

A Supervision Model for Enhancing Private School Teacher Competency in English Language Learning Management

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This research has two purposes. They are 1) to develop a Supervision Model for enhancing English language learning management, of private school teachers; and 2) to study the results of applying that model. The findings revealed the supervision model which consists of six elements: (1) principles; (2) objectives; (3) content; (4) a process consisting of planning, conducting supervision, reflecting self-learning management, and supervision evaluation; (5) an evaluation of the model; and (6) conditions for success. The results of the supervision model comprise appropriateness, possibility, and usefulness at the highest level. Applying the model gave the following five results: (1) the knowledge and understanding of teachers in English language learning management of private school teachers tested higher than before the supervision was provided; (2) the design of lesson plans by the supervising teachers was higher than before the supervision; also, teachers gained more knowledge; (3) the teachers' satisfaction towards supervision, when enhancing English was of the highest level, overall; (4) overall, assessment of students' opinions on English language learning was at the highest level; and (5) the results of suitability, possibility, and usefulness evaluation of the supervision model were at the highest level, overall.

Key words: *Supervision Model, Teacher Competency, Learning Management, English Language.*



1. Introduction and Background

The twenty-first century is an era of rapid change in all aspects. This is so in economic affairs, society, politics, government, communication of technology, and the dissemination of knowledge and information, including global geographic environment change which causes a new educational paradigm for improving awareness of changes (Jermsittiparsert, 2020; Jermsittiparsert & Sriyakul, 2020).

However, Thai education management of English language skill development is not improving. Instead it has been found that the quality of education, whether in achievement, ranking of the quality - Thai and international - and educational quality development, tends to decline. Proficiency in English has been ranked. The English Proficiency Index (EPI) and the TOEFL test of Education First, a leader in studying abroad and cultural exchanges around the world, indicate that the English language competency of Malaysia and Singapore is at a high level. Korea, Indonesia, and Vietnam are at a moderate level. China is at a low level. Thailand and Kazakhstan are at the lowest level, with an average score of 44.44, ranking 55 out of 60 countries. In 2012, Thailand ranked 53 out of 54 countries, which is higher only than Libya (Ministry of Education, 2014). An ASEAN survey revealed that only 10% of Thai people can communicate in English. Thailand ranked fifth out of 10 ASEAN countries: 4.58 million Singaporeans with 3.25 million English speakers, accounted for 71%; 97 million Filipinos with 49.80 million English speakers, accounted for 55.49%; 0.38 million Bruneians with 0.14 English speakers, accounted for 37.73%; 27.17 million Malaysians with 7.4 English speakers, accounted for 27.24%; and 63.03 million Thai people with 6.54 million English speakers, accounted for 10%. When comparing TOEFL scores in ASEAN, countries scoring with an average above 550 are Singapore and the Philippines, and average scores above 500 are Myanmar, Vietnam and Cambodia. The average for Thailand scores lower than 500. Thailand has a graduate grade point average of less than 500, which is the same level as Laos.

The above English competency reflects that the process of English skills competency of Thai people is still not effective. The Ministry of Education therefore has a policy of educational reform. It improves English language use in schools, encouraging factual and educational quality assessment system development, to make the school quality assessment internally and externally consistent. Moreover, there is an effective assessment mechanism, to improve the supervision of teachers and basic educational schools, to make them strong and factual (Ministry of Education, 2016). The development of education consists of three essential processes, for achieving the goals of educational management. They are administrative, learning, and supervision; the primary mission of education departments and important tasks for schools. It relates to Wongyai (2011), that to help learners gain higher learning potential, a teacher should have higher competency as well, and teaching competency correlates with

supervision competency. If the supervision competency is high, it improves teaching competency; only an expert teacher is able to create expert learners (Lao-riandee, 2013).

The supervision of English language learning management of private schools under Khon Kaen Provincial Education Office has been reviewed. A report indicated that communicative approaches have not been successful. Most teachers do not graduate with an English major. Therefore, they feel less confident in providing activities, when feeling that they lack knowledge and competency as to organising a variety of learning activities, and applying innovations and up-to-date learning activities. Organising activities in accordance with knowledge developed by the private sector with 1-2 days a year, results in discontinued learning activities, and a lack of creativity and language application. Moreover, it is mostly classroom activity. Learners have less opportunity to use English skills. As to supervision, follow-ups on learning organising found that it is not effective; private schools did not have any supervisors. Therefore, supervisors refers to school administrators or heads of academic affairs which offer some supervision but not a process and a clear format. Further, it is not continuous and there is still a lack of knowledge and understanding about supervision. It affects the teachers who feel uncomfortable and caught up while providing learning activities, lessening the effectiveness of learning organising (Khon Kaen Provincial Education Office, 2017).

As mentioned above, supervision is important for enhancing learning management competency of private school teachers, and it affects effective learning. Moreover, there have not been studies on the development of supervision models to enhance competency, in the English language learning management of private school teachers. Therefore, the present researcher is interested in studying how to develop the aforesaid supervision model, for more effectiveness in the development of learning management.

