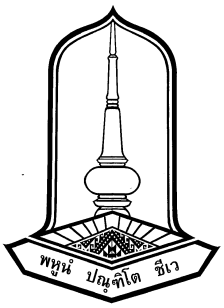

DEVELOPING THE INTERNAL SCHOOL SUPERVISION SYSTEM IN UPPER SECONDARY SCHOOLS IN YANGON, MYANMAR

BY

KHANT

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Education in Educational Administration at Mahasarakham University

July 2015

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ABSTRACT

Internal school supervision system is geared towards ensuring effectiveness and efficiency in teacher instructional development. This research aimed: 1) to investigate the elements of internal school supervision system in upper secondary schools, 2) to explore the actual and required performances of internal school supervision system in upper secondary schools in Yangon, Myanmar, and 3) to design the internal school supervision system for upper secondary schools in Yangon, Myanmar. The research procedure conducted into three stages. The first stage was investigating the elements of internal school supervision system came up from literature review and evaluated by 5 experts. The second stage was exploring the actual and required performances with 120 participants responding a five-point rating scale survey questionnaires. Lastly, the researcher proposed the suitable system was evaluated by 5 supervisory experts.
The research findings were as follows:

(1) The elements of internal school supervision system include 5 input elements; school supervisory plan, leadership skills of principal, instructional supervision, school climate and material resources, 5 supervisory processes; problem identification, diagnosis, development plan, implementation and evaluation, 2 output elements; teachers' instrumental performances and expressive behaviors.

(2) The actual practice of internal school supervision was moderate level ($\bar{X}$=2.98) while required practice was very high level ($\bar{X}$=4.45). The results of $PNI_{modified}$ revealed to enhance the internal school supervision system in upper secondary schools.

(3) System was designed based on $PNI_{modified}$ and required elements of implementing internal school supervision system.

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CHAPTER 1

INTRODUCTION

Background

Education in Myanmar is now in education transition period. This can be notified the response by the education sector to various reforms being undertaken by the new administration in 2011. In the education sector, there are various discussions such as the preparation of Education Development Plan for the inclusion of the next phase of the National Development Plan, the restructuring of the current 11-year education system into 12-year one, decentralization of basic education administration, as well as the expansion of the autonomy of universities and promotion of private universities. In parallel, Development Partners (DPs) in Myanmar are rapidly increasing their movement.

There have some recommendation on supervision system in Myanmar. According to the Comprehensive Education Sector Review (CESR) on May 2014, some supervision team could not go to remote schools in areas of difficult transportation, it is difficult to provide necessary support to them because of lacking information on actual conditions. Schools should be reform not only external supervision team but also internal supervision team for schools to promote the quality and quantity of supervision team.

Moreover, CESR found out that weak in guidance and support by school principals when they monitor teaching practices of the teachers. Consequently, principals should create and implement a pedagogical support mechanism which can regularly monitor, supervise teachers to improve their teaching practices in schools.

Due to practicing centralized system for a long time, the capacity of staff in creative thinking, initiating and critical thinking become weak. It takes a long time to get decision and implementation of education plans become delay. Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach.

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Supervision is directed towards helping teachers become smarter at making professional judgements, not only about curriculum, students and pedagogy, but also about the structures and cultures in which their work is located. The current practice of supervision in Myanmar is based on the bureaucratic view of teaching and it does not contribute to the professional development of teachers. “The Guidance of the head of State” was issued in March 2012, providing some notion about the goal of teacher education “to improve capacities of teachers in both basic and higher education sector”. But there is no clear direction for teachers towards the goal of their professional development. It seems there is no comprehensive document regarding teacher education policy in Myanmar.

Due to the absence of a comprehensive teacher education policy in Myanmar, it is hard to figure out the framework of continuing professional development for teachers and the professional standards for all stakeholders in the education sector. Therefore, the long-term goal of all the efforts, like pre-service teacher education and in-service teacher training, is vague. Consequently, systematic design of teacher education and effective and efficient implementation of teacher education programs is difficult.

The fundamental purpose of a school is improvement of student learning. According to Sergiovanni and Starratt (2006), when a school’s instructional capacity improves, teaching improves, leading to improvements in student performance. The role of the teacher in the process of promoting such process of improvement cannot be underestimated. In order to attain the optimum level of this improvement, teachers need to be well educated and part of the learning community.

Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010). Ogakwu, V. N. (2010) posited that supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning.

However, there are also some regions which do not have any Teacher Training Institutions (TTIs), and in which qualified teachers are not fully assigned, especially in disadvantaged areas. It is recommended for the Ministry of Education to take necessary

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measures to secure further educational access and provision of alternative schooling to disadvantaged, disabled and dropout students. The classroom teaching practice is still dominated by rote-learning and difficult to introduce teaching-learning to improve thinking ability (JICA, 2013).

Furthermore, existing teacher promotion and training system do not based on professional competency of teachers and difficult to foster continuous professional development (CPD) of them. At the same time, there are no adequate standards for school establishment to improve quality of teaching. Traditionally, supervision were used as important tools to ensure efficiency and accountability in the education system. Supervision focus on providing guidance, support and continuous assessment to teachers for their professional development and improvement in their teaching- learning process. Nevertheless, since the demand of teachers for guidance and support rend from supervisors has increased from time to time.

Prioritized Issues in Basic Education towards development for the Next National development Plan of Basic Education are supervision of activities related to school retention at the lower and upper secondary level, participation of private sector in education services and systematic supervision of establishment of quality private schools, upgrading Basic Education Curriculum and Syllabus to international level and developing Educational Assessment System accordingly, strengthening basic education teachers' competency and maintaining continuous professional teacher education development and development of quality teaching learning environment in basic education schools (JICA, 2013).

Mbiti in Nwagwu, Ijeoma and Nwagwu (2004: 325) considers supervision as an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. According to him, supervision is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in the task of teaching and classroom management.

Similarly, Ezeocha in Aguokagbuo (2002: 104) defines supervision as a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning process better for the leaner.

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To ensure the quality of basic education, it is recommended to develop curriculum framework for regular revision of textbooks; conduct Continuous Professional Development of teachers after establishing their professional competency; and introduce Child Centre Approach upon at least minimum quality standards of school establishment.

Regarding management of basic education, the school supervision system based on KaSaSa form has been widely introduced in nation-wide, however, existing system has become a formality without meaningful feedbacks for quality improvement. In addition, the head teachers do not have a clearly defined role and any support system for better school management. (JICA, 2013).

Based on the analysis in the previous research, there is a lack of qualitative criteria in establishing schools. Standards to assess quality of the education environment are necessary to maintain appropriate class sizes and facilities. A teacher-centered teaching approach and rote learning still dominate in the classroom. The contents of examination still tend to emphasize knowledge acquisition. This reflects classroom teaching priorities. Curriculum contents to be taught at schools should consider to make changes in relevant with current situation. (Tin, H. 2012)

Supervisors with higher educational qualification are likely to perform better due to the experience they have acquired from schools their counterpart with lower qualification, education personnel with higher qualifications display more confidence in their workplace they are also more accessible to current information than their counterparts with lower qualification who are usually not exposed to the modern changes.

Teachers try to promote students in chapter/year-end examination by providing extra-study. There are several issues such as difficulty of securing qualified teachers, retaining students in disadvantage. In addition, school supervisions are carried out on a regular basis but more emphasis should be put on improving the quality of teaching.

Shortage of Supervisors from the Ministry of Education is usually not adequate to carry out the duties required. The consequence of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in schools to the detriment of the children. Lack of funds creates a problem in the school.

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Head teachers will not be able to organize orientation or in-service training for the staff or travel out to other schools to learn new development in the curriculum and instruction that could benefit their schools. There is need for government to provide adequate funds, for the development of the personnel and supervision of instruction in schools for educational goal to be achieved.

The upper secondary school principals are weighed down by routine administrative burden that they hardly find time to visit the classroom and observe who the teachers are teaching. The head teachers are busy with correspondence from the Ministry of Education while creates a problem because the primary duty has been neglected, by diverting her/his time to less relevant activities, teachers thereby take advantage of the head's neglect of supervision to achieve their selfish interest or desire.

There can be no effective supervision of instruction without instructional material. Experience has shown that most schools lack even the basic materials and equipment for teaching such as text books, chalkboard, decent classroom for students, apart from this, there are other problems like lack of facilities, bad roads, lack materials and resources for the supervisor to use.

External supervisors do not have time to visit all the schools especially schools in rural area to carry out their supervisory duties. Most school head teachers are not given the necessary training or orientation about the new position they are overseeing to equip them with the new skills of supervisor of instruction functions. The numbers of professional trained supervisors in the schools are inadequate to meet the needs for effective supervision.

The students' population has increased drastically, with regards to the number of teachers' pupils' ratio, this becomes difficult for the head teacher, all he/she does at that point is to position the teachers in the classes to ensure that effective teaching takes place. Other challenges encountered by supervisors are; unprofessional attitude to work, lack of interest, poor perception of the general public on teaching profession, poor status given by teachers, constant change in educational policies, and lack of evaluation system, as noted by interview of supervisor.

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Research Questions

The research problems need the following questions to be answered.

1. What are the elements of internal school supervision system in upper secondary schools?

2. What are the actual and required performances of internal school supervision system in upper secondary schools in Yangon, Myanmar?

3. What is the suitability internal school supervision system for upper secondary schools in Yangon, Myanmar?

Research Objectives

The objectives of this research are as follows:

1. To investigate the elements of internal school supervision system in upper secondary schools.

2. To explore the actual and required performances of internal school supervision system in upper secondary schools in Yangon, Myanmar?

3. To design the internal school supervision system for upper secondary schools in Yangon, Myanmar.

Research Significances

Educational activities in schools require supervision to achieve its educational goals. Teachers need supervision to upgrade them in terms of teaching and learning skills, it will encourage teachers to work harder. Without support for system leaders it is more difficult to achieve the objectives of schools. This is largely because the principal, as a system leader, and teacher play a crucial role in creating the conditions of success in school. Today's principal plays an indispensable role in supporting school leadership. Principals are in a position to make moral purpose a system quality. This means publicly fostering commitment throughout the school board to raise the bar and close the gaps in student learning.

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It is hoped that this study provides a clear vision for the responsible people, especially the principals and teachers who work in the upper secondary schools. Moreover, this study will support clear direction for the person who work in the Department of Education under the Ministry of Education in Myanmar that may be implemented and get benefit of it in the field of educational supervision. It may benefit workers in the field of educational supervision at directorates of education, through providing them with feedback about their practicing the characteristics of modern educational supervision. It is hoped that this present study shares in enriching the educational supervision with the characteristics of modern educational supervision. This study may benefit teachers in recognizing their trends towards education profession that reinforces the educational process and develops performance of teachers.

Research Scope

This research study focus on the developing of the internal school supervision system in upper secondary schools in Yangon, Myanmar. The elements of the system consists of input, process and output. The input elements of internal school supervision system include that school supervisory plan, leadership skill of principal, instructional supervision, school climate and resources. The supervisory process include that problem identification, diagnosis, development plan, implementation, and evaluation. Output elements of internal school supervision system include that teachers' instrumental performance and teachers' expressive behavior. Moreover, the development of upper secondary schools internal supervision system emphasized on system development and system development life cycle, school-site supervision model, strategies of instructional supervision, and previous research that related with this study, teacher supervision and school monitoring and evaluation system in Myanmar.

According to the research objectives,

Stage 1: The researchers investigate the elements of internal school supervision system by responding evaluation form with 5 experts.

Stage 2: For exploring the actual and required performances of internal school supervision system, the study area is Government Upper Secondary Schools

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which are situated in Yangon, Myanmar involving the population of senior teachers and principals from Government Upper Secondary Schools in Yangon. The population size is 30 principals, 120 senior teachers chosen from 30 government upper secondary schools.

Stage 3: Lastly, the respondents to evaluate the design of internal school supervision system are 5 supervisory experts from Department of Basic Education in Yangon for this research.

Theoretical Framework

This study focus on components of system, system development and system development life cycle, , and components of upper secondary schools internal supervision system that include input, process and output of upper secondary schools internal supervision system in order to improve the quality of teaching and the role that they play in supervision. It consists of five key input elements; 1) school supervisory plan 2) leadership skill of principal 3) instructional supervision 4) school climate 5) material resources. The supervisory process of internal school supervision system include five elements; 1) Problem identification - Identify areas whether there is a significant discrepancy between the actual and required state of affairs. 2) Diagnosis – Search for possible causes of the problems. 3) Development plan- Develop a strategy for action by carefully specifying alternatives, anticipating consequences, deliberating, and selecting a set of alternatives for action. 4) Implementation- Implement action plans into specific procedures and 5) Evaluation- Monitor the action plans by collecting data to determine the plans are producing the intended consequences. The output of internal school supervision system is the teachers' instrumental performance and expressive behavior. In this research, the researcher studied base on following framework in Figure1.

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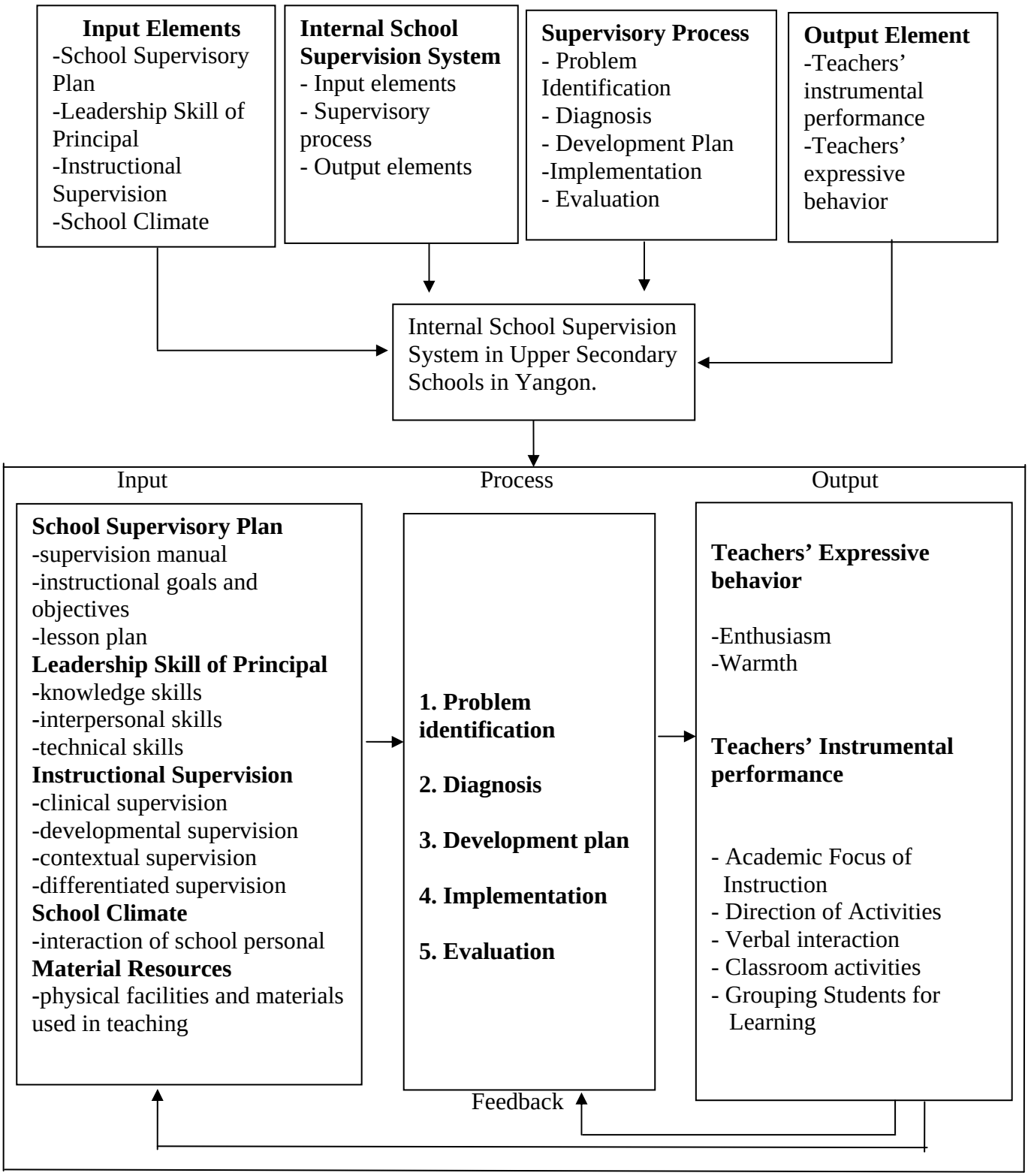

Figure 1: Theoretical Framework

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Term Definition

In this research, the researcher explains the operational definitions of the important terms where are mainly be used in the study as follows:

1. Upper secondary school is the second stage of basic education and comprises two cycles; Lower secondary or middle school lasting four years (grades 6 to 9) and upper secondary or high school (grades 10 to 11).

2. Internal school supervision system in upper secondary schools is defined as a type of school-based (in school) supervision carried out by the school personnel (principals, department heads, senior teachers, and appointed supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which relay on the system. The system includes input, process and output elements of internal school supervision system for upper secondary schools.

3. School Supervisory Plan includes supervision manual, instructional objectives, and lesson plan. Supervision Manual provide a framework for planning, guiding, directing, and evaluating supervisory services. Instructional Objectives are specific actions or a series of actions that are designed to achieve the objective. Lesson Plan is the heart of all instruction because a good lesson plan is both the genesis and structure, or blueprint, for what happens in the classroom.

4. Leadership Skill of Principal means that the instructional leader who encourages collaboration and team approaches to instructional planning must be a mentor and guide who supports these cooperative instructional growth efforts. Knowledge Skills mean that supervisor need to understand how knowledge of adult and teacher development and alternative supervisory practices. Interpersonal Skills mean that supervisor must know how their own interpersonal behaviors affect individuals as well as groups of teachers. Technical Skills mean that supervisor must have technical skills in observing, planning, assessing, and evaluating instructional improvement.

5. Instructional Supervision can be achieved by the supervisor clearly defining goals for the teachers and facilitating opportunities for the teachers to learn their requirements. The four main supervision types are Clinical Supervision,

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Developmental Supervision, Contextual Supervision and Differentiated Supervision. Clinical Supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. Developmental Supervision defined as the match of initial supervisory approach with the teacher or group's developmental levels, expertise, and commitment. Contextual Supervision matches supervisory styles with the teacher's developmental or readiness level to perform a particular teaching task. Differentiated Supervision is particularly teacher-driven and allows the instructional leader to become more of a mentor to the teacher. Additionally, the instructional leader can focus efforts where they are needed most.

6. School Climate is the degree of openness to which the principal and faculty are genuine, or authentic, in their behavior with one another.

7. Material Resources defined as physical facilities and materials used in teaching.

8. Problem identification is defined as a discrepancy between expected and actual performance of teacher, student or class and the performance levels anticipated by teacher-supervisor team.

9. Diagnosis means to identify the critical problems of classroom performance which is decided by principal and teacher. Identify the nature of input elements and data about students, teacher, teaching task, classroom arrangement and classroom climate. The diagnostic phase of the cycle forces the supervisory team (supervisor and teacher) to make some hard decisions. The team must decide on the most crucial aspects of each component; and it must decide which problem to attack first.

10. Develop action plan is the teacher's teaching intervention plan in the classroom collaborated by supervisor. The teacher and supervisor must reach agreement about the most favorable way to solve the classroom problems.

11. Implementation is the applying of action plan in classroom. For the most part, the teacher is the key because classroom changes will typically be initiated by him or her.

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12. Evaluation means providing information about the classroom's and organization's responses to the implemented action plans and giving feedback of the system's needs.

13. Teachers' Expressive Behavior is the degree to which teacher behavior is supportive, planned, and stimulating. Teachers have affective responses to the classroom environment that influence their behavior.

14. Teachers' Instrumental Performance is the degree to which instruction is direct or indirect and can be changed as the task or situation changes is significant. In particular, flexibility of teacher behavior, the ability to make one's behavior fit the situation, has been found to be predictive of teaching success.

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CHAPTER II

LITERATURE REVIEW

Chapter two provides the theory of research through discussion on the supporting of research topic. According to the purpose of the research, researcher reviewed the literature and related research on the development of secondary school supervision system. The following topics covered to review related literature:

1. System and System Development
   - 1.1 Conception of System
   - 1.2 School as a Social System
   - 1.3 System Development Life Cycle
2. Internal School Supervision
   - 2.1 Concept of Internal School Supervision
   - 2.2 Purpose of Internal School Supervision
   - 2.3 Role of Supervisor
3. Internal School Supervision System
   - 3.1 Concept of Internal School Supervision System
   - 3.2 Internal School Supervisory Process
   - 3.3 Commonly Examined Components of School Supervision System
   - 3.4 School-Site Supervision System
   - 3.5 Upper Secondary School Education in Myanmar
   - 3.6 School Monitoring and Evaluation System
   - 3.7 Teacher Supervision System in Myanmar
   - 3.8 Important of Developing Internal Supervision System in Myanmar
4. Strategies of School Supervision
   - 4.1 Overview of School Supervisory Approaches
   - 4.2 Techniques of Instructional Supervision
   - 4.3 Using Standard in Supervision
5. Related Research

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System and System Development

1. Conception of System

Systems theory was proposed in the 1940's by the biologist Ludwig von Bertalanffy (General Systems Theory, 1968), and furthered by Ross Ashby (Introduction to Cybernetics, 1956). He emphasized that real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution. Rather than reducing an entity (e.g. the human body) to the properties of its parts or elements (e.g. organs or cells), systems theory focuses on the arrangement of and relations between the parts which connect them into a whole (cf. holism). This particular organization determines a system, which is independent of the concrete substance of the elements (e.g. particles, cells, transistors, people, etc). Systems concepts include: system-environment boundary, input, output, process, state, hierarchy, goal-directedness, and information.

The developments of systems theory are diverse (Klir, Facets of Systems Science, 1991), including conceptual foundations and philosophy, mathematical modeling and information theory and practical applications. Systems analysis, developed independently of systems theory, applies systems principles to aid a decision-maker with problems of identifying, reconstructing, optimizing, and controlling a system (usually a socio-technical organization), while taking into account multiple objectives, constraints and resources. It aims to specify possible courses of action, together with their risks, costs and benefits. Systems theory is closely connected to cybernetics, and also to system dynamics.

However, as a biologist von Bertalanffy knew that such an assumption is simply impossible for most practical phenomena. Separate a living organism from its surroundings and it will die shortly because of lack of oxygen, water and food. Organisms are open systems: they cannot survive without continuously exchanging matter and energy with their environment. The peculiarity of open systems is that they interact with other systems outside of themselves. This interaction has two components: input, that what enters the system from the outside, and output, that what leaves the system for the environment. In order to speak about the inside and the outside of a

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system, we need to be able to distinguish between the system itself and its environment. System and environment are in general separated by a boundary.

2. School as a Social System

Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of schools: (1) they consist, ultimately, of people; (2) they are goal-directed in nature; (3) they attain their goals through some form of coordinated effort; and (4) they interact with their external environment. The definition, however, does not elaborate on one important feature of schools deserving special attention: All schools are open systems, although the degree of interaction with their environment may vary.

According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them. In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. Consider a school closing or realignment of school boundaries, for example. It affects the people in the school and those outside it — in both the community it's moving from and the one it's moving to.

Systems theory works on the inside and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011). A system can be defined as an interrelated set of elements functioning as an operating unit (Senge, 2006). An open system consists of five basic elements: inputs, a transformation process, outputs, feedback, and the environment.

Inputs: Systems such as schools use four kinds of inputs or resources from the environment: human resources, financial resources, physical resources, and information resources. Human resources include administrative and staff talent, labor, and the like. Financial resources are the capital the school/school district uses to finance both ongoing and long-term operations. Physical resources include supplies, materials, facilities, and equipment. Information resources are knowledge, curricula, data, and other kinds of information utilized by the school/school district.

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Transformation Process: The school administrator's job involves combining and coordinating these various resources to attain the school's goals – learning for all. The interaction between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society. Work of some kind is done in the system to produce output. This transformation process includes the internal operation of the organization and its system of operational management. Some components of the system of operational management include the technical competence of school administrators and other staff, their plans of operation, and their ability to cope with change. Tasks performed by school administrators within the organization's structure will affect the school/school district's outputs.

