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THE ROLES OF SCHOOL ADMINISTRATORS IN EDUCATIONAL SUPERVISION

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Abstract

Education plays a crucial role in the development of a nation. The development of the nation's education is a primary mission in human development, serving as the foundation for national development across all systems. The government has the responsibility to manage, regulate, promote, and support the provision of quality education to international standards. This includes fostering an environment conducive to learning, providing resources for teaching and learning, and facilitating convenience to ensure effective learning. Ensuring quality education management in educational institutions requires the simultaneous development of processes in three areas: administration, teaching and learning, and educational supervision. Educational Supervision is one way to improve the quality of education, aiming to enhance teaching effectiveness and prioritize students' learning outcomes. Thus, one significant duty of educational administrators is educational leadership, which aids in enhancing the quality of education, addressing academic deficiencies, and promoting effective teaching and learning. The roles of school administrators in educational supervision include: 1) Supporting and Developing Teachers: Educational administrators must support and assist in the professional development of teachers through counseling, training, or academic support to ensure teachers understand and effectively implement the curriculum. 2) Curriculum Implementation: Educational administrators must continuously oversee the implementation of the curriculum to ensure teachers correctly understand and apply it in teaching. This involves providing guidance and appropriate support. 3) Teaching Management: Educational administrators must lead in teaching management by supporting teachers in systematic curriculum-based teaching activities, quality control of teaching, assessing learning outcomes, and improving teaching effectiveness. 4) Promotion and Support: Educational administrators must promote and support the abilities and job satisfaction of staff and create a conducive working environment. Therefore, the role of educational administrators in educational supervision is crucial as it impacts the development of educational institutions, teacher development, and the quality of student learning.

Keywords: Roles of school administrators, Educational supervision

Introduction

The 2017 Constitution of the Kingdom of Thailand emphasizes education significantly. Article 54 mandates that the state provide all students with twelve years of quality education, from pre-school to the completion of compulsory education, free of charge. The state must also ensure access to education based on citizens' needs and promote lifelong learning. It is responsible for implementing, overseeing, promoting, and supporting quality education meeting international standards. National educational development is thus a core mission in human development, forming the foundation for national development across all systems (Office of the Secretary-General of the National Education Council, 2017). The National

Education Act B.E. 2542 (1999), as amended B.E. 2545 (2002), Section 24 (5), promotes and supports teachers in creating a conducive learning environment, providing appropriate teaching materials and facilities to foster comprehensive learning and the integration of research into the learning process. Teachers and learners may learn collaboratively using diverse teaching materials and learning resources. Section 48 mandates that parent organizations and educational institutions establish and maintain a quality assurance system within schools, integrating it as a continuous component of educational administration. To ensure quality education, schools must concurrently develop the quality assurance process across three key areas: administration, teaching and learning, and educational supervision. These three processes must be well-coordinated and efficient; the absence of any one process can negatively impact the overall quality of education.

Supervision is a method for improving the quality of education. It's a process that modifies teachers' teaching behaviors to enhance student academic achievement. It promotes quality in teaching and learning and stimulates new ideas among teachers to improve educational effectiveness. The primary focus is on improving teaching effectiveness and student learning outcomes. The ultimate goal is to develop teachers and educators, enabling them to improve their teaching methods and achieve the expected educational outcomes.

A key responsibility of school administrators and co-administrators is educational supervision, particularly internal school supervision. This serves as a method for improving educational quality, addressing academic shortcomings, promoting development, and ensuring teaching achieves its objectives. School administrators are in close proximity to teachers and students, making them aware of various issues within the school. Therefore, school administrators must play a significant role in supervision due to its impact on school development, teacher development, and student learning.

The Roles of School Administrators

The Office of the Secretary-General of the National Education Council (2000) defines school administrators as individuals holding administrative positions within educational zones and other educational institutions offering pre-primary, basic, and lower tertiary education, both public and private.

Thanisa Koopraseart (2016) describes the role of school administration as the processes and activities administrators undertake in various aspects of school operations. Administrators plan, manage, and control these activities to achieve curriculum goals, objectives, and missions, ultimately aiming to fulfill the institution's objectives and national policies.