2. Research question

1. Is the supervision model for enhancing English language learning management of private school teachers appropriate? How?
2. What are effects of applying the supervision model for enhancing English language learning management of private school teachers?

3. Objectives

1. To develop the supervision model for enhancing English language learning management of private school teachers.
2. To study the effects of applying the supervision model for enhancing English language learning management of private school teachers.

4. Methodology

The study population and sample group are 10 administrators and English teachers from the schools, with excellence in supervision by interview. Nine experts in evaluation affirmed the supervision model for enhancing English language learning management competency of private school teachers. The experts consist of three supervision experts, three curriculum and teaching English experts, one school administrator, and two university professors by focus group. Four administrators and teachers volunteered to test the model.

5. Data Collection

1. Collect data about the components of supervision for enhancing English language learning management competency of private school teachers, by studying documents, theoretical concepts and related studies.
2. Collect data from school administrators and teachers with excellent supervision for enhancing English language learning management competency by interview between December 11-12, and 15, 2019 and March 13-14, 2020.
3. Assessment and confirmation of the supervision model from nine experts, by focus group, on June 14, 2020.
4. Collect data by testing the supervision model for enhancing English language learning management competency of private school teachers. This occurred by a test of the knowledge and understanding of teachers in English language learning management, assessment of lesson plan design ability, a questionnaire addressing teachers' satisfaction towards supervision for enhancing English language learning management competency of private school teachers, a questionnaire of students' satisfaction towards English language learning, and assessment of suitability, possibility and usefulness of the model from June until August, 2020.

6. Data Analysis

1. Analyse and synthesise information about the components of supervision, to enhance English learning management competency of private school teachers, by studying related documents, theoretical concepts, and studies.
2. Analyse and synthesise qualitative data from open-ended questions and interviews.
3. Analyse evaluation data of the model components, by entering scores into SPSS for Windows, to analyse Mean and Standard Deviation.
4. Analyse data from applying the supervision model for enhancing English learning management competency of private school teachers, by entering scores into the SPSS for Windows, to analyse Mean and Standard Deviation.

6.1 Evaluation of the Model

1. The evaluation of the supervision model for enhancing English language learning management of private school teachers is at the highest level, overall, as in Table 1.

Table 1: The evaluation of the supervision model for enhancing English language learning management of private school teachers

Components and indicators of the supervision model for enhancing English language learning management competency of private school teachers	Appropriateness level			Possibility level			Usefulness level		
	\bar{x}	S.D.	Interpretation	\bar{x}	S.D.	Interpretation	\bar{x}	S. D.	Interpretation
1. Principles of supervision	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
2. Objective	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
3. Content	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
4. Supervision Process	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
5. Evaluation	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
6. Success Condition	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
Total average	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest

The evaluation of the supervision model for enhancing English language learning management competency of private school teachers, found that the model is more improved with appropriateness, possibility and usefulness at the highest level. Further, there are details of the supervision model for enhancing English language learning management competency of private school teachers, as follows:

6.2 The Supervision Model for Enhancing English Learning Management Competency of Private School Teachers

6.2.1. Principles of the model - The development of a supervision model for enhancing teacher competency on English language learning is based on encouragement, promotion, assistance, and cooperation among supervisor, administrator, and teacher. In this manner they can develop the teachers' "English language learning management competency", which consists of knowledge, skills, and attitude on continuous performance, with the principle of "be united in action and spirit to sustainably reach the goals". It is supervision to develop a school's learning management progress, by collaboration among relevant parties, for effective and sustainable results.

6.2.2 Objective of the model – To develop administrators and supervisors as knowledgeable and understandable of the supervision model, and able to use and develop performance and organise learning activities with effectiveness.

6.3.3. Supervision contents – Supervision comprises current condition analysis, problems, and issues needed for development, along with formulating guidelines for further development, creating learning activity, reinforcing teachers' knowledge and competence on planning English language learning activities, writing lesson plans and managing learning activities. The learning activities are teaching as based on the designed lesson plans, assessment and evaluation, promoting the teacher as knowledgeable and understandable, and being able to apply the guidelines to performance. Learning also includes assessment and evaluation of learning activities related to learning conditions, provided to learners and based on their development, using evaluation results to adjust learning activities so that the learners can improve.

6.4.4. Planning, Organising, Reflecting, Evaluating (PORE). Phase 1 of the PORE process consists of Planning (P) – It involves analysis of current conditions, problems, and supervision needs for enhancing English language learning management competency, using GROW Model coaching, by asking the teachers' questions in each phase. Meanwhile the second phase of PORE 2 is covered in the upcoming sections. The questions are 1) Which goals do you want to develop?; 2) What is the current condition that you want to develop?; 3) What are the methods or alternatives for development?; and 4) How would you know if everyone performs and is developed?

