 13.2 |
| 31 | 9.4 | 32.1 | 25.5 | 17.9 | 14.6 |
| 33 | 3.8 | 38.7 | 24.1 | 17.9 | 15.6 |

The majority of supervisors do not agree that they have to carry out orientation programs for beginning teachers. There are several reasons for this:

1. The school administrator is doing this job.
2. The Department of General Education is taking the responsibility.

3. The orientation emphasizes the general level (eg. recreation) not the academic level.
4. There is no budget provided for this function by supervisors.

The majority do not agree that they have assisted teachers in diagnosing class needs. However, they think it is not their direct role but rather the school counselor who should do this job.

Only about half of the supervisors believe they should inform teachers of opportunities for professional improvement. In fact, the opportunities were not viewed by the supervisors as all that helpful especially in comparison to opportunities provided by foreign governments for their teachers.

Most of the supervisors agree that they ought to encourage teachers to develop their own personal style of teaching. Some said teachers also should seek out mentors.

64.4 % of supervisors think that they help teachers develop long-term plans for teaching according to the teacher's manual, (where there is much information to help teachers in long-term planning).

Foreign language supervisors are convinced that they help teachers by sending them samples of exams and they also providing some feedback according to the exams. Additionally, some supervisors commented that they aid more experienced teachers in implementing better techniques in evaluation.

TABLE 7
SIGNIFICANCE OF RESPONDENT EXPECTATIONS
TOWARD IN-SERVICE TRAINING

| Independent | Items | | | | | | | |
|-------------------|-------|-----|----|----|----|----|----|----|
| Variables | 8 | 11 | 16 | 22 | 24 | 27 | 31 | 33 |
| Academic Work | - | - | - | - | - | - | - | - |
| Sex | - | - | - | - | - | - | - | - |
| Age | - | - | - | - | - | - | - | - |
| Years of Teaching | - | .01 | - | - | - | - | - | - |
| Experience | | | | | | | | |
| Subject Taught | - | - | - | - | - | - | - | - |

Table 7, which was extrapolated from table 6, indicates only one significant difference in item 11.

Instructional Materials Production

1. (12) Help teachers develop better teaching methods
2. (17) Identify sources of information about instructional materials.
3. (21) Provide for the sharing and exchange of educational materials.
4. (25) Give teaching demonstrations of specific skills.
5. (28) Help teachers with professional problems.
6. (32) Help teachers select appropriate instructional activities
7. (38) Consult with teachers on instructional problems.

Table 8 shows that items 12 and 17 receive the most support from the respondents and items 21, 25, 32, and 38 receive less support especially item 28.

TABLE 8
 PROVIDING INSTRUCTIONAL MATERIALS RATINGS
 BY TEACHER'S RESPONDENTS (%)

| Item Number | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| 12 | 11.8 | 37.7 | 18.9 | 17.0 | 14.6 |
| 17 | 15.1 | 37.3 | 15.6 | 17.5 | 13.7 |
| 21 | 7.1 | 41.5 | 21.7 | 14.6 | 14.2 |
| 25 | 8.0 | 33.5 | 22.6 | 21.2 | 13.7 |
| 28 | 7.5 | 22.2 | 21.2 | 27.8 | 21.2 |
| 32 | 6.1 | 38.2 | 25.9 | 16.5 | 12.7 |
| 38 | 9.4 | 39.6 | 25.0 | 13.7 | 12.3 |

The majority of supervisors (80.9 %) are convinced that they help teachers develop better teaching methods especially in mathematics. In foreign language, supervisors are often very active in surveying teachers for current needs regarding teaching methods.

74.10 % of supervisors said they identify sources of information about instructional materials for teachers. Supervisors complain how-

ever, that sometimes school administrators do not listen to the supervisory advice.

Supervisors do not believe that they adequately provide for the sharing and exchange of educational materials for teachers. They believe that the responsibility for this function should reside with the school cluster. Additionally, supervisors are not provided a budget for this either for supply of materials or manpower needs.

Supervisors agree that demonstrating specific teaching skills is not a supervisory task.

Supervisors do not believe that helping teachers with professional problems is their responsibility. Nevertheless, some supervisors help teachers upon request.

According to the survey, supervisors demonstrate a willingness to help teachers select appropriate instructional activities upon request. However, they believe establishing rapport with teachers is very important, since the teachers are often reluctant to make formal requests for assistance in this areas. This finding seem to contradict to the earlier findings.

Supervisors will consult with teachers on instructional problems especially if they think teachers are having difficulties in the classroom.

TABLE 9
SIGNIFICANCE OF RESPONDENT EXPECTATIONS
TOWARD INSTRUCTIONAL MATERIALS PRODUCTION

| Independent Variables | Items | | | | | | |
|--------------------------|-------|----|-----|-----|-----|----|----|
| | 12 | 17 | 21 | 25 | 28 | 32 | 38 |
| Academic Work | - | - | .05 | - | - | - | - |
| Sex | - | - | - | - | .01 | - | - |
| Age | - | - | .02 | - | - | - | - |
| Years of Teaching | - | - | - | - | - | - | - |
| Experience | - | - | - | - | - | - | - |
| Subject Taught | - | - | - | .01 | - | - | - |

The above table presents the level of significant difference for the five hypotheses on the 7 items relating to instructional materials production. Item 21 had 2 significant difference, items 25, and 28 indicated one significant difference for each of the items.

Educational Research and Experimentation

1. (20) Report to teaching personnel the results of attendance at all educational conference.
2. (23) Provide teachers with sufficient knowledge that is to be implemented.
3. (29) Conduct or direct research
4. (35) Prepare report on curriculum and instructional program.

Teachers were asked to respond to the above 4 items in the areas of educational research and experimentation. The following table (table 10) demonstrates that items 23 and 25 received most support and item 29 received less support.

TABLE 10
 PROVIDING EDUCATION RESEARCH AND EXPERIMENTATION RATING
 BY TEACHERS'S RESPONDENTS (%)

| Item Number | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| 20 | 9.4 | 20.8 | 22.6 | 25.5 | 20.3 |
| 23 | 9.0 | 45.3 | 13.2 | 19.8 | 12.3 |
| 29 | 12.7 | 22.6 | 27.4 | 17.5 | 19.8 |
| 35 | 12.3 | 42.0 | 19.8 | 16.0 | 9.9 |

Supervisors do not agree that they should report to teachers the result of their attendance at professional conferences, even though they agree that sharing information would be beneficial to the teachers. They feel that if they should report at all, it should be to their superiors.

A majority of the supervisors believe that the conduct of research is the responsibility of the academic supervisors in the central office.

