

**A Study of the Internal Supervision Process of Primary Schools in Pak Chong District,  
Nakhon Ratchasima Province**

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**Abstract**

The purposes of this quantitative research were to study the internal supervision process of primary schools in Pak Chong District, Nakhon Ratchasima Province, and to study the different personal factors affecting the operation of primary school principals towards the internal supervision process. The outcomes will make it possible to manage internal supervision in their institutions with more stability, sustainability, and effectiveness. The survey was distributed to 94 primary school principals in Pak Chong district, Nakhon Ratchasima province, but only 85 surveys were received and analyzed. The obtained data was analyzed to find out frequencies, percentages, means, standard deviation, t-test, one-way ANOVA, and Scheffe's method test were conducted. The results indicated that most respondents were male, between 40-50 years old, graduated with a Master's degree, had experience in school administration between 5-10 years, and were medium-sized primary school principals. The results showed that most of the respondents had high levels of all internal supervision processes while supervision planning had the highest level. The study found differences in gender, age, year of experience, and type of school. However, there was no statistically significant difference in educational background. There was a statistically significant difference at 0.05 in gender on supervision operation while there is a statistical difference in age on both supervision operation and supervision assessment. Furthermore, there are statistically significant differences in years of experience in all processes of internal supervision. In addition, there are significant differences in the type of school on supervision planning, supervision operation, and post-assessment meeting.

**Keywords:** Internal Supervision, Primary School, Pak Chong District

## **1. Introduction**

Education is an important learning management process in the development of quality people. Management of education must be to develop people to be perfect human beings in terms of physical, mental, and intellectual. Education also means a learning process that arises from knowledge transfer, training, and knowledge creation, so that people can learn continuously throughout life (Hongkaew, 2020). Education is one of the most important things to make progress and solve problems in society. Education allows people to develop themselves in various areas throughout life, from the development of life from birth to developing potential and capabilities in various fields in order to be able to live and make a career happily and be aware of changes together as a force for sustainable development of the country in the future (Onpookhao, 2018).

A school is an important unit in bringing the policy into practice by the administration. Management of teaching and learning for students to have knowledge, competence, and desirable characteristics as specified by the curriculum and to implement results in accordance with government policies that focus on education reform in order to successfully develop the nation. Developing the quality of education is the main objective of developing learners to become quality people which means to be smart, good, and happy people. Therefore, teaching and learning that focuses on students-centered. Educational standards required teachers to arrange a variety of contents and teaching activities suitable for the nature of the learners, and also meet the needs, interests, and aptitudes of learners. Teachers must have the potential to provide quality learning in accordance with curriculum standards and national educational standards, and the school must participate in the management of such education.

Developing a teacher's ability to manage learning can be accomplished in various ways, but one way that will directly affect teachers to improve effective learning management is the supervision process. Internal supervision is a part of educational supervision that focuses on improving teaching methods and teacher behaviors. Teachers will be knowledgeable, skilled, and highly experienced which resulted in teaching including the development of schools to be more efficient and effective. Therefore, internal supervision is the heart and a very important strategy for improving the quality of school education.

Educational supervision is therefore very important for the new generation of school principals that must have a system according to the nature of work and suitable for the current context and conditions. Due to the development of society and technology, there have been many changes, so that students can develop their potential and be ready for a society without borders and able to live happily in society with others. The supervision process is therefore the heart of the practice leading to the efficiency and effectiveness of educational quality.

Internal supervision is a collaboration between principals, teachers, and educational personnel to give advice and help increase morale in teaching and learning. Develop school operations in accordance with the standards, objectives, and goals of the school's educational management, and the efficiency is acceptable to all stakeholders (Hongkaew, 2020). Internal supervision within the school is one of the important methods of educational administration that affect the development of higher-quality students because it is an activity that allows school practitioners to perform their duties within the scope specified. Self-responsibility is achieved in accordance with the standards and in accordance with the established operating

procedures. Supervision within the school is therefore a strategy that stakeholders should look for.

