

**THE MODEL OF INTERNAL SUPERVISION OF THE DISTANCE  
EDUCATION VIA SATELLITE (DLTV) TO ENHANCE THAI LANGUAGE  
ACHIEVEMENTS OF HUI SI SIAD SCHOOL STUDENTS UNDER LOEI  
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**ABSTRACT**

This study was designed 1) to develop the internal supervision of the distance education via satellite (DLTV) affecting to students' academic achievement in Thai subject 2) to study the satisfaction of the teachers toward the internal supervision model.3) to study of factors effecting to the success of the distance education via satellite learning. The methodology of the study consisted of 4 steps: 1) setting up the conceptual framework on the internal supervision; 2) analysing the documents concerning facing education problems and the need of internal supervision model;3) constructing the internal supervision; 4) evaluating the model of internal supervision. The instruments were included questionnaire, group discussion and behaviour observing form. The target group consisted of teachers and students of Hui Si Siad school. The data was analysed by using descriptive statistics such as frequency, percentage, mean, standard deviation and content analysis.

The results of the study were as follows:

- 1) students' academic achievement in Thai language subject had passed the 80 percentage of criteria.
- 2) the satisfaction of the teachers toward the internal supervision model at a high level.
- 3) factors effecting the success of the distance education via satellite (DLTV) learning consisted of 3 main factors: 1) the 4 general factors: good environment, TV was properly installed, teachers appraised and gave an willing, students had participation 2) 5 factors that the director should manage: intention leader, manage as a system, learning equipment were complete, visit learning and teaching process continuously, good at supervising absolutely; 3) factors for teachers to proceed: making a pleasant classroom, teacher was in the classroom ,preparing teaching in advance, summarizing content, teaching for weak student's groups and add more teaching techniques.

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***Keywords: Model, small schools, Satellite Distance Education, internal supervision***

## **1. INTRODUCTION**

Ban Huai Si Siad School was a small school which had organized learning with distance learning via satellite (DLTV) to solve the problem of shortage of teachers, teachers did not educated in the same majors with their teaching subject. Students would lacked of opportunity and equality in education when they were compared with students in large schools. Although DLTV used for solving problems and strengthen teacher in teaching management and educational management of director but there were still some groups of students weak in learning, not very good at literacy skill. In the other hand, important problem of coronavirus disease 2019, causing teachers adjust their teaching and learning styles including extra-curricular activities. It will also be accordance with the current situation. Besides, there was a policy of Loei Primary Education Service Area Office 2 to the school director to have educational innovations for driving education in his school: the new way, the quality. As an educational institution, therefore, a position of director school, I had created an educational innovation model for the solution by creating it according to the PIDRE internal supervision process that it was used in normal or Covid 19 situation.

## **2. METHODS**

### ***2.1 Participants***

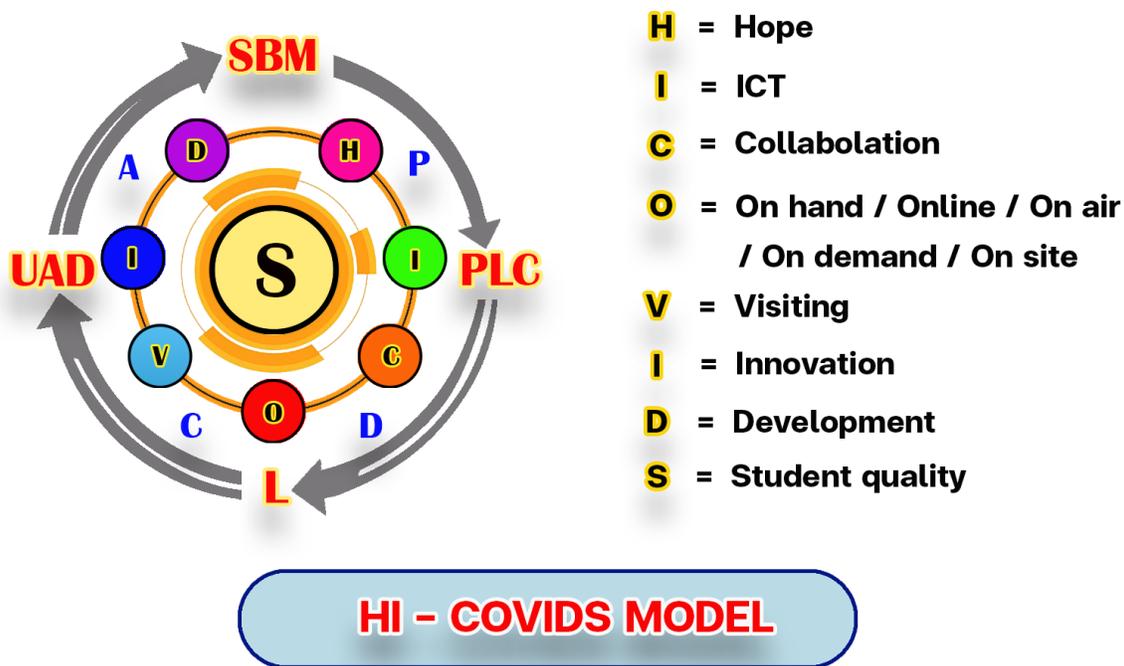
The target group of this study was of the teachers at Huai Si Siad School Students under Loei Primary Education Service Area Office 2 by using a purposive sampling method for selecting the samples.