A large majority (70 %) of the supervisors believe that they provide reports on curriculum and instructional programs through the teacher magazine.

TABLE 11
SIGNIFICANCE OF RESPONDENT EXPECTATIONS TOWARD
EDUCATIONAL RESEARCH AND EXPERIMENTATION

| Independent Variables | Items | | | |
|--------------------------|-------|----|----|-----|
| | 20 | 23 | 29 | 35 |
| Academic Work | - | - | - | - |
| Sex | - | - | - | - |
| Age | - | - | - | - |
| Years of Teaching | .01 | - | - | .01 |
| Experience | | | | |
| Subject Taught | - | - | - | - |

Table 11 indicates that items 20 and 35 show one significant difference for each items and items 23 and 29 indicate no significant differences.

The results of the comparisons related to the first hypothesis is that there are no significant differences in the expectations for the role of supervisors as perceived by supervisors and teachers, as presented as follows:

| <u>Question Items 10,13,15,</u> | <u>N</u> | <u>Mean</u> | <u>SD</u> |
|---------------------------------|----------|-------------|-----------|
| <u>18,26,30,34, and 37</u> | | | |

Category I

| | | | |
|-------------|-----|-------|-------|
| Teachers | 211 | 3.345 | 1.167 |
| Supervisors | 71 | 3.631 | .933 |

F = 10.083

P < .05

| <u>Question Items</u> | <u>N</u> | <u>Mean</u> | <u>SD</u> |
|------------------------|----------|-------------|-----------|
| <u>9,14,19, and 36</u> | | | |

Category II

| | | | |
|-------------|-----|-------|-------|
| Teachers | 210 | 3.009 | 1.202 |
| Supervisors | 72 | 3.576 | 1.009 |

F = 17.461

P < .05

Question Items 8,11,16,22, N Mean SD
24,27,31, and 33

Category III

| | | | |
|-------------|-----|-------|-------|
| Teachers | 210 | 2.989 | 1.253 |
| Supervisors | 72 | 3.338 | 1.032 |

F = 6.142
P < .05

Question Items 12,17,21, N Mean SD
25,28,32, and 38

Category IV

| | | | |
|-------------|-----|-------|-------|
| Teachers | 211 | 3.068 | 1.214 |
| Supervisors | 71 | .885 | 3.558 |

F = 13
P < .05

Question Items 20,23, N Mean SD
29, and 35

Category V

| | | | |
|-------------|-----|-------|-------|
| Teachers | 211 | 3.035 | 1.241 |
| Supervisors | 70 | 3.332 | .989 |

F = 4.714
P < .05

| <u>Question Item 39</u> | <u>N</u> | <u>Mean</u> | <u>SD</u> |
|-------------------------|----------|-------------|-----------|
| Teachers | 211 | 3.066 | 1.14 |
| Supervisors | 73 | 3.041 | .92 |

F = 0.00

No Significant diff.

| <u>Question Item 40</u> | <u>N</u> | <u>Mean</u> | <u>SD</u> |
|-------------------------|----------|-------------|-----------|
| Teachers | 210 | 2.743 | 1.137 |
| Supervisors | 70 | 2.043 | .929 |

F = 26.076

P < .01

| <u>Question Item 41</u> | <u>N</u> | <u>Mean</u> | <u>SD</u> |
|-------------------------|----------|-------------|-----------|
| Teachers | 212 | 2.971 | 1.210 |
| Supervisors | 73 | 4.096 | .945 |

F = 26.076

P < .01

| <u>Question Item 42</u> | <u>N</u> | <u>Mean</u> | <u>SD</u> |
|-------------------------|----------|-------------|-----------|
| Teachers | 208 | 2.971 | 1.754 |
| Supervisors | 72 | 3.639 | 1.771 |

F = 10.064

P < .01

According to the supervisors reaction toward items 39, 40, 41, and 42;

Item 39 Teachers have had a very positive experience with supervisor

The following statements were obtained from the comments section of the questionnaire:

"It depends on the individual person and different department"

One supervisor is quoted as follows: "I think nowadays, teachers have better attitudes towards supervisors, because the relationship between teacher and supervisors has been changed in a better way."

Another stated: "If teacher and supervisor work together and have good relationship, certainly teachers will have positive experiences with supervisor."

Additionally: "If supervisors have a good working relationship with teachers, for instance, help them whenever they need help, then teacher will have positive reaction with supervisor."

Another: "I think most of the teachers feel the supervisor is their friend who they can consult with instructional problems."

Item 40 There is a definite need for supervision of teachers in public school.

One supervisor said : "Definitely, because the school principal never has sufficient time to do any classroom visits or supervise teachers."

Another: "There is an absolute need for supervision especially for new school."

Item 41 The supervisor is quite often seen as potentially dangerous.

Supervisor: "I do not agree, because the teachers see and experience a good supervisor as a person they can talk to and consult about their teaching and learning problems even some professional or personal problems."

Another supervisor indicated: "Actually, the main function of the supervisor is to provide academic consultation not to provide reward or

punishment, therefore, there is no reason for the supervisor to be seen as potentially dangerous."

"Supervisor does not have any authority to promote teachers."

"I believe most of the supervisors want to help the teacher instead of causing problems."

"If teacher think of supervisor as a friend who he/she can turn to whenever he/she has any instructional problems, then this feeling would be minimized."

Item 42 The kind of relationship you would like to exist between you and your supervisor/teacher:

Teachers and supervisors's reaction are as follow:

| <u>Teachers</u> | | | <u>Supervisors</u> | | |
|-------------------------|----|--------|--------------------|--------|--|
| Counselor-client | 80 | 37.7 % | 21 | 28.8 % | |
| Evaluation | 13 | 6.1 % | 1 | 1.4 % | |
| Teacher-student | 16 | 7.5 % | - | - | |
| Colleagueship | 31 | 14.6 % | 11 | 15.4 % | |
| Helping relationship | 68 | 32.1 % | 39 | 53.4 % | |

The major areas of agreement seem to be in perceiving the supervisors's relationship as that of a counselor to the teacher and being in a helping role. However, the teachers, in contrast to the supervisors see

supervisors as evaluators and as teaching them, whereas the supervisors hardly ever see themselves in this role. Also, few supervisors or teachers seem to perceive the supervisorial relationship as a colleagueship with the teachers. This last factor may have important implications for the implementation of policy from the central office.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study listed six hypotheses concerning the role of supervisors of public schools in Bangkok, Thailand. The following findings are made after analysis of the data:

1. There are significant differences in the expectations for the role of supervisor as perceived by teachers and supervisors.
2. There are significant differences in the expectations for the role of supervisor as perceived by teachers with different levels of academic training, different age groups, and different numbers of years of teaching experience.
3. There are no significant differences in the expectation for the role of supervisor as perceived by teachers involved in different areas of teaching.
4. There are no significant differences in the expectations for the role of supervisors as perceived by male and female teachers.