Outputs: It is the principal's job to secure and use inputs to the schools, transform them — while considering external variables — to produce outputs. In social systems, outputs are the attainment of goals or objectives of the school district and are represented by the products, results, outcomes, or accomplishments of the system. Although the kinds of outputs will vary with a specific school, they usually include one or more of the following: growth and achievement levels of students and teachers, student dropout rates, employee performance and turnover, school-community relations, and job satisfaction. A school must provide "satisfaction" to members of the school community beyond the physiological needs (salary, working conditions, job security) (Herzberg, 2009). Schools must provide for employees' needs for affiliation, acceptance, esteem, and perhaps even self-actualization if they hope to retain a motivated, committed work force capable of performing at maximum levels (Maslow, 1998).

Feedback: Feedback is crucial to the success of the school operation. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both, which in turn will have an effect on the school's future outputs.

Environment: The environment surrounding the school/school district includes the social, political, and economic forces that impinge on the organization. The environment in the open systems model takes on added significance today in a climate of policy accountability. The social, political, and economic contexts in which school administrators work are marked by pressures at the local, state, and federal

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levels. Thus, school administrators today find it necessary to manage and develop —internal operations while concurrently monitoring the environment and anticipating and responding to—external demands. Teachers are often bound by union contracts that conflict with the norms of their particular school or school district. Superintendents are expected to respond to federal mandates even though resources are scarce. Zero-tolerance policies may require expelling a student, even though it may not be in the best interest of the student to miss school for an extended period of time. And educational leaders are faced with ongoing pressures to show good results on standardized achievement tests, while at the same time dealing with a growing number of management duties, such as budgeting, hiring personnel, labor relations, and site committees resulting from school-based management initiatives.

Open System: An open system is one that is influenced by its environment. The elements of the system transform inputs from the environment into a product or set of outputs. All social systems are open systems that consist of patterned activities of individuals. Furthermore, these structured activities are interdependent, repetitive, relatively stable, and directed toward a common output or outcome.

The following ten common characteristics that define all open systems are adapted and summarized from the work of Katz and Kahn (1978).

The input: Systems import energy (eg, information and resources) from their environment in order to function.

The throughput: Systems transform the imported energy. The systems convert the input into a new product, or they process materials, train people, or provide a service. Work is performed in the system; for example, decisions are made, materials manipulated, and services performed.

The output: Systems produce outcomes in the form of products, services, or information that are dispatched to the larger environment. Not all outcomes are intended.

Cycles of events: The pattern of activities in open systems is repetitive and cyclic. Events take place in recurring patterns of input, throughput, and output as the exported product provides the source of energy to repeat the cycle of events.

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Negative entropy: To survive, systems must overcome entropy, the tendency to run down and die. Open systems transcend the entropic process by the cycle of input, transformation, and output; it is a cycle of negative entropy in which the output supplies new energy for the system.

Feedback: Systems channel information about their output back into the system to regulate both the input and transformation processes. Negative feedback is the simplest kind of information processing, which enables the system to correct its deviations from course.

Dynamic equilibrium and homeostasis: Systems that survive tend to move toward a steady state. A steady state is not a motionless equilibrium. There is a continuous import and export of energy from and to the environment, but the ratio of the energy exchanges and the relations among system parts remain relatively constant. A process of homeostasis acts to regulate the system; any force that threatens to disturb the system is countered by forces that restore the system and preserve its character. Nonetheless, systems exhibit a growth dynamic in which their basic character is retained; they react to change through growth by assimilating new inputs into their structure.

Differentiation: Systems move in the direction of increased elaboration. As they grow, more components are added, specialization increases, more transformation processes occur, and more feedback loops are required. As systems grow larger, they become more complex.

Integration and coordination: As differentiation occurs, other processes act to unify functioning within the system. Coordination processes develop to assure the functional articulation of tasks and roles; and integration provides for the achievement of unification through shared norms and values.

Equifinality: The principle of equifinality is operative in open systems-a system can reach the same end state from differing initial conditions and by different paths of development.

The open-systems approach begins by identifying- the repeated cycles of input, transformation, and output that comprise patterned activities. All such systems share the characteristics of negative entropy, feedback, dynamic equilibrium, homeostasis, differentiation, coordination, and equifinality.

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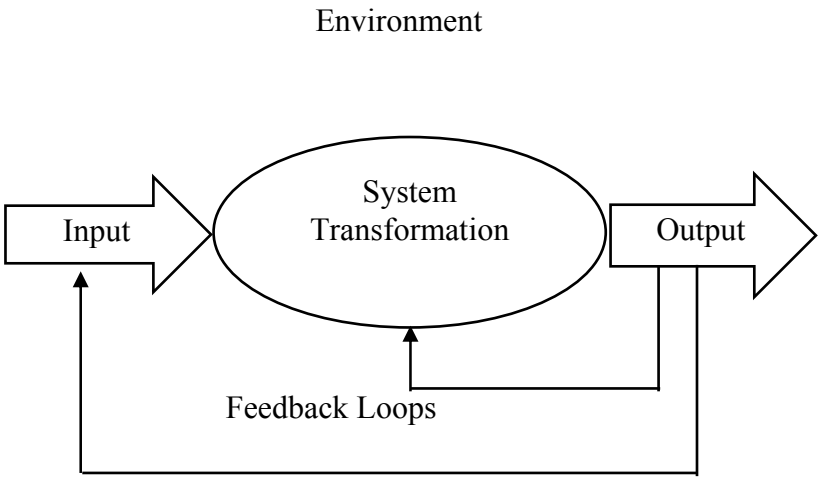

Source: Schools as open systems by Lunenburg, F. C. (2010).

Figure 2 Basic Open System Model

3. System Development Life Cycle

The System Development is the interactive process which consists of the following stages;

Preliminary Investigation: One of the most tedious task is to recognize the real problem of the pre-installed system. The analysis has to spend hours and days for understanding the fault in the system. This fault could have however overcome if the Preliminary Investigation before installing the system was properly done. This is the first stage of the development of the system. In this stage the analyst makes a survey by gathering all the available information needed for the system elements and allocation of the requirements to the software.

Analysis of the requirement: The analyst understands the nature of the information and the functions of the software which is required for the system. The analyst makes a brief survey of the requirements and tries to analyze the performance of the system which is to be developed. It also makes sure that gets enough information and resources for building the appropriate system.

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System Design: The analyst actually makes number of designs of the system on paper or on the computer and sees to it that the rough image made of the system comprises of all the requirements or not. Once this is done, the analyst selects and finalizes a best suited design for the development of the system.

System Development: The analyst translates the code or the programs in such a way that they become in machine readable form. The coding step is very time consuming and involves number of rooms for errors. Once the analyst is through with the coding stage tests the systems and sees to it that it is working as per the expectations or not. Try to correct the flaws in the system if any.

System Implementation: This is one of the most vital phase as the analyst actually gives the system to the customer and expects for a positive feedback.

System Maintenance: The last stage of the SDLC is that the analyst needs to maintain the system and see to it that it working within the standards set. It needs to maintain the system by removing the defects of flaws occurred.

Internal School Supervision

1. Concept of Internal School Supervision

School Supervision is crucial part to attain the goals and objectives of the school. There is the need to state some of definitions in order to bring out what educational supervision is, its nature and purposes in education. The Good's Dictionary of education (1945) defined educational supervision as "all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.

Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision. Thus, the meaning of school supervision is the development in teaching and teaching environment to upgrade effective teacher performance and student learning in the school. Supervision is a combination or integration of a number of

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processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. In order to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather directing.

School supervision, as a field of educational practice has passed through many changes. It is a way to advise, guide, refresh, encourage, simulate, improve and oversee teachers with the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management. Ijeoma and Nwagwu (2004:325) opined that supervision is seen as an instrument with which the political and administrative authorities maintain the necessary contact with the schools, teachers, pupils and the community and so ensure that the system is working satisfactorily. In this sense supervision is to be viewed as fulfilling a controlling, coordinating and communicating role as guardian of education standards.

2. Purpose of Internal School Supervision

Neagley and Evans (1970) outlined two types of supervision. They identified the types as internal and external supervisions. Internal supervision involves supervision within the various institutions by institutional heads while external supervision deals with supervision from local, district or national offices. Internal supervision refers to head or the school administrator, a representative in the day-to-day administration and supervision of the schools. Musaazi (2010) looks at internal supervision as the situation where the head is to ensure the improvement and the making of the instructional process more effective. Elsbree, Nally and Wynn (1967) view internal supervision as “internal measure taken in the school to ensure the achievement of school objectives” (p. 39). Internal supervision may be seen to deal with all the activities performed by teachers and principals in the school to enhance teaching and learning.

School heads would become institutional leaders in the fuller sense of the term in internal supervision system. They would be as responsible for teacher learning as much as student-learning in their schools. Heads of schools very often do some classroom teaching. In the new supervisory system, they would also undertake teacher

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education as part of their role. They would be responsible for creating the opportunities for teachers to undertake joint planning, to observe each other's lessons, and to visit neighboring schools for workshops offered by supervisory teachers. The heads would also play a leadership role in extending teachers' professional horizons beyond their own classrooms.

They would do this work through individual and group meetings, workshops, projects, study groups, coaching and teamwork. Although they themselves may not always be a direct source of help to teachers, they would be responsible for enlisting appropriate support from others, within and outside their school. They would be expected to establish networks with local communities, for the exchange of ideas, information or resources. Having identified sources of help, they would also have to provide time for teachers to make use of the available learning opportunities and help them to obtain funds.

Heads of schools would not only support but also monitor teachers' professional development. The data collected about their school for the external supervisors might be used as one source of information for monitoring teachers' work. In addition, they might observe teachers' classes, examine their plans or records of work, and periodically review their students' work. Like the heads of some private schools and corporate bodies, they would regularly help teachers to identify areas of professional competence needing improvement and negotiate with them the processes, resources and assessment criteria to be used.

The heads would help teachers to make realistic plans and monitor the implementation of these plans. They would maintain records of teachers' performance and their development, share them with the external supervisors and seek their advice, if needed. Thus the head would be as accountable for teachers' development as for students' development in the school. For heads to take the responsibility of ensuring the quality of teaching and learning in their schools, they would have to be entrusted with the authority to make important decisions about the school.

Educational researchers have also studied the relationship between teacher-learning and school settings. The general conclusions emerging from these studies are: Heads of schools play a pivotal role in teacher development (Leithwood et al., 1994; Chapman and Burchfield, 1994; Farah, 1996); Teachers need support as well as

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pressure from colleagues and managers (Fullan, 1991, 1993; Hargreaves, 1992); Internal as well as external resources are needed by schools to sustain teacher development efforts (Rosenholtz, 1989; Fullan, 1993); Internal as well as external criteria and mechanisms for monitoring progress are necessary for teachers (Hopkins et al., 1997)

The purposes of supervising schools are to ensure quality of teaching and learning. Supervisors, principal and teachers need to promote a supportive culture within the schools where learning is maximized, and each and every child is safe and protected. Promote a system whereby personal, social and health education is given equal importance and also promote spiritual, moral and cultural development of students in the schools.

Harris (1985) perceived supervision as "what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major educational goals of the school. Purpose of school supervision is to ensure to the stimulation of Professional growth of the teachers and their entire school system and to motivate teachers, it equally ensures that the teacher do what is expected of them so that the students learn.
It is geared towards ensuring efficiency and effectiveness in the school system.

Instructional supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Cogan (1973) envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserted that teachers were not only able to be professionally responsible, but also more than able to be "analytic of their own performance, open to help from others and self-directing". Unruh and Turner (1970) saw supervision as a social process of stimulating, nurturing and appraising the professional growth of teachers and the supervision as the prime mover in the development of optimum conditions for learning for adults, when teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning is more personalized and therefore more powerful.

The intents of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analysing and reflecting on their classroom practices with the assistance of another

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professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of supervisor's help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around.

As Acheson and Gall, and Pajak (cited in Zepeda, 2003), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization. Furthermore, as mentioned by Sergiovanni and Starratt, and Blumberg (cited in Zepeda, 2003), supervision promotes the improvement of students' learning through improvement of the teacher's instruction; and it promotes change that results in a better developmental life for teachers and students and their learning. Instructional supervision is service that will be given for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement (BGREB, 2006).
To sum, the intents of instructional supervision revolves around helping teachers for their practical competencies and increasing students learning through the improvement of the teachers' instruction.

4. Role of the Supervisor

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot be materialized without having regular supervision of teachers' activities (MoE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way. In general, school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work.

A successful supervisor has a positive attitude. When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude. A good school-based supervisor should be approachable, good listener, very patient, and should

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be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2002). Instructional supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work.

By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers′ professional development and improve instructional efficiency.

In the same way, as successful matching of options to teachers results in enhanced professional development, increased work motivation, and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

One of the supervisor's primary roles is, "to help teachers set goals that improve their instruction by helping the teacher to better understand his or her own teaching" (Sergiovanni & Starratt, 2002: 234). The ultimate goal of supervision is for teachers to improve their knowledge and skills in order to make schools a more efficient and effective learning communities for all students. Few supervisors have mastered the art of teacher evaluation, because it is a complex practice (Sergiovanni & Starratt, 2002). The difficulty of the task is compounded by the fact that some supervisors try to make evaluative judgments based on one time observations, and try to make overall evaluations based on one moment in time.

A supervisor's disposition and personal bias also has a bearing on his or her job performance. Sergiovanni and Starratt (2002) observe that when a supervisor insists on having an aggressive and controlling relationship over the teacher, this prohibits a relationship of genuine communication and mutual respect needed for a true supervisory relationship. Acheson and Gall (1987) note that teachers desire leaders as supervisors

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who respect them as individuals, are open to discuss their concerns, are willing to collect data as the teacher wants it collected through observation and other viable methods, are able to analyze data collegially, and are willing to discuss available alternatives.

Acheson and Gall (1987) state that there are several prerequisites skills to be acquired before an instructional leader fulfills the role of supervisor. Among these skills is: the art of self-disclosure, ability to build trust, ability to offer effective feedback, ability to offer acceptance, and ability to provide support (Garubo & Rothstein, 1998). A good supervisory relationship must be one of good moral integrity in that it is open, trust in grand flexible (Sergiovanni & Starratt, 2002).Cogan (1973) describes the supportive relationship between the teacher and supervisor as colleagueship. "In colleagueship the teacher and clinical supervisor work together as associates and equals, and they are bound together by a common purpose that is the improvement of students' learning through the improvement of the teacher's instruction" (Cogan, 1973: 68).

Collegiality as a relationship of respect and affection between a supervisor and teacher. The supervisor and teacher acknowledge each other’s differences, and work together to form a partnership to achieve new patterns of knowledge in teaching and learning. Naturally, the teacher, as the one handling curriculum and students, is more knowledgeable than the supervisor about particular curriculum and student characteristics. For precisely this reason, in clinical supervision, the supervisor serves as an individual with experience in observing the art of teaching, rather than as a content area expert.

Internal School Supervision System

1. Concept of Internal School Supervision System

The inputs to the system are the organizational constraints. Five sets of critical constraints are specified; (1) School Supervisory Plan, (2) Leadership Skill of Principal, (3) Instructional Supervision, (4) School Climate, and (5) Resources.

Five key elements in the classroom social system interact to produce the transformational processes. These components are (1) the teaching task (2) the teacher (3) the student (4) classroom climate and (5) formal classroom structure.

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Finally, Output element provides the basis for diagnosing classroom performance. We are concerned with teacher performance. In particular, to what extent is actual performance consistent with expected performance? Information or feedback loops transmit outcome results back to the classroom and organization. Actual classroom performance can then be used to make modifications in the system inputs or in the basic internal components of the system.

The model should be particularly useful to supervisors as they attempt to understand and help teachers improve the teaching –learning process. The major internal elements of the school supervision system become important inputs for the classroom system. Organizational constraints regulate, set limits, and provide opportunities for the kind of behavior that can occur in the classroom. The unique nature of the supervision as one of the major functions of the school operations has been emphasized, it is necessary to operationalize supervision by specifying its goals (tasks), its process (activities) and its prerequisites (competencies). If instructional supervision services are to influence teaching, certain instruction-related tasks must be accomplished as a result of certain supervisory activities, implemented by complete people - instructional leaders.

School Supervisory Plan; Every kinds of professional task in the school setting has some guide lines and implications for instruction and must be a supervisory manual to accomplish the tasks. The tasks of supervision need to be specified operationally as those that are instruction-related in certain critical ways.
(1) Developing Curriculum- designing or redesigning that which is to be taught. Developing curriculum guides, establishing standards, planning instructional units, and instituting new courses. (2) Organizing for instruction; Making arrangements whereby pupils, staff, space, and materials are related to time and instructional objectives in coordinate and efficient ways. Grouping of students, planning class schedules, assigning spaces, allocating time for instruction, scheduling, planning events, and arranging for teaching teams. (3) Providing materials; Selecting and obtaining appropriate materials for use in implementing curricular designs. Previewing, evaluating, designing, and otherwise finding ways to provide appropriate materials are included in this task area. (4) Evaluating instruction; Planning, organizing, and implementing procedures for data

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gathering, analysis, and interpretation, and decision making for improvement of instruction.

It is important to recognize that these tasks areas provide a framework for planning, guiding, directing, and evaluating supervisory services. These are only portion of the many tasks undertaken in the total school operation. Working with appropriate staff members, we must establish goals at the beginning of the school year and evaluate them at the end. Goal setting is a crucial elements in the school supervisory plan. It is essential that each year establish goals and it is important that set personal goals as a supervisor, collaborate with staffs to establish goals. These goals should be transcribed using a standard format with supporting data including the staff members responsible for the goal's implementation.

In order to meet the school goal, the educational data is necessary and important information that is associated with the goal. In order to identify trends in the educational data, at least three years of statistics are needed. This three-year comparison of test results plus an item analysis of individual questions on the exam would produce sufficient statistical data to be able to develop objectives.

According to Drucker model, objectives must be data driven and carefully focused on effecting the overall change the goal that want to achieve. Objectives are measurable and expressed as quantifiable statements of intent. The objective is clearly focused on the overall goal to improve students' performance based upon an analysis of the data and measurable. Strategies are specific actions or a series of actions that are designed to achieve the objective. Appropriate strategies must be measurable, time valued, and assigned to specific personnel who will be responsible for their implementation. We would then be ready to develop instructional strategies to improve that identified area of weakness.

In addition to the goals and objectives of the school and its various departments or grades, each instructional staff member in the school needs to develop individual goals and objectives related to the overall instructional plan but clearly focused on the instructional or professional needs of that person. These goals and objectives must be collaboratively developed and should reflect an awareness of teacher needs and concerns for professional growth and development.

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Lesson planning appears as the next item after goal setting, which suggests that all lessons should follow and be closely connected to the established curricular and instructional goals for the year. Lesson plan flows directly from the goal setting, and sound lesson planning is an ongoing process that happens all year long. Lesson plan is the heart of all instruction because a good lesson plan is both the genesis and structure, or blueprint, for what happens in the classroom. According to the important work of Madeline Hunter and many other educational researchers, there is a growing body of evidence that identifies the most effective teaching practices and instructional methodologies that work best with children. While there is no prescribed lesson plan to fit all types of lessons in all subjects, it is almost universally agreed upon by most researchers and practitioners that the essential components of an effective lesson are an instructional aim.

Leadership Skill of Principal: The instructional leader who encourages collaboration and team approaches to instructional planning must be a mentor and guide who supports these cooperative instructional growth efforts. Principal must also regularly review all lesson plans, identify strengths, encourage risk taking, and make suggestions for improvement.

As an instructional leader, principal should plan on spending a significant portion of each day working with individual staff members and academic or grade level teams in planning instruction. Working with both new and experienced teachers, principal must go beyond a simple check that the established curriculum is being followed. Principal must encourage best practice, invite reflection, and teach teachers how to design effective lessons that engage all students. For the new teacher this will often mean ensuring that all lessons contain the essential components.

Experienced teachers should be encouraged to incorporate new or innovative methodologies in their teaching and to share their plans by collaborating with newer members of the department or grade. It is important that you establish high expectations for all your staff and ensure that all your teachers are aware of and utilize the very best, most effective methods in the classroom. As a teacher of teachers, principal must know and be able to teach best practice in supervision field. Moreover, principal must use a collaborative approach to instructional planning. It is important that principal develops trust among teachers and foster positive relationship.

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Leadership Skills of Principal; Leadership in school is another crucial input into the classroom for internal school supervision. Leaders are individual who exert influence, by persuasion, sometimes by power and example. Leadership may be considered from a variety of perspectives, our primary concern is with leadership as a personal characteristics that has influence on the behavior of teachers.

Max Webser (1949) argues that bureaucratic organization maximizes both rational decision and administrative efficiency because division of labor and specialization produce experts; experts with an impersonal orientation make technically correct, rational decisions; the hierarchy of authority guarantees coordination and disciplined compliance to rational directives; rules and regulations result in uniformity and stability in the operation of the organization. Professionals typically act on the basis of their knowledge and are responsible to the profession for their actions.

School employees are expected to comply with superiors' directives rather than with self-imposed professional standards. The ultimate justification for a professional act is its consistency with procedures and approval by superiors.
The conflict between professionals and bureaucrats occurs because the need for expertise is often incompatible with the need for discipline, a frequent dilemma in schools. The formal structure of schools furnishes important inputs for the classroom. It presents opportunities as well as limitations for the improvement of classroom teaching and learning.

Glickman et al. (2008) summarizes the following ideas to facilitate instructional improvement, those responsible for instructional supervisor must have certain prerequisites of the following skills:

1. Knowledge skills base: supervisors need to understand what teachers and schools can be and what teachers and schools are.

2. Interpersonal skills base: supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change-oriented relationships.

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3. Technical skills: supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement. Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction.

Leaders typically confront two sets of problems: (1) accomplishment of goals and, (2) satisfaction of the needs of individual followers so that they will continue to cooperate. Four leadership types are often discussed. Task leaders are individuals who spend most of their time stressing the mission or job and its technical aspects. Social leaders are primarily concerned with the human relations aspects of the job that is, the satisfaction of personal needs and interests of individuals. Integrated leaders are those relatively rare individuals who are able to perform both, the task and social leadership roles. Finally, passive leaders perform neither role. Fred Fiedler argues that not only are task-oriented and relationship-oriented behaviors usually performed by different individuals, but that much behaviors are a function of two distinct personality types or motivational style. Task-oriented leaders are motivated by successful interpersonal relation.

Both the principal's and the supervisor's leadership styles provide important constraints for what goes on in the classroom. If the principal is both administrator and supervisor, the leadership role will be complex and conflict-filled. Theoretically, we have argued for a separation of roles based on different functions. Yet, in reality many principals are forced to be both administrator and supervisor. In the context of the supervisory process, the cooperative goal of principals, supervisors and teachers is the improvement of the teaching-learning process. The leadership of principal and supervisor provides both opportunities and constraints for classroom teachers that significantly influence their classroom performance.

Instructional Supervision; Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilize clinical supervision. Cogan (1973) defines this model for conducting the observation of a teacher as: "the rationale and practice designed to improve the teacher's classroom performance." Cogan also believed that for the

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improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teacher's classroom behavior.

If teacher supervision is done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils. In lines with this, Acheson and Gall (1987) define clinical supervision as "supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification." The analysis of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student's learning by improving the teachers classroom observation.

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards (Sergiovanni & Starratt, 2002). Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. In doing this, i.e.; as teacher instruction improves, students will become more motivated, classroom management will be improved and better atmosphere for promoting learning will exist.

Clinical Supervision is a form of inquire designed to encourage reflection and analysis of supervisory methods and to develop and test hypotheses about what is effective and why (Cook, 1996). Goldhammer, Anderson and Krajewski (1993) and Cogan (1973) identified five major steps in clinical supervision; (1) Planning (2) Conference (3) Classroom observation/data collection (3) Analysis/Strategies (4) Post observation conference and (5) Post conference analysis. There are several procedures to follow within the five major steps that can help direct the instructional leader.

1. Planning Conference is designed to inform the instructional leader of the objectives for the lesson. The teacher prepares a detailed lesson plan for the instructional leader to critique and provide a basis for suggestions (Cogan, 1973; Goldhammer et al., 1993).