These questions would then be used in practice as follows:

6.4.4.1 Goal – the goal that we have to achieve using principles, to set goals needed for development by goal principles, based on the acronym SMART. In SMART: S - specific. A good goal is specifically defined and clear without any ambiguity, specifying what you want and when you would achieve that goal. M - measurable. It can be used for measurement. A goal must be clearly measured in numbers or money, to show progress and how close we are to our goals. A – achievable. A goal must be achievable, articulating a sequence of steps as to responsibility for achieving that goal. R – Realistic. That goal must be possible, reasonably reconcilable with reality, and related to your life, so you can truly understand and access it. T - Time bound. The goal should have a clear and definite time-frame. You should know how long you would take to achieve that goal, which is generally divided into a short-term goal (up to 1 year), medium-term goal (1-10 years), and long-term goal (over 10 years).

6.4.4.2. What is the current condition you want to develop? Realistically, analyse the current situation together, using SWOT. Then, analyse strengths, weaknesses, opportunities,



and treat of the development of English skills and supervision for enhancing learning activity management, to be more effective.

6.4.4.3. Question: What methods are there to achieve the goal? Propose options to achieve that goal by analysing the model to improve knowledge, skills, and attitude.

6.4.4.4. Question: How would you know if everyone's conduct improved? Setting out a way forward, conducting processes, and giving promises are collaborations of intention, to develop English language learning for oneself and learners, by making a Memorandum of Understanding (MOU). That is a letter in which one party shows its willingness to perform one task or the other, according to the conditions shown in that letter with the other party, considered as a contract.

7. Supervision / Organising (O): Phase 2 of Planning, Organising, Reflecting, Evaluating (PORE) is the supervision process for improving learning activities. It consists of three steps, namely as provided below:

7.1 Pre-Observation Conference

The purpose is to know in advance the teacher's intention and objectives, lesson plans, methods, activities, materials and media. Assessment and evaluation rules should also be known. This creates a basic agreement between teacher and supervisor, for example as to particulars or a problem that interests the teachers and is needed for observation while teaching. Feedback can then be gained regarding the use of observation tools, such as methods that would be used in observations - voice recorders, observation forms, and time.

7.2 Observation - The purpose is to observe teaching behaviour in lesson and lesson plans drafted by the meeting in Phase 1, to review and collect various events from the observation to evaluate learning activity management. Then, observations can be made as to whether everything is as expected, teaching methods (especially if there is a lesson plan as a team), teaching style, and previous teaching behaviour (as shown in the classroom), to consider implications of the supervision that would be a guideline for further teaching improvement, and to determine a plan (strategy) to help teachers. Important issues, questions, ideas and problems needed for consideration during the meeting in the next step.

7.3 Post Observation Conference

The purpose is to give feedback and to provide improvement guidelines for teaching. It would be appropriate, and very useful, if a preliminary agreement is reviewed (according to Phase 1). The purposes are as follows: 1. to encourage and satisfy teachers; 2. to limit

concerns about important issues in teaching, in order to give feedback; 3. to give recommendations (if possible and appropriate); 4. to train teachers to understand the ability and technique of self-supervision; 5. to develop motivation for professional self-analysis.

8. Phase 3 of Planning, Organising, Reflecting, Evaluating (PORE) is Self-Reflecting (R)

Self-reflecting is an important activity. It helps teachers to self-reflect with faith, and to seek out ways to develop their teaching activities using the following questions, for example: What went well? (Ww); What did not go well? (Ww); What should I do then I didn't do? What did I not do that I possibly could do? (Wc); What should be done differently? (Wd); and, How to do it? After writing the reflection, submit it to the supervisor to acknowledge teacher development.