Pak Chong is a district in the southwest of Nakhon Ratchasima Province. It is the earliest district on the way from Mittraphap Road to the Northeast which has the second largest population after Mueang Nakhon Ratchasima district. There are famous tourist attractions such as Khao Yai National Park, and Chockchai Farm. The report of the Nakhon Ratchasima Primary Educational Service Area Office 4 found that Pak Chong District has one high school, 73 primary schools, and 26 opportunity expansion schools. When considering only primary schools, it was found that there were 30 small-sized, 38 medium-sized, and 5 large-sized. It can be said that Pak Chong district has the highest number of primary schools in Nakhon Ratchasima province (Nakhon Ratchasima Primary Educational Area Office 4, 2023).

To achieve goals effectively, the school principal should contribute to the teacher's development by using an internal supervision process because supervision is what helps teachers develop effective teaching and learning to keep up with changes. For this reason, the school principal should be aware of the importance of and understand the internal supervision process step by step to develop personnel within the school and affect the success of the school.

## **2. Research Objectives**

There are two objectives for this research:

- 1) To study the internal supervision processes of primary schools in Pak Chong District, Nakhon Ratchasima Province.
- 2) To study the different personal factors affecting the operation of primary school principals towards the internal supervision process.

## **3. Problem Discussion**

Educational supervision is one of the methods of teacher development. The educational supervision process must be carried out continuously and systematically. Therefore, it is an important factor that helps teaching and learning management be effective, and able to improve the quality of education according to the goals set by the school. Therefore, the researcher would like to study the internal supervision processes as to what is the process like? What activities must be carried out? Which step is most important? Including how schools have internal supervision procedures, while some schools have problems with insufficient teachers and staff.

## **4. Theoretical and Literature Review**

### **Internal Supervision**

Internal supervision is an important activity that supports effective teaching and learning. It is an important duty of school administrators to make this happen to allow teachers to improve the quality of teaching and learning including a guarantee that student quality is in accordance with the curriculum standards and set goals (Educational Supervision Department, 2023). Internal supervision is a collaboration between supervisors and supervised persons to develop academic work in educational institutions in terms of course, teaching measurement, and evaluation in order to achieve the highest efficiency and effectiveness in academic work (Duangsanam, 2018). It also means the process of working together between the school

principal and the teachers in the same school jointly to develop the attitude and quality of the personnel working which affects the quality and performance of the learners (Sarai, 2017). Moreover, internal supervision is a sequence of steps for educational supervision to achieve its objectives. It is a concept of tasks and functions related to the improvement of teaching and learning in terms of curriculum, instruction, teaching materials, facilities, teacher preparation, and development including teaching evaluation (Kraisin, 2021).

### **Primary Schools**

The definition of primary school as defined by the Office of the Basic Education Commission (OBEC) means a school that aims to provide learners with basic knowledge and abilities in six-years period. Basic knowledge means able to read, write, think, calculate, and be a good citizen in a democratic system (Muangwan, 2021). Primary school in Thailand can also be called a type of the school in the Compulsory education that is when children reach primary school at the age of 7 years old onwards, everyone must attend school. Primary school sizes are divided into 4 sizes according to the number of students; small-sized means schools with less than 120 students, medium-sized means schools with 120-719 students, large-sized means schools with less than 720-1679 students, and the extra large-sized means schools with more than 1680 students (Office of the Basic Education Commission, 2022).

In addition to the 4 sizes of primary schools, there is another type of school that provides education at the primary level and lower secondary level in the same school, which is called the Expansion Opportunity School. The expansion opportunity school is a school that teaches primary education and expands its classes by offering lower secondary education in areas far from secondary schools. It aims for young people who have completed Grade 6 who are unable to travel to study in secondary schools. It is an opportunity or expanding the opportunity for youth in remote areas to have a higher education background (Munthum, 2022).