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2. During the classroom observation/data collection step, the instructional leader observes the teacher teaching the lesson outlined in the lesson plan.
The instructional leader should use an observation instrument to collect data on the lesson being taught (Cogan, 1973; Goldhammer et al., 1993). This procedure provides written information for the teacher in the post observation conference.

3. The analysis/strategy stage is the core of clinical supervision; the instructional leader conceptualizes what was observed in the classroom and converts the analysis into readable data for the teacher (Cogan, 1973; Goldhammer et al., 1993). The teacher then has a representation of how the instructional leader perceived the lesson.

4. The post-observation conference allows the instructional leader to dialogue with the teacher on the observed lesson (Cogan, 1973; Goldhammer et al., 1993) and allows the teacher to give input on the lesson. In addition, the instructional leader and teacher work together to establish goals to be met at the next observation date.

5. The post-conference analysis is primarily for the instructional leader, who must analyze if the best supervisory practices were used with teacher. This analysis provides a reflection exercise to help the instructional leader to improve the next supervisory conference (Cogan, 1973; Goldhammer et al., 1993).

Developmental Supervision; Glickman et al. (2001) define developmental supervision as “the match of initial supervisory approach with the teacher or group’s developmental levels, expertise, and commitment’’. The instructional leader operating in developmental supervision gives three types of assistance (1) directive (2) collaborative, and (3) nondirective. Teachers who have low conceptual thinking, expertise, and commitment to their teaching will be matched with directive assistance. Teachers at earlier stages of development often have problems making decisions and defining problems, and they have learned few ways of responding to problems. Directive supervision places the instructional leader as the expert in charge of writing goals for the teacher. Teachers at moderate levels of abstract thinking, expertise, and commitment are best matched with collaborative assistance (Glickman et al., 2001). With this type of assistance, the instructional leader and teacher establish goals, identify how they will be achieved, and as a team note when the achievement should be noticed.

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The teachers who think abstractly and demonstrate high expertise and commitment to teaching are best matched with nondirective assistance (Glickman et al., 2001). Nondirective assistance allows the teacher to be in control of how and when the goals will be achieved. The instructional leader is still involved, but takes a more passive role in the supervisory process. Glickman et al. (2001) identify the behaviors of the instructional leader in this role as listening, reflecting, clarifying, encouraging, and problem solving.

Differentiated Supervision; Differentiated supervision is particularly teacher-driven and allows the instructional leader to become more of a mentor to the teacher. Additionally, the instructional leader can focus efforts where they are needed most (Glatthorn, 1997). Glatthorn (1997) suggests four options for differentiated supervision: 1) intensive development (special approach to clinical supervision), 2) cooperative professional development, 3) self-directed, and 4) administrative monitoring. The teacher chooses one of the supervisory options; the instructional leader and teacher then focus on that area.

Glatthorn (1997) suggests that intensive development, the first option of the differentiated supervisory model, is a process which requires many instructional leader observations which focus on learning outcomes instead of teaching methods. Intensive development should be used with a small number of teachers who experience difficulty with the teaching process. Intensive development includes eight components that involve five or more cycles and multiple observations. The first component, the taking stock conference, is held any time the instructional leader and teacher want to discuss their professional relationship or to reflect on what has been accomplished. The second (pre-observation), third (diagnostic debriefing) components of the intensive development option are equivalent to the planning conference, classroom observation, analysis/strategy, and supervision conference of the clinical supervision model.

The sixth component of the intensive development option, the coaching session, provides an opportunity for the instructional leader and teacher to select one skill from the diagnostic process on which to concentrate. The seventh component, focused observation, highlights one skill, using a form intended to assemble information about the teacher's use of that skill. The focused debriefing conference, the eighth

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component, allows the instructional leader and teacher to review and analyze the results of the focused observation.

The second option, cooperative professional development, is a mutually respectful process in which a small group of teachers agree to work together to facilitate their own professional growth (Glatthorn, 1997). The teacher becomes part of a two-or-three teacher teams undergoing the mentoring process together. The teachers observe each other's classes and give feedback on each other's teaching. This type of supervision is less time consuming for the instructional leader because the teachers conduct the supervisory process, and the instructional leader serves only as a resource. Cooperative professional development can be used with more experienced teachers who seek collegiality (Showers & Joyce, 1996) or a beneficial mentoring experience.
The third suggested option of differentiated supervision is self-directed.

Beach and Reinhartz (2000) state that self-directed supervision enables the individual teacher to work independently on professional growth and allows the instructional leader to have a more relaxed supervisory role. In this case, the teacher develops and carriers out individualized plans for professional growth with the instructional leader as a resource. This technique is specifically for the teacher who prefers to work alone, yet seeks the aid of the instructional leader as a mentor (Glatthorn, 1997). Glatthorn (1997) and Beach and Reinhartz (2000) state that the teacher self-evaluates his/her teaching using videotape, inventories, reflective journals, or portfolios to critique his or her teaching procedure. The instructional leader does not need to evaluate the lesson, but through individual conferences the instructional leader could provide feedback on improving the instruction if the teacher so desires.
The final option available to teachers utilizing differentiated supervision is administrative monitoring. Glatthorn (1997) defines administrative monitoring as a process by which the instructional leader monitors the teacher's classroom with brief, unannounced visits. This option is used to monitor activity in the classroom and enables the instructional leader to be aware of any problems the teacher might be having.

School Climate; Openness is the degree to which the principal and faculty are genuine, or authentic, in their behavior with one another. Teachers work well together and are committed to the teaching task; hence, there is no need for burdensome paperwork, close supervision, or for the myriad rules and regulations that characterize a

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closed organizational climate. Principal leads and behavior of the entire professional staff is authentic in schools with open climate. Organization can be arrayed along an exploitive-participative spectrum of climate types based on their management systems. In the exploitive system, control is concentrated at the top. Communication is initiated from above; decisions are made unilaterally at the top, and organizational members are motivated by threatened or applied sanctions.

At the other end of this continuum, the participative system is characterized by shared participation in decisions, shared goal setting, teamwork, and cooperation, and close, warm interpersonal relations among members. The managerial system of a school clearly sets an atmosphere that affects the motivation and behavior of administrators, supervisors, and teachers. The analysis of school climate in terms of professional interactions (open-closed), pupil-control orientation (humanistic-custodial), and managerial systems (exploitive- participative) should enhance our diagnosis of classroom performance.

Teachers need encouragement, time, and a supportive climate in order to reflect meaningfully upon their teaching. Principal must be a guide helping them identify and articulate effective practices, instructional strengths, and areas of weakness. As a teacher of teachers, principal should seek to create a risk-free environment, a positive climate of trust and respect, and a partner relationship is developed with the teacher being observed.

Material Resources; Material resources are the physical facilities and the materials used in teaching, such as classroom furniture, curriculum materials, teaching supplies, computer hardware, and audio-visual equipment. Given expressed needs of materials, principal can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendation for acquisitions in needed areas.

Given learning needs and a curricular design to meet those needs, the principal can arrange for the production of the necessary learning materials to complement, fulfill and enhance the aims of the curriculum. Given an array of learning resources currently available for use, the principal can design and conduct a study to determine the extent and appropriateness of their utilization, and based on the results of

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that study, can recommendations for the improved utilization of specific learning resources in specific ways. The critical aspect of input elements are as follow;

I. School Supervisory Plan
   1) supervision manual
   2) instructional goals and objectives
   3) lesson plan
II. Leadership Skill of Principal
   1) knowledge skills
   2) interpersonal skills
   3) technical skills
III. Instructional Supervision
   1) clinical supervision
   2) developmental supervision
   3) contextual supervision
   4) differentiated supervision
IV. School Climate
   interaction of school personal
V. Material Resources
   physical facilities and materials used in teaching

The teaching task, the teacher, the student, the formal classroom organization, and the classroom climate are the crucial elements in the classroom transformational process, and each is briefly described below.

The teaching task; Teaching has been defined in a variety of ways, but for our purposes it is a system of intentional actions aimed at including the learning of skills, knowledge, and values. Regardless of the method used, the teaching task has a number of common phases. Drawing on the work of Broudy and Palmer and flerbart, the following five general steps in the teaching task are specified;

(1) Preparation; The process of getting ready for interaction with students in the classroom. This includes preparing lesson plans, reviewing notes, anticipating possible student responses, and preparing students for what they are about to learn.

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(2) Presentation; The teacher offers students what they are to learn. This is the very essence of the teaching act, and it is in the specifications of this step that various teaching methods often vary.

(3) Diagnosis; The teacher and students observe and interpret responses to determine if the students have learned the material or task.

(4) Reinforcement or correction; If the response is correct, the teacher try to assure students retain what they have learned, but if the response is incorrect, the teacher takes the necessary action to correct the response.

(5) Formal Evaluation; Procedures and tests are used by teachers to determine how well the students have learned the presented task.

Teacher; The second component of the classroom system is the teacher. The emphasis here is on teachers' personal characteristics. The most crucial aspects of the teacher are his or her knowledge, values, and skills. Knowledge of the subject and skills to present that information are indispensable to the teacher. Knowledge of the skills to present, for example includes classroom management techniques, inquire and questioning skills, interpersonal skills. On the other hand, knowledge of subject matter refers directly to the mastery of the concepts and principals of the subject. Borich maintains that there are three forms of teacher competencies: (a) knowledge competencies: (b) performance competencies, which specify the teaching process the teacher is expected to demonstrate: and (c) consequence competencies, which specify pupil behaviors that are seen as evidence of teaching effectiveness.

Other important attributes of teachers are their perceptions and expectations. The expectation of teachers that all students can achieve frequently has a positive impact on their achievement. Motivation to teach, attitude towards pupils, attitude towards teaching and attitude towards superiors all have the potential to disrupt the teacher's behavior and may be at root of classroom problems. Jere Prophy and Carolyn Evertson concluded that different types of students produce attitudes of attatchment, indifference or rejection in their teachers and these teacher attitudes are associated with different patterns of teacher-student interaction.

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Teachers' motivational needs also play an important role in their classroom behavior. Strong personal needs for security, dominance, and ascendency have predictable consequences. Teachers behave in ways that they believe will lead to desired states; hence both rewards and personal values motivate teacher behavior.

Student; The third element of the classroom system is the student. The personal characteristics of students in the class are also central to any analysis of the teaching-learning process. First, the skills, knowledge, values, and abilities, that students bring to the classroom are functional factors related to learning. Many classroom problems are directly linked to inadequate preliminary knowledge, skills, and values, on the part of students. The expectations and perceptions that students have of school, teachers, peers, and themselves influence their performance in school.
The interests, motivations, and perseverance of students are still other crucial aspects of classroom activities. Motivating students is just as complicated as motivating teachers. Students have needs for safety, belongingness, esteem, and growth. Background factors such as sex, race, and socioeconomic status are also individual characteristics that influence instruction and non-instructional transactions in the classroom.

Formal Classroom Organization; The fourth component of classroom system is its formal organization classroom arrangements that have been created to facilitate the teaching-learning process. These arrangements include a broad range of structures, processes, and materials that are used in classroom instruction.
Three significant aspects of classroom arrangements are the structure of activities, instructional methods, and curriculum material. The structure of the teaching-learning process itself is determined by the teacher.

The structure of classroom activities can be examined in terms of the formal relations between the teacher and students, the routine management practices in the classroom, student participation in planning, and the organization of learning activities. The instructional method used by the teacher is another main feature of formal classroom organization. Discussion, lecture, drill, recitation, inquiry, or some combination of these provide teachers and supervisors with a variety of way to enhance teaching and learning. Finally, the curricular materials themselves need to be considered as central to classroom activities. Textbooks, workbook, and supplementary materials guide and direct the learning. Moreover, the pacing, sequencing, and coverage of

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classroom content influence both individual student achievement and class performance.

Classroom Climate; The final element in the classroom system is its climate. The informal social organization of student life in the classroom-including norms, values, attitudes, interaction, and leadership is the classroom climate. As student interact in the formal context of the school, informal norms and unofficial leadership patterns emerge that have significant effects on classroom behavior; that is, an informal organization develops among students in the classroom. Although the teacher is the titular leader of the class, students frequently have their own leaders. Similarly, although teacher set the formal expectation for the class, which are supported by official practices and procedures, students often have their own set of informal expectations that are enforced by informal student norms. Student leaders are sometimes as important as teachers in motivating student behavior, just as students' rules are often as influential as those of teachers.

The teacher is formally expected to guide and direct the teaching-learning process and is usually expected as the leader for that role. But informal students leader often control the expressive activities of the classroom; students look to other students for direction in social activities. A humanistic orientation stresses the need for students to be given the freedom to act on their own volition and to accept responsibility for such action. The classroom control orientation is directly related to teacher-student relationships, including the student norms, interactions, and leadership patterns.

The output of the classroom transformation processes is performance of teacher. Rather, at each level multiple criteria of effectiveness are employed, and performance is evaluated by comparing expected with actual outcomes.

Teacher Performance; There are a number of important dimensions on which to examine teacher behavior. First, the degree to which instruction is direct or indirect and can be changed as the task or situation changes is significant. In particular, flexibility of teacher behavior, the ability to make one's behavior fit the situation, has been found to be predictive of teaching success. The degree to which teacher behavior is supportive, planned, and stimulating is significant; therefore, each of these classroom behaviors is a basis for studying teacher performance. Finally, teachers have affective responses to the classroom environment that influence their behavior.

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Component	Teaching Task	Teacher	Student	Formal Classroom Organization	Classroom Climate
DEFINITION	The basic job performed in the classroom by the teacher interacting with students	The personal characteristics of the teacher	The personal characteristics of students in the class	Formal arrangements that have been explicitly created to facilitate the teaching-learning process	The informal social organization of student and teacher activities in the classroom
CRITICAL ASPECT OF EACH COMPONENT	Knowledge, values, and skills needed by the teacher	Knowledge, values, and skills possessed by the teacher			
	Knowledge, values, and skills needed by students		Knowledge, values, skills, and abilities possessed by students	Structure of activities	Informal norms Informal leaders
	Goals, objectives, strategy	Expectations and perceptions	Expectations and perceptions	Instructional methods	Student-teacher relations
	Task stages Preparation Presentation Diagnosis Reinforcement or correction Formal evaluation	Motivational needs	Interests, motivations, and perseverance Background factors (e.g., sex, race, class)	Curricular materials	Control structure

Figure 3: Basic components of classroom performance by Hoy, W. K., & Forsyth, P. B. (1986)

The first of Rosenshine's five variables consisting direct instruction is academic focus referring to time spent on activity directly related to academic activities. From the perspective of the teacher, a simple monitoring of what the teacher is doing every minute of the class period would be an indicator of academic focus. Technique useful for principals to record the behavior of the teacher at short intervals. In reviewing this record of what the teacher was doing throughout the class period, teacher and principal can quit accurately determine how much academically focused time there was and identify trends of teacher behavior that interfere with or distract from academic focus. Another technique is that focus on how children are actually spending their time.

Second variable is direction of activities refers to the teacher's role as a strong leader who directs student activity, approaches the content in a direct and businesslike way, organizes learning around teacher-posted questions, and remains the center of the attention. This behavior means that keep learning activity directed, focused and organized by teacher. A very crude indicator of these behaviors might be had simply by clocking the percentage of available time the teacher spends addressing and questioning the students.

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The third variable, grouping students for learning refers to the variety of configurations of students that may be used in a classroom situation. The research on grouping indicates that when students are working alone, they spend less time-on-task and more time on transitional activity. It appears that when teachers work with a few children at a time, they are unable to supervise the remaining children, who, as a result, spend less time academically engaged.

Verbal interaction mostly focus on questioning activity of the teacher. Although for years teachers have been urged to ask questions at the higher levels of Bloom's cognitive taxonomy, recent evidence does not support exhortations. There is some evidence that single-answer factual questions are more functional, and that is particularly true for basic skill subject area, lower grade levels, and lower socioeconomic children. Rosenshine notes that many of the questions regarded as higher-level are actually personal or opinion questions. The last of five variables included in a direct instruction is major classroom program activities. Today's students spend a great deal of their time in seatwork, working alone. Teachers and principals must recognize the tendency for seatwork to produce less academically engaged time, time the need to work to improve or compensate for this situation.

Barak Rosenshine, who in 1970 reviewed research enthusiastic teaching and its relationship to student achievement. Briefly, he noted that the research provides some evidence that teacher behaviors rated that as animated, enthusiastic, stimulating, energetic and mobile were related to student achievement. In addition, the frequency of eye contact, voice fluctuation, movement, and gesture were related to student achievement. Thus, enthusiasm might be considered an important behavioral characteristics and one directed towards the social and normative integration of the classroom social system (expressive).

The second expressive behavior "warmth" is discussed by Gage in his paper. He indicate that successful teachers tend to behave approvingly, acceptingly, and supportively; they tend to speak well of their pupils. Although any single term is inadequate, it seems safe to use the term 'warmth' such as encourage and praises to students action, accepts the feeling of students, jokes to release tension etc. The other's measure could be used to examine teacher's performance outputs. However these particular measure are easily used and understood. As teacher and supervisor become

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more experienced in classroom analysis, they may will elect more precise and sophisticated measures and procedures.

Table 1: Instrumental and Expressive Characteristics of Effectives Teachers

Researcher	*Instrumental*	*Expressive*
Ryans (1960)	Organized and businesslike	Warmth, Stimulating, Imaginative
Gage (1968)	Guided discovery or Cognitive organization	Warmth
Flanders (1970)	Ask Questions	Accept student feelings, Praises and encourages, Acknowledge student idea
Rosenshine and Furst (1971)	Businesslike and task-oriented, Clear when presenting content, Provide opportunities for students to learn content.	Enthusiastic, Variety of instructional materials and procedures

2. Internal School Supervisory Process

The first diagnostic step is the identification of classroom problems. Problems are frequently suggested by symptoms that things are not working well. For instance, a teacher may be having difficulty maintaining discipline; parents may be complaining frequently about a certain class. A problem is defined in the model as a discrepancy between expected and actual performance. Two sets of classroom outputs have been defined; teachers' instrumental performance and expressive behavior. The specification of a problem, is a matter of performance outcomes, not inputs or interactions within the classroom system. In practice, problem identification involves discovering discrepancies between actual performance (of the teacher, individual student, or class) and the performance levels anticipated by the teacher-supervisor team. Typically, the teacher and supervisor would meet and make their performance expectations explicit.

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These meeting are called pre-data-collection conferences. Specific performance data are then collected; usually the principal is the collector, but often other teachers, audio or video recordings, or students are used. A problem is a discrepancy between expected and actual performance. The starting point in the diagnosis is to identify the nature of the organizational inputs and the five basic elements in the classroom social system. The key constraints and opportunities of the formal organization, informal organization, leadership, school climate, and resources need to be described and analyzed. Data about the students, teacher, teaching task, formal classroom arrangement, and informal classroom climate are also collected.

For each elements the investigation should explore the underlying aspects considered most significant in the particular classroom context. The crucial step of assessing the well performance between each pair of components is performed in post-data-collection conferences. The five input elements, including the extent to which the internal structure of classroom components is consistent with the broader school constraints, must be analyzed. The diagnosis of these components in the system needs to be linked to the problems identified in the first step of the process.

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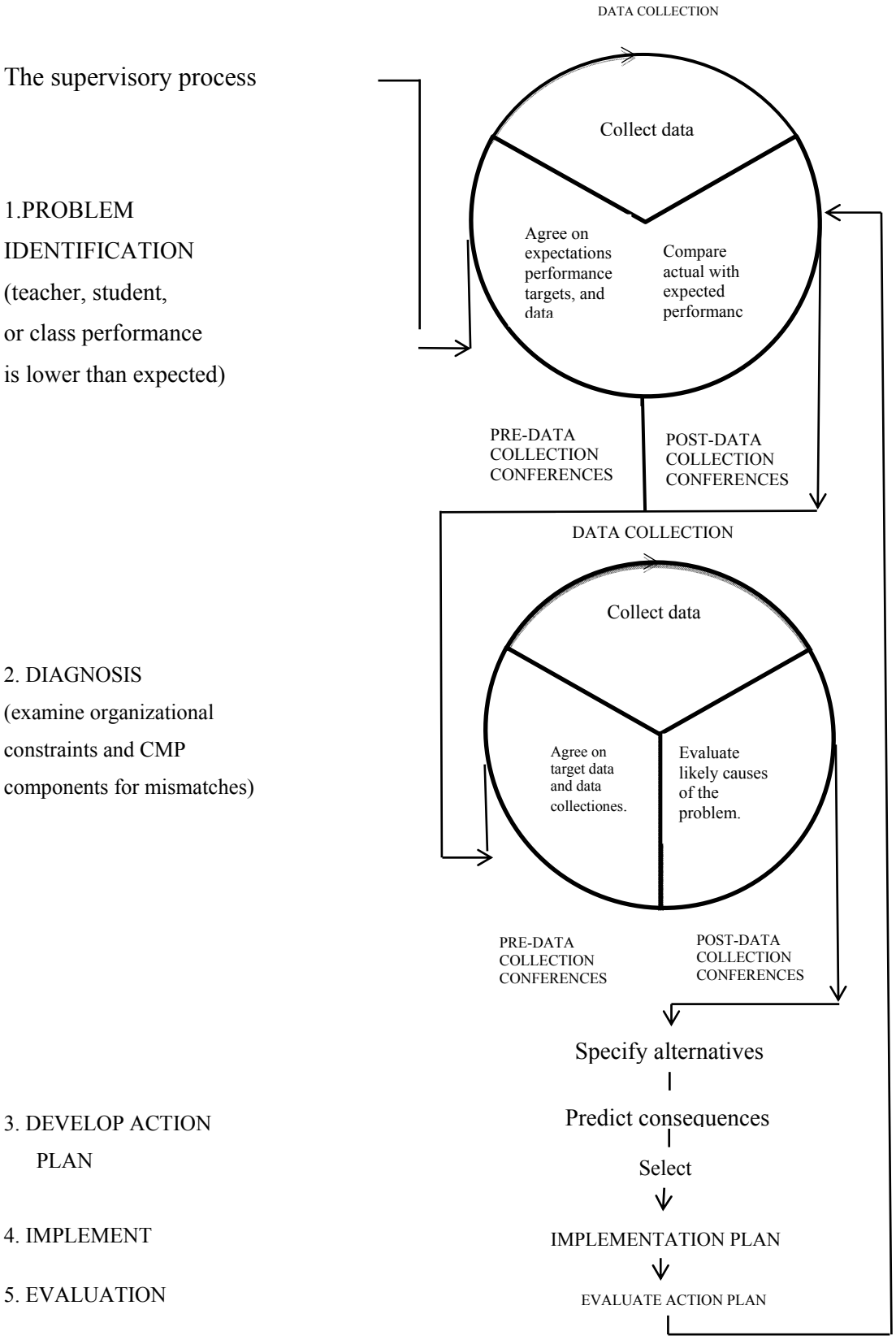

Figure 4: Diagnostic Cycle for Improving School Context by Hoy, W. K., & Forsyth, P. B. (1986)

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The diagnostic phase of the cycle forces the supervisory team (supervisor and teacher) to make some hard decisions. The team must decide on the most crucial aspects of each component; it must determine the element in the system; it must link the elements to behavioral consequences related to the problem; and it must decide which problem to attack first. After identifying the critical problems and the relationships between system elements and classroom performance, the next phase of the process is to develop a strategy for action.

This phase involves at least three steps; specifying alternatives, anticipating consequences, and deliberating on and selecting the alternatives for action.

Specify Alternatives. The search for alternatives to solve particular classroom problems is typically straightforward. The process reflects simplified notions of causality and rests on two simple rules; (1) search in the problem areas and (2) search in the area of classroom components.

Each of these possible intervention should be directed at overcoming system elements linked to the negative behaviors associated with the problem. Thus, the development of a set of effective alternatives typically requires (1) a willingness of principals and teachers to work cooperatively as colleagues, (2) the use of divergent and creative thinking patterns, and (3) time to develop a set of competing alternatives.
In general, the greater the number of alternative solutions generated, the greater the likelihood of finding a satisfactory solution

Anticipate Consequences. The formal classroom arrangement may be adjusted to better meet the teacher's needs, but such a change might produce inconsistencies between teacher and formal structure, and between formal structure and climate. Since the classroom system is a highly interdependent, open system, careful evaluation of both manifest and latent consequences of alternative actions must be considered on the basis of theory, research, and experience. The teacher and supervisor must reflectively anticipate the consequences of each alternative action.