8.1 Evaluation of the Model

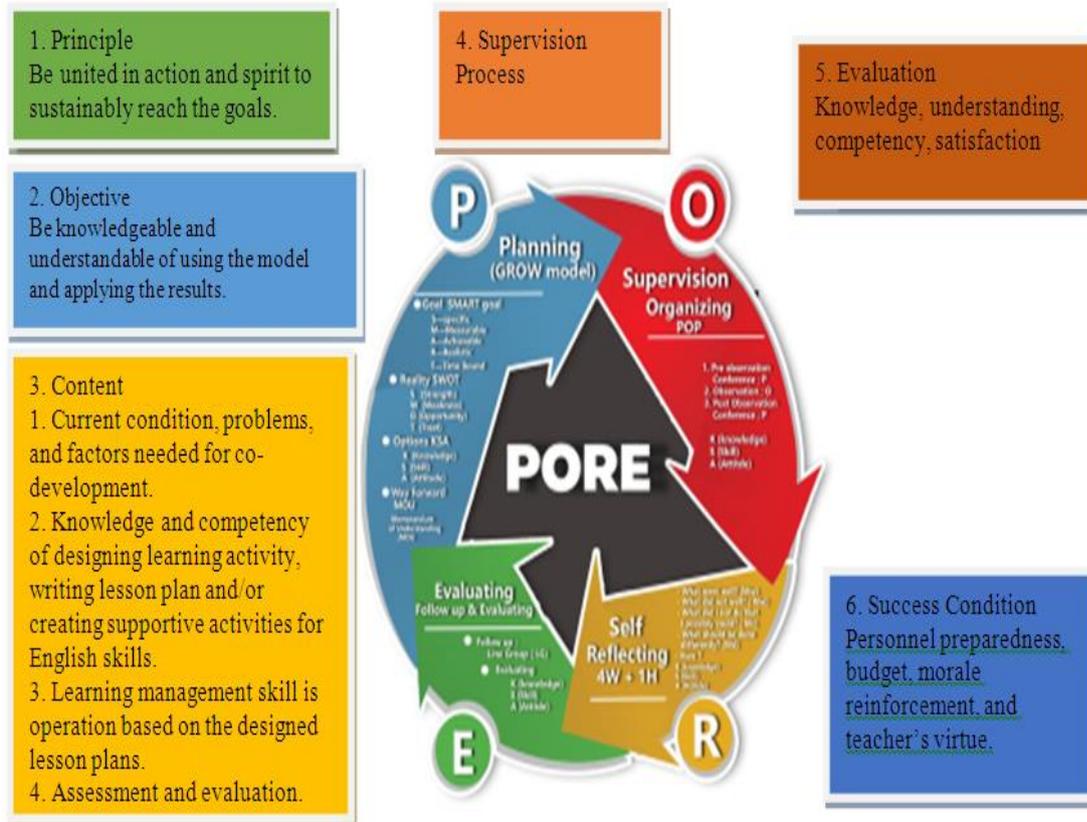
In applying the supervision model for enhancing teacher competency, in English language learning in schools, a guideline for evaluation and operation should be defined, using the following steps: 1) hold a meeting to establish clear understanding between administrators and teachers about the operation, based on the supervision model for enhancing teacher's competency in English language learning; 2) make an agreement to assign the evaluation, and implement it according to the supervision model for improving teacher competency on English language learning management; 3) evaluate the implementation based on the above supervision model, as to whether it is in accordance with the objectives. Administrators' and supervisors' knowledge and understanding is to be evaluated, as well as that of teachers, regarding supervision, to enhance teacher competency in English learning management, by test or interview. Moreover, assess the ability of administrators, supervisors and teachers, to enhance teacher competency in English language learning management, by interview, observation, or examining performance, following up via Line group. In addition, assessing the satisfaction of teachers, as well as students, according to the supervision model for enhancing the competency of English language learning management. There should also be summarising and reporting of supervision results, to enhance teacher, and also analysing and synthesising of the results, to receive feedback for improving or developing the supervision model. This will improve teacher competency in English language learning management.

8.2 Success Condition

The phrase refers to factors, conditions, or important rules helping application of a supervision model for enhancing teacher competency in English language learning, to achieve defined objectives. The success condition consists of personnel preparedness, sufficient budget, media, materials, and operation. There is also morale reinforcement in

various ways in accordance with appropriateness, teamwork, harmony, or unity of personnel. Furthermore, there is a self-reflecting record that teachers must be honest with.

Figure 1. The supervision model for enhancing English language learning management of private school teachers



The results of applying the supervision model for enhancing English language learning management of private school teachers are as following; Assessing teacher's cognition as to English language learning management revealed higher knowledge than before the supervision was provided, as is shown in Table 2.

Table 2 The results of English teachers' cognition, as to enhancing English language learning management, before and after the supervision:

Test	N	Total Score	\bar{X}	S.D.	df	$\sum D$	$\sum D^2$	t
Pre	6	20	10.83	2.32	5	25	121	5.5624*
Post			15.00	1.41				

* Statistical significance at the level of .05 (df = 5, t = 2.0150)

Table 2 revealed that before provided the internal supervision, the teachers' cognition of English language learning management gained 10.83 for the mean of knowledge; 2.23 of the

standard deviation of 2.32. After internal supervision was provided, they gained 15 for the mean and 1.41 for the standard deviation. Comparing the scores found that the post-test score was higher than the pre-test score, with statistical significance at the level of .05. The results of the teacher's learning management which consist of of creating lesson plans on English communication, application of technology and assessment and evaluation as shown in Tables 3-4.