### **Literature Review**

The study of school administrators of Sahapatana Group internal supervision found that there was no statistically significant on the internal supervision of school administrators who had different gender and educational background. While experience in school administration had statistically significant at the 0.05 level on the internal supervision of school administrators who had experience in school administration of 6-10 years (Sarai, 2017). While, the study of an effective internal supervision process established that the overview of schools has operated internal supervision at the highest level. When considering each step, it was found that the highest average was supervision planning and the lowest average was supervision evaluation. Elements that support internal supervision are school atmosphere, the leadership of the school principals, and feedback provision (Pholchuay, 2021).

The internal supervision Processes were composed of supervision planning, supervision operation, supervision assessment, and post-assessment meeting, the study of the internal supervision process in educational opportunity expansion schools stated that the highest average was supervision planning. The internal supervision process development guidelines were the school principals must support their staff to have the knowledge and understanding about the internal supervision, control an internal supervision process step belonged to the work plan, supervisors should give a suggestion to solve the problem by using

a variety of techniques and methods, support all staff to participate in supervision assessment results from conclusion analysis and including the problems and the guideline for solving problems, and document the supervision assessment results to publish concretely in various ways (Ruengsen, 2018).

Likewise, Ruengsen (2018) also found that the school principal should promote and encourage those involved to have knowledge of supervision and an understanding of the supervision process. Supervisors should give advice together with solving problems using a variety of techniques and methods, encourage all those involved to participate in supervision evaluation and summarizing results, analyze results together with problems and solutions, and bring the results of supervision to be documented which is disseminated concretely through various channels.

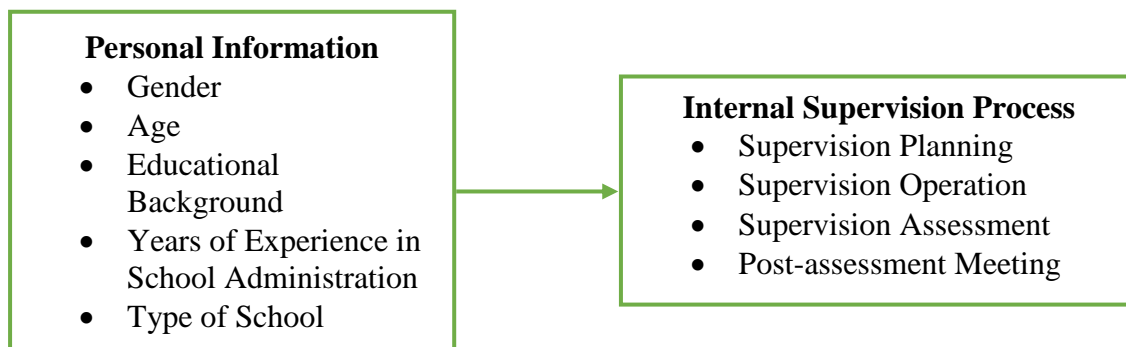
The study of the supervision model of a cooperative network to promote that school effectiveness recommended that the schools should organize groups to produce useful information and basic information for joint supervision to important information for supervision including clarifying and understanding the roles, duties, and importance, benefits, and values of educational supervision. It originated from the supervision plan between the supervisor and the person receiving the supervision. When the supervision has been conducted, the results of the supervision must be reflected to improve and develop operations in the next supervision. The performance of teachers must be monitored periodically. It is reinforced by building morale for the supervision recipients, reporting results, and publicizing to other people so that the supervision network cooperation can achieve the goals of supervision (Thavorachot, 2021).

Furthermore, the study of the internal supervision of basic schools in Sikhio District, Nakhon Ratchasima Province summarized that internal supervision operations were performed at a high level. The average from high to low were large-sized, medium-sized, and small-sized schools (Jomkoh, 2021).