Deliberate and Select Alternatives. The final step in developing an action plan is the deliberate analysis of the alternative solutions and consequences.
The advantages and disadvantages of the various interventions should be weighed carefully by the supervisory team. The teacher and supervisor must reach agreement about the most favorable way to solve the classroom problems.

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Professional Development must be fully integrated and connected to the other components. Opportunities for professional development are fully dependent not only on the district, school, staff, and school goals that are established early in the year, but in the case of individual teachers, these activities are conditioned by the lesson planning, teacher feedback, and direct observations that are conducted. Professional development opportunities that support the established yearly goals and meet the individual needs of the teacher are considered. However enticing and glitzy, conferences and workshops that are incompatible with established goals and objectives should be avoided.

Teacher feedback is an important element in developing the teacher professional development. Teachers who attend outside conferences or training sessions should be asked to make brief presentations to their colleagues at appropriate meetings and to complete a written report. Reports can act as reflective vehicles for the teacher to process the new information and skills acquired at the workshop, and they can provide you with the valuable feedback principal will need to evaluate the effectiveness and its suitability in meeting the needs of teachers and other staff. In addition, all district or school designed PD workshop or training sessions should include evaluative surveys or instruments that participants should be required to complete. This feedback is invaluable in making adjustments to the present professional development and in planning for the future.

With its single focus on supporting the established district, school, department, and teacher goals and objectives for the year, PD is closely tied to academic achievement. PD goals and objectives are often set after looking at student achievement data. In addition, the effectiveness and success of PD initiatives are like-wise evaluated based upon student outcomes.

PD may include the writing and planning of lessons in small groups, observations of master teachers, faculty presentations, the assignment and mentoring of student teachers, departmental meetings, the writing of curriculum guides, interdisciplinary projects, writing new program proposals, grade level meetings, focus group discussions, providing opportunities for teachers to reflect upon and analyze their own teaching, the reading of professional literature, video presentations, teleconferencing, technology mini lessons and so on. In short, any time teachers interact

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on a professional level related to identified goals and acquire new knowledge, improve teaching skills, or learn more effective strategies to improve instruction, we are in the realm of professional development. In fact, great teachers are great learners, always ready to acquire new skills and eager to find new ways to grow professionally.

Workshops- Conducting before and after school workshop is an excellent way to engage all staff members in productive staff development activities. It is cost-effective, can be adapted to a variety of purposes and formats, and most important, it does not disrupt regular classroom instruction. Topics can be identified through the observation process, a faculty committee to develop the agenda, or a needs-assessment survey. The most successful workshops are those that have broad appeal and application, but are sharply targeted on a single focus area or theme; reading strategies for content area teachers, motivating the reluctant learner, recognizing at-risk students, using different learning modalities, and so on.

Group Planning- Providing time and space for a small number of teachers to collaborate on group lesson planning and participate in grade-level meetings can be very effective in promoting professional development. These activities work best for staff members teaching the same course or grade-level teams teaching the same students. Placing beginning teachers in the group is a good strategy, for they can gain much from the expertise of their more experienced colleagues. To facilitate full participation, try to limit the number of teaches to no more than four or five per group. It is best to keep the group on task and working smoothly and to provide a very specific charge and a timeline to complete it.

Observing- Observing a master teacher can be a powerful professional development activity. Effective for all categories of teachers, observing master teachers or perhaps teachers with a specific strength, can do much to help teachers improve the quality of classroom instruction and teaching skills.

Presentation- Having staff members collaborate in making faculty presentations is another excellent professional development technique. Effective teachers and those who have acquired a particular expertise are the ones most likely to benefit from this activity. A variety of formats can be used for faculty presentations. A panel of experts, a power point presentation, large and small group discussion, video segments or demonstrations, a question and answer session, or any combination of these

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can all be used effectively. However, similar to a good lesson, those presentations that work best are those that are engaging and involve the participants in a variety of hands-on instructional activities. To encourage a spirit of sharing and collaboration among teachers in a school, it helps to dedicate a portion of school meeting to staff presentations. These can be as simple as sharing model lesson plans, giving brief oral reports on workshops and meetings, or distributing handouts collected at conferences. Teachers can be asked to do mini lessons on various aspects of their teaching or the course curriculum, or to participate in more elaborate collaborative efforts among teachers.

Mentoring- student teachers can be a deeply rewarding experience and an exceptional PD opportunity for many teachers. A key feature of all teacher education programs, student teaching can be a valuable tool in school's total professional development program. Mentor teachers can gain as much as student teachers in the teacher-learner process. Mentoring and teacher induction will do much to develop and retain good teachers. Well-matched mentors, and providing opportunities for close collaboration on curriculum, lesson planning, and peer observation are important elements in ensuring a successful mentoring program.

Leading Group Discussion- Encouraging teachers to lead a focus group discussion is another way can provide valuable professional development opportunities. Consider who on the teachers would be best suited to lead that after school discussion with parents or community members, or who would be best able to lead a small group discussion during a faculty program or meeting. In general, discussion leaders improve their own social, interpersonal, and leadership skills, which are valuable assets in the classroom.

Once a plan of action has been formulated, the decision needs to be implemented. For the most part, the teacher is the key because classroom changes will typically be initiated by him or her. Thus, the teacher must be both committed to and confident in the plan; it must be the "teacher's plan". Intervention plans forced by the supervisor are doomed to failure.

This phase of the process deals directly with the problems of initiating change in an ongoing system. Nadler identifies three basic problems associated with implementing change. First, individuals are likely to resist change because it produces

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uncertainty and anxiety. Second, change frequently disrupts the basic control structure of the system. Finally, the uncertainty created by change produces ambiguities that increase the likelihood of political activity. If change is to be effective, the problems of resistance control, and power must be addressed.

After the action plans have been implemented, they must be monitored and evaluated. The monitoring and collecting of data are guided by the expected classroom outcomes that have been jointly agreed upon by the teacher and supervisor. Certainly, reliable and valid data collection instruments and procedures are imperative and should be determined by the supervisory team.

The evaluative phase of the diagnostic cycle is critical; it provides the information both for assessing past practices and guiding renewed effort and planning. Thus, evaluation is both an end and a beginning. Information about the classroom's and organization's responses to the implemented action plans can be used to refine the intervention to more fully fit the system's needs and to deal with any negative, unanticipated consequences and change. The evaluation step closes the loop and starts the cycle again.

The observation process should begin as early in the year as possible in order to give the teacher time to implement the suggestions that will be discussed in the post-observation conference. Normally, observations should be one period in length. It is helpful to arrive early and try to put the teacher at ease. Sit in a position in the room that allows you to observe both the teacher and students. Since being observed can be a stressful experience for many teachers. Principal can minimize tension by smiling, listening attentively, and saying a few encouraging words at the end of the lessons. As the lesson develops, make sure to observe and take notes on the items or concerns that teachers and principal identified prior to the observation. All the essential elements of effective instruction must be noted as well.

Teachers prepare a "lesson plan" beforehand and engage the teacher in a directed conversation about the lesson. Principal asks a series of leading questions to facilitate the teachers' self-reflection and analysis. This help the teachers recognize and articulate what was good in the lesson, why it was an effective practice, and what needs to be improved. Principal must not only encourage self-reflection, but teach best practice, as well.

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The written report should be completed in a timely fashion and accurately reflect the discussions during the post-observation conference. Supportive Supervision model observations are conducted as a shared inquiry process that values openness and collaboration. Be sure to address all the lesson elements, and when a teacher has demonstrated growth in relation to a previous recommendation, note this as a commendation. Indicate that the commendations and the recommendation were discussed at a post-observation conference and were mutually agreed upon.
Credit the teacher for the initial identification of a commendation or recommendation.

Good observation reports are written in an essay form and are far more detailed, personalized, and meaningful than a one-page checklist. There are seven distinct sections in the written report of an observation. They are an essential data sections in the written report of an observation. They are an essential data sections in the written report of an observation; an optional pre-observation conference summary, a short paragraph indicating that a pre-observation conference was held and what was discussed; a lesson description, a detailed, nonjudgmental paragraph describing what occurred in the lesson; a post-observation conference summary, a shorter paragraph indicating that a post-observation conference was held and what was discussed;
a commendation section, several short paragraphs discussing all the positive aspects of the lesson; a recommendations section no more than three short paragraphs identifying instructional deficiencies in the lesson with specific examples on how to improve; and a summary, a final paragraph rating the lesson with an action plan for the teacher to implement the recommendations.

Generally there are two types of teacher evaluation models, summative and formative evaluation. The first makes a judgment on the quality and worth of an individual teacher over a specified period of time, while the latter is less judgmental and focuses on providing enough information to help teachers improve teaching techniques, styles and strategies. In recent years various schools have experimented with different formative models including portfolio assessment, student and parent surveys, self-evaluation, and peer reviews. The purpose of a final evaluation is to provide an insightful, comprehensive, and goal-oriented summary of the teacher's professional performance for the entire school year.

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Writing annual evaluations is a major administrative responsibility that can take considerable time, analysis, and effort to complete. Evaluation often compete for your time with parent meetings, final examinations, annual sports, teacher assignments, special testing schedules, and a myriad of other tasks and items that share roughly the same deadline. As every supervisor knows, there is a madcap finish to every school year.

Writing end of year evaluations can help you lighten this administrative load while providing each teacher with a comprehensive analysis of their pedagogical performance. End of the year evaluation is a collaborative, summative process of analysis reshaping, and rating. Moreover, writing end of year evaluations becomes a shared responsibility and thus more likely to be helpful for the teacher.

3. Commonly Examined Components of School Supervision System

During supervision, attention is often focused on a number of the aspects of the school system to ascertain standards. These include organizational structure, achievements, relationship with the immediate community and the public, curriculum delivery, information system and the school climate amongst others. Some of these components will now be expatiated upon as follows:

(a) School organization

This is the general arrangement of the human and material resources available in the school for the attainment of educational objectives. It is assessed during an supervision by evaluating the length of school year, length of school day, length of class periods, size of classes, student-teacher ratio, relative location of classrooms and other aspects of the school plant, enrolment in school, general school attendance etc, and the interrelationship among them.

(b) School Administration

This is the implementation and facilitation of the programs and the management of the school resources for the achievement of the school objectives. It includes the examination of the issues which are related to Ministry of Education/Teaching Service Commission policies, meetings, self-evaluation, financial records and reports, internal accounting, auditing of funds, student boarding and/or transportation etc, school records and reports, philosophy, methods and objectives of

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the school, school community relationships, supervision of school work, supervision of curricular activities etc.

(c) Personnel

Assessment of school personnel includes the examination of number, qualification and certification of teachers, types of non-academic staff available, salaries, the qualification and leadership of the school administrator, present personnel policies of the Ministry and the Teaching Service Commission, In-service training programs, teachers' punctuality in school, regularity in classes etc.

(d) Pupils

Things to consider under the evaluation of pupils are issues related to admissions, attendance, health and sanitation, promotion, examination, progress reports, grading and reporting system to parents and other agencies, co-curricular activities, student records, discipline etc.

(e) Programs of Studies

The focus here is the nature and quality or adequacy of the school programs. This includes graduation requirements, curriculum and/or instruction, instructional materials including text books, guidance and counselling, libraries, laboratories, teacher's teaching load, distribution of subjects, subject allocation, regularity of teaching, methods of classroom and or laboratory operations etc.

(f) Plant and Equipment.

In assessing school plant and equipment the following are taken account of: site, situation and location of school plant, construction of school plant, sanitation, ventilation and general hygienic conditions in the plant, equipment, lighting, administrative space, classroom space, space for co-curricular activities, maintenance services, security services etc.

(g) Other Item

In an ideal school supervision, some of the other areas that are examined include school-community relationship, community use of school plant, space for special programs (music, art, physical education, community health center etc) safety regulations, visitations, Parent-Teachers Association, Alumni Association etc,.

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The above list is merely a collection of the type and nature of the issues examined in school supervision. Furthermore, issues examined in school supervision may change from time to time depending on changing government policies.

4. School- Site Supervision

One crucial weakness of the supervision service in many cases is the distance between the supervisors and the schools. Partly as a result, schools were too rarely visited, in particular the remote small rural schools. Therefore, many countries tried to bridge that gap by creating a school site supervision system. They relate both to inefficiency and ineffectiveness. This new supervision is inspired by the demand to develop, within the supervision service and a change in the focus of supervision; away from external control and towards school and teacher development.

The school-site supervision model for supervision services in order to reduce the gap between supervisors and schools. It is to some extent typical of countries with the following characteristics; great homogeneity, a society with few disparities, well-motivated teachers, public trust in their professionalism and strong parental interest in education. In such an environment, the teachers and the local community might appear the best monitors of the quality and functioning of the school. They are sufficiently close to the classroom to have a direct impact on the teaching process. The self- evaluation can be very informal, without much structure or organization, relying on the individual initiative of the teacher or it can be the responsibility of a specific structure such as a school governing board. (UNESCO, 2007)

This model has two important assets. First, it puts a strong emphasis on the role of the school, the teachers and the local community in improving teaching and learning. Experience has shown that for a school to change for better in a sustainable way, the commitment of the school-site actors is a requirement. Quality cannot be imposed from the outside. A second asset is that the supervision service, which can represent a fairly heavy bureaucracy and has become a burden for the government and a constraint on school initiatives, is absent.

The central actor in any school supervision system is the school principal. He/she is the linking pin between the external and internal quality monitoring processes and has multiple roles to play- formal and less formal control and support in pedagogical as well as administrative matters. Senior teachers are playing an

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increasingly significant role in the supervision and support of other teachers, especially when the school principal receives more administrative and managerial tasks. These senior teachers include the Vice-Principal, Heads of Department. The other main actors at school-site level who have a role to play in monitoring quality include are teachers, learners, parents and local community.

This is not restrictive and other actors could be considered, such as the organization authority in the case of private schools, local government and specific NGOs involved in school improvement programs. In school supervision cannot be separated from external control and support mechanisms. Quality monitoring must be looked at from a holistic perspective and designed in such a way that maximum complementarity and synergy are created between the different actors and devices. In other words, changes in supervision at school-site level should be accompanied by other corresponding changes in the external supervision mechanisms and vice versa.

There is a growing consciousness that monitoring the quality of individual teachers and schools is not enough, simply because the quality of an education system as a whole cannot be equated with the quality of the total number of schools. System monitoring needs to be more comprehensive and should involve different criteria that have to do with aspects of equality and justice, international comparability and definition of national norms and standards .In order to be efficient, a monitoring system should not only focus on the individual teacher and school but also on the system, and supervisors have an important role to play in this respect.

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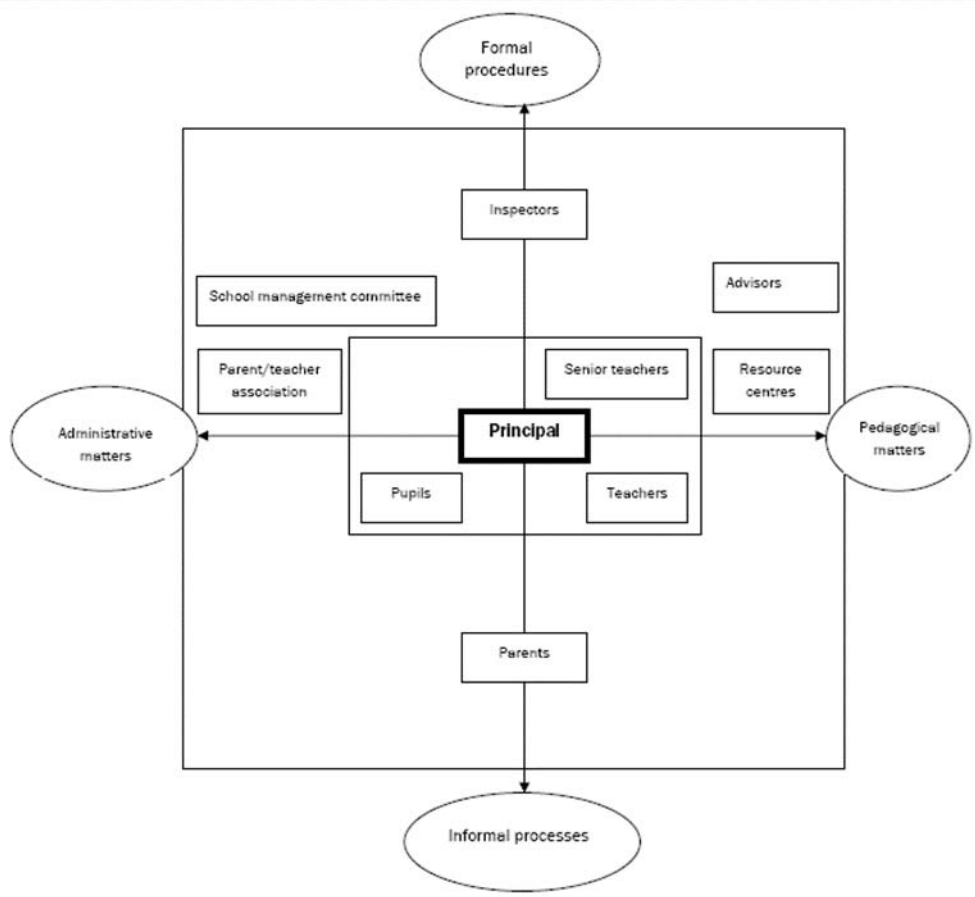

Figure 5: A Holistic Framework for School- Site Supervision by UNESCO (2007)

5. Upper Secondary School Education in Myanmar

Secondary school education is the second stage of basic education and comprises two cycles; Lower secondary or middle school lasting four years (grades 6 to 9) and upper secondary or high school (grades 10 to 11).The new assessment program introduces at the same time emphasizes Comprehensive Personal Record (CPR) and chapter- end tests to avoid the burden of final examinations, making education more conducive to the all-around quality aspects of students.

Chapter-end tests are regularly conducted by class teachers so that remedial teaching can take place in time. The new system emphasizes continuous assessment and record the progress of pupils, without judging their abilities only on the basic of examination results. Chapter-end tests are used to assess students' learning achievement and determine whether a student is eligible for promotion or not. But in both primary

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and secondary schools, the system is "no-failure education system". In one school year seven to eight chapter-end tests can be organized.

The results of both chapter -end tests for the first semester and the examination at the end of the second semester. Basic Education Middle School Examination are taken into account for promotion to the upper cycle of secondary education. In the examination at the end of the second semester, a student has to answer one question paper for each subject. The level of participation of the student in school and community activities is also taken into consideration.

Assessment of the student's participation is carried out by a team consisting of the principal of the school, the class teacher and another teacher who is directly related to specific activities. Components of middle school and high school level Comprehensive Personal Record (CPR) include the following in addition to those set for the primary school level; participating in the development tasks of the local community and the State; offering voluntary service for community work; participating in the activities of teams, clubs and associations of the school and social activities such as the Red Cross, etc.

At the upper secondary level, there are compulsory and elective subjects. Myanmar language, English and Mathematics are compulsory subjects, while Physics, Chemistry, Biology, History, Economics and Optional Myanmar are elective subjects. A student has to choose three subjects from the group of elective subjects. Students in Grade 11 have to participate in school activities and sit chapter-end tests in the first semester and the examination at the end of the second semester.

The Basic Education High School Examination (matriculation) at the end of the second semester must be conducted at least three weeks before the university entrance examination. Students having successfully completed the high school are awarded the high school completion certificate. Students who passed the university entrance examination and are qualified for admission to universities and tertiary-level institutions, have to sit the entrance examination administered by these establishments.

High schools students choose one of 2 tracks upon entering high school: science or arts. All high school students take Myanmar, English, and mathematics. However, Science-specialized students also take 3 additional subjects: chemistry, physics and biology as part of their coursework, while arts-specialized students take

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geography, history and economics. The matriculation examination has the following issues:

1) Due to the characteristics of the examination, the level to pass the examination is set at the same level as entrance to university. Therefore, graduation and completion rates of high school students is low,

2) The rate at which students pass the examination differs greatly depending on the selection of subjects. Students become less interested in taking the subjects for which it is difficult to pass the examination.

3) It is difficult to appoint qualified teachers to the border areas/ remote areas, because most of the teachers are reluctant to work in these hardship postings.

6. School Monitoring and Evaluation System

As a general rule, school supervision at the basic education level is to be conducted regularly by Township Education Offices (TEOs), State Education Offices (SEOs), and Regional Education Offices (REOs). According to the findings of the Study Team at Thinggandun TEO, schools are divided into a number of groups, and the Assistant Township Education Officer (ATEO) leads the supervision team together with subject teachers invited from schools other than those to be inspected. In the case of middle schools, the supervision team is comprised of Township Education Officer, school head teacher, and subject teachers (one from middle school and another from high school, each for science and arts subject), and Township Education Officer leads the supervision.

A set of evaluation forms called KaSaSa is used for school supervision. KaSaSa is specified by the MoE for (1) a regular supervision (for primary, middle and high school), (2) for an unannounced supervision (for primary, middle and high school), and (3) a detailed questionnaire. In total a set of 7 forms is to be completed by the schools. The forms for the regular supervision (1) and the unannounced supervision (2) are to be completed by the supervision team leader, while the questionnaire (3) is to be completed by the school head teacher. In the case of Thinggandun TEO, these forms are kept at DBE3. (CESR, 2014)

Each school is given an evaluation rating (A, B, C, D or E) according to the supervision results based on the following criteria: (a) Accomplishments of the school head teacher; (b) Level of school attendance; (c) Implementation of monthly lesson

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plans; (d) Students' achievements; (e) Use of teaching aids, facilities and laboratories; (f) Cultivating morals and ethics; (g) Capacity of teaching staff; (h) Adequate classrooms and furniture; (i) School sanitation and tidiness; (j) Adequate teaching aids and multimedia facilities; (k) Greening of school campus; and (l) Good physical setting of schools. (JICA, 2013)

In addition to the regular school supervision, Continuous Assessment and Progression System (CAPS) is being introduced throughout the country. This is aimed to improve the quality of education and completion rate by providing special teaching for students who are trailing behind in class11. CAPS was piloted in the 1990s with the support of UNICEF, and it is presently applied to all middle schools.

Middle schools and high schools accept students who have completed primary schools and middle schools, respectively. There is no entrance examination to proceed to middle/ high schools. In addition, students are accommodated from schools that have no upper grade classes. However, the promotion examination is carried out every year to determine whether students can proceed to the next grade. The current examination system has been in place since 1998.Teachers are required to provide guidance on taking the examination well in advance to help all students to pass the examination and be promoted. Except for the high school level, it is indicated that almost all students have passed this examination. School supervision indicators do not fully cover quality components and it recommends that review and revise current school supervision indicators to cover quality components and offer capacity building courses to promote capacity of supervision teams.

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Table 2: Analysis of school inspection indicators by Key Components for Quality Education of UNESCO (Dakar Framework), (CESR, 2014)

Key Components of UNESCO	Indicators
1. Healthy, well-nourished, and motivated students	2. Having full attendances
2. Well motivated and professionally competent teachers	3. Teaching according to Monthly syllabus 6. Having good Moral and Discipline
3. Active learning techniques	7. Having adequate strength of teachers
4. Relevant curriculum	-
5. Adequate, environmentally, friendly and easily accessible facilities	5. Teaching by using teaching aids 8. Having adequate class rooms and desks 10. Having adequate media aids
6. Healthy, safe, and protective learning environments	9. Having good water and toilet system 11. Having green fresh environment 12. School Appearance
7. Adequate evaluation of environments, processes, and outcomes	4. Achievement
8. Participatory governance and managing	1. Principal's capacity
9. Respect for and engagement with local communities and cultures	-
10. Adequately and equitably resourced educational institutions and programs.	-

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7. Teacher Supervision System in Myanmar

The way teachers perceive supervision in schools and classrooms is an important factor that determines the outcomes of the supervision process. Middle and primary school teachers in Myanmar have very limited power to make decisions in terms of school management and teacher supervision. Generally, it is TEOs and high school head teachers who are responsible for these decisions. Day-to-day supervision is carried out by Assistant Township Education Officers (ATEO) who visit schools, deliver messages from TEO and DBE, and check teachers' attendance. At the school level, it is the head teacher who checks teachers' attendance every day. In Myanmar's teacher supervision system, high school head teachers are given extensive responsibility in many areas of school management. (CESR, 2014)

Therefore, at the township level, TEO and high school head teachers are expected to attend school management training sessions organized by DEPT. However, in terms of teachers' professional development, the teacher current supervision system in this country does not seem to adequately serve to develop teachers' capacity of teaching. One TEO in Mandalay Division stated that whenever he goes to school he is busy dealing with teachers' request for transfer and promotion and has no time for lesson observation or advising teachers. Teacher supervision in Myanmar is usually concerned with paper work and reporting than with actual school change.