Kitima Preedidilok (2002) defines a successful administrator as both a manager and an instructional leader. This necessitates nine key competencies: 1) evaluating teacher performance; 2) setting high expectations for students and teachers; 3) maintaining high professional standards; 4) establishing and implementing the school's vision, mission, and goals; 5) fostering positive relationships with staff; 6) providing a positive and safe environment; 7) developing school improvement plans; 8) establishing effective internal communication systems; and 9) being rigorous in teacher selection.

Gorton (1998) (cited in Wasitphon Ropchangwat, 2019) describes the role of school administrators as school managers, instructional leaders, disciplinarians, promoters of positive organizational relationships, evaluators, and conflict resolvers within the organization.

The Meaning of Educational Supervision

Jompong Mongkolwanich (2011) defines internal school supervision as a collaborative process between administrators and school personnel, working together to improve teacher performance and enhance student achievement based on school expectations.

Songad Utharanan (1987) describes school supervision as a collaborative process with teachers and educational personnel to maximize student learning outcomes.

Priyaporn Wonganuttonroj (2005) defines educational supervision as an educational management process that guides, assists, and collaborates with teachers and related personnel to improve teaching and enhance lesson quality, aligning with educational goals.

Rangsan Koomtarakul (2008) states that educational supervision is a collaborative process between supervisors and supervisees, focusing on improving teaching, developing teachers and related personnel, enhancing teaching effectiveness, promoting professional growth, and developing teacher quality. Improved teacher quality, in turn, leads to enhanced student development.

Glickman (1981) (cited in Worakamon Noypitak) views supervision as encompassing tasks and responsibilities related to teaching improvement, including instruction on principles, teacher assignment, provision of teaching materials and resources, teacher preparation and development, and evaluation of teaching.

The Office of the Basic Education Commission (2004) defines internal school supervision as a process undertaken by school supervisors, including administrators, assistant administrators, academic teachers, and teachers designated by the administrator. This process leverages leadership to foster collaboration, coordination, and full utilization of work potential, leading to overall school improvement in accordance with curriculum and educational standards.

Staporn Som-uthai (2022) defines internal school supervision as a process that supports, stimulates, assists, improves, and develops the quality of teachers' teaching. It aims to foster the development of students' knowledge, skills, and qualities to their full potential. Educational supervision is a collaborative process between supervisors (administrators or experts) and supervisees (teachers), based on democratic principles of mutual respect, listening, and collaborative learning, ultimately aiming for high-quality student outcomes.

The Aims of Educational Supervision

Priyaporn Wonganuttonroj (2010) outlines five key aims of internal school supervision: 1) to develop and promote school administration and academic work; 2) to enhance the effectiveness of academic services within the school; 3) to research, analyze, and evaluate to improve the quality and standards of education; 4) to develop high-quality teaching materials and academic documents that meet the needs of the school and teachers; and 5) to develop personnel, particularly teachers, equipping them with the necessary knowledge, skills, and experience for teaching and educational management, enabling them to solve problems effectively.

Songad Utharanan (1987) identifies four main objectives of teaching supervision: 1) personnel development—teaching supervision is a collaborative process that helps teachers and educational personnel improve their behavior; 2) student-centered development—the ultimate goal is student learning outcomes, making improved teaching a central aim; 3) fostering communication—creating a collaborative environment where feedback is shared openly and constructively, not through coercion or scrutiny; and 4) building morale—positive morale is crucial for effective work, and supervision should contribute to this, rather than hindering it.

The Department of General Education highlights the aims of educational supervision, focusing on teacher development: 1) developing teachers' personalities—cultivating leadership, interpersonal skills, creativity, and commitment to educating students for a high quality of life; 2) enhancing teaching skills—improving the analysis and refinement of learning objectives, understanding students' background knowledge, selecting and improving teaching content, developing teaching methods, using teaching aids effectively, conducting appropriate

learning activities, and evaluating teaching; 3) improving collaborative work processes—promoting teamwork in teaching and problem-solving, systematic and organized work, and mutual understanding and acceptance; 4) developing teachers' personalities (repeated from point 1); 5) enhancing teaching skills (repeated from point 2); 6) improving collaborative work processes (repeated from point 3), including collaborative curriculum development, effective implementation, and utilizing networks and resources for academic support; and 7) building professional morale—enhancing confidence in curriculum and teaching practices, fostering a positive work environment, and promoting professional growth. Pathma Sithisar summarizes these aims as supporting staff improvement in teaching, personality development, and building morale, ultimately leading to improved student learning outcomes, high-quality students, and teacher professional development.