### ***2.2 Measures***

The instruments were used in this study was a questionnaire, group discussion and behaviour observing form.

### ***2.3 Procedure and design***

This study was divided into 2 phased: 1) model constructing consisted of 4 steps: 1) setting up the conceptual framework on the internal supervision, 2) analysing the documents concerning facing education problems and the need of internal supervision, 3) model constructing the internal supervision and 4) evaluating the model of internal supervision.



Phase 2 : supervising procedure as follows: 1) had a meeting with teachers and educational personnel to plan for internal supervision , 2) had a meeting with students’ parents to clarify about the school's teaching-learning style in the situation of the Coronavirus pandemic 2019, 3) teachers prepared and managed their teaching and learning in normal or Covid 19 situation and ready to receive an internal supervision from the committee, 4) had a meeting to summarize and listened the results of supervision every Friday from the supervisory committee, and 5) notified the results of supervision, the guideline of solve problem and support teachers to improve the teaching-learning process.

#### 2.5.1 Assessment

The school determines the evaluation of internal supervision using the COVID model in many forms, such as comparing the development of reading, writing, numeracy, and communication among students. Observing students' behavior in regard to desirable characteristics. In addition, the satisfaction of the internal supervision model was also asked from all teachers. This will lead to the development of internal supervision in accordance with the context of the school and the teachers’ needs further.

#### 2.5.2 Reporting results

When the supervisors had conducted instructional supervision, both on-site instruction and distance learning management, wrote a report according to the supervision record form. Submitted it to the school director to review the obtained information obtained from the supervision committee accordingly. The school director summarized the overall supervision results including problems and obstacles that arose along with finding solutions, for example, if the materials were insufficient or

damaged, the school director would inform the authority solve that problems directly. Then the school director informed guidelines for solution the obstacles that were already proceeded and were running in the monthly meeting.

#### **2.4 Data analysis**

Data was analysed by using descriptive statistics such as frequency, percentage, mean, standard deviation and content analysis

### **3. DISCUSSION**

The students' academic achievement in Thai subject had passed the 80 percentage was high and the satisfaction of the teachers toward the internal supervision model was also high because of bringing the king's philosophy : understanding, accessing and developing to use in this. moreover, the all steps were checked with the Deming Cycle (PDCA). In the assessment, the school director determined the evaluation of internal supervision using the model in many forms, such as comparing the development of reading, writing, numeracy, and communication among students. Observing students' behaviour in regard to desirable characteristics. In addition, the satisfaction of the internal supervision model was also asked from all teachers. This will lead to the development of internal supervision in accordance with the context of the school and the teachers' needs further. When the supervisors had conducted instructional supervision, both on-site instruction and distance learning management, wrote a report according to the supervision record form. Submitted it to the school director to review the obtained information obtained from the supervision committee accordingly. The school director summarized the overall supervision results including problems and obstacles that arose along with finding solutions, for example, if the materials were insufficient or damaged, the school director would inform the authority solve that problems directly. Then, the school director gave guidelines for solution the obstacles that were already proceeded and were running in the monthly meeting. The most importance thing was that the supervisor and committee had shared idea and accept their agreement to each other in accordance with the Mrs. Somjintana Saengthong who studied about the research of desirable instructional supervision guidelines enhance for teacher in Wattprokjaroen school was found that there were 10 guidelines for promoting instructional supervision : clarifying the instructional problem, listening teacher's problem, reflecting to the teacher, presenting supervisor idea, clarifying the teacher's understanding, problem solving, encouraging by accepts their conflict, fine the solution, standardizing by making a commitment plan and supervision summarize guidelines and work plans that are acceptable to all parties. On the other hand, factors that affecting to the success of the distance education via satellite (DLTV) learning were correlated with each other. All will be attained the goals because of good planning and management which it was consistent with Phannamas Prompila who studied about factor effecting of instructional supervision process in municipality school.

### **4. CONCLUSION**

The study was found that the factor that affecting instructional supervision process in municipality schools composed of 7 factors: planning, managing, problems and needs assessing, evaluating, development and improving, participating and instructional supervision.

However, what had been learned from this was that a director and teachers must be aware of the importance of their work, their roles and duties and have an understanding of the same goals. Everyone

participates in all work process such as planning, sharing ideas, sharing actions, and sharing pride, working as teamwork by adhering to the principle of understanding access and development.

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