The existing school supervision system has become a formality without meaningful feedbacks for quality improvement (For example, any official school supervision is not conducted at Monastery schools) There is a shortage of staff specialized in school supervision. Different ministries which administer schools do not coordinated well with the MoE .The existing school supervision only serves to monitor schools without any feedback to support school management and instructional improvement. The following facts are considerable recommendation in School Supervision System in Myanmar (JICA, 2013).

To develop school supervisors specialized in this function.

To reach an agreement across different ministries on conducting school supervision.

To establish a system to follow up on the results of school supervision.

To revise the existing school evaluation form.

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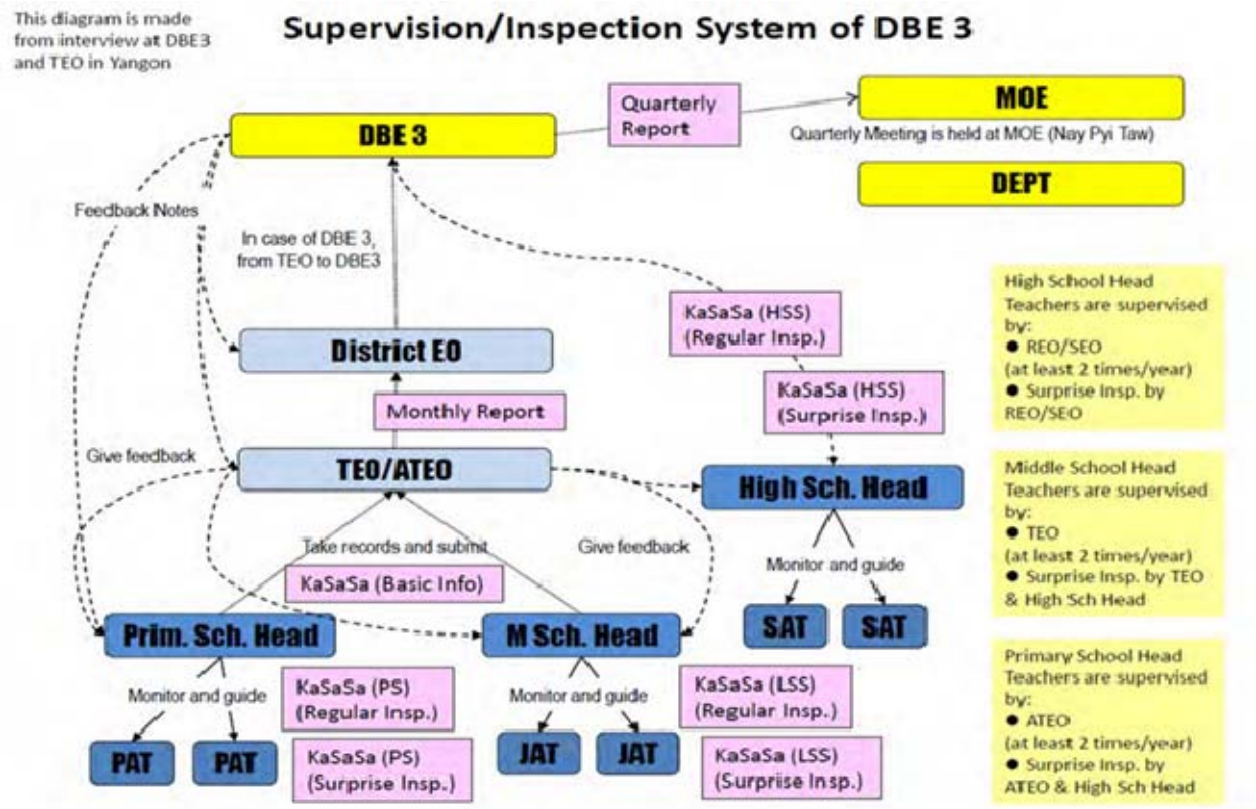
The head teachers do not have a clearly defined role and any support system on school management. The role and authority of newly established District Education Officers are not clear, leading to confusions in administrative practices. School head teachers do not have adequately delegated authority. To clearly redefine and decentralize authorities of head teachers, DEOs, and TEOs need to support School Based Management.



Source: JICA (2013). *Data Collection Survey on Education Sector in Myanmar Final Report*.

Figure 6: Supervision System in Myanmar

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8. Important of Developing Internal Supervision System in Myanmar

Achieving the purposes of educational supervision makes the achievement of the goals of education much easier. The importance of educational supervision includes:

Proper guidance from experts: The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or junior teachers are able to develop their skills and capacity.

Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo et al., 2013)

Planning for better instruction: Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom.

Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies.

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Strategies of School Supervision

1. Overview of School Supervisory Approaches

Implementing different supervisory approaches is essential, not only to give choices to teachers but also to provide choices to administrators and schools (Kutsyuruba, 2003). The widely-used approaches to instructional supervision (formative evaluation) are categorized as clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007).

Clinical supervision: This approach (model) to instructional supervision was developed by Goldhammer and Cogan in the late 1960s (Goldhammer, Anderson, & Karjewski, 1980). According to Sergiovanni and Starratt (2007), clinical supervision is "face-to-face contact with teachers with the intent of improving instruction and increasing professional growth". It is a sequential, cyclic and systematic supervisory process that involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). The purpose of clinical supervision, according to Snow-Gerono (2008), is "to provide support to teachers (to assist) and gradually to increase teachers' abilities to be self-supervising" (p. 1511).

Collaborative supervision: Collaboration and collegiality are very important in today's modern schools. According to Burke and Fessler (1983), teachers are the central focus of the collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. However, it is stated by various authors that these approaches to instructional supervision overlap one another but are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Showers & Joyce, 1996; Sullivan & Glanz, 2000; Uzat, 1998).

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Peer coaching: Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each other's teaching and learn from one another to improve instruction (Beach & Reinhartz, 2000). Peer coaching, according to Sullivan and Glanz (2000), is defined as "teachers helping each other to reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development" (p. 215). Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experienced), and focuses on innovations in curriculum and development.

Cognitive coaching: The term cognitive in supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different status (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors). In cognitive coaching, the coach (more experienced teacher or supervisor) acts as a mediator between the beginner teacher to be coached and his or her own thinking. Cognitive coaching differs from peer coaching in that peer coaching focuses on innovations in curriculum and instructions, whereas cognitive coaching is aimed at improving existing practices (Showers & Joyce, 1996).

Mentoring: Mentoring, as defined by Sullivan and Glanz (2000), is "a process that facilitates instructional improvement where in an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and nonjudgmentally to study and deliberate on ways instruction in the classroom may be improved" (p. 213). It differs from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship between a novice and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is assigned as a mentor for one novice teacher. Thus, it is a one-to-one correspondence between senior and novice teachers (Murray & Mazur, 2009).

Mentoring usually refers to non-evaluative relationships over time between a newer and a more experienced professional and is often offered to an individual who is new to a position. The focus is the professional learning needs of the less experienced person. The mentor uses questioning and feedback techniques in the context of a

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trusting relationship and a Learning Plan that is developed by the mentee with the assistance of his or her mentor.

Facilitation processes strategically support groups to achieve their goals. Moreover, the guidance and improvement functions of supervision and the role of supervisors in this respect were consolidated through these regulations in educational supervision. For instance, if supervisors who perform supervisory tasks at schools think that students are being provided with below standard education, they are obliged to take special measures in coordination with schools and local government and help them meet standards (Smith, 2000; Statham & Mackinnon, 1991; Winch, 1996).

Self-reflection (reflective coaching): Because the context of education is always changing, teachers should have a professional and ethical responsibility to reflect on what is happening in response to the change. To do so, they can participate in self-assessment reflective practices (Kutsyuruba, 2003). According to Glatthorn (1990), self-directed development (reflective coaching) is a process by which a teacher systematically participates for his or her own professional growth in teaching. Similarly, Sergiovanni (1991) stated that "self-directed approaches are mostly ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers".

Portfolios: Because teachers want to actively participate in their own development and supervision, they need to take ownership of the evaluation process (Kutsyuruba, 2003). The best way for teachers to be actively involved in such practices is by using a teaching portfolio (Painter, 2001). A teaching portfolio is defined as a process of supervision in which a teacher compiles collections of artifacts, reproductions, and testimonials that represent the teacher's professional growth and abilities (Riggs & Sandlin, 2000). In portfolios, teachers evaluate themselves and develop their teaching practice as well as pedagogical and domain knowledge with the evidence from collection of the artifacts (Reis & Villaume, 2002).

2. Techniques of Instructional Supervision

Peretomode (2004: 196-200) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in teacher behavior for achieving teaching effectiveness. They include:

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1. Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

2. Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion.

3. Teacher visitation: This activity also called "inter visiting" or "reciprocal visitations" involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter-school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.

4. Workshop: The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution(s) to a specific problem in a face-to-face situation.

5. Micro-teaching: It is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement.

6. Listening to tape, radio or recordings: This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also the use of visual presentations through the media film, television, or video tape are increasingly important in the supervisory process.

7. Guided Practice: This supervision technique involves individualized or small group manipulative activities. It is an approach in which doing is emphasized rather than talking with practice activities arranged out of context.

8. Research: Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor

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work with and through teachers to finding solutions to problems of teaching/learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

3. Using Standard in Supervision

These are the standards for teaching and role that they can play in supervision. Practicing clinical supervision and engaging in other forms of supervision designed to improve teaching practice depends upon teachers having a good eye for practice, the ability to transfer what is learned in one context to new contexts, and a developmental view of quality for assessing the adequacy of teaching. According to Charlotte Danielson (1996, 2007), components of professional practice are divided into 4 domains:

Domain (1) Planning and Preparation

(a) Demonstrating Knowledge of Content and Pedagogy

Knowledge of Content

Knowledge of perquisite relationships

Knowledge of content-related pedagogy

(b) Demonstrating Knowledge of Students

Knowledge of characteristics of age group

Knowledge of students' varied approaches to learning

Knowledge of students' skills and knowledge

Knowledge of students' interests and culture heritage

(c) Selecting Instructional Goals

Value

Clarity

Suitability for diverse students

Balance

(d) Demonstrating Knowledge of Resources

Resources for teaching

Resources for students

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(e) Designing Coherent Instruction

Learning activities

Instructional materials and resources

Instructional groups

Lesson and unit structure

(f) Assessing Student Learning

Congruence with instructional goals

Criteria and standards

Use for planning

Domain (2) The Classroom Environment

(a) Creating an Environment of Respect and Rapport

Teacher interaction with students

Student interaction

(b) Establishing a Culture for Learning

Importance of the content

Student pride in work

(c) Managing Classroom Procedures

Management of instructional groups

Management of transitions

Management of materials and supplies

Performance of non-instructional duties

Supervision of volunteers and paraprofessionals

(d) Managing Student Behavior

Expectation

Monitoring of student behavior

Response to student misbehavior

Domain (3) Instruction

(a) Communicating Clearly and Accurately

Directions and procedures

Oral and written language

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(b)Using Questioning and Discussion Techniques

Quality of questions

Discussion techniques

Student participation

(c)Engaging Students in Learning

Representation of content

Activities and assignments

Grouping of students

Instructional materials and resources

Structure and pacing

(d)Providing Feedback to Students

Quality: accurate, substantive, constructive, and specific

Timeliness

(e)Demonstrating Flexibility and Responsiveness

Lesson adjustment

Response to student

Persistence

Domain (4) Professional Responsibilities

(a)Reflecting on Teaching

Accuracy

Use in future teaching

(b)Maintaining Accurate Records

Student completion of assignments

Student progress in learning

Non-instructional records

(c)Communicating with Families

Information about the instructional program

Information about individual students

Engagement of families in the instructional program

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(d)Contributing to the School and District

Relationships with colleagues

Service to the school

Participation in school and district projects

(e)Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill

Service to the profession

(f) Showing Professionalism

Service to students

Advocacy

Decision making

Related Research

In 2009, Poland's Ministry of Education requested the World Bank's assistance in exploring ways to improve teaching quality and educational outcomes through improved systems of supervision and support to schools. (The World Bank, 2010). The five countries included in the review - England, Finland, the Netherlands, New Zealand, and the Republic of Korea that have excellent educational outcomes were selected. The review distinguishes between supervision, evaluation, and support; it defines supervision as: "the regular/periodic oversight of individuals or entities, which uses the results of evaluation (and sometimes supervision) to inform and direct action of those supervised."

Students, Teachers and Principals: In all five countries, students are supervised by their teachers and the teachers are primarily supervised by the school principals/head teachers. In some systems and schools, teachers (particularly new teachers) may also be supervised by experienced teachers or mentors for a period of time. The use of induction programs and mentoring periods has gained prominence over the last decade for improving teacher quality and retention. All of the five countries included in this review, three have instituted new teacher mentoring and induction guidelines or programs; in Finland, the existence of such programs varies according to the municipalities. In Korea, mentoring and induction periods are not required in public

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schools but private schools have them. The supervision and evaluation of school principals is usually the responsibility of different entities in different school systems and countries, often depending on the overall organization of the education systems.

Schools: Institutions charged with the supervision of schools include the Education Review Office (ERO) and school boards in New Zealand; a national Inspectorate, municipalities and local school boards in the Netherlands; the Ministry of Education, Science and Technology (MEST) in Korea; municipalities in Finland, and; the Office for Standards in Education, Children's Services and Skills (OFSTED), local authorities and local school boards in England.

Although the emphasis is slightly different depending on each country, supervision at the school level mostly includes consideration of three main aspects: student outcomes, school processes, and the context in which the schools are operating. While regulatory compliance issues are usually considered in the context of school management and financial stewardship, supervision in most high-performing school systems considerable emphasis is placed on looking at student outcomes, the quality of teaching and school leadership, student needs, and the schools' abilities to diagnose and address their own strengths and weaknesses.

Guidelines as to what should be considered as part of school self-assessment are explicit and mandatory in England, New Zealand, and Korea. In the Netherlands, guidelines for school self-assessment are provided but are not mandatory. In Finland, there are no formal guidelines beyond the requirement that schools produce annual self-assessment reports and municipalities perform annual school evaluation. For supervision systems to be effective, schools must receive useful, actionable feedback on their performance. In many education systems worldwide, schools are required to submit reams of information on which they receive virtually no feedback; this is not the case in high performing systems. A number of reform efforts in the five countries profiled have focused on improving school-level access to, organization, and use of data, particularly student assessment and outcome information.

For teachers, poor performance during an induction program or period may lead to dismissal or delay in granting of permanent job status, although this is more common in higher accountability systems such as England's or New Zealand's. Once granted permanent status, dismissal of teachers is uncommon across all systems.

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With regard to consequences for schools, there is considerable variance among the countries examined. In Finland, schools and municipalities then use this information to seek help as needed. The approach is similar in Korea, with the addition of some performance rewards. In contrast, there are sanctions attached to schools being identified as under-performing in England, the Netherlands and New Zealand, including, occasionally, school closure.

In all five systems, support for teachers may target instruction directly (for example, providing access to internal or external instructional coaches) or may focus on improving the learning environment (for example, providing additional physical and instructional resources, better coordination with social services for children's non-instructional needs, re-arrangement of school schedules to allow teachers more time to work together, and/or investment in formative assessment programs that enable teachers to better track individual student learning, etc.).

The types of support for principals and schools tend to be similar across systems in all five countries, although the sources of support vary according to the overall educational management structures. Types of support include: a) additional financing; b) professional development for teachers and principals; c) better access to information, data and technology; d) supervision feedback; e) outside management advice or access to specialized services; f) services oriented to student non-academic needs; and g) policy guidelines and examples. Institutional connections between supervision and support are tightest in Finland and Korea where the supervising institutions also provide support, and more loose in New Zealand where schools rely primarily on the private sector for educational support services.

These countries have also all had to face questions about where to locate supervision and support institutionally, whether to keep these functions institutionally distinct or not, how to balance accountability and support (particularly given the need for accurate information), how to provide adequate financial resources and skilled human resources to schools, and how to ensure the legitimacy of the systems. In all five countries examined, school supervision at the primary and secondary levels is mainly concerned with improving educational outcomes for students. All five countries understand that insisting on accountability without offering support is unfair, while support without accountability can be unwise.

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Secondary Education Quality in teaching and learning according to Okorie (2002) in Nnabuo, Okorie, Agabi and Igwe (2004:46) results from an inter-play among a broad range of success factors that have important consequence for effective teacher performance and student learning, such factors includes:

1. Basic school facilities such as classroom, standard libraries, well equipped laboratories, staff offices, teaching facilities and so on.

2. Financing such as provision of funds to schools, staff remuneration, school budget and its implementation.

3. Personnel including quality and quantity, quality mind set and orientation among personnel usually resulting from the organizations motivational efforts, staff satisfaction, commitment and morale and so on.

4. The schools organizational environment including climate and leadership. Instructional supervision is an aspect of checking quality output in secondary school hence it is designed to evaluate educational inputs and outputs. The act of teaching and learning is supervised to see if it is achieving the desired objectives. During this supervision, a subject is examined in relation to teaching methods applied, instructional materials available for use and the teacher himself in terms of qualification and training. The standard in each subject area is examined. Ezewu (1987) in Nnabuo et al (2004: 217) states that academic supervision should follow the under-mentioned guidelines which takes care of input variables (Teacher), process variable (Teaching) and output variables (Achievement).

Okeke (1997) in Archibong (2008: 36) states that quality output in secondary schools does not connote the number of graduates produced in a session, their grades or even the ones produced within the available budgetary limits, but in addition, it borders on the quality of such graduates in character and in learning. This is because if quality students are exposed to quality teachers and instruction within an enabling environment, definitely it will yield quality students who will be quality output for tertiary institutions and finally may likely occupy quality positions in the society.

The intended outcomes of the Inspectorates of Education in study seem similar: all Inspectorates of Education aim for good education in individual schools and/or the education system as a whole. Inspectorates of Education differ in the extent to which they specify these intended effects and how they define good education.

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The Irish Inspectorate for example identifies very broad objectives, such as contributing to self-evaluation, to school development and to the improvement of the education system. The Swedish Inspectorate of Education aims to ensure the right of all students to a good education in a safe environment. It expects to improve inspected schools and to contribute to the improvement of the whole education system. Ofsted (the English Inspectorate of Education) emphasizes promoting improvement of schools as well as ensuring services are user-focused and provide value for money. School supervision should also encourage improvement of the education system as a whole.

The goal of the Styrian school supervision in Austria is also very broadly described as supporting schools to constantly improve their quality and to promote the educational effectiveness and quality of the individual school, to ensure legal and administrative compliance and equivalence and comparability of various educational provisions within the system. The expected effects of the Dutch Inspectorate are more specifically described as improvement of schools towards good education, where the standards in the supervision framework are used to detail ‘good education’.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the study area, sources of data, the sample, instruments, validity and reliability of instruments, procedure of data collection, and data analysis. The Research and Development (R&D) research design employed in this study in order to develop the upper secondary school internal supervision system. According to the 3 kinds of research questions, researcher will conduct 3 stages to investigate the research answers. They were

Stage 1.To investigate the elements of upper secondary school internal supervision system.

Stage 2.To explore the actual and required performance of upper secondary school internal supervision system in Yangon, Myanmar?

Stage 3. To develop the upper secondary school internal supervision system in Yangon, Myanmar?

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The following figure were briefly described the process of research stages and expected outcomes of this study.

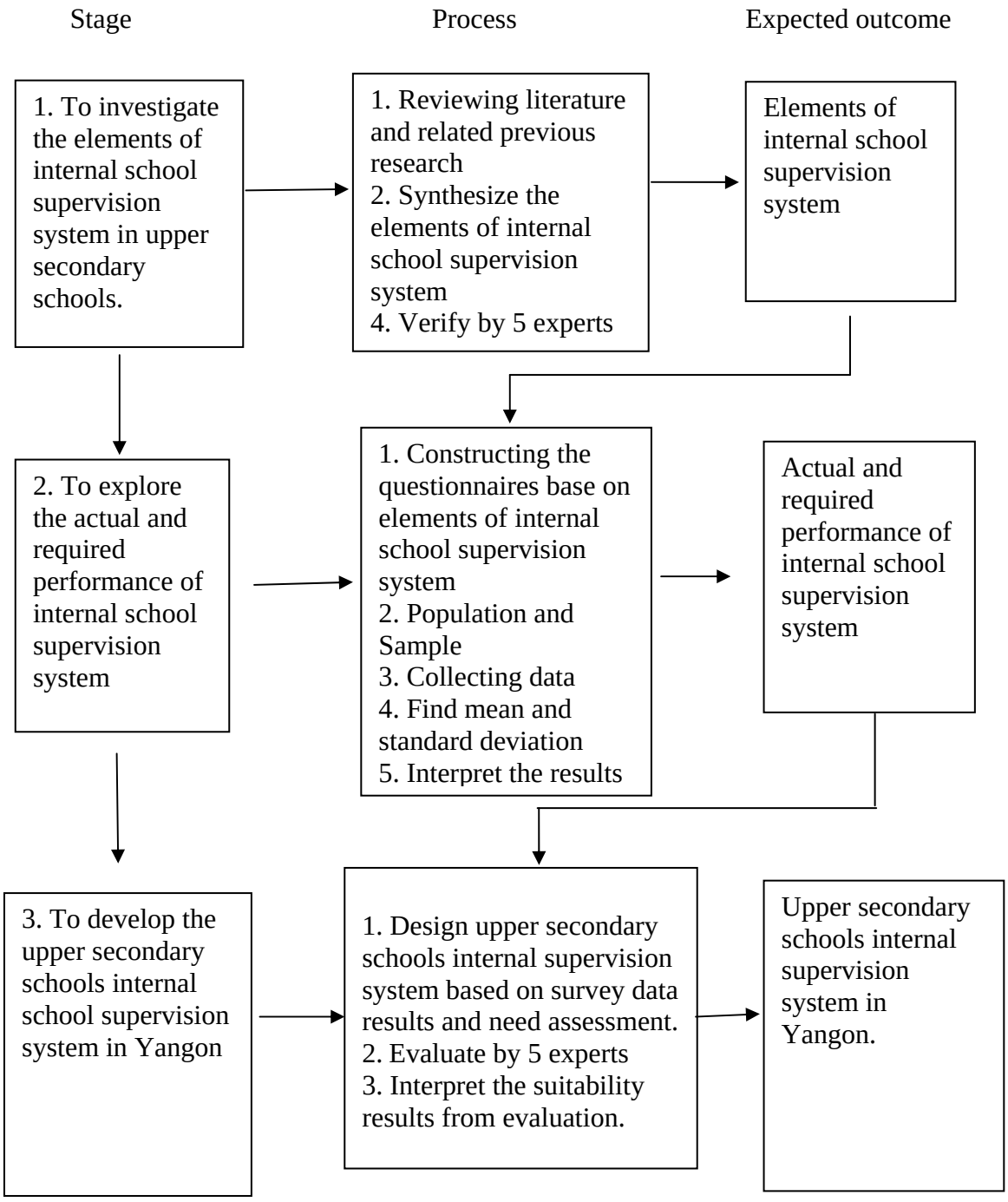

Figure 7: The procedure to conduct research

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The following 3 stages are detailed research process how to conduct the research methodology design in order to find out the results of these three stages.

Stage 1: To investigate the elements of upper secondary school internal supervision system.

This stage intended to investigate the elements for internal school supervision system. The respondents were experts in specialized area of educational supervision in order to identify whether these elements are essential in internal school supervision system or not. These elements consists of input, process and output of school organization supervision system come up from literature review, journals, books, previous researches and articles.

1. Respondents

In this stage, 5 experts who are checking the elements responded the answers whether the elements of internal school supervision system are relevance to use in upper secondary schools internal supervision system. The respondents are

1) Assoc. Prof. Dr. Nareerat Rakwichikul, Lecturer of the Department of Educational Administration, from Faculty of Education, Mahasarakham University, Thailand.

2) Assist Prof. Dr. Jiraporn Chano, Lecturer of the Department of Curriculum and Instruction, from Faculty of Education, Mahasarakham University, Thailand.