Referring to the summary table, the following data emerge:

TABLE 12

SUMMARY OF SIGNIFICANT DIFFERENCES AT THE .01 LEVEL

BY HYPOTHESIS AND BY ITEM CATEGORIES

| Hypotheses | School Visits | Curriculum Development | Inservice Training |
|-------------------|---------------------------|------------------------|--------------------|
| Academic Work | 10,15 37 | - | - |
| Sex | - | - | - |
| Age | 10,13 30,37 | 19 | - |
| Years of Teaching | 15,30 | - | 11 |
| Experience | | | |
| Subject Taught | - | - | - |
| Hypotheses | Instructional & Materials | Research | |
| Academic Work | - | - | |
| Sex | 28 | - | |
| Age | - | - | |
| Years of Teaching | - | 20,35 | |
| Experience | | | |
| Subject Taught | 25 | - | |

School Visits

There are significant differences in the expectations of teachers for the role of the supervisor on five of the eight items in the area of the school visit.

Curriculum Development

There is only one significant difference out of four items in the area of curriculum development.

In-service Training

There is one significant difference in the 8 items of in-service training.

Instructional Materials Productions

There are two significant differences of 7 items in the area of instructional materials productions.

Educational Research and Experimentations

There are two significant differences out of 4 items in the area of educational research and experimentations.

Conclusions

According to the data presented in this study, the following conclusions seem to be appropriate:

1. There is an apparent lack of congruence between expectations of teachers and supervisors regarding supervisory roles. Supervisors seem to indicate in the survey that in general they define their role more by demands of the Department of General Education rather than the expectation of teachers.
2. Despite the fact that many departments of the Ministry of Education indicate guidelines for supervisors, there remains not only needless and confusing overlapping but a lack of malleability on the part of the supervisors and a lack of practical responsible day-to-day guidelines for role and activities.
3. There is lack of congruence between the job description of the Department of General Education for the supervisor's task and the actual role held by public school supervisors.
4. Cooperation between the Department of General Education and the Department of Educational Techniques needs to be improved.
5. There is need for a re-organization of educational department so that policies will not be contradictory.

6. There is a lack of education research concerning supervisory role in the public school.
7. Although this study was not directly a financial study, however, it is apparent that without appropriate financial support many of the needed changes will not take place either on the supervisory, administrative or educational level.
8. At present, there appears to be insufficient supervisory personnel to properly supervise teachers.
9. Every area of supervisor responsibility provides sources of role conflict between supervisors and teachers.
10. Teacher's sex and the different areas of teaching do not appear to provide a strong source of conflict among teachers for the role of supervisors.
11. Other issues which appear to contribute to the role incongruence of supervisors are lack of understanding of the supervisory role by supervisors and teachers, insufficient time to perform the role as understood, heavy workload, and minimal financing.
12. The tasks of the supervisor have not been clearly classified according to the conceptualizations of the roles selected by the Department of General Education.

Recommendations

1. The supervisory role should be clearly defined.
2. Supervisory training should be directed toward keeping supervisors informed about education innovations.
3. Provide adequate facilities and equipment for the Supervisory Unit.
4. The school cluster should schedule or provide adequate time within the school day for teachers and supervisors to participate in school activities. The more frequently the group meets, the more informal the interaction among them will be. Less formal interactions will likely help build rapport among teachers and supervisors.
5. Provide opportunities for supervisors to be given feedback on job performance and specific recommendations to improve their skills and increase accountability.
6. The public school supervisors should look for support from the universities to help in finding solutions for the major problems of school supervision.
7. Education research needs to be implemented by using the resources from the universities.
8. There is a need for educators to increase research and development especially in studies of teaching and supervising practices in Thai schools.

9. The training and selection of supervisors is critical. Supervisors should have expertise in supervisory techniques, and competence in human relations skills, as well as teaching experience.
10. Teachers seem to be asking for very practical guidelines and this could be given impetus by their observance of master teachers in the classroom, thereby saving some supervisory time as well.

Accordingly, the following recommendations are offered as possible directions for future research:

1. This investigation should be expanded to include all 13 regions in Thailand that are administered by central office in Bangkok.
2. After an appropriate period of time, it should be determined by further research whether or not the present study has resulted in any changes in the Supervisory Unit, Department of General Education. This also again should include input from the teachers.
3. Future research would likely benefit by being directed to organizational factors: such as lack of personnel, finances, training of supervisors and how these relate to supervisor motivation and satisfaction.

4. Future research should include perceptions of supervisor's role in secondary public school, from the school principals in addition to the teachers and supervisors.

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APPENDIX A

GENERAL DIRECTION

As part of a research study of supervisor's role you are asked to express your real opinions about your experience in supervision that you have received in your school. Your participation in this study will consist of TWO PARTS. PART ONE requires you to provide information about yourself. PART TWO of the questionnaire requires you to indicate your expectations for the role of supervisor. Please consider each item carefully. Do not leave any item blank. Choose the response closest to your opinion. If you want to explain your responses, write in the space after the items. Do not place your name on this survey.

DIRECTION FOR PART ONE:

PART ONE consist of 7 numbered items, for each numbered item please select the letter (A, B, C, D or E) of the response category that describes you.

PART ONE: GENERAL INFORMATION

- | | |
|-------------------|------------------|
| 1. Sex | 5. Years of Age |
| (A) Male | (A) Under 25 |
| (B) Female | (B) 25-30 |
| | (C) 31-40 |
| 2. Teaching Level | (D) 41-50 |
| (A) M. 1-3 | (E) 51 and up |
| (B) M. 4-6 | |
| (C) M. 1-6 | 6. Academic Work |

- | | |
|--------------------------|---------------------------------|
| (D) Other | (A) Certificate |
| | (B) Bachelor's |
| 3. Subject(s) Taught | (C) Bachelor's plus |
| (A) Math & Science | (D) Master, Beyond Masters |
| (B) Thai' Language | |
| (C) Foreign Languages | 7. Years of Teaching Experience |
| (D) Social Studies | (A) 2 or less |
| (E) Others.. | (B) 3-5 |
| | (C) 6-10 |
| 4. Respondent's Position | (D) 11-15 |
| (A) Teacher | (E) over 15 |
| (B) Others.... | |

PART TWO: ROLE INVENTORY

DIRECTION:

Please respond on the ANSWER SHEET to the Items 8 through items 42 in the questionnaire using the five categories of responses as answer to:

"As a teacher, what expectations do you hold for the supervisor doing or not doing the following ?".