Principles of Educational Supervision

Kriengsak Rueangsang (2007) summarizes the principles of educational supervision as follows: Educational supervision is fundamentally guidance; it's a constructive and supportive process that fosters knowledge among teachers, grounded in democratic principles and building positive relationships.

Krongthong Jiradechakul (2007) outlines the principles of internal school supervision:

- 1) Supervision must be systematic and continuous, following established procedures.
- 2) School administrators are key personnel in developing the internal supervision system.
- 3) Internal school supervision must align with the needs for teacher and student development.

Priyaporn Wonganuttonoj (2010) describes the principles of internal school supervision as guidelines for supervisors. For effective academic supervision, supervisors must adhere to these principles: 1) Supervision should be systematically managed and planned as projects. 2) Supervision should be participatory, democratic, respecting diverse opinions, emphasizing collaboration, and utilizing individual expertise to achieve goals. 3) Supervision is constructive, helping individuals discover and fully develop their strengths. 4) Supervision addresses teaching challenges, guiding teachers in identifying and resolving their problems. 5) Supervision improves the work environment, fostering understanding, positive relationships, and effective collaboration. 6) Supervision builds job commitment, security, self-confidence, and job satisfaction. 7) Supervision develops and enhances the teaching profession, fostering pride in a knowledge-based profession with potential for growth.

The Role of School Administrators in Educational Supervision

Chumsak Intarak (2008) outlines the roles and responsibilities of school administrators in internal supervision as follows: 1) Supporting Effective Teaching: Assisting individual teachers in improving their teaching effectiveness, addressing their challenges, and fostering professional growth. 2) Coordination and Support: Acting as a coordinator and provider of resources for teachers, including sourcing books, analyzing content, providing teaching methods, supplying equipment, and facilitating learning activities. 3) Mentorship and Guidance: Serving as a mentor, offering consultations, clarifications, and directing teachers to appropriate resources and expertise. 4) Evaluation and Improvement: Evaluating teaching performance and school programs to identify areas for improvement and development. 5) Leadership and Community Engagement: Providing strong leadership within the school and the wider community, building relationships to foster collaboration in internal supervision. 6) Academic Support: Offering comprehensive academic support to teachers, including mentoring new teachers, conducting pre-school meetings, classroom visits, providing individual and group consultations, delivering training, lectures, discussions, and seminars, providing manuals and resources, improving library access, ensuring access to audio-visual

equipment, and recommending relevant professional organizations. 7) Boosting Morale: Promoting a positive work environment by providing welfare benefits, fostering unity within the school, and creating a supportive atmosphere for all staff.

Priyaporn Wonganuttaroj (2005) describes the roles of school administrators in educational supervision in these three key areas: 1) Curriculum Development: Administrators must actively support and supervise teachers to ensure they possess the knowledge, understanding, skills, and attitudes necessary to effectively implement the curriculum in their respective subjects. This includes ongoing supervision of curriculum utilization. 2) Instructional Leadership: Administrators must provide guidance and support to teachers, enabling them to systematically implement teaching activities aligned with the school curriculum. This encompasses understanding student needs, defining teaching objectives, skill development, providing teaching support, monitoring teaching quality, evaluating teaching outcomes, and implementing improvements. 3) Assessment Leadership: Administrators must supervise teachers in conducting curriculum-aligned assessments, utilizing the results to refine teaching practices, and making informed decisions about student progress in each subject and grade level.

Summary

Based on the reviewed literature, the role of school administrators in educational supervision encompasses the following key areas:

1. Teacher Support and Development: School administrators must actively support and assist teacher development through mentorship, training, and academic/instructional support. This ensures teachers understand and effectively implement the curriculum.

2. Curriculum Implementation: Administrators must provide ongoing supervision of curriculum implementation, ensuring teachers understand and correctly utilize the curriculum in their teaching. This involves providing guidance and appropriate support.

3. Instructional Management: School administrators must provide instructional leadership by supporting teachers in systematically implementing curriculum-aligned teaching activities. This includes monitoring teaching quality, evaluating learning outcomes, and improving teaching effectiveness.

4. Support and Encouragement: Administrators must foster a supportive and encouraging work environment for all staff, promoting their capabilities and job satisfaction.

In conclusion, the role of school administrators in educational supervision is crucial, significantly impacting school development, teacher development, and the quality of student learning.

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