3) Dr. Tatsirin Sawangboon, Ph.D, Lecturer of the Department of Educational Research and Development, from Faculty of Education, Mahasarakham University, Thailand.

4) Dr. Upit Muanthong, Ph.D, Supervisor in the Office of Kalasin Primary Education Service Area 3, Thailand

5) Daw Tin Aye Saw, M.Ed., Supervisor in Department of Basic Education, Yangon.

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2. Research Instrument

The research instruments are designed as evaluation form to investigate the relevant elements for upper secondary schools internal supervision system by searching from literature review, books, journals, and previous related research. The researcher constructed the first draft evaluation form and submitted to advisor for checking in order to make sure the correct evaluation form before sending to the experts. The researcher edited evaluation form according to the suggestion of advisor and sent accurate evaluation form to respondents for rating the elements.

3. Data Collection

The researcher required request letter from the Faculty of Education, Mahasarakham University for asking the permission from the experts to consult the evaluation form. This letters are evidence used to introduce the researcher to the experts and institutions before delivering the evaluation form to experts in order to make collecting data process smoothly, accurately and effectively. Next, the letter attached with the evaluation form and sent hard copy directly to the experts and also sent evaluation form to the experts through their e-mail. The researcher received the data through email or met and collected complete papers to the experts within 3 weeks.

4. Data Manipulation and Analysis

The data analysis was conducted by using SPSS software according to their responses. The researcher purposed to investigate the elements of upper secondary school internal supervision system by consulting the experience experts' opinion according to their level of agreement. The researcher manipulated mean score of data responses detailed as follow;

Suitable refers to experts are sure the question responds to 3

Undecided refers to experts are not sure the question responds to 2

Unsuitable refers to experts are sure the question does not respond to 1

The researcher manipulated mean score of data responses and the result shown by using interval data [1:3] detailed as follow;

2.51 – 3.00 correspond to the meaning of Suitable

1.51 – 2.50 correspond to the meaning of Undecided

1.00 – 1.50 correspond to the meaning of Unsuitable

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Stage 2: To explore the current situation and requirements of upper secondary school internal supervision system

In this stage, the researcher distributed the questionnaire form for the principals and senior teachers to examine the experience with internal school supervision, professional attributes and functions of supervisory practices, the ability of supervisory personnel and supportive materials in government upper secondary schools in Yangon. It includes two parts which is contained General Personal Information of respondents such as age, gender, position, qualification etc…for part1 and the actual and required performance of the supervisory personnel in upper secondary schools in Yangon, for part 2.

1. Population and Samples

(a) Population: The study conducted in selected government upper secondary schools in Yangon, Myanmar. Yangon is the biggest city of the country and the results of this study are going to get much benefits for the teacher professional development, improvement of principal supervisory functions, feasibility study for Department of Basic Education and the Ministry of Education (MOE) in Myanmar. Yangon has altogether 33 provinces and divided into four districts such as Eastern District, Western District, Northern District and Southern District. My research study area is Western District of Yangon and has 70 government upper secondary schools in this area. The reasons why researcher choose this area are big study area compare with others and it can be representative of the whole population area because the schools in this area can clearly distinguish (A= good performance schools, B= fair performance schools, C= low performance schools) according to the standards of school evaluation results. Moreover, schools in this area are including not only schools from downtown but also suburb to be more reliable for choosing population area. The researcher will select 30 government upper secondary schools from total of 70 government upper secondary schools according to the performance evaluation results of supervision with a total of 30 upper secondary school principals and 120 upper secondary school senior teachers reference from the survey data collection report in Myanmar 2013.
The primary sources of data for this study are government upper secondary school

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senior teachers and principals. Various books, journals, and publications were used as secondary sources to review the literature regarding internal supervision system.

(b) Sample: The Stratified Random Sampling Technique is conducted to find the sample size of the research by using Taro Yamane's formula (Fraenkel & Wallen , 2000;Taro Yamane,1973).This formula is used to calculate the sample size.

$$n = \frac{N}{1 + Ne^2}$$ where e = 0.05

(c) The population and sample size of the research: The determination of the target population and sample size data is 120 total participants chosen from 150 total population, 92 senior teachers calculate from 120 senior teachers, 28 principals are chosen from 30 principals.

Table 3 Population and Sample Size

No	*Population Component*	*Population Size*	*Sample Size*
1	Senior teachers	120	92
2	Principals	30	28
	Total	150	120

2. Research Instrument

In this study, the researcher constructed the questionnaires form as the research instrument is developed based on the essential elements of internal school supervision from stage 1, literature review and previous empirical studies related to internal supervision system in order to connect the content of each item with research objectives. The researcher submitted the first draft of questionnaires to advisor, to edit in order to get an accurate questionnaires form before distribution to the participants. After that, the researcher submitted the content of questionnaires to five experts;

1) Asst. Prof. Dr. Songsak Phusee-orn, Lecture of Department of Educational Research and Development, Mahasarakham University, Thailand

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2) Assoc.Prof.Dr.Chalard, Lecture in Doctoral Degree Program in Educational Supervision, Faculty of Education, Mahasarakham University,

3) Daw Swe Swe Thein, M.Ed, Supervisor in Department of Basic Education, Yangon, Myanmar.

4) Daw Tin Aye Saw, M.Ed, Supervisor in Department of Basic Education, Yangon, Myanmar.

5) Daw Khin Muu Zaw Aung, M.Ed, Supervisor in Department of Basic Education, Yangon, Myanmar for checking IOC as second time and accepting recommendation for accuracy purposes.

In order to verify that all the items are relevance to use as research instruments, the accuracy of the content validity is valid if the values of Index of Item-Objective Congruence (IOC) range from 0.60 to 1.00. The researcher revised the questionnaire based on the experts' suggestion and recommendation and then the questionnaires were returned to the adviser to polish it. The IOC is considered as follows:

1 refers to experts are sure the question responds to the content

0 refers to experts are not sure the question responds to the content

-1 refers to experts are sure the question does not respond to the content.

The accuracy of validity and reliability of questionnaire examined with 30 participants who have similar characteristics with population. The questionnaire was firstly piloted (Try-out) with 30 non-representative samples in order to find the reliability. The questionnaire was measured by using five rating scale. The researcher used the completed computer program to calculate the Alpha Coefficient of Cronbach for the reliability. After that, the researcher got alpha value of input elements was 0.913 among 16 items of questionnaire, supervisory process elements was 0.938 among 24 items of questionnaire and output elements was 0.910 among 8 items of questionnaire. Totally, the questionnaire for this study was 48 items with the reliability of 0.920. The researcher used the completed computer program to calculate the Alpha Coefficient of Cronbach, for the reliability.

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3. Data Collection

In order to make the data collection process more effective, complete and to have maximum rate of return, firstly, researcher needs approval letter from the Faculty of Education, Mahasarakham University, Thailand. Support letters are the evidence to introduce the researcher to collect data from the respondents by providing questionnaires in the sample upper secondary schools in Yangon. Secondly, the approved letters are attached with research instruments and send to the Department of Basic Education because the researcher requires permission letter from Department of Basic Education in Yangon to allow getting data from the selected upper secondary schools in Yangon. After that, researcher gave the questionnaire form and other documents directly to principals from selected upper secondary schools in Yangon. Then, school principals were approached to solicit their permission for the study and distributed questionnaires to the senior teachers in their school and kept the questionnaires to response by themselves as well. Finally, the researcher collected questionnaires via the school principals within three weeks. The researcher verified the validity by rating mean score interpretation and input the data to computer program SPSS to get the data output for analyzing.

4. Data Manipulation and Analysis

The analysis of data collection was manipulated by using the SPSS software. Data manipulation included two parts such as the demographic data of respondents for part 1 and survey data for exploring actual and required performance for part 2. The data manipulation conducted as following;

Part 1(checklist): The descriptive statistics including frequency and percentage were used for checking the demographic information of the respondents such as gender, marital status, position, qualification and experience etc.

Part 2(questionnaires): All of the questions in this part referred to explore the actual and required performance of the upper secondary school internal supervision system in Yangon.

The level of responses rate from 1= very poor, 2= poor, 3= fair, 4= high and 5= very high in order to examine the actual and required performance of input, process and output elements of internal school supervisory practices in the classroom.

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5 refer to the actual and required performance of supervisory practices is very high

4 refer to the actual and required performance of supervisory practices is high

3 refer to the actual and required performance of supervisory practices is fair

2 refer to the actual and required performance of supervisory practices is poor

1 refer to the actual and required performance of supervisory practices is very poor

The researcher will manipulate mean score of data responses based on Boonchom Srisa-ard (2010). The result will show by using interval data [1:5] detailed as follow;

4.51 – 5.00 correspond to the meaning of very high

3.51 – 4.50 correspond to the meaning of high

2.51 – 3.50 correspond to the meaning of fair

1.51 – 2.50 correspond to the meaning of poor

1.00 – 1.50 correspond to the meaning of very poor

The researcher conducted the need assessment structured process for identifying and documenting the difference between "actual" and "required" state of internal school supervisory practices. The needs assessment process determined: (1) the differences which exist between a desired state of affairs with respect to important goals and functions and the present or actual state of conditions and (2) a list of prioritized needs index (PNI) from these identified differences.

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Stage 3: To develop the upper secondary school internal supervision system in Yangon.

In this stage, the researcher intends to ask the experts or consultants who are the professionalism in educational supervision field to evaluate the proposed design of upper secondary schools internal supervision system. According to the evaluation form, the experts need to choose their prefer level of suitability and give some suggestions or comments for effective internal supervision system in upper secondary schools, Yangon. The suitability level of system design was determined by the result data from questionnaires of proposed internal supervision system for upper secondary schools, Yangon.

1. Respondents

In this stage, 5 experts were responded whether proposed internal supervision system are relevance to apply in upper secondary schools in Yangon. They have over 10 years working experiences in Educational Supervision Field. The name of the experts are

1) Daw Tin Aye Saw, M.Ed, Supervisor in Department of Basic Education, Yangon.

2) Daw Khin Mu Zaw Aung, M.Ed, Supervisor in Department of Basic Education, Yangon.

3) Daw May Thet Tin, M.Ed, Supervisor in Department of Basic Education, Yangon.

4) Daw Swe Swe Thein, M.Ed, Supervisor in Department of Basic Education, Yangon.

5) Daw Sandar Oo, M.Ed, Supervisor in Department of Basic Education, Yangon.

2. Research Instrument

The research instrument was designed as evaluation form to verify the proposed design of internal supervision system are possible to apply in upper secondary schools according to the requirements of survey data from stage 2. The evaluation form was including the space for writing down the consultants' advice and comments if they have any suggestion or arguments in order to add more their opinion. The researcher

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consulted with advisor to check the accuracy of data before sending the evaluation form to the 5 experts. Research instrument was constructed carefully according to the requirements of survey data from stage 2, and based on required performance level of the internal school supervision system in order to verify the appropriate internal school supervision system.

3. Data Collection

Researcher required the approval letter from the Faculty of Education, Mahasarakham University before starting the data distribution process. In order to make data collection process effectively and objectively, the request letter was attached with the evaluation form and sent to respondents. The data was distributed by hard copy gave directly to the experts and also sent evaluation form to the experts through their e-mail. The researcher received the data through email or collected complete papers by meeting directly to the experts.

4. Data Manipulation and Analysis

The data analysis was conducted by using SPSS software according to their responses. Data results were shown by experts' statements and comments for qualitative data and tables for quantitative data. The researcher intends to verify the design of upper secondary school internal supervision system by consulting the experience experts' opinion according to their level of agreement. The data manipulated as follow;

Suitable refers to experts are sure the question responds to 3

Undecided refers to experts are not sure the question responds to 2

Unsuitable refers to experts are sure the question does not respond to 1

The researcher manipulated mean score of data responses and the result shown by using interval data [1:3] detailed as follow;

2.51 – 3.00 correspond to the meaning of Suitable

1.51 – 2.50 correspond to the meaning of Undecided

1.00 – 1.50 correspond to the meaning of Unsuitable

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CHAPTER IV

RESULTS OF DATA ANALYSIS

This chapter gives the study results of the developing internal school supervision system in upper secondary schools in Yangon based on statistical analysis of data obtained from evaluation forms and the survey questionnaires. The researcher will present the procedure of data analysis and discussion about research result as follows:

1. The symbol expression for data analysis
2. Stages of data analysis
3. Results of data analysis

The symbol expression for data analysis

The symbols which are related to the data analysis of statistics shown as below:

n Number of respondents

$\bar{X}$ Mean

S.D Standard Deviation

Stages of Data Analysis

The researcher analyzed the data after receiving the responses from the participants. The completed software package, namely SPSS was calculated the data. The researcher analyzed the data as follows:

1. Analyzing on the elements of internal supervision system for upper secondary schools by checking with 5 experts.

2. Analyzing on the actual and required performance of input, process and output elements in upper secondary schools internal supervision system.

3. Analyzing on the suitable design of internal supervision system for upper secondary schools by verifying with 5 supervisory experts.

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Results of data analysis

Stage 1: Analyzing on the elements of internal supervision system for upper secondary schools by checking with 5 experts.

In this research, the researcher delivered evaluation forms to the 5 experts for checking the elements of internal school supervision system. Then, questionnaires were returned back from those respondents during 3 weeks.

Table 4: The result of investigating the elements of internal school supervision system by checking with 5 experts.

Internal School Supervision Elements	$\bar{X}$	*S.D*	*Interpretation*
(1) School Supervisory Plan	2.93	0.15	Suitable
School has sufficient supervision manual in the school.	2.8	0.45	Suitable
Instructional Goal and Objectives	3.0	0.00	Suitable
Lesson Planning	3.0	0.00	Suitable
(2) Leadership Skill of Principal	2.8	0.45	Suitable
Knowledge skills	2.8	0.45	Suitable
Interpersonal skills	2.8	0.45	Suitable
Technical skills	2.8	0.45	Suitable
(3) Instructional supervision	3.0	0.00	Suitable
Clinical Supervision	3.0	0.00	Suitable

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Table 4: (Continued)

Internal School Supervision Elements	$\bar{X}$	*S.D*	*Interpretation*
Developmental Supervision -Directive -Collaborative -Nondirective	3.0	0.00	Suitable
Contextual Supervision -Teacher competence -Teacher confidence	3.0	0.00	Suitable
Differentiated Supervision -Cooperative professional development -Administrative monitoring	3.0	0.00	Suitable
(4) School Climate	3.0	0.00	Suitable
There is a collaborate effort between teacher and students. Interaction between principal and teacher.	3.0	0.00	Suitable
(5) Material Resources	3.0	0.00	Suitable
Material resources are the physical facilities and the materials used in teaching.	3.0	0.00	Suitable
School Supervisory Process			
(1) Problem identification	2.88	0.27	Suitable
Direct assistance: which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction.	2.8	0.45	Suitable
Group Development: is the gathering together of teachers to make decisions on expected performance outcomes.	2.8	0.45	Suitable

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Table 4: (Continued)

Internal School Supervision Elements	$\bar{X}$	*S.D*	*Interpretation*
Required Professional Performance: is the behavior of teachers' teaching in the class.	3.0	0.00	Suitable
Curriculum Development: is the revision and modification of the content, plans and materials of classroom instruction.	3.0	0.00	Suitable
Action Research: is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.	2.8	0.45	Suitable
(2) Diagnosis	3.0	0.00	Suitable
Performance in the classroom by teacher interaction with students.	3.0	0.00	Suitable
Personal characteristics of the teacher	3.0	0.00	Suitable
Personal characteristics of the students in the class	3.0	0.00	Suitable
Classroom arrangement.	3.0	0.00	Suitable
Students and teacher activities in the classroom.	3.0	0.00	Suitable
(3) Development Plan	3.0	0.00	Suitable
Mentoring	3.0	0.00	Suitable
Focus Group Discussion	3.0	0.00	Suitable
Observation	3.0	0.00	Suitable
Workshop or Training	3.0	0.00	Suitable
Group Learning	3.0	0.00	Suitable
(4) Implementation	3.0	0.00	Suitable
Teachers' teaching plan	3.0	0.00	Suitable
Teachers' teaching development in the class	3.0	0.00	Suitable

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Table 4: (Continued)

Internal School Supervision Elements	$\bar{X}$	*S.D*	*Interpretation*
(5) Evaluation	3.0	0.00	Suitable
Post-Observation Conference	3.0	0.00	Suitable
Written Report	3.0	0.00	Suitable
Output Element			
(1) Teacher Instrumental Performance	2.91	0.20	Suitable
Cognitive objectives in instruction.	2.8	0.45	Suitable
Use of curriculum materials and technology	2.8	0.45	Suitable
Use of a variety of teaching strategies	3.0	0.00	Suitable
Classroom management	3.0	0.00	Suitable
Feedback on students' performance	2.8	0.45	Suitable
Positive, cooperative classroom climate	3.0	0.00	Suitable
Regular assessment of student progress and achievement.	3.0	0.00	Suitable
Classroom activities	2.8	0.45	Suitable
Verbal interaction	3.0	0.00	Suitable
(2) Expressive Behavior	2.8	0.45	Suitable
Enthusiasm: Stimulation and imaginative.	2.8	0.45	Suitable
Warmth : Accepts student feelings, praises and encourages	2.8	0.45	Suitable

According to the result of data interpretation checking element by 5 experts, all the elements of input, process and output internal supervision system for upper secondary schools are in the level of suitability.

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Stage 2: Analyzing on the actual and required performance of input, process and output elements in upper secondary schools internal supervision system.

1. The result of respondents' profile

In this research, the researcher delivered questionnaires to the respondents, school principals and teachers who work in government upper secondary schools in Yangon. Then, questionnaires were returned back from those respondents during 4 weeks. The result of respondents' profile shown in table below. Table 4 shown as demographic information about principals and senior teachers, 28 (23.3 %) of principal and 92 (76.7%) of senior teachers were participated in this research. Most of them are graduated Bachelor's Degree in education and it is 83.3% of respondents. The other 14.1% and 2.5 % are graduated Master's Degree and Upper than Master's Degree respectively. The percentage of participants who work from 20 years and above have 76.7% of respondents' totality and respondents who have working experiences between 6 - 10 years are 13.3%.

Table 5: The Frequency and Percentage of Respondents' Profile.

Items	(n= 120)	
	Frequency	Percentage
Respondents		
Principals	28	23.3
Senior Teachers	92	76.7
Qualifications		
Diploma	-	-
Bachelor's Degree	100	83.3
Master's Degree	17	14.1

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Table 5: (Continued)

Items	(n= 120)	
	Frequency	Percentage
Working Experiences		
Upper than Master's Degree	3	2.5
5 years and lower than 5 years working experiences	5	4.2
6 to 10 years working experiences	16	13.3
11 to 20 years working experiences	7	5.8
20 years and above working experiences	92	76.7

We can conclude that they mostly serve as principals and senior teachers for more than 20 years in Government Upper Secondary Schools but one principal and four senior teachers are less than 5 years teaching experiences. It should be considered that principal and senior teachers are more expertise in supervisory approach and knowledge of teaching in advance. Moreover, some senior teachers graduated Master's Degree while principals graduated Bachelor Degree.

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Table 6: The results of actual and required practice level of input, process, and output elements of internal supervision system in upper secondary schools.

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
School Supervisory Plan	3.59	0.91	High	4.62	0.52	Very High
1. School has systematics supervision manual to monitor and evaluate teachers' teaching tasks.	3.50	0.89	Fair	4.56	0.50	Very High
2. Principal always checks the accomplishment of the duties and responsibilities of teachers according to the supervisory plan in school.	3.48	0.89	Fair	4.89	0.31	Very High
3. Teachers always submit the notes of lesson and teaching diary to principal and discuss before going to teach the students.	3.71	0.94	High	4.55	0.62	Very High
4. Teacher sets instructional objectives in each lesson unit.	3.70	0.92	High	4.51	0.65	Very High
Leadership Skill of Principal	2.85	1.08	Fair	4.39	0.70	High
5. Principal has more expertise in knowledge of teaching techniques and experiences than teachers.	2.82	1.05	Fair	4.39	0.66	High
6. Principal always have meeting and do cooperatively with teachers, and school board.	2.90	1.11	Fair	4.55	0.61	Very High
7. Principal's advice and decision making are available to use in future teaching.	2.83	1.07	Fair	4.23	0.82	High

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Table 6: (Continued)

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
Instructional Supervision	2.95	1.13	Fair	4.30	0.71	High
8. Principal direct assists to teachers by observing their teaching.	2.97	1.13	Fair	4.23	0.82	High
9. Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.	3.02	1.17	Fair	4.17	0.70	High
10. Principal works as a moderator to supervise teachers in school.	2.74	1.08	Fair	4.35	0.63	High
11. Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.	3.05	1.14	Fair	4.44	0.67	High
School Climate	2.92	1.10	Fair	4.36	0.72	High
12. Teachers work in a cooperative manner with students.	3.04	1.17	Fair	4.47	0.71	High
13. Students study lessons and work together in the classroom.	2.83	1.07	Fair	4.38	0.68	High
14. Principal works in warm interpersonal relation with teachers and staffs.	2.88	1.04	Fair	4.24	0.78	High

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Table 6: (Continued)

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
Resources	2.73	1.06	Fair	4.57	0.48	Very High
15. Furniture and materials in the school are adequate and well arrangement.	2.72	1.04	Fair	4.52	0.51	Very High
16. Teachers use effectively classroom materials and supplies in teaching.	2.74	1.08	Fair	4.61	0.45	Very High
Problem Identification	2.90	1.11	Fair	4.35	0.66	High
17. Organizing workshop to tackle instructional problems identified by school board and supervisor.	2.96	1.13	Fair	4.32	0.64	High
18. Principal organizes meeting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.	2.93	1.11	Fair	4.43	0.66	High
19. Principal and teachers recognize and reconsider learning level and learning style of students.	3.02	1.17	Fair	4.17	0.80	High
20. Principal always records teachers' performance and students' activities.	2.81	1.09	Fair	4.36	0.64	High
21. Reconsideration of feedback from Department of Education.	2.97	1.12	Fair	4.24	0.77	High
22. Curricular materials are upgrade.	2.80	1.10	Fair	4.67	0.30	Very High

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Table 6: (Continued)

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
23. Students achievement test result can determine the teacher's teaching performance.	2.83	1.06	Fair	4.23	0.78	High
Diagnosis	2.97	1.11	Fair	4.31	0.67	High
24. Teachers use variety of instructional strategies and teaching materials.	3.04	1.18	Fair	4.51	0.52	Very High
25. Students are easy to control and interested in lessons by teacher.	3.18	1.13	Fair	4.12	0.72	High
26. There is adequate number of principal and senior teachers to assist the beginner teachers properly.	2.96	1.09	Fair	4.36	0.61	High
27. The principal has enough time to do supervisory tasks.	2.70	1.02	Fair	4.24	0.81	High
Development Plan	2.90	1.08	Fair	4.34	0.68	High
28. Teachers have group discussion and demonstration of teaching activities before teaching in the class.	2.72	1.03	Fair	4.41	0.65	High
29. Improving classroom performance is the result of principal implement face- to face interaction/clinical supervision with teachers.	3.12	1.12	Fair	4.27	0.78	High

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Table 6: (Continued)

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
30. Teachers get knowledge of teaching techniques from peer	2.87	1.08	Fair	4.35	0.62	High
observation/collegial supervision among themselves.	3.22	1.05	Fair	4.42	0.63	High
Implementing						
31. Students pay more attention when teachers use ICT or modern teaching	3.48	0.89	Fair	4.57	0.48	Very High
techniques.	3.10	1.25	Fair	4.55	0.49	Very High
32. Students are enthusiastic in doing practical practices.						
33. Principal always checks teachers' lesson plan and notes of lessons	3.05	1.12	Fair	4.33	0.66	High
before they go to class.	2.83	1.09	High	4.45	0.69	High
34. Students can do well lessons by themselves.	3.12	1.14	Fair	4.37	0.67	High
35. Teacher asks questions to students in teaching period.						
36. Teacher always carefully checks the students' completion of exercises	3.71	0.80	High	4.22	0.76	High
every week.	2.93	1.12	Fair	4.50	0.55	High
Evaluation						
37. Create regular program or meeting to evaluate the teaching learning process and outcomes.	3.05	1.14	Fair	4.64	0.45	Very High

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Table 6: (Continued)

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
38. Principal makes regular evaluation by classroom observation.	2.73	1.07	Fair	4.57	0.51	Very High
39. Principal always gives feedback to teachers after doing observation.	2.94	1.16	Fair	4.55	0.48	Very High
40. Principal reports the evaluation results to the Department of Education.	2.98	1.12	Fair	4.24	0.77	High
Teacher Instrumental Performance	3.00	1.06	Fair	4.65	0.46	Very High
41. Teachers are assigned to teach the subject matter according to their specialized major.	2.81	1.04	Fair	4.74	0.44	Very High
42. Students express their ideas through discussion and students are enthusiastic in learning.	2.92	1.11	Fair	4.62	0.47	Very High
43. Students do well lessons by themselves and discuss their opinion.	3.11	1.21	Fair	4.58	0.48	Very High
44. Students have creative thinking skills.	3.01	1.16	Fair	4.88	0.32	Very High
45. Teaching with adequate instructional teaching materials.	2.70	1.02	Fair	4.54	0.49	Very High
46. Teacher has disciplinary action record of students.	3.45	0.81	Fair	4.52	0.55	Very High

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Table 6: (Continued)

Input Elements in internal school supervision system	Actual (n=120)		Actual Practice Level	Required (n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
Expressive Behavior	2.84	1.07	Fair	4.64	0.46	Very High
47. Students always talk about their feeling and difficulty with teachers and principal.	2.88	1.10	Fair	4.58	0.48	Very High
48. Principal and teachers get helping from other staffs.	2.80	1.04	Fair	4.69	0.43	Very High

The table 6 shown the whole data results of actual and required practice level. The interpretation of actual practice level were ‘Fair’ level while the required practice level were ‘Very High’ level. According to the large gap between actual and practice level, it can conclude that all the actual practice are essential to be improve in terms of internal school supervision system.