The categories of responses given at the top of each page as follows:

- | | |
|-------------------|------|
| A. Strongly Agree | (SA) |
| B. Agree | (A) |
| C. Undecided | (U) |
| D. Disagree | (D) |

E. Strongly Disagree (SD)

| | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 8. Carry out orientation program for new and beginning teachers. | A | B | C | D | E |
| 9. Propose ideas for evaluation of curriculum. | A | B | C | D | E |
| 10. The supervisors' visits bring any visible in education policies. | A | B | C | D | E |
| 11. Demonstrate new instructional materials and strategies | A | B | C | D | E |
| 12. Help teachers develop better teaching methods. | A | B | C | D | E |
| 13. Confident of his/her professional ability. | A | B | C | D | E |
| 14. Prepare and write curriculum guides, courses of study and resource materials of teachers' use. | A | B | C | D | E |
| 15. The supervisor serves as two-way communication link with the central office. | A | B | C | D | E |
| 16. Inform teachers of opportunities to improve profess- | | | | | |

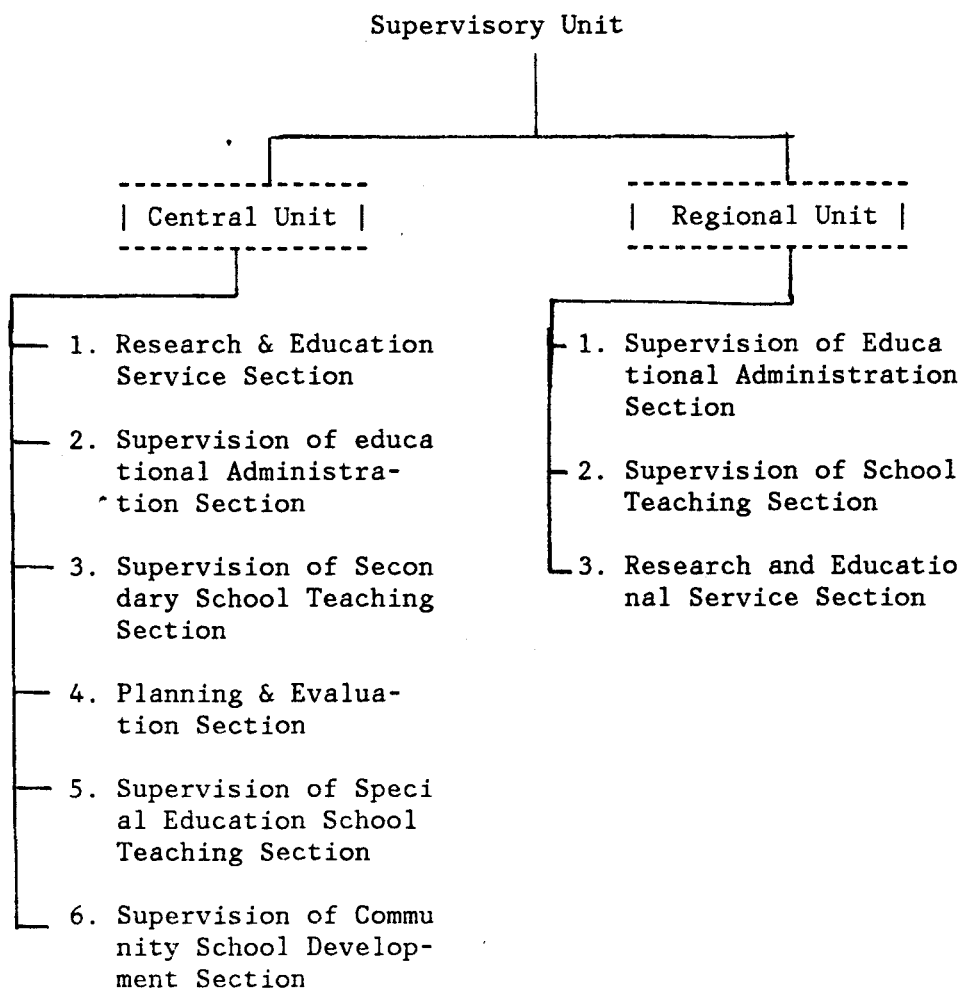
- ionally. A B C D E
17. Identify sources of information about instructional materials. A B C D E
18. Help teaching personnel build confidence in themselves. A B C D E
19. Make final selection of texts and materials for school use. A B C D E
20. Report to teaching personnel the results of attendance at all educational conferences. A B C D E
21. Provide for the sharing and exchange of educational materials. A B C D E
22. Assist teachers in diagnosing class needs. A B C D E
23. Provide teachers with sufficient that is to be implemented. A B C D E
24. Organize opportunities for teachers to engage in professional meeting. A B C D E

25. Give Teaching demonstrations of specific skills. A B C D E
26. Provide feedback to individual teachers based on the observation. A B C D E
27. Encourage teachers to develop their own personal style of teaching. A B C D E
28. Help teachers with professional problems. A B C D E
29. Conduct or direct research. A B C D E
30. Hold individual conferences with teachers. A B C D E
31. Help teachers develop long term plans for teaching. A B C D E
32. Help select appropriate instructional activities. A B C D E
33. Help teachers develop evaluative techniques. A B C D E
34. There is too much red tape between our district and the supervisor. A B C D E
35. Prepare report on curriculum and instructional program. A B C D E

36. Propose curriculum changes. A B C D E
37. Respect teacher competence
as a professional. A B C D E
38. Consult with teachers on
instructional problems. A B C D E
39. I've had a very positive
experience with supervision A B C D E
40. There is a definite need
for supervision in the
public school. A B C D E
41. The supervisor is quite of-
ten seen as potentially
dangerous. A B C D E
42. The kind of relationship
you would like to have
exist between you and your
supervisor is that of a:
- (A) helping relationship
- (B) collegueship
- (C) teacher-student
- (D) evaluator or rater
- (E) counselor-client