## **5. Conceptual Framework**

The literature reviews above caused the researchers to be interested in studying the internal supervision process of primary schools in Pak Chong District, Nakhon Ratchasima Province. From the theories and results of related research, the researchers summarized the internal supervision process of primary school principals. In this regard, the researchers have studied the internal supervision process within primary schools to be effective according to the announcement of the Office of the National Primary Education Commission (Duangsanam, 2018). There are consisted of four steps in the operation; supervision planning, supervision operation, supervision assessment, and post-assessment meeting. The conceptual framework is shown in Figure 1.

Figure 1: The Conceptual Framework



## 6. Research Methodology

The report of the Nakhon Ratchasima Primary Educational Service Area Office 4 found that Pak Chong District has one high school, 73 primary schools, and 26 opportunity expansion schools (Nakhon Ratchasima Primary Educational Area Office 4, 2023). The sample used in this study is a total of 94 primary school principals; 30 small-sized primary schools, 38 medium-sized primary schools, and 26 opportunity expansion schools. The research instrument was a questionnaire that consisted of three parts: personal information, internal supervision processes, and ways to develop the internal supervision. Personal information was collected with open-ended questions, while information about the internal supervision process used a five-point Likert scale. Items with an IOC index was 0.96 which is higher than 0.50 were accepted and used in the questionnaire. The period of data collection was between June and July 2023. The researchers collected data by distributing 94 questionnaires to small-sized and medium-sized primary school principals, and expansion opportunity school principals in Pak Chong district, Nakhon Ratchasima province, and received 85 completed questionnaires, which is equivalent to 90%. Their reliability was analyzed by Cronbach's alpha and showed a confidence value of 0.77. Data information was considered confidential and did not cause damage to respondents either directly or indirectly. The personal factors were summarized with descriptive statistics such as raw frequencies and percentages. The internal supervision processes were summarized using means and standard deviation. Other statistical analyses included a t-test, one-way ANOVA, and Scheffe's method test, which was utilized to determine differences in pair-wise comparisons of the means of respondent sub-group.

## 7. Data Analysis Results

### Personal Factors

The personal characteristics of respondents are reported below in Table 1. The largest group of respondents were male (55.29%), aged between 40-50 years old (42.35%), graduated with Master's degrees (91.76%), had experience in school administration between 5-10 years (49.41%), and medium-sized of school principals (36.47%).

**Table 1** Personal Factors of Respondents

Factors		Raw Frequency (85)	Percentage
Gender	• Male	47	55.29
	• Female	38	44.71
Age	• 30-40 years old	27	31.77
	• 40-50 years old	36	42.35
	• More than 50 years old	22	25.88
Educational Background	• Bachelor degree	4	4.71
	• Master degree	78	91.76
	• Doctoral degree	3	3.53
Experience in school administration	• Less than 5 years	13	15.30
	• 5-10 years	42	49.41
	• 10-15 years	17	20.00
	• 15-20 years	3	3.53
	• 20-25 years	8	9.41
	• More than 25 years	2	2.35

Factors		Raw Frequency (85)	Percentage
Type of school currently administrative	• Small-sized School	29	34.12
	• Middle-sized School	31	36.47
	• Opportunity Extension School	25	29.41

**The Internal Supervision Process**

When the internal supervision was considered, it was found that supervision planning was the highest operation. The other three steps of internal supervision; supervision operation, supervision assessment, and post-assessment meeting had high level of operation. The overall operation of internal supervision process was high as shown in Table 2.

**Table 2** The Internal Supervision Process

Steps of Internal Supervision Process	Mean	SD	Level of Significance
Supervision Planning	4.57	0.53	Highest
Supervision Operation	4.39	0.65	High
Supervision Assessment	4.45	0.53	High
Post-assessment Meeting	4.50	0.51	High
<b>Total Average Score</b>	<b>4.12</b>	<b>1.07</b>	<b>High</b>

\* statistically significant level at 0.05

**Personal Factors and Internal Supervision Process**

The study found that neither gender, age, years of experience in school administration, type of school nor educational background had a statistically significant on the operation of the internal supervision process. However, the study found that gender had a

statistically significant difference in supervision operation at the 0.05 level, as shown in Table 3 below.