Table 3: The evaluation of teachers' lesson plans for enhancing the competency of English language learning management

Teachers	Evaluation	\bar{X}	S.D.
Teacher 1	1	2.83	0.51
	2	3.83	0.38
	3	4.33	0.49
Teacher 2	1	3.50	0.51
	2	4.17	0.38
	3	4.89	0.32
Teacher 3	1	3.22	0.43
	2	3.94	0.42
	3	4.61	0.50

Table 3 described the evaluation of the various teachers' skill in designing English language learning lesson plans. Teacher 1: The first time was at a moderate level ($\bar{X} = 2.83$, S.D. = 0.51). The second time was at a high level ($\bar{X} = 3.83$, S.D. = 0.38). The third time was at the highest level ($\bar{X} = 4.33$, S.D. = 0.49). Teacher 2: The first time was at a moderate level ($\bar{X} = 3.50$, S.D. = 0.51). The second time was at the highest level ($\bar{X} = 4.17$, S.D. = 0.38). The third time was at the highest level ($\bar{X} = 4.89$, S.D. = 0.32). Teacher 3: The first time was at a moderate level ($\bar{X} = 3.48$, S.D. = 0.28). The second time was at the highest level ($\bar{X} = 4.05$, S.D. = 0.22). The third time was at the highest level ($\bar{X} = 4.60$, S.D. = 0.28). When comparing all three rounds of supervision, it can be noticed that all the teachers had higher skills in designing English language learning lesson plans, after supervision was provided.

Table 4: The evaluation of English teacher's competency in learning management

Teachers	Ordinal numbers	Aspect 1 Teachers		Aspect 2 Activities		Aspect 3 Media use		Aspect 4 Evaluation		Aspect 5 Classroom atmosphere		Total average	
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
Teacher 1	1	3.00	1.00	2.57	0.53	2.75	0.50	2.83	0.41	2.75	0.96	2.78	0.28
	2	4.00	0.00	4.00	0.00	3.50	0.58	3.83	0.41	4.25	0.50	3.92	0.28
	3	4.20	0.45	4.71	0.49	5.00	0.00	5.00	0.00	5.00	0.00	4.78	0.26
Teacher 2	1	3.40	0.55	3.00	0.00	3.00	0.00	3.00	0.00	3.50	0.58	3.18	0.31
	2	4.60	0.55	4.57	0.53	5.00	0.00	4.83	0.41	5.00	0.00	4.80	0.28
	3	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00
Teacher 3	1	4.00	0.00	4.00	0.00	3.00	0.00	2.67	0.52	3.75	0.50	3.48	0.28
	2	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.25	0.50	4.05	0.22
	3	5.00	0.00	4.43	0.53	4.25	0.50	4.33	0.52	5.00	0.00	4.60	0.28

Table 4 revealed the following as to the evaluation of teacher skill in English language learning management: Teacher 1 – The first time was at a moderate level ($\bar{X} = 2.78$, S.D. = 0.28). The second time was at a high level ($\bar{X} = 3.92$, S.D. = 0.28). The third time was at the highest level ($\bar{X} = 4.78$, S.D. = 0.26). Teacher 2 – The first time was at a moderate level ($\bar{X} = 3.18$, S.D. = 0.31). The second time was at the highest level ($\bar{X} = 4.80$, S.D. = 0.28). The third time was at the highest level ($\bar{X} = 5$, S.D. = 0). Teacher 3 - The first time was at a moderate level ($\bar{X} = 3.48$, S.D. = 0.28). The second time was at a level ($\bar{X} = 4.05$, S.D. = 0.22). The third time was at the highest level ($\bar{X} = 4.60$, S.D. = 0.28). When comparing all three rounds of supervision, it can be noticed that all the teachers had higher mean scores. It indicated that their learning management skill were higher after supervision had been provided.

The evaluation of administrators' satisfaction, towards the supervision model for enhancing English language learning management of private school teachers, is shown in Table 5.

Table 5: Levels of administrators' satisfaction towards the supervision model for enhancing English language learning management of private school teachers

Item	Particulars	Satisfaction Level		Interpretation
		\bar{X}	S.D.	
1	Satisfaction towards the supervision model/process.	4.91	0.57	Highest
2	Satisfaction towards supervisors.	5	0.00	Highest
3	Satisfaction towards facilities.	4.73	0.31	Highest
4	Satisfaction towards quality/result of the supervision.	5	0.00	Highest
	Average	4.91	0.27	Highest

From Table 5, it is found that the evaluation of the administrators' satisfaction towards the supervision model for enhancing was at the highest level ($\bar{X} = 4.91$, S.D. = 0.27), overall. Each aspect can be considered in descending order, namely Aspect 1 (Satisfaction towards supervisors), and Aspect 4 (Satisfaction towards the quality/result of supervision), Aspect 1 (Satisfaction towards the supervision model/process) and Aspect 2 (Satisfaction towards supervisors).

Table 6: Satisfaction level of the teachers towards the supervision model for enhancing English language learning management of private school teachers

Item	Particulars	Satisfaction Level		Interpretation
		\bar{X}	S.D.	
1	Satisfaction towards the supervision model/process.	4.91	0.57	Highest
2	Satisfaction towards supervisors.	5	0.00	Highest
3	Satisfaction towards facilities.	4.73	0.31	Highest
4	Satisfaction towards quality/result of the supervision.	5	0.00	Highest
	Average	4.91	0.27	Highest

From Table 6, it is found that the evaluation of the teacher's satisfaction towards the supervision model for enhancing was at the highest level ($\bar{X} = 4.91$, S.D. = 0.27), overall. Each aspect can be considered in descending order, namely Aspect 2 (Satisfaction towards supervisors) and Aspect 4 (Satisfaction towards quality/result of the supervision), Aspect 1 (Satisfaction towards supervisors) and Aspect 2 (Satisfaction towards supervisors). The evaluation of the students' satisfaction towards English language learning management.