APPENDIX B

DEPARTMENT OF GENERAL EDUCATION

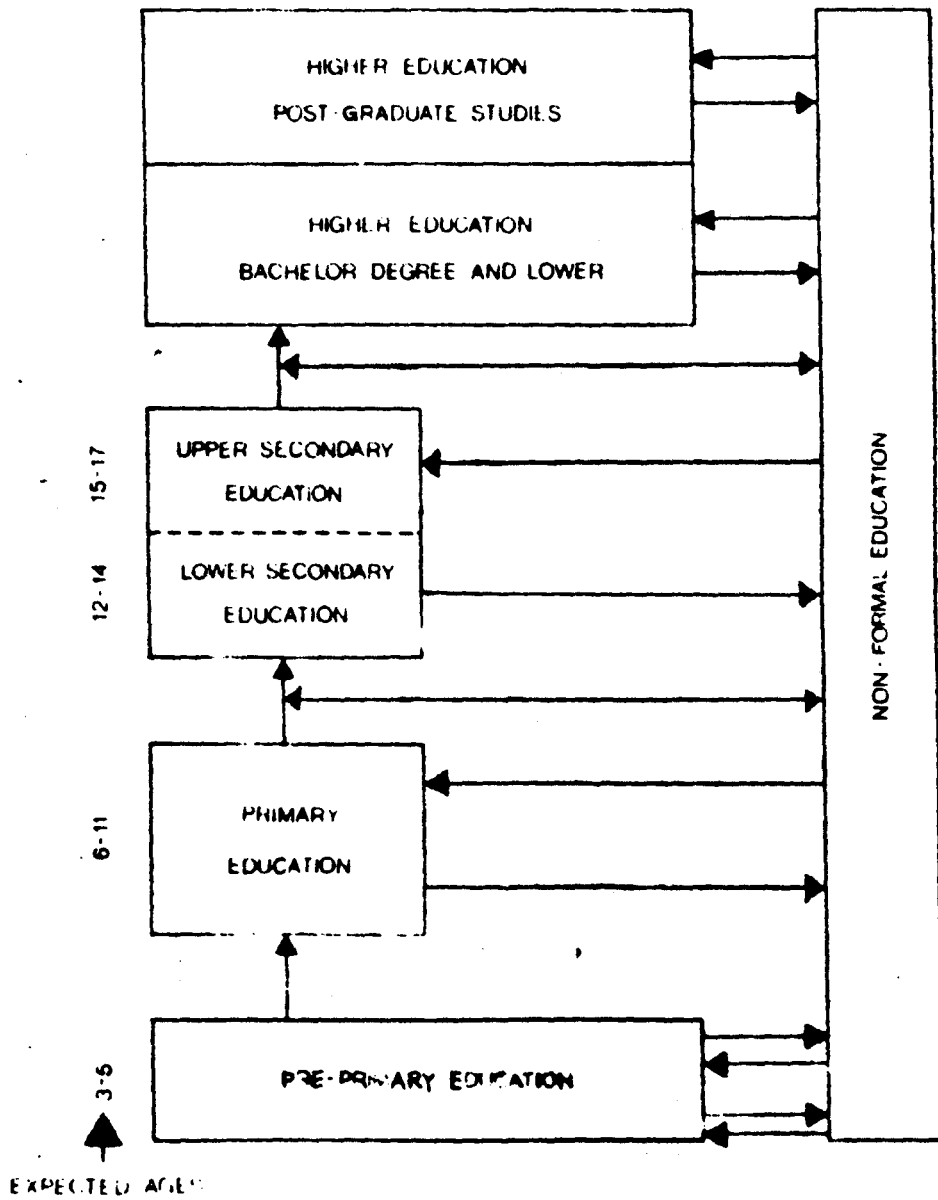


| | |
|-----------------------------|-----|
| Total number of Supervisors | 419 |
| Qualification | |
| Doctoral Degree | 5 |
| Master's Degree | 122 |
| Bachelor's Degree | 292 |

Source: Thitakamol, Kamol. Supervisory Unit, Department of General Education. Supervision for Improving Education: Supervision in Thailand. Bangkok, Ministry of Education, 1981.