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Table 7: Mean, Standard Deviation and Practice Level of School Supervision Plan in internal school supervision system

Input Elements in internal school supervision system	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
School Supervisory Plan						
1. School has systematics supervision manual to monitor and evaluate teachers' teaching tasks.	3.50	0.89	Fair	4.56	0.50	Very High
2. Principal always checks the accomplishment of the duties and responsibilities of teachers according to the supervisory plan in school.	3.48	0.89	Fair	4.89	0.31	Very High
3. Teachers always submit the notes of lesson and teaching diary to principal and discuss before going to teach the students.	3.71	0.94	High	4.55	0.62	Very High
4. Teacher sets instructional objectives in each lesson unit.	3.70	0.92	High	4.51	0.65	Very High
Total	3.59	0.91	High	4.62	0.52	Very High

The mean of actual practice level in school supervisory plan are 3.59 and it is equivalent with the high level and supervisory plan are currently practices in their school. It can be interpreted that school principals need to give more time to concentrate for checking the teachers' duties and responsibilities. Principals should reduce the work burden of administrative tasks and give more time to do supervisory tasks. The mean of required practice in school supervisory plan is 4.62 and it is very high level.

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Table 8: Mean, Standard Deviation and Practice Level of Leadership Skill of Principal in internal school supervision system.

Input Elements in internal school supervision system	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Leadership Skill of Principal						
1. Principal has more expertise in knowledge of teaching techniques and experiences than teachers.	2.82	1.05	Fair	4.39	0.66	High
2. Principal always have meeting and do cooperatively with teachers, and school board.	2.90	1.11	Fair	4.55	0.61	Very High
3. Principal's advice and decision making are available to use in future teaching.	2.83	1.07	Fair	4.23	0.82	High
Total	2.85	1.08	Fair	4.39	0.70	High

The overall data result of actual practice leadership skill in table gained 2.85 mean score which is fair level of data interpretation. It considers that the practice of principals' leadership skills belongs to a half-lower range of fair level and the respondents are not sure about instructional leadership in school internal supervision system in their schools. The practice of principal's instructional leadership should be the collaborative manner to assist to the teachers and help teachers to facilitate in their teaching strategies to improve their teaching process in the classroom. Therefore, principals need to have more knowledge of teaching experience to lead the teachers' instructional supervision in school since the mean score of required practice in instructional leadership got 4.39 and it is high requirement level of instructional leadership for principals.

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Table 9: Mean, Standard Deviation and Practice Level of Instructional Supervision in internal school supervision system

Input Elements in internal school supervision system	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Instructional Supervision						
1. Principal direct assists to teachers by observing their teaching.	2.97	1.13	Fair	4.23	0.82	High
2. Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.	3.02	1.17	Fair	4.17	0.70	High
3. Principal works as a moderator to supervise teachers in school.	2.74	1.08	Fair	4.35	0.63	High
4. Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.	3.05	1.14	Fair	4.44	0.67	High
Total	2.95	1.13	Fair	4.30	0.71	High

The data result of instructional supervision shows that principals' actual practices of supervision to teachers attained to the lower-range of middle level and it is the mean score of 2.95. The function of the principals' supervisory work as a moderator and direct assist to teachers' observation got mean score 2.97 and 2.74 respectively while compare with the others' mean score 3.02 and 3.05. It shows that the work of instructional supervision of principals still need to build up more discussion and guidance to deal with beginner teachers and senior teachers in their school. Moreover, it is high required level to practice instructional supervision in upper secondary schools while the mean score is 4.30.

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Table 10: Mean, Standard Deviation and Practice Level of School Climate in internal school supervision system

Input Elements in internal school supervision system	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
School Climate						
1. Teachers work in a cooperative manner with students.	3.04	1.17	Fair	4.47	0.71	High
2. Students study lessons and work together in the classroom.	2.83	1.07	Fair	4.38	0.68	High
3. Principal works in warm interpersonal relation with teachers and staffs.	2.88	1.04	Fair	4.24	0.78	High
Total	2.92	1.10	Fair	4.36	0.72	High

The responses for school climate elements choices for implementing internal school supervision are shown with the values of Mean as 2.92 and it belongs to slightly low range in fair level. Students study lessons and work together are lowest score 2.83 in school climate elements. It sums up that school climate condition need to provide more positive and warm climate in and out of the classroom. In addition, the required practice level of mean score shown as 4.36 in the high range.

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Table11: Mean, Standard Deviation and Practice Level of Material Resources in internal school supervision system

Input Elements in internal school supervision system	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Material Resources						
15) Furniture and materials in the school are adequate and well arrangement.	2.72	1.04	Fair	4.52	0.51	Very High
16) Teachers use effectively classroom materials and supplies in teaching.	2.74	1.08	Fair	4.61	0.45	Very High
Total	2.73	1.06	Fair	4.57	0.48	Very High

The responses for school resources in implementing internal school supervision belong to an approximate value of third level shown by the mean equaling 2.73. Consequently, the upper secondary schools in Yangon are insufficient in teaching learning supplies and shortage of effective instructional learning materials to support students' understanding while teachers is teaching. According to the responses of required practice level, it is shown that very high as mean score 4.57. It means that material resources are essential in effective teaching learning activities.

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Table 12: Mean, Standard Deviation and Practice Level of Problem Identification

Internal School Supervisory Process	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D.		$\bar{X}$	S.D	
Problem Identification						
1. Organizing workshop to tackle instructional problems identified by school board and supervisor.	2.96	1.13	Fair	4.32	0.64	High
2. Principal organizes meeting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.	2.93	1.11	Fair	4.43	0.66	High
3. Principal and teachers recognize and reconsider learning level and learning style of students.	3.02	1.17	Fair	4.17	0.80	High
4. Principal always records teachers' performance and students' activities.	2.81	1.09	Fair	4.36	0.64	High
5. Reconsideration of feedback from Department of Education.	2.97	1.12	Fair	4.24	0.77	High
6. Curricular materials are upgrade.	2.80	1.10	Fair	4.67	0.30	Very High
7. Students achievement test result can determine the teacher's teaching performance.	2.83	1.06	Fair	4.23	0.78	High
Total	2.90	1.11	Fair	4.35	0.66	High

The table shown in data collecting result as a mean attains 2.90 and it considers that there have some problems in internal school supervision system in upper secondary schools especially the mean value 2.80 in terms of curricular materials are upgrade and

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it is slightly low range in moderate level. Moreover, principals should have systematic records of teachers and students activities in their schools as a result shown in table that 2.81 mean score. It sumps up that all the principals and teachers require to consider the solution of these problems in internal school supervision. Besides, the requirement level of mean score is 4.35 and it is large range to do in internal supervision system. Among them, the requirement of curriculum materials stands largest range in mean score 4.67. It can conclude that the curriculum renewable is important in current problems.

Table 13: Mean, Standard Deviation and Practice Level of Diagnosis

Internal School Supervisory Process	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Diagnosis						
1. Teachers use variety of instructional strategies and teaching materials.	3.04	1.18	Fair	4.51	0.52	Very High
2. Students are easy to control and interested in lessons by teacher.	3.18	1.13	Fair	4.12	0.72	High
3. There is adequate number of principal and senior teachers to assist the beginner teachers properly.	2.96	1.09	Fair	4.36	0.61	High
4. The principal has enough time to do supervisory tasks.	2.70	1.02	Fair	4.24	0.81	High
Total	2.97	1.11	Fair	4.31	0.67	High

The responses for the diagnosis process in internal school supervision approximate the value of third level shown by the mean of 2.97. The main reason is that the principals are always busy with administrative task rather than instructional supervision task because mean score 2.70 is the lowest while was compare with the others. Furthermore, there still need to have enough number of teachers and principals.

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These all are the crucial cause of the internal school supervisory problems. The required practice level mention that the mean score is 4.31 as the high level but one of the items are shown highest range of mean score 4.51. This item means that teachers need to use variety of instructional strategies and teaching materials while they are teaching in the class.

Table 14: Mean, Standard Deviation and Practice Level of Development Plan

Internal School Supervisory Process	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Development Plan						
1. Teachers have group discussion and demonstration of teaching activities before teaching in the class.	2.72	1.03	Fair	4.41	0.65	High
2. Improving classroom performance is the result of principal implement face- to face interaction/clinical supervision with teachers.	3.12	1.12	Fair	4.27	0.78	High
3. Teachers get knowledge of teaching techniques from peer observation/collegial supervision among themselves.	2.87	1.08	Fair	4.35	0.62	High
Total	2.90	1.08	Fair	4.34	0.68	High

The responses with the mean 2.90 in terms of actual practice in the development plan gain the third level of Likert's scale range. It considers that there have some teaching development plan in their school but it does not have a clear direction of supervisory implementation in instructional development plan in their school. The

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consider about mean score of required level is 4.34 and it is the high level required to practice in upper secondary school internal supervision system.

Table 15: Mean, Standard Deviation and Practice Level of Implementing

Internal School Supervisory Process	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Implementing						
1. Students pay more attention when teachers use ICT or modern teaching techniques.	3.48	0.89	Fair	4.57	0.48	Very High
2. Students are enthusiastic in doing practical practices.	3.10	1.25	Fair	4.55	0.49	Very High
3. Principal always checks teachers' lesson plan and notes of lessons before they go to class.	3.05	1.12	Fair	4.33	0.66	High
4. Students can do well lessons by themselves.	2.83	1.09	Fair	4.45	0.69	High
5. Teacher asks questions to students in teaching period.	3.12	1.14	Fair	4.37	0.67	High
6. Teacher always carefully checks the students' completion of exercises every week.	3.71	0.80	High	4.22	0.76	High
Total	3.22	1.05	Fair	4.42	0.63	High

This result is shown the current implementation in supervisory practice by expressing the half- upper range of fair value as a mean score 3.22. It provides that it is moderately implement internal supervisory practices in upper secondary schools as well as it can be noticed that still requires to do more supervisory approaches to teachers in the classroom teaching activities. Particularly, the mean score of question item,

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"teachers always carefully checks the students' completion of exercises every week" attain high level 3.71. Furthermore, the result of required level show the high mean score 4.42.

Table 16: Mean, Standard Deviation and Practice Level of Evaluation

Internal School Supervisory Process	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Evaluation						
1. Create regular program or meeting to evaluate the teaching learning process and outcomes.	3.05	1.14	Fair	4.64	0.45	Very High
2. Principal makes regular evaluation by classroom observation.	2.73	1.07	Fair	4.57	0.51	Very High
3. Principal always gives feedback to teachers after doing observation.	2.94	1.16	Fair	4.55	0.48	Very High
4. Principal reports the evaluation results to the Department of Education.	2.98	1.12	Fair	4.24	0.77	High
Total	2.93	1.12	Fair	4.50	0.55	High

The table 16 approved clear data collection result of evaluation process in terms of means values 2.93 equaling as the middle level of data interpretation score. It can assume that the principals need to make sure their evaluation process systematically and regularly according to the supervisory policies, plan and feedback from Department of Education. Moreover, the data result of required level is 4.50 equaling as high level. All items point out the very high level except the item of "principal reports the evaluation results to the Department of Education." gains high level.

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Table 17: Mean, Standard Deviation and Practice Level of Teacher Instrumental Performance and Expressive Behavior in internal school supervision system

Output Elements of internal school supervision system	(n=120)		Actual Practice Level	(n=120)		Required Practice Level
	$\bar{X}$	S.D		$\bar{X}$	S.D	
Teacher Instrumental Performance						
1. Teachers are assigned to teach the subject matter according to their specialized major.	2.81	1.04	Fair	4.74	0.44	Very High
2. Students express their ideas through discussion and students are enthusiastic in learning.	2.92	1.11	Fair	4.62	0.47	Very High
3. Students do well lessons by themselves and discuss their opinion.	3.11	1.21	Fair	4.58	0.48	Very High
4. Students have creative thinking skills.	3.01	1.16	Fair	4.88	0.32	Very High
5. Teaching with adequate instructional teaching materials.	2.70	1.02	Fair	4.54	0.49	Very High
6. Teacher has disciplinary action record of students.	3.45	0.81	Fair	4.52	0.55	Very High
Total	3.00	1.06	Fair	4.65	0.46	Very High
Expressive Behavior						
1. Students always talk about their feeling and difficulty with teachers and principal.	2.88	1.10	Fair	4.58	0.48	Very High
2. Principal and teachers get helping from other staffs.	2.80	1.04	Fair	4.69	0.43	Very High
Total	2.84	1.07	Fair	4.64	0.4	Very High

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According to the data result of teacher performance, the value of mean belongs to 2.84 and expressive behavior with the mean score of 2.84 equaling as the middle level of supervisory output performance of teachers. It sums up that teachers needs to develop professional teaching performance and activities. The level of required performance is 4.65 in instrumental performance and 4.64 in expressive behavior respectively. Both of these score are very high level need to do evaluation in upper secondary schools.

Stage 3: Analyzing on the suitable design of internal supervision system for upper secondary schools by verifying with 5 supervisory experts.

1. According to the research stage, researcher finds the gap between the actual and required performance of internal supervision system in upper secondary schools.

Table 18: Results of priority need index

Item	Survey Questions	Actual	Required	PNI	Priority
	Input elements of internal school supervision system				
I.	Supervisory Plan	3.59	0.91	0.29	5
1	School has systematics supervision manual to monitor and evaluate teachers' teaching tasks.	3.48	4.89	0.30	2
2	Principal always checks the accomplishment of the duties and responsibilities of teachers according to the supervisory plan in school.	3.48	4.89	0.41	1
3	Teachers always submit the notes of lesson and teaching diary to principal and discuss to teach the students.	3.71	4.55	0.21	4
4	Teacher sets instructional objectives in each lesson unit.	3.70	4.51	0.22	3

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Table 18: (Continued)

Item	Survey Questions	Actual	Required	PNI	Priority
II.	Leadership Skill of Principal	2.85	4.39	0.54	2
5	Principal has more expertise in knowledge of teaching techniques and experiences than teachers.	2.82	4.39	0.56	2
6	Principal always have meeting and do cooperatively with teachers, and school board.	2.90	4.55	0.57	1
7	Principal's advice and decision making are available to use in future teaching.	2.83	4.23	0.49	3
III.	Instructional Supervision	2.95	4.30	0.46	4
8	Principal direct assists to teachers by observing their teaching.	2.97	4.23	0.42	3
9	Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.	3.02	4.17	0.38	4
10	Principal works as a moderator to supervise teachers in school.	2.74	4.35	0.59	1
11	Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.	3.05	4.44	0.46	2
IV.	School Climate	2.92	1.10	0.49	3
12	Teachers work in a cooperative manner with students.	3.04	4.47	0.470	3
13	Students study lessons and work cooperatively in the classroom.	2.83	4.38	0.55	1
14	Principal works in warm interpersonal relation with teachers and staffs.	2.88	4.24	0.472	2

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Table 18: (Continued)

Item	Survey Questions	Actual	Required	PNI	Priority
V.	Material Resources	2.73	4.57	0.67	1
15	Furniture and materials in the school are safety and well arrangement.	2.72	4.52	0.66	2
16	Teachers use effectively classroom materials and supplies in teaching.	2.74	4.61	0.68	1
	Supervisory Process				
VI.	Problem Identification	2.90	4.35	0.50	2
17	Organizing workshop to tackle instructional problems identified by school board and supervisor.	2.96	4.32	0.46	5
18	Principal organizes meeting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.	2.93	4.43	0.65	2
19	Principal and teachers recognize and reconsider learning level and learning style of students.	3.02	4.17	0.38	7
20	Principal always records teachers' performance and students' activities	2.81	4.36	0.55	3
21	Reconsideration of feedback from Department of Education.	2.97	4.24	0.43	6
22	Curricular materials are outdated.	2.80	4.67	0.67	1
23	Students achievement test reach expectation level.	2.83	4.23	0.50	4
VII.	Diagnosis	2.97	4.31	0.45	4
24	Adequate curricular, instructional materials and classroom facilities.	3.04	4.51	0.48	2

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Table 18: (Continued)

Item	Survey Questions	Actual	Required	PNI	Priority
25	Students are easy to control and interested in lessons by teacher.	3.18	4.12	0.30	4
26	There is adequate number of principal and senior teachers to assist the beginner teachers properly.	2.96	4.36	0.47	3
27	The principal has enough time to do supervisory tasks.	2.70	4.24	0.57	1
VIII.	Develop action plan	2.90	4.34	0.49	3
28	Teachers have group discussion and demonstration of teaching activities before teaching in the class.	2.72	4.41	0.62	1
29	Improving classroom performance is the result of principal implement face- to face interaction/clinical supervision with teachers.	3.12	4.27	0.37	3
30	Teachers get knowledge of teaching techniques from peer observation/collegial supervision among themselves.	2.87	4.35	0.52	2
IX.	Implementing	2.93	4.50	0.37	5
31	Students pay more attention when teachers use ICT or modern teaching techniques.	3.48	4.57	0.31	5
32	Students are enthusiastic in doing practical practices.	3.10	4.55	0.47	2
33	Principal always checks teachers' lesson plan and notes of lessons before they go to class.	3.05	4.33	0.42	3

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Table 18: (Continued)

Item	Survey Questions	Actual	Required	PNI	Priority
34	Students can do well lessons by themselves.	2.83	4.45	0.57	1
35	Teacher asks questions to students in teaching period.	3.12	4.37	0.40	4
36	Teacher always carefully checks the students' completion of exercises every week.	3.71	4.22	0.14	6
X.	Evaluation	2.93	4.50	0.54	1
37	Create regular program to evaluate the teaching learning process and outcomes.	3.05	4.64	0.52	3
38	Principal makes regular evaluation by classroom observation.	2.73	4.57	0.67	1
39	Principal always gives feedback to teachers after doing observation.	2.94	4.55	0.55	2
40	Principal reports the evaluation results to the Department of Education.	2.98	4.24	0.42	4
	Output elements				
XI.	Teacher's Instrumental Performance	3.00	4.65	0.55	2
41	Teachers are assigned to teach the subject matter according to their specialized major.	2.81	4.74	0.69	1
42	Students express their ideas through discussion and students are enthusiastic in learning.	2.92	4.62	0.58	6
43	Students do well lessons by themselves and discuss their opinion.	3.11	4.58	0.47	7
44	Students have creative thinking skills.	3.01	4.88	0.62	4

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Table 18: (Continued)

Item	Survey Questions	Actual	Required	PNI	Priority
45	Teaching with adequate instructional teaching materials.	2.70	4.54	0.681	2
46	Teacher has disciplinary action record of students.	3.45	4.52	0.31	8
XII.	Teacher's expressive behavior	2.84	4.64	0.63	1
47	Students always talk about their feeling and difficulty with teachers and principal.	2.88	4.58	0.59	5
48	Principal and teachers get helping from other staffs.	2.80	4.64	0.675	3

It can see clearly the results of PNI (Priority Need Index) of the actual and required practice level in upper secondary school internal supervision system according to their ranking within each element of input, process and output. Additionally, researcher expresses the ranking order of items within each element. The first priority need in all input elements is Material resources to support the upper secondary schools internal supervision system. Secondly, the leadership skills of principals to supervise to the teachers. The next priority is school climate of the interaction of principals, teachers and students. The last two priority are instructional supervision and supervisory plan.

The supervisory process shown as Evaluation, Problem identification, Development plan, Diagnosis and Implementation according to the ranking order of priority needs index. The output element goes orderly as teachers' instrumental performance and expressive behavior. It concludes that these research data provide the requirement of actual practices in upper secondary schools and clarify what is the most important element to enhance the quality of upper secondary school internal supervision system.

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2. Design the suitable upper secondary school internal supervision system

The researcher proposed the appropriate design for upper secondary schools internal supervision system based on the study results of survey questionnaires and data results of needs assessment to develop the implementation of this system in actual practice. The flow chart shows the internal school supervision system how to apply in upper secondary school.

The design of internal school supervision system shows that the implementation of input, process, output elements into the system according to the survey data results and priority needs index. According to the survey results, the difference between actual and required performance seen as high level in most of the elements. It indicated that the actual performance are required to enhance in terms of internal school supervision system.

Moreover, the finding of priority needs index results revealed that material resources, evaluation and teachers' expressive behavior are most important elements to upgrade when the system apply in upper secondary schools. The design of internal school supervision system intends to develop teachers' instrumental performance and teachers' expressive behaviors by supervising of principals.

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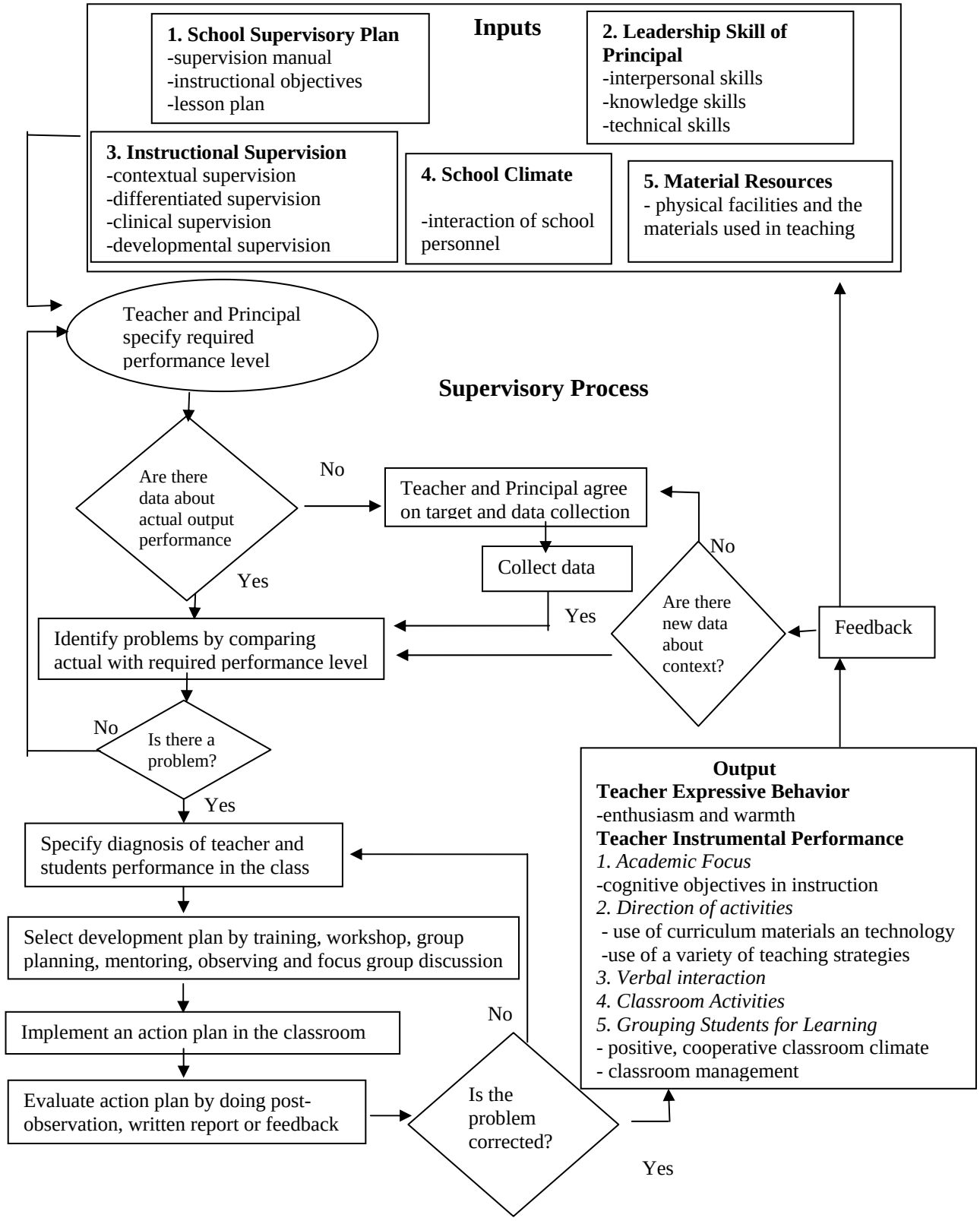

Figure 8: Internal School Supervision System

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The researcher designed the internal school supervision system for upper secondary school to fulfill of the necessary to enhance in teachers' instructional performance. Firstly, the input elements are crucial before implementation the system. Each aspect of input elements are basic skills and requirements to support the expected outcomes of the system. After accomplishing the input elements into the system, next elements are school supervisory process.