After conducting the supervision for enhancing English language learning management of private school teachers, the researcher has evaluated the students' satisfaction towards English language learning management, as shown in Figure 3.

Figure 3. The evaluation of the students' satisfaction towards English language learning management

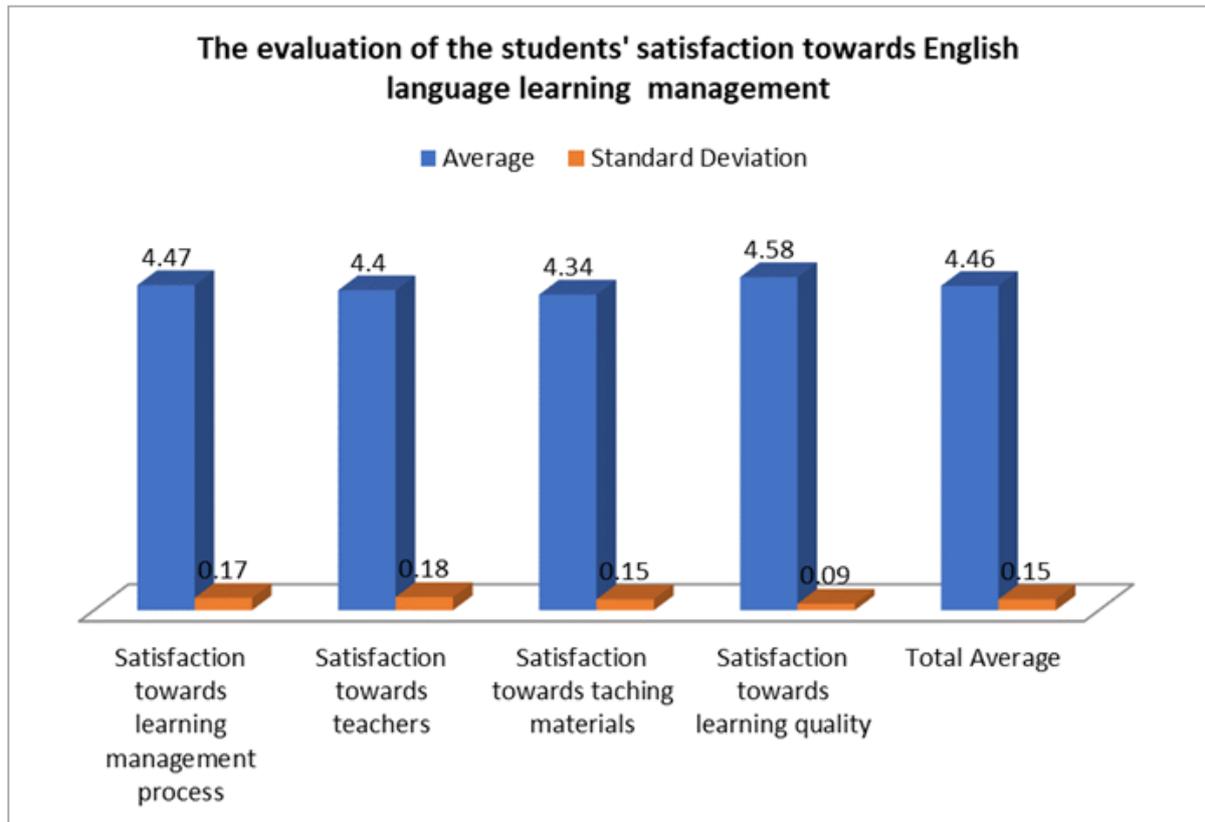


Figure 3 reveals that the students' satisfaction towards English language learning was at the highest level ($\bar{X} = 4.46$, $SD. = 0.15$), overall. Each aspect can be considered in descending order, namely Aspect 4 (Satisfaction towards learning quality), Aspect 1 (Satisfaction towards the process which is not complicated and easy to understand, and Aspect 3 (Satisfaction towards teachers).

The evaluation of appropriateness, possibility, and usefulness of the supervision model for enhancing English language learning management competency of private school teachers.

After applying the supervision model, the researcher has evaluated appropriateness, possibility, and usefulness as the results are shown in Table 7.