APPENDIX C

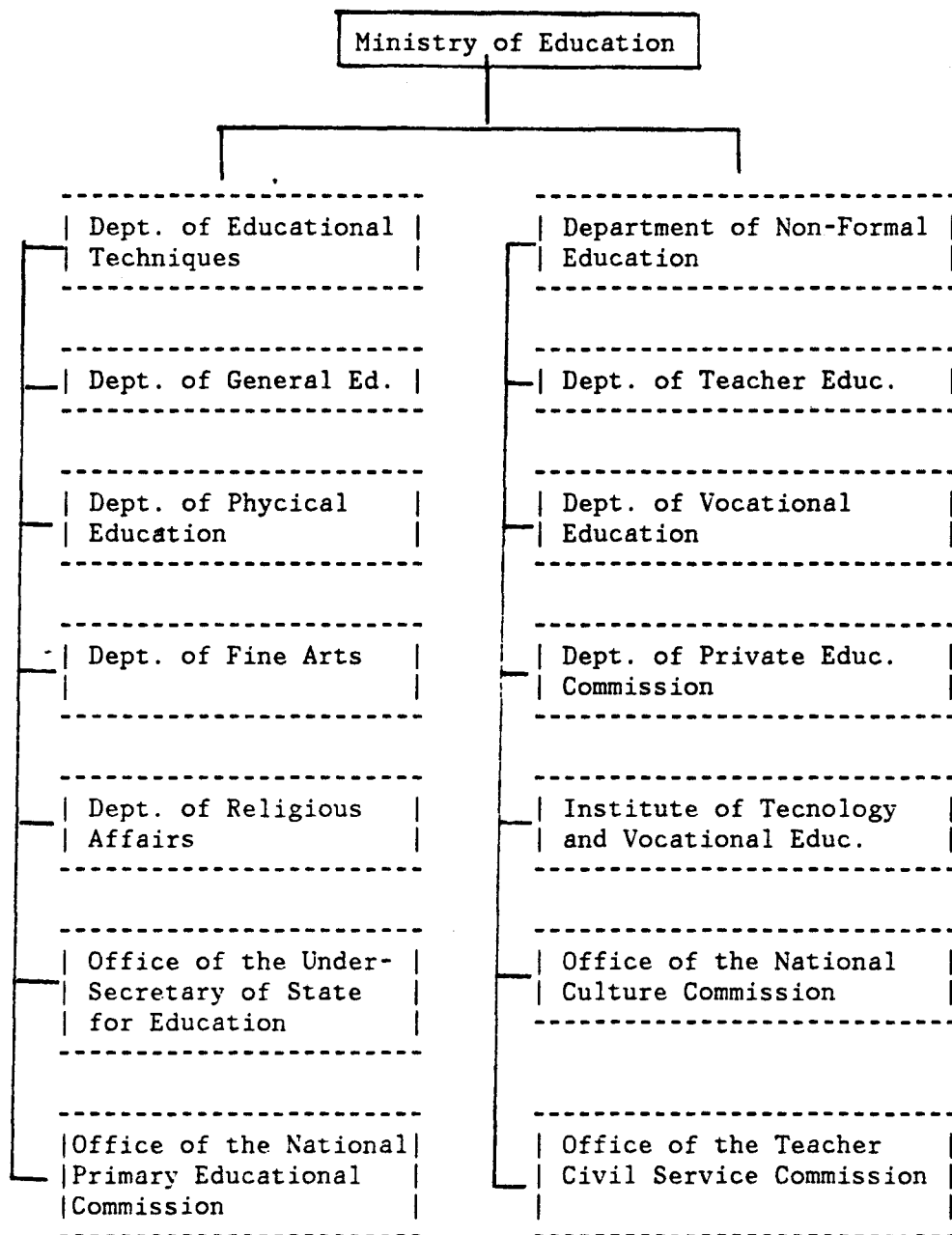
CHART SHOWING EDUCATIONAL SYSTEM



Source: Planning Division of Office of the Under-Secretary of State, Thai Education in Brief, Bangkok, Ministry of Education, Thailand, 1981.

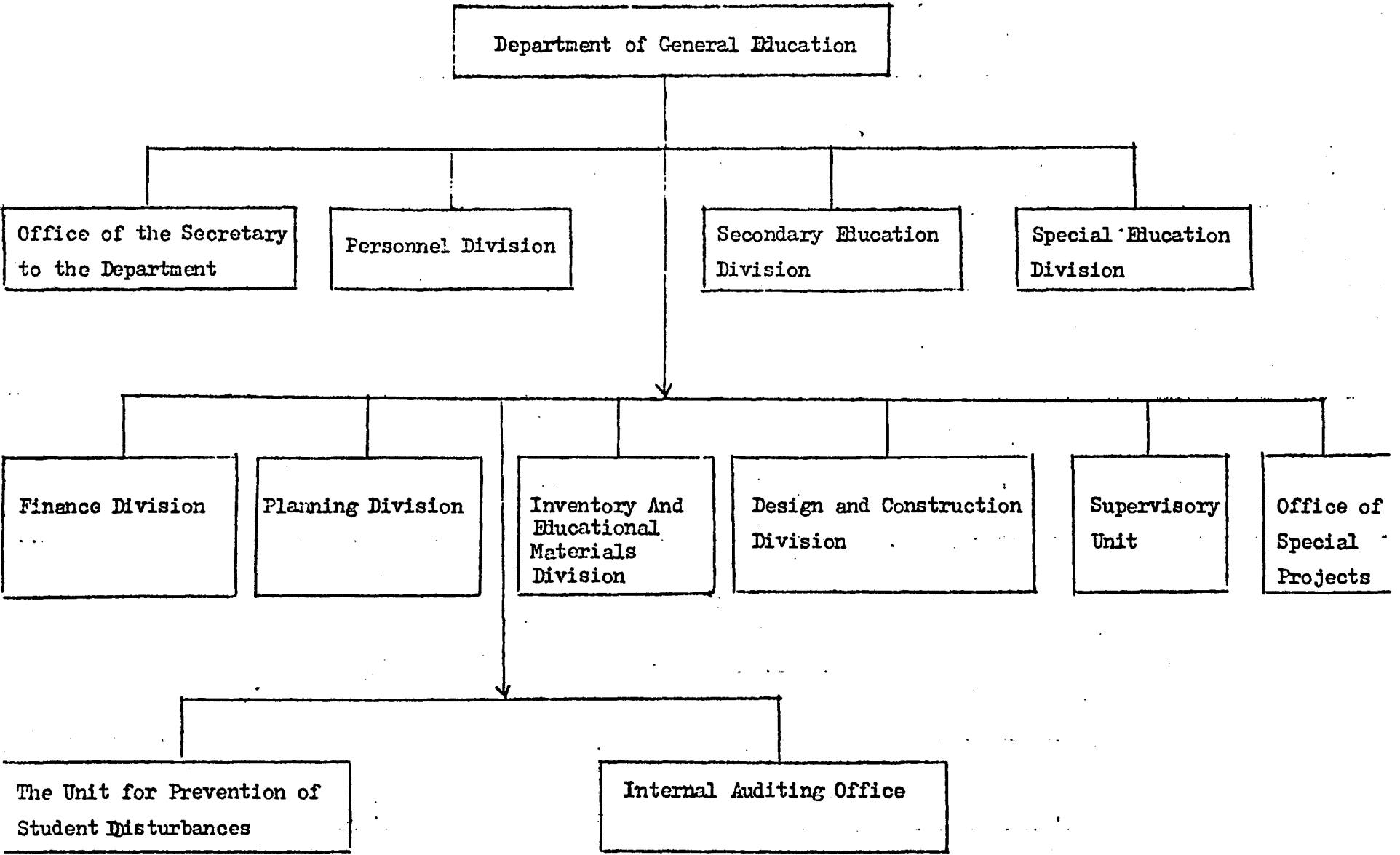
APPENDIX D

ORGANIZATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION



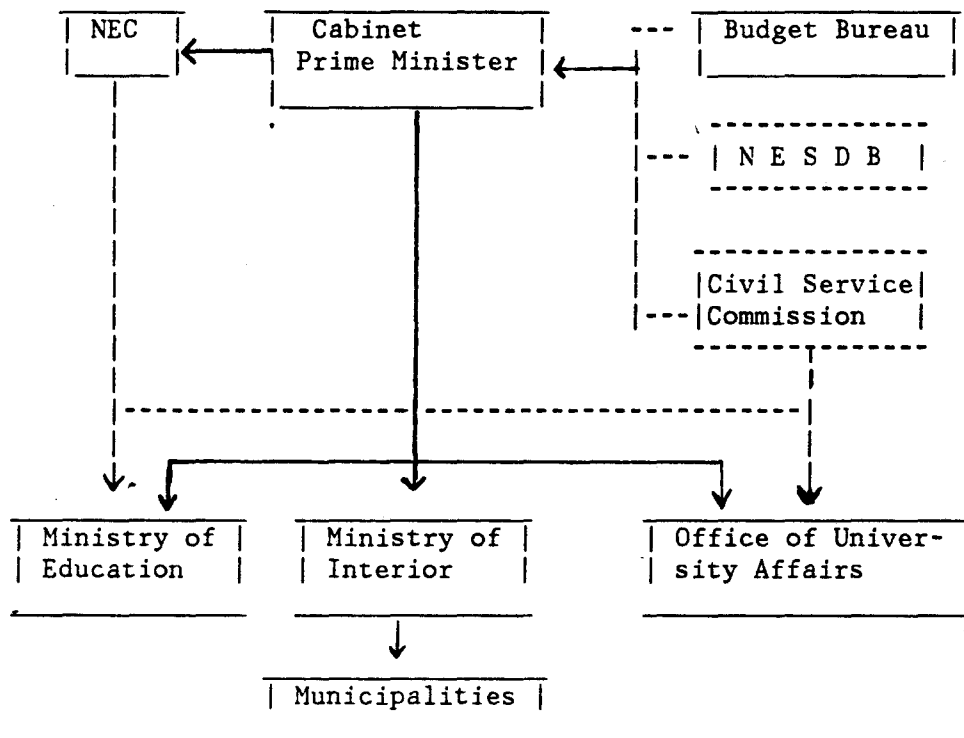
Source: Wudhiprecha, Somchai. Department of Educational and Planning in Thailand.