**Table 3** Comparison of Internal Supervision Process by Gender

Steps of Internal Supervision Process	Male (47)		Female (38)		t	p
	Mean	SD	Mean	SD		
Supervision Planning	4.58	0.27	4.55	0.32	1.349	0.249
Supervision Operation	4.24	0.48	4.57	0.32	8.319*	0.005
Supervision Assessment	4.36	0.42	4.57	0.32	3.640	0.060
Post-assessment Meeting	4.53	0.30	4.45	0.35	0.660	0.419

\* statistically significant level at 0.05

The study also found that age had a statistically significant difference at the 0.05 level on supervision operation and supervision assessment as shown in Table 4. When these differences were analyzed using Scheffe’s method, a statistically significant relationship at the 0.05 level was found between principals who were older than 50 years old with those who were older between 30-40 years old and 40-50 years old in both supervision operation and supervision assessment as shown in Table 5.

**Table 4** Comparison of Internal Supervision Process by Age

Steps of Internal Supervision Process		SS	df	MS	F	P
Supervision Planning	Between Group	0.334	2	0.167	1.916	0.154
	Within Group	7.154	82	0.087		
	Total	7.488	84			
Supervision Operation	Between Group	3.523	2	1.761	10.677*	0.000
	Within Group	13.528	82	0.165		
	Total	17.051	84			
Supervision Assessment	Between Group	2.535	2	1.268	9.718*	0.000
	Within Group	10.696	82	0.130		
	Total	13.231	84			
Post-assessment Meeting	Between Group	0.178	2	0.89	0.821	0.443
	Within Group	8.868	82	0.108		
	Total	9.046	84			

\* statistically significant level at 0.05

**Table 5** Scheffe’s Post Hoc Test of Relationship between Internal Supervision Process and Age

Age	Mean	30-40 years old	40-50 years old	More than 50 years old
Supervision	30-40 years old	4.53	-	0.909
Operation	40-50 years old	4.49	-	0.001*
	More than 50 years old	4.05	-	-
Supervision	30-40 years old	4.54	-	0.191
Assessment	40-50 years old	4.47	-	0.017*
	More than 50 years old	4.19	-	-

\* statistically significant level at 0.05



The study also initiated that years of experience in school administration had a statistically significant difference at the 0.05 level on all steps of the internal supervision process as shown in Table 6. When these differences were analyzed using Scheffe’s method, a statistically significant relationship at the 0.05 level was found in the supervision planning step between principals who had experienced less than 5 years with those who had experienced 5-10 years and 20-25 years in school administration. Similar statistical differences were noted in the supervision operation step as well between principals who had experienced 20-25 years with those who had experienced less than 5 years until 15 years in school administration. The supervision assessment step found a statistically significant relationship at the 0.05 level that principals who had experienced 20-25 years with those who had experienced less than 5 years and 10-15 years in school administration. However, the post-assessment meeting step had no result at a different level as shown in Table 7.

**Table 6** Comparison of Internal Supervision Process by Years of Experience in School Administration

Steps of Internal Supervision Process		SS	df	MS	F	P
Supervision Planning	Between Group	2.063	5	0.413	6.010*	0.000
	Within Group	5.424	79	0.069		
	Total	7.488	84			
Supervision Operation	Between Group	7.015	5	1.403	11.045*	0.000
	Within Group	10.035	79	0.127		
	Total	17.051	84			
Supervision Assessment	Between Group	3.016	5	0.603	0.603*	0.001
	Within Group	10.215	79	0.129		
	Total	13.231	84			
Post-assessment Meeting	Between Group	1.419	5	0.284	2.941*	0.017
	Within Group	7.626	79	0.097		
	Total	9.046	84			

\* statistically significant level at 0.05

**Table 7** Scheffe’s Post Hoc Test of Relationship between Internal Supervision Process and Years of Experience in School Administration