Table 7: The evaluation of applying the supervision model for enhancing English language learning management competency of private school teachers

Components	Appropriateness			Possibility			Usefulness		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1. Principle of the model	4.95	0.08	Highest	4.90	0.16	Highest	5.00	0.00	Highest
2. Objective of the model	4.90	0.08	Highest	4.86	0.00	Highest	4.86	0.00	Highest
3. Content of internal supervision	4.96	0.07	Highest	4.86	0.12	Highest	5.00	0.00	Highest
4. Internal supervision process	4.71	0.49	Highest	4.86	0.38	Highest	5.00	0.00	Highest
5. Evaluation	4.71	0.49	Highest	5.00	0.00	Highest	5.00	0.00	Highest
6. Success condition	5.00	0.00	Highest	5.00	0.00	Highest	5.00	0.00	Highest
Total Average	4.84	0.12	Highest	4.90	0.00	Highest	4.93	0.10	Highest

From Table 7, it is found that the evaluation after applying the supervision model for enhancing English language learning management competency of private school teachers was at the highest level ($\bar{X} = 4.84$, SD. = 0.12), overall. Each aspect can be considered in descending order, namely success condition, principle of the model, and content of internal supervision, which the possibility was at the highest level ($\bar{X} = 4.90$, SD. = 0.00). In addition, each aspect can be considered in descending order; evaluation, success condition, principle of the model and usefulness ($\bar{X} = 4.93$, SD. = 0.10). Further, each aspect can be considered in descending order; the principle of the model, content of internal supervision, internal supervision process, evaluation, success condition, and objective of the model.

9. Discussion and Conclusion

Findings as to development of the supervision model, for enhancing English language learning management competency of private school teachers, appear as follows:

The result of the supervision model of development, for enhancing English language learning management of private school teachers, found that the model passed the quality check. There was significance in six aspects: 1. principle of the model that refers to "be united in action and spirit to sustainably reach the goals"; 2. objective of the model refers to the administrators and teachers in communication arts providing knowledge about English teaching and learning models for organising English learning and applying the results from

the model to improve performance and manage learning activities with effectiveness; 3. supervision contents including creating learning activity, learning management and English language learning management; 4. Supervision Process (PORE Model) - Phase 1: Planning (P), Phase 2: Supervision Organisation (O). The supervision process for improving teaching and learning activities consists of three stages which are; 2.1 Pre-observation Conference; 2.2 Class observation, and 2.3 Post-Observation Conference. Phase 3: Self-Reflecting (R); Phase 4: Evaluation (E). In addition, 5. Evaluation of the model, and 6. Conditions for success.

The findings emerged this way because the researcher developed the supervision model for enhancing English language learning management competency of private school teachers. The researcher studied principles, theoretical concepts, and the synthesis of documents and related studies, to inform supervision design. That included considering examination and providing suggestions for improvement from experts, to be accurate and appropriate, according to the concept of supervision for enhancement. As Joyce and Weil (1992) stated, the model represents a frame of variables' relationships, for factual vision, or it refers to work plans used to describe important processes in practice, to achieve goals. Khammanee (2004) has articulated the model as concrete in thoughts which are abstract, with the structure of thought showing important components and relationships of what we study or use, to find answers, knowledge, and understanding of various phenomena, and teaching reflections; one of the model's components.

Farrell (1998) studied reflections on teaching English as a foreign or second language, citing Pennington (1992) where teaching reflections are examinations and review happened through experiences. It is a factor and result of development. It is suggested that reflections be a tool in teaching and learning development processes, also, in the development of confidence, and teacher and learner motivation. Pennington (1995) mentioned that, to improve teachers, there should be a focus on awareness, encouraging them to be aware of the importance of change. The development of teachers is therefore a sustainable process to enable teachers to interact and improve their teaching, to fit in with different conditions or contexts, through two essential components: the development of innovation, and speculative reflection. She also explained that speculative reflection helps the teacher build a teaching framework from former contradictory components. Furthermore, Richards (1990) stated that reflection is essential to teacher development. Self-development and critical thinking teaches one to move from a level that needs to lean on, motivate or practice as a routine, to a level of behaviour changed from discriminated reflection. Richards also mentioned that reflection is an activity or process, in revising and evaluating experiences or practices by broadly linking examination with objectives which recall prior experiences, inclusively and wisely done, and there has to be pre-evaluation test, leading to a decision.