APPENDIX E



APPENDIX F

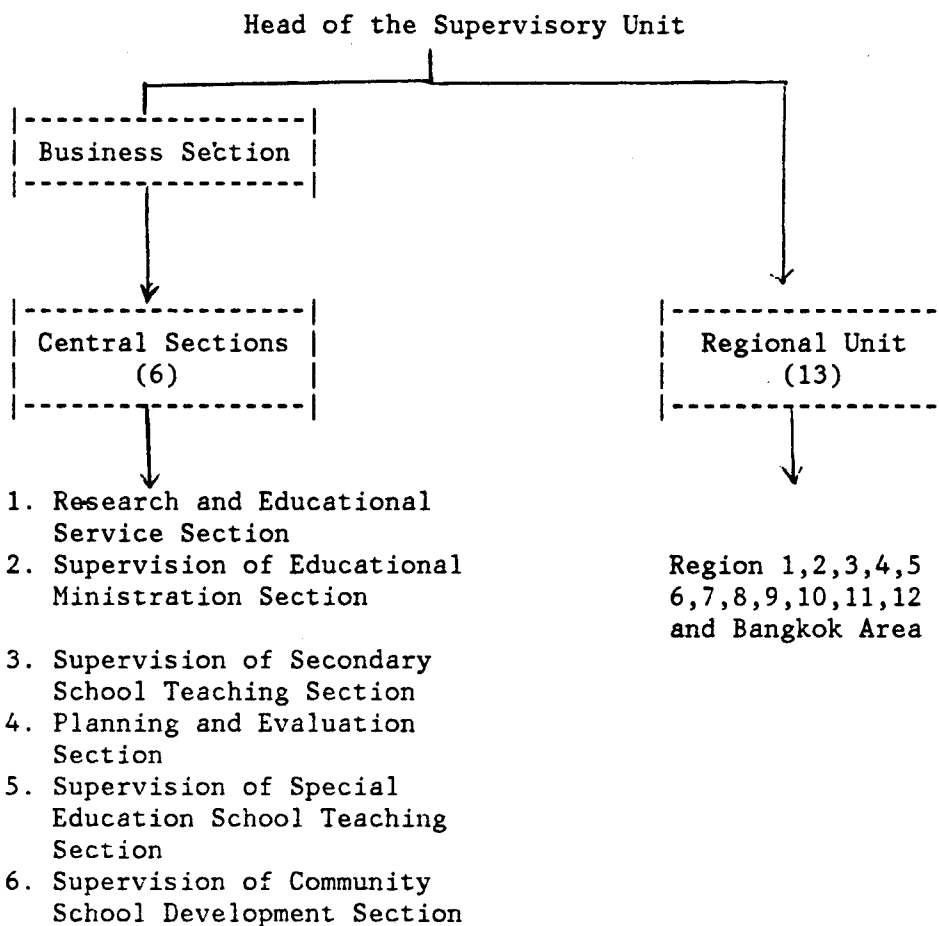
ADMINISTRATION OF EDUCATION



Source: Planning Division of Office of the Under-Secretary of State, Thai Education in Brief, Bangkok, Ministry of Education, Thailand, 1981.

APPENDIX G

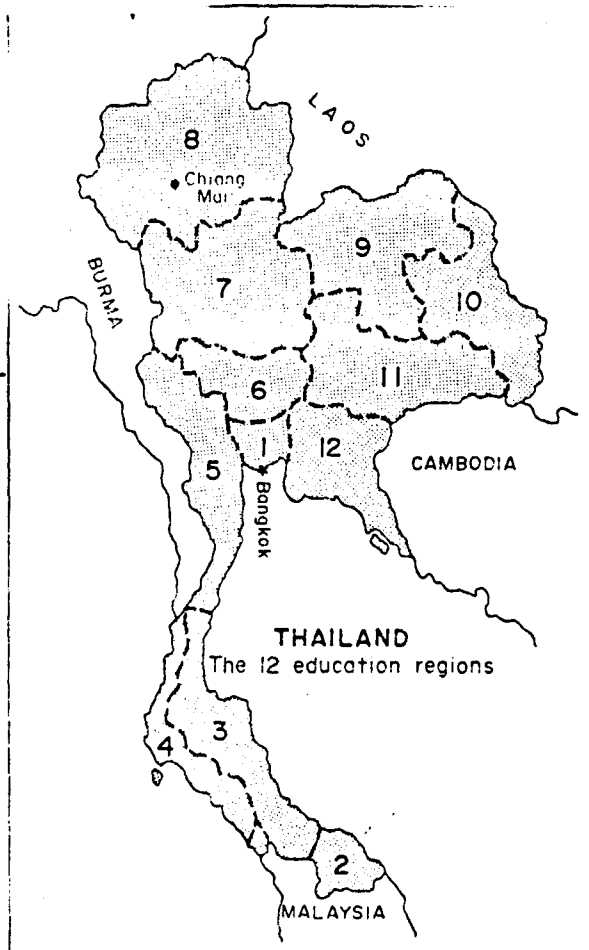
ORGANIZATIONAL ARRANGEMENT OF THE SUPERVISORY UNIT



Source: Thitakamol, Kamol. Supervisory Unit, Department of General Education. Supervision for Improving Education: Supervision in Thailand. Bangkok, Ministry of Education, 1981.

APPENDIX H

MAP OF THAILAND



Source: Postlethwaite, Neville T. and Thomas, Murray R. Schooling in the Asian Regions. New York: Pergamon Press, 1980.