Years of Experience in School Administration		Mean	Less than 5 years	5-10 years	10-15 years	15-20 years	20-25 years	More than 25 years
Supervision Planning	Less than 5 years	4.29	-	0.023*	0.287	0.170	0.000*	0.954
	5-10 years	4.60	-	-	0.977	0.953	0.137	0.998
	10-15 years	4.53	-	-	-	0.849	0.073	1.000
	15-20 years	4.76	-	-	-	-	0.989	0.939
	20-25 years	4.90	-	-	-	-	-	0.592
	More than 25 years	4.50	-	-	-	-	-	-
Supervision Operation	Less than 5 years	4.61	-	0.797	0.999	0.785	0.000*	0.630
	5-10 years	4.44	-	-	0.940	0.980	0.000*	0.894
	10-15 years	4.55	-	-	-	0.879	0.000*	0.733
	15-20 years	4.25	-	-	-	-	0.144	0.999
	20-25 years	3.55	-	-	-	-	-	0.569
	More than 25 years	4.11	-	-	-	-	-	-

Years of Experience in School Administration		Mean	Less than 5 years	5-10 years	10-15 years	15-20 years	20-25 years	More than 25 years
Supervision Assessment	Less than 5 years	4.57	-	0.944	0.989	0.674	0.034*	0.919
	5-10 years	4.45	-	-	0.460	0.879	0.071	0.987
	10-15 years	4.67	-	-	-	0.409	0.004*	0.773
	15-20 years	4.16	-	-	-	-	0.993	1.000
	20-25 years	4.00	-	-	-	-	-	0.978
	More than 25 years	4.25	-	-	-	-	-	-
Post-assessment Meeting	Less than 5 years	4.40	-	0.974	0.997	1.000	0.076	0.939
	5-10 years	4.49	-	-	1.000	1.000	0.120	0.779
	10-15 years	4.47	-	-	-	1.000	0.148	0.849
	15-20 years	4.42	-	-	-	-	0.532	0.960
	20-25 years	4.85	-	-	-	-	-	0.146
	More than 25 years	4.14	-	-	-	-	-	-

\* statistically significant level at 0.05

The study also initiated that type of school had a statistically significant different at the 0.05 level on supervision planning, supervision operation, and post-assessment meeting steps as shown in Table 8. When these differences were analyzed using Scheffe’s method, a statistically significant relationship at the 0.05 level was found in supervision planning and supervision operation steps between small-sized primary school principals and expansion opportunity school principals. Similar statistical differences were noted in step of post-assessment meeting as well between expansion opportunity school principals with small-sized and medium-sized primary school principals as shown in Table 9.

**Table 8** Comparison of Internal Supervision Process by Type of School

Steps of Internal Supervision Process		SS	df	MS	F	P
Supervision Planning	Between Group	0.964	2	0.482	6.060*	0.004
	Within Group	6.524	82	0.080		
	Total	7.488	84			
Supervision Operation	Between Group	1.515	2	0.758	3.999*	0.022
	Within Group	15.536	82	0.189		
	Total	17.051	84			
Supervision Assessment	Between Group	0.369	2	0.184	1.175	0.314
	Within Group	12.862	82	0.157		
	Total	13.231	84			
Post-assessment Meeting	Between Group	1.145	2	0.573	5.943*	0.004
	Within Group	7.901	82	0.96		
	Total	9.046	84			

\* statistically significant level at 0.05

**Table 9** Scheffe’s Post Hoc Test of Relationship between Internal Supervision Process and Type of School

Type of School		Mean	Small-sized	Medium-sized	Expansion Opportunity
Supervision	Small-sized	4.44	-	0.142	0.004*
Planning	Medium-sized	4.70	-	-	0.286
	Expansion Opportunity	4.58	-	-	-
Supervision Operation	Small-sized	4.48	-	0.999	0.050*
	Medium-sized	4.47	-	-	0.052
	Expansion Opportunity	4.18	-	-	-
Post- assessment	Small-sized	4.43	-	0.957	0.021*
	Medium-sized	4.41	-	-	0.009*
Meeting	Expansion Opportunity	4.68	-	-	-

From the study results, it can be concluded that the internal supervision processes of primary school principals in Pak Chong District, Nakhon Ratchasima Province gave the most importance is supervision planning, followed by supervision operations, supervision assessment, and post-assessment meeting. The study also found differences in gender, age, year of experience, and type of school. However, there was no statistically significant difference in educational background.