This kind of reflection informs planning and implementation in the next step. Khammoon (2013) has studied basic education supervision practices, in the general Buddhist scripture schools under the Office of National Buddhism, to identify major components of a new model there. The findings revealed consistency in supervision, its aims, principles, processes, and conditions for achievement. Also, evaluation of the existing supervision model revealed feasibility at a high level. It related to Kittiratdanon (2007). There, consistency was found in: 1) purposes, 2) contents with five issues; namely standard curriculum development, learning activity design and organisation, assessment and evaluation, classroom management, and supervision model in schools of fundamental education. Its application revealed that administrators and teachers are able to substantially follow the model. The administrators and teachers were at a high level. Moreover, evaluation of the developed supervision model in schools of fundamental education gained appropriateness, feasibility, usefulness and accuracy at a high level. This related to Yuenyong (2010) who studied the development of a differentiated supervision model, to enhance classroom action research competency of teachers in Bangkok Archdiocese, Educational Region 5. The population was teachers and students in that Region. The differentiated supervision model for enhancing classroom action research competency of teachers, the “CIPE Model”, was found to consist of principles focusing on systematic supervision processes, and dwelling individual differences. Four steps were found: 1. Pre-conference; 2. Observation; 3. Post-conference; and 4. Evaluation. Application revealed that the supervisors gained the competency of a differentiated supervision model at a high level. Their understanding about classroom action research before and after the application was different, with a statistical significance at the level of .05. Thus, average scores were higher after the application. Also, the teachers’ knowledge and understanding on a differentiated supervision model, before and after the application, were different with a statistical significance at .05. After the application, the average scores were higher, with the competency of classroom action research at a high level. Satisfaction towards the model was at the highest level. Furthermore, the students’ pre- and post-test scores of the model application were different, with a statistical significance of .05. After the application, the students’ learning outcomes were higher.

Evaluation through a supervision model for enhancing English language learning management competency showed that: 1) Testing teachers’ cognition in English language learning management was higher; 2) The evaluation of teachers' competency of designing lesson plans was higher, as was their competency of learning management; and 3) the evaluation of the teachers' satisfaction towards the supervision model for enhancing English language learning management competency of private school teachers was the highest level, overall; 4) the evaluation of the students' satisfaction towards English language learning was highest, overall; and 5) the evaluation of appropriateness, possibility, and usefulness of the model was also at the highest level. That findings turned out this was probably due to several factors. First, the elements of the supervision model for enhancing English language learning



management competency of private school teachers consisted of planning, supervision organising, reflecting, and evaluation. These are related, as the developed model was designed under appropriate and accurate conditions and components of the principles, concepts, and theories. It can also be applied to connect with the context and situation of the supervision, so that teachers can organise learning activities to achieve a supervision framework and principles. Leaoi-thaisong (2007) proposed the principle of supervision, that implementing the process systematically and continuously encourages all teachers to participate and take responsibility for the supervision, in accordance with need for teacher development, organising the environment to support the operation, and building good relations. Likewise, Glatthorn (1990) mentioned that applying adult developmental knowledge should be used to consider teachers' needs and therefore determine the appropriate supervision methods which must respect the decisional independence of teachers, and be open-minded and confidential, balancing personal and organisational needs. As to communication theory, Lao-riandee (2009) stated it to be the creation of accurate understanding, between a communicator and receiver. Interaction between a supervisor and a teacher requires language communication that both parties can be understandable. Hence, communication is the basis of creation, mutual understanding and acceptance and creative thinking, for better change and achieving goals.

In addition, models are tried empirically, for greater reliability. In accordance with Keeves (1988), a significant danger in creating or developing educational research, is building a model for explanation with no experiment for accepted empirical data. Creating a good model requires testing. Research and development of the supervision model for enhancing the competency of English language learning management is also consistent with Joyce and Calhoun (2010). They described the principle of creating and developing the model as: 1. the model should be developed from concepts or literature that are fundamental or relevant to the format that would be created or developed; 2. the model should be created with purposes such as the personnel development model, probably as an organisational guideline for personnel. In addition, a system and methods of self-development during operations, etc is desirable; the model should have clear and possible methods or guidelines for action; 4. There should be a result that can be evaluated as to its conformity with specified purposes; and 5. If possible, the result should be able to be evaluated according to its effects or impact as well.

Kittiratdanon (2007) studied the development of supervision model in schools of fundamental education, and found that the supervision model in schools of fundamental education consists of seven main points and 23 minor points as follows: 1) One objective is to enhance, promote, assist, and cooperate with teachers for self-development, profession and learning activity development that would lead to quality of learners; 2) Five aspects of the contents are standardised curriculum development, learning design, organising learning activities, assessment and evaluation, and classroom management; 3) Six aspects of the process are



building awareness of quality, supervision planning, constructing tools, supervising and instructional media, evaluation, following up, magnification, creating quality culture by using learning management process; 4) Four aspects of the supervision method are inspection supervision, supervision as product, clinical supervision, and supervision for development; 5) Three supervisor role are to supervise the educational service area office, administrators, and teachers; 6) One aspect of the duration of supervision is the supervision during the class and outside the class; and 7) Three aspects of facilitating factors/limitations. These three are 1. Establishing an internal supervision system for schools that is easy to understand, accurate, and factual, to follow up and report affiliation, developing internal supervision knowledge for administrators and the team, clearly specifying roles of internal supervision of the administrators and the team; 2. The supervision model for learning management in schools of fundamental education. When applying it to real situations, administrators and teachers were found to enable to substantially follow the defined model. Their satisfaction was at a high level; and 3. The evaluation of the supervision model for learning management in schools of fundamental education was improved with appropriateness, possibility, usefulness, and accuracy at a high level.



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