APPENDIX I

Supervisory Role Proficiency
(A Self-Assessment Instrument)
 (W. Elzie Danley and Barbara G. Burch — Memphis State University)

| Characteristics and Tasks | Degree of Capability Low (1-5) High | Mean Score | Weighting Factor (% of time in role) | Role Proficiency Score |
|---|---|------------|---|------------------------|
| HOST-CEREMONIAL (Serving as host, presiding, performing ceremonial duties, speaking at routine functions, representing system at community or other events.) | 1. Having the kind of personality that causes others to ask you to perform as host in various situations. _____ 2. Having the kind of speaking ability that enables you to be effective in this role. _____ 3. Being able to create a positive impression when performing duties of a ceremonial nature. _____ | --- | --- | <input type="text"/> |
| Sum of Ratings <input type="text"/> + 3 = <input type="text"/> X _____ = | | | | |
| FORMAL COMMUNICATOR (Providing official and policy information to individuals and groups, officially representing the views of the system, ensuring proper information flow.) | 1. Presenting outsiders with sufficient data for them to take the actions wanted of them. _____ 2. Representing the official views of the school system. _____ 3. Planning and facilitating continuous information flow. _____ | --- | --- | <input type="text"/> |
| Sum of Ratings <input type="text"/> + 3 = <input type="text"/> X _____ = | | | | |
| INTERNAL CONTACTS (Developing linkage with people in significant positions both within and outside the system.) | 1. Encouraging, by attitude and availability, new links with others in the organization. _____ 2. Encouraging teachers to make their own out-of-group contacts. _____ 3. Talking with a variety of people from day to day, for maximum exposure to different points of view. _____ | --- | --- | <input type="text"/> |
| Sum of Ratings <input type="text"/> + 3 = <input type="text"/> X _____ = | | | | |
| INFORMATIONAL AND DISSEMINATION (Keeping up-to-date through reading, visiting, attending professional meetings, etc., sharing relevant and available information with others, providing information about new ideas and practices, being available to people who need information.) | 1. Reading widely and being interested in a broad base of knowledge and information. _____ 2. Utilizing teachers and other colleagues in their areas of expertise as a source of information. _____ 3. Having information well arranged to allow for easy recovery and use. _____ 4. Sharing available and relevant information with others. _____ 5. Ensuring that others do not make errors because they lacked information that could have been provided. _____ 6. Being approachable so that others will seek information that they have difficulty acquiring elsewhere. _____ | --- | --- | <input type="text"/> |
| Sum of Ratings <input type="text"/> ÷ 6 = <input type="text"/> X _____ = | | | | |
| RESOURCE ALLOCATOR (Making materials and human resources available to those who need them, facilitating acquisition and distribution of resources.) | 1. Having the skill to identify and acquire available human and material resources. _____ 2. Ensuring that time, money and materials are appropriately and proportionately distributed for maximum results. _____ 3. Being able to effectively allocate personal time. _____ 4. Being able to avoid tasks that could as appropriately be done by others. _____ | --- | --- | <input type="text"/> |
| Sum of Ratings <input type="text"/> + 4 = <input type="text"/> X _____ = | | | | |
| TRAINING AND DEVELOPMENT (Assisting others in acquiring desired competencies, developing instructional guides, materials, etc., conducting and planning in-service, materials and textbook evaluation.) | 1. Processing the competencies to provide the kind of help that is needed by teachers. _____ 2. Demonstrating procedures and techniques which teachers are expected to model. _____ 3. Being effective in working with individuals to enable them to acquire desired competencies. _____ 4. Being effective in working with groups in workshop settings. _____ 5. Being capable of developing and evaluating instructional guides, materials, etc. _____ | --- | --- | <input type="text"/> |
| Sum of Ratings <input type="text"/> ÷ 5 = <input type="text"/> X _____ = | | | | |

VII. OBSERVATION AND EVALUATION

(Visiting and observing in schools, clarifying system expectations for others, evaluating for instructional improvement, reporting on staff performance as required by the system.)

1. Having the ability to cause others to view your presence as supportive rather than threatening. _____
2. Making clear the system's expectations of teachers in a given role. _____
3. Being capable of demonstrating and providing practical ideas for classroom instruction. _____
4. Providing for pre- and post-observation conferences when necessary. _____
5. Having the capability of performing the administrative evaluation tasks without damaging the instructional support relationships with teachers. _____

Sum of Ratings + 5 = X _____ =

VIII. MOTIVATIONAL

(Encouraging consideration of new ideas, working with individuals and groups to effect needed changes, being an idea stimulator with others, providing positive reinforcement for efforts and accomplishments, participating in system activities that influence goals.)

1. Being approachable to others for the sharing of new ideas. _____
2. Providing positive reinforcement to teachers for their efforts as well as their accomplishments. _____
3. Conveying your belief in the capabilities and worth of the instructional staff. _____
4. Serving as a model for the kind of personal and professional attitudes desired of instructional staff. _____
5. Having the capacity to introduce new ideas in a contagious manner that will stimulate the thinking of others. _____
6. Encouraging behavior that is in line with existing organizational goals. _____
7. Being an influencing element in the development of improved system-wide policies and goals. _____

Sum of Ratings + 7 = X _____ =

IX. CRISIS MANAGEMENT

(Coping with day-to-day problems, resolving personnel conflicts, negotiating with others to gain maximum commitment to established priorities, being involved in situations of conflict or controversy.)

1. Being able to analyze the cause of a crisis and to develop a system to cope with a similar situation if it should arise. _____
2. Making certain that every problem handled is really important enough for personal attention. _____
3. Having the skill to assist individuals with differing views to avoid the feeling of defeat when their views do not prevail. _____
4. Being comfortable in dealing with controversial situations and effective in bringing about resolutions. _____

Sum of Ratings + 4 = X _____ =

X. MAINTENANCE

(Completing routine reports and paperwork, handling office details and routine correspondence, following-up on requests and questions.)

1. Completing routine reports and other details on a planned schedule so that deadlines do not become crisis dates. _____
2. Promptly following through on questions, problems, and commitments. _____
3. Having minimal tendency to become involved in details and activities that are not within the assigned area of responsibility. _____

Sum of Ratings + 3 = X _____ =

APPROVAL SHEET

This dissertation submitted by Suganda Tapaneyangkul has been read and approved by the following committee:

Dr. John M. Wozniak, Chairman
Professor, School of Education, Loyola

Dr. Philip M. Carlin
Associate Professor, School of Education, Loyola

Dr. Jasper J. Valenti
Professor, School of Education, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporate and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirement for the degree of Doctor of Education.

Date

5/13/83

Director's Signature