**8. Discussion**

The results of the study found that most of the school principals in Pak Chong District were male, aged between 40-50 years old, graduated with Master’s degrees, had experience in school administration between 5-10 years, and currently working as medium-sized school principals. The result was in harmony with the findings of Sarai (2017) who stated that principals who had experience of 6-10 years in school administration had statistically significant at the 0.05 level on the internal supervision process. It can explain that school principals with experience 5-10 years in school administration are suitable for internal supervision because most of them have experiences in internal supervision both as recipient and supervisor. Therefore, they able to provide suggestions and improvements to achieve real development and benefit to recipients, supervisors, and school.

The overall of internal supervision process was high level. This is similar with the results of Jomkoh (2021) who found that internal supervision operation was performed at a high level. This is conflict to the results of Pholchuay (2021) who initiated that the overview of schools operation on internal supervision at the highest level. When considering each step of internal supervision process, the results found that supervision planning achieved the highest operation nor other three steps were high. This is related to the finding of Pholchuay (2021) and Ruengsen (2018) that the highest average was supervision planning. It can be said that supervision planning is an importance step of internal supervision. Another important reason is the school principals have created an understanding importance of the internal supervision and makes the operation plan and clearly defines the objectives of the internal orientation. As a result, all personnel understand the importance and can lead to effective action.

It was also found that there was a statistically significant at the 0.05 level on the internal supervision who had different gender, age, years of experience in school administration and type of school. While school administrators who had different educational background had no statistically significant. This is contrasted to the results of Sarai (2017) who stated that school administrators who had different gender and educational background had no statistically significant on the internal supervision. According to the results, this may be due to the fact that the school principals graduated in any degree will give great importance to internal supervision. Because internal supervision is a process for developing school personnel, recommend each other, plan together, and discuss together to find ways to develop and improve teaching and learning even better.

A statistically significant relationship at the 0.05 level was found in supervision planning and supervision operation steps between small-sized primary school principals and expansion opportunity school principals. This is similar to the results of Ruengsen (2018) who explained that the school principals of expansion opportunity school had a highest average was supervision planning. The internal supervision is a collaborative educational process for personnel at all levels in the school to develop teaching and learning efficiency. The expansion opportunity schools have a large number of students including providing education until the lower secondary school (Grade 7-9). Therefore, more efforts are devoted to internal supervision than small-sized and medium-sized schools, so to be able to raise the quality of the school to the highest standards and entice parents to send their children to extended schools rather than sending them directly to secondary schools.

### **Recommendations and Future Direction**

This study is specially for school principals in Pak Chong district, Nakhon Ratchasima province only, and the results are limited.

Suggestions for Implementation, the school principals should apply the internal supervision approach to further develop the quality of education to achieve the school's educational management goals. School principals should create knowledge and understanding of the importance of internal supervision to all personnel. In addition, school principals should produce useful information for internal supervision to clarify the roles, duties, benefits, and values of internal supervision including developing and improving the internal supervision process to be more efficient.

Suggestions for further research, a specific type of school should be studied but various areas to find the strengths and weaknesses of each area to be analyzed and used to further develop the internal supervision. In addition, factors affecting the effectiveness of internal supervision should be studied to bring that factor to further develop efficiency. Finally, there should be an in-depth study of the problems and obstacles to the implementation of internal supervision to find ways to solve and prevent problems that may occur in the future.

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