Before starting the supervisory process teachers and principals must specify what are the required performance in internal school supervision system while checking with the actual performance data's results. The principals and teachers are identified the problems by comparing with actual and required performance of the system. Then, specifying diagnosis of teachers' and students' performance in the class comes up to find out detailed problems and weakness. After that, select the alternative development plan to improve the teaching learning process and think the consequences of development action plan. Principals create the opportunities to implement alternative development action plan by training, doing workshop, group planning, mentoring, observing and focusing group discussion. The last supervisory process is evaluation and principals evaluate action plan by doing post-observation in the class, written report to Department of Basic Education or feedback given to teachers.

If the problems are corrected, the required output elements are emerge at least but if not, identify the problems again based on the differences of actual and required performance. Feedback goes through to problem identification if there have new contexts as well as to input elements to support the necessary of input elements.

3. The suitability of the internal supervision system for upper secondary in Yangon, Myanmar**.**

The following results attain from checking the level of suitability with 5 supervisory experts from Myanmar in order to know that whether it can implement in upper secondary school internal supervision system in Yangon, Myanmar and what is the level of suitability.

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Table 19: The result of suitability of the internal school supervision system for upper secondary schools in Yangon.

Items	Input elements of internal school supervision system	$\bar{X}$	S.D	Level of Suitability
I.	School Supervisory Plan	3.0	0.00	Suitable
	Supervision Manual	3.0	0.00	Suitable
1	School has systematics supervision manual to monitoring and evaluate teachers' teaching tasks.	3.0	0.00	Suitable
	Instructional Objectives	3.0	0.00	Suitable
2	Teacher sets instructional objectives in each lesson unit.	3.0	0.00	Suitable
	Lesson Plan	3.0	0.00	Suitable
3	Teachers regularly submit the notes of lesson and teaching diary to principal and discuss before going to teach the students.	3.0	0.00	Suitable
II.	Leadership Skill of Principal	2.86	0.18	Suitable
	Interpersonal Skills	2.6	0.54	Suitable
4	Principal have regular meeting and do cooperatively with teachers, and school association	2.6	0.54	Suitable
	Knowledge Skills	3.0	0.00	Suitable
5	Principal has more expertise in knowledge of teaching techniques and experiences than teachers.	3.0	0.00	Suitable
	Technical Skills	3.0	0.00	Suitable
6	Principal's advice and decision making support to use in teacher classroom teaching.	3.0	0.00	Suitable
III.	Instructional Supervision	2.95	0.11	Suitable
	Clinical Supervision	3.0	0.00	Suitable
7	Principal direct assists to teachers by observing their teaching.	3.0	0.00	Suitable
	Developmental Supervision	3.0	0.00	Suitable

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Table 19: (Continued)

Items	Input elements of internal school supervision system	$\bar{X}$	S.D	Level of Suitability
8	Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.	3.0	0.00	Suitable
	Contextual Supervision	2.8	0.45	Suitable
9	Principal works as a moderator to supervise teachers in school.	2.8	0.45	Suitable
	Differentiated Supervision	3.0	0.00	Suitable
10	Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.	3.0	0.00	Suitable
IV.	School Climate	2.86	0.3	Suitable
	Interaction with school personnel	2.86	0.3	Suitable
11	Teachers work in a cooperative manner.	3.0	0.00	Suitable
12	Students study lessons and work together in the classroom.	2.8	0.45	Suitable
13	Principal works in warm interpersonal relation with teachers and staffs.	2.8	0.45	Suitable
V.	Resources	3.0	0.00	Suitable
	Physical Facilities and Materials used in Teaching	3.0	0.00	Suitable
14	Furniture and materials in the school are adequate and well arrangement.	3.0	0.00	Suitable
15	Teachers use effectively classroom materials and supplies in teaching.	3.0	0.00	Suitable
	Supervisory Process			
I.	Problem Identification	2.97	0.06	Suitable

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Table 19: (Continued)

Items	Input elements of internal school supervision system	$\bar{X}$	S.D	Level of Suitability
16	Organizing meeting to tackle instructional problems identified by teacher and principal.	3.0	0.00	Suitable
17	Principal organizes data collecting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.	3.0	0.00	Suitable
18	Principal and teachers recognize and reconsider learning level and learning style of students.	3.0	0.00	Suitable
19	Principal help to promote the teachers' teaching strategies and find out their teaching problems in class.	2.8	0.45	Suitable
20	Curricular materials are updated.	3.0	0.00	Suitable
21	Reconsideration of feedback from Department of Education.	3.0	0.00	Suitable
22	Doing research in school according to the students' achievement test and students' behavior based on as the results of teachers' performance.	3.0	0.00	Suitable
II.	Diagnosis	2.92	0.18	Suitable
23	Performance in the classroom by teacher interaction with students.	3.0	0.00	Suitable
24	Personal characteristics of the teacher	3.0	0.00	Suitable
25	Personal characteristics of the students in the class	2.8	0.45	Suitable
26	Classroom arrangement and activities in the class.	2.8	0.45	Suitable
27	Formal Classroom Climate	3.0	0.00	Suitable
I.	Development action plan	3.0	0.00	Suitable
	Mentoring	3.0	0.00	Suitable

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Table 19: (Continued)

Items	Input elements of internal school supervision system	$\bar{X}$	S.D	Level of Suitability
28	Teachers have group discussion and demonstration of teaching activities before teaching in the class.	3.0	0.00	Suitable
	Focus Group Discussion	3.0	0.00	Suitable
29	Principal implement face- to face interaction/clinical supervision with teachers.	3.0	0.00	Suitable
	Observation	3.0	0.00	Suitable
30	Teachers get knowledge of teaching techniques from peer observation/collegial supervision among themselves.	3.0	0.00	Suitable
	Workshop or Training	3.0	0.00	Suitable
31	Teachers attend workshop or training to get wider knowledge of alternatives teaching techniques.	3.0	0.00	Suitable
	Group Planning	3.0	0.00	Suitable
32	Making small group discussion within department or each subject group.	3.0	0.00	Suitable
II.	Implementation	3.0	0.00	Suitable
33	Teachers' teaching plan in the class.	3.0	0.00	Suitable
34	Teachers' teaching development in the class	3.0	0.00	Suitable
III.	Evaluation	3.0	0.00	Suitable
	Post-observation	3.0	0.00	Suitable
35	Create regular program or meeting to evaluate the teaching learning process and outcomes.	3.0	0.00	Suitable
36	Principal makes regular evaluation by classroom observation.	3.0	0.00	Suitable
37	Principal always gives feedback to teachers after doing observation.	3.0	0.00	Suitable

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Table 19: (Continued)

Items	Input elements of internal school supervision system	$\bar{X}$	S.D	Level of Suitability
	Written Report	3.0	0.00	Suitable
38	Principal reports the evaluation results to the Department of Education.	3.0	0.00	Suitable
	Output elements			
I.	Teacher Instrumental Performance	3.0	0.00	Suitable
	Academic Focus	3.0	0.00	Suitable
39	Cognitive objectives in instruction.	3.0	0.00	Suitable
	Direction of Activities	3.0	0.00	Suitable
40	Use of curriculum materials and technology	3.0	0.00	Suitable
41	Use of a variety of teaching strategies	3.0	0.00	Suitable
42	Verbal interaction	3.0	0.00	Suitable
43	Classroom activities	3.0	0.00	Suitable
	Grouping Students for Learning	3.0	0.00	Suitable
44	Classroom Management	3.0	0.00	Suitable
45	Positive, cooperative classroom climate	3.0	0.00	Suitable
II.	Teacher Expressive Behavior	3.0	0.00	Suitable
46	Warmth	3.0	0.00	Suitable
47	Enthusiasm	3.0	0.00	Suitable

According to the data interpretation of suitability, all the elements of input, process and output internal supervision system are suitable to implement in upper secondary schools. The experts said that these all elements are appropriate to use in internal supervision system. It is good design to develop the principals' supervisory approach to teachers in terms of teachers' instructional development if they can apply in upper secondary schools in Myanmar. In addition, the consideration of school-based supervisory model are on the way to discuss in implementing next year.

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CHAPTER V

CONCLUSION

In this research, it is based on developing internal supervision system in upper secondary school in Yangon, Myanmar. The research was found as follows:

1. Research Objectives
2. Research Results
3. Discussion of the Results
4. Recommendations

Research Objectives

1. To investigate the elements of internal school supervision system in upper secondary schools.
2. To explore the actual and required performances of internal school supervision system in upper secondary schools in Yangon, Myanmar?
3. To design the internal school supervision system for upper secondary schools in Yangon, Myanmar.

Research results

1. The elements of internal school supervision system for upper secondary schools include 5 input elements; school supervisory plan, leadership skills of principal, instructional supervision, school climate and material resources, 5 supervisory processes; problem identification, diagnosis, development plan, implementation and evaluation and 2 output elements; teachers' instrumental performance and expressive behavior.
2. The research results showed that the total actual performances of mean score are 2.98 and total required performances of mean scores are 4.45. The high gap of between two mean scores revealed that there were some weaknesses in actual performances of upper secondary schools internal supervision system.

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3. The proposed system evaluated by 5 supervisory experts was designed based on the required elements of implementing internal school supervision system. The internal school supervision system can apply in upper secondary schools for further study.

Discussion of the results

Considering the overall elements of internal school supervision system prior to the development, it was found that the gap between the actual and required performance were large scale. This might be due to the fact that the principals and the teachers understood the internal school supervision system, but there were problematic issues in actual practices; the implementation of the internal school supervision in the upper secondary schools lacked a clear instructional supervision; insufficient leadership skills, the school climate was unfavorable; teaching resources were insufficient. They also need to make some progress in curriculum updated and media use, instructional materials and provided as well as to upgrade various internal learning sources: Educational Media and Instruction Room, Computer Room and Library because it is the first priority need in input elements.

Musaazi (2010) looks at internal supervision as the situation where the head is to ensure the improvement and the making of the instructional process more effective. Internal supervision may be seen to deal with all the activities performed by teachers and principals in the school to enhance teaching and learning. Heads of schools play a pivotal role in teacher development (Leithwood et al., 1994; Chapman and Burchfield, 1994; Farah, 1996); Teachers need support as well as pressure from colleagues and managers (Fullan, 1991, 1993; Hargreaves, 1992). Mbiti in Nwagwu, Ijeoma and Nwagwu (2004:325) considers supervision as an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. Materials have always been an important part of effective teaching (Emmer et al., 1980).

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Regarding the actual performance of supervisory process elements in upper secondary school, most of practices were at fair level. Although the practices were at fair level, there still had many problems in actual practice under the current system which were reflected by the principals are overloaded in administrative tasks rather than supervisory tasks as well as the principals and the teachers lacked a profound understanding of the evaluation in supervision. The principals and teachers need to find out the problems of actual performance in class and specify to implement the development plan of internal school supervision system. Moreover, principals cannot create opportunities for teachers' instructional development plan in school. It indicated that practices under the recent system, were ineffective.

One of the supervisor's primary roles is, "to help teachers set goals that improve their instruction by helping the teacher to better understand his or her own teaching" (Sergiovanni & Starratt, 2002: 234). The ultimate goal of supervision is for teachers to improve their knowledge and skills in order to make schools a more efficient and effective learning communities for all students. Few supervisors have mastered the art of teacher evaluation, because it is a complex practice (Sergiovanni & Starratt, 2002).

Considering the elements of output, it was found that the teachers and students are required to achieve desirable characteristics according to the expected performance. The teachers and the principals were unsatisfied with the current internal school supervision system used in the upper secondary schools because their responses to the required level of practices are quite high while comparing with actual practices in their schools. The teachers get lack of clear supervise from principals and need to promote awareness, knowledge, and comprehension in developing the internal school supervision system. According to the research results, researcher revealed that teachers are weak to develop their expressive behavior in teaching. There were some teachers who opined that it unnecessarily to do development plan because it was wasted time as they had other work to do. They had an opinion that they had better try to finish their teaching part within a given time. Furthermore, they lacked moral support from their superiors. If teachers finds out that supervision are more of formalities than quality control they will not be encouraged to beef their performance, for internal and external

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supervision to yield concrete controls they have to use it as a criteria for transfer of teachers that are not performing well to another school or promote teachers that have performed well. Teachers would strive hard to perform better as they would like to be promoted or even be recognized as the best teacher. Seeing the low rating scores of teachers, some teachers were assigned not according to their ability and aptitude. The teachers had to teach the subjects that were not their major subjects as there were no teachers qualified for a particular subject.

Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers' professional development and improve instructional efficiency. Sergiovanni and Starratt (2002) observe that when a supervisor insists on having an aggressive and controlling relationship over the teacher, this prohibits a relationship of genuine communication and mutual respect needed for a true supervisory relationship. Acheson and Gall (1987) note that teachers desire leaders as supervisors who respect them as individuals, are open to discuss their concerns, are willing to collect data as the teacher wants it collected through observation and other viable methods, are able to analyze data collegially, and are willing to discuss available alternatives.

In Myanmar, the internal school supervision system based on the paper work and there is no specify roles and responsibilities for principals to supervise teachers. The supervision system based on the evaluation form called Ka Sa Sa to check the accomplishment of principals' administrative works and teachers' teaching tasks. Moreover, the supervisors are inadequate to check for all the problems of the schools frequently. The purposes of researcher design the internal school supervision system are the facts that principals have a chance to observe the class in teachers' teaching. Principals can check the conditions of classroom climate and easy to guide the necessary of teachers' instructional improvement.

The design of the internal school supervision system in the upper secondary schools consisted of four aspects: input, process, output, and feedback. 1) The input comprised school supervisory plan, leadership skills of principals, instructional supervision, school climate and resources. 2) The process consists of problem identification, diagnosis, development plan, implementation and evaluation. 3) The

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output included the instrumental performance of teacher and expressive behavior of teacher. 5) The feedback included that from the Ministry of Education, Department of Basic Education and Principals. Based on the evaluation from 5 supervisory experts, it was found that all elements of the system components were suitable at a suitability level. The evaluation result was up to standard. As regards utilization, suitability, and correctness, these were at "High" level. It was found that the design of effective internal school supervision system which was evaluated by 5 experts was suitable for upper secondary schools in Yangon.

The benefits of implementing internal school supervision system intend to the principals and teachers gained better knowledge and practice in the internal school supervision system. They have an improved development of usage in curriculum, media, measurement and evaluation; they could secure and improve the internal learning sources. Given the suitability of the 5 experts towards the internal school supervision system, it was found that the overall suitability was at high level. Considering each aspect, it was found that the input, process, output and feedback, were at high level in suitable internal school supervision system.

To sum up, the results of this study indicated the important of implementation internal school supervision system in upper secondary school in Yangon, Myanmar. Given individual aspects of evaluation by 5 experts, it was found that level of suitability was at a high level in the factors of input, process, and output. The suitability level was the highest in the factor of outputs. The internal school supervision system leads to the efficient instructional supervision approach to the teachers, which was in line with the concepts, theories and principles of the supervision as stated in the objective of the basic education. In addition, it is appropriate with the context of instructional supervision for the teachers' professional development. The system is also useful for principals' supervisory approach as it enables them to achieve the set goals as specified for the basic education.

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Recommendations

This research study should make the principals, teachers, students and related persons aware of significance in the internal school supervision system. Internal school supervision is a requirement to be practiced in schools as a means to meet the individual needs of the teacher for the sake of instructional improvement. Therefore, a wider variety of supervisory options should be provided for teachers. It is recommended for principals to create an opportunity for teachers in implementing various supervisory options in relation to the individual teachers' developmental levels and needs. In order to see the improvement of teachers' teaching- learning performance, conducting frequent classroom observation is crucial. Therefore, the schools need to create opportunities for the implementation of frequent classroom observation as much as possible and reduce the overload tasks of supervisors.

It is advisable for the school offices make strong efforts to improve the capacity of principals, by conducting regular meetings with principals and teachers, creating an opportunity for experience sharing among the departments. It is necessary for the teachers to understand the system and be cooperative in implementing the system. While putting the system into use, they should be more flexible. The teachers must realize the responsibility they have to fulfill.

The finding revealed the fact that the principals have no supervision manual which clearly specifies their responsibilities and how to carry out it effectively. The result of the study revealed that the principals' heavy workload was among the factors that hampered internal school supervision. It is a fact that principals have double responsibilities: conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching loads and administrative loads of principals in comparison to the supervision tasks to teachers.

School principals' leadership should be provided for school principals because the researcher found that school principals lacked the leadership skills in supervision. Principals should be encouraged to teachers in training programs to improve their professional development and instructional activities in teaching learning process. All training programs or workshops should be focused on enhancing the relevant

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professional characteristic of teachers. There is need to organize and run seminars and workshop for teachers and head teachers.

As a result, those concerned were not confident whether the system which was implemented would be worth trying. Given the feedback, there were results from 5 supervisory experts who work as supervisors recently in Department of Basic Education in Yangon. The findings indicated that it was necessary for all to cooperate so that teachers and the students would be motivated and encouraged.

For further study, the researcher recommends the following research area;

1. The implementation of proposed design of internal school supervision system in upper secondary schools in Myanmar.
2. The relationship between principals' supervision and teachers' professional development.
3. The developing of teachers' instructional development program.
4. The developing program of principals' supervisory functions in school.

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APPENDICES

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APPENDIX A

Evaluation Form for checking elements of upper secondary schools internal supervision system by 5 experts.

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Evaluation Form for checking elements of upper secondary schools internal supervision system.

Title: Developing Internal School Supervision System in Upper Secondary School in Yangon, Myanmar

General Direction

1. This evaluation form is divided into two parts;

   Part 1 Identify elements of upper secondary schools internal supervision system.

   Part 2 Open-ended questions for expressing the suggestion of experts.

2. This evaluation form intends to gather data on the opinion of experts concerning with essential elements of internal school supervision system suitable for upper secondary schools in Yangon, Myanmar.
3. All of these information will be kept in confidential and there will be no impact on your work in any way.

I would like to express my gratitude for your kindly cooperation in advanced.

Sincerely,

Miss Khant

ASEAN Classroom Program Student

Master of Education Degree in Educational Administration

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Evaluation Form

Title: Developing Internal School Supervision System in Upper Secondary Schools in Yangon, Myanmar.

Identify elements of internal supervision system for upper secondary schools.

The following questions are concerned with essential elements of upper secondary schools internal supervision system.

The researcher intends to set up the evaluation form in order to investigate the elements of upper secondary schools internal school supervision system. Kindly request to the experts to consider and give some suggestions or comments to notify the essential elements of internal school supervision system.

The data in terms of suitable elements for upper secondary schools internal supervision system need to be considered based on your perspective rated into Suitable, Undecided and Unsuitable. Please kindly consider each item and mark (√) to specify the level of agreement.

Input Element	Unsuitable	Undecided	Suitable	Suggestion
(1) School Supervisory Plan				
School has sufficient supervision manual in the school.				
Instructional Goal and Objectives				
Lesson Planning				
(2)Leadership Skill of Principal				

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Input Element	Unsuitable	Undecided	Suitable	Suggestion
Knowledge skills				
Interpersonal skills				
Technical skills				
(3) Instructional supervision				
Clinical Supervision -A planning conference, -Classroom observation, -Analysis/Strategy -Post observation conference and -Post conference analysis.				
Developmental Supervision -Directive -Collaborative -Nondirective				
Contextual Supervision -Teacher competence -Teacher confidence				

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Input Element	Unsuitable	Undecided	Suitable	Suggestion
Differentiated Supervision -Intensive development -Cooperative professional development -Self-directed -Administrative monitoring				
(4)School Climate				
There is a collaborate effort between teacher and students. Interaction between principal and teacher.				
(5)Material Resources				
Material resources are the physical facilities and the materials used in teaching.				

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Input Element	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
School Supervisory Process				
(1)Problem identification				
Direct assistance: which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction.				
Group Development: is the gathering together of teachers to make decisions on expected performance outcomes.				
Required Professional Performance: is the behavior of teachers' teaching in the class.				
Curriculum Development: is the revision and modification of the content, plans and materials of classroom instruction.				
Action Research: is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.				
(2) Diagnosis				
Performance in the classroom by teacher interaction with students.				

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Input Element	**Unsuitable**	**Undecided**	**Suitable**	
Personal characteristics of the teacher				
Personal characteristics of the students in the class				
Classroom arrangement.				
Students and teacher activities in the classroom.				
(3) Development Plan				
Mentoring				
Focus Group Discussion				
Observation				
Workshop or Training				
Group Learning				
(4)Implementation				
Teachers' teaching plan				
Teachers' teaching development in the class				
(5)Evaluation				
Post-Observation Conference				
Written Report				

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Input Element	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
Output Element				
(1)Teacher Instrumental Performance				
Cognitive objectives in instruction.				
Use of curriculum materials and technology				
Use of a variety of teaching strategies				
Classroom management				
Feedback on students' performance				
Positive, cooperative classroom climate				
Regular assessment of student progress and achievement.				
Classroom activities				
Verbal interaction				
(2) Expressive Behavior				
Enthusiasm: Stimulation and imaginative.				
Warmth : Accepts student feelings, praises and encourages				

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Open-ended Questions

1. What do you suggest for input elements of internal school supervision system?

2. What do you suggest for supervisory process of internal school supervision system?

3. What do you suggest for output elements of internal school supervision system?

Thank you for your cooperation

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APPENDIX B

Questionnaire in English Version

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Questionnaires for exploring the actual and required performance of upper secondary schools internal supervision system

Title: Developing Internal School Supervision System in Upper Secondary School in Yangon, Myanmar

General Direction

1. This questionnaires form is divided into two parts;

Part (1) Profiles of respondents

Part (2) Exploring current situation and requirements of upper secondary schools internal supervision system

2. This questionnaires form intends to gather data on the perception and experience of principals and senior teachers concerning with supervisory practices in their schools.

3. All of these information will be kept in confidential and there will be no impact on your work in any way.

I would like to express my gratitude for your kindly cooperation in advanced.

Sincerely,

Miss Khant

ASEAN Classroom Program Student

Master of Education Degree in Educational Administration,

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Questionnaire Form

This questionnaire form examine the actual and required performance of secondary school internal supervision system in Yangon, Myanmar. The principals and senior teachers will answer as participants to fulfill the survey research purpose. Kindly request to choose the prefer response based on how you really think at this time in upper secondary schools internal supervision.

If you are the school principal, how do you rate your perception and experience with internal school supervision in your school? Please check the appropriate column that best describes your opinion and practices in school.

If you are senior teacher, how do you rate your perception and experience with internal school supervision in your school? Please check the appropriate column that best describes your opinion and practices in your school.

Please answer the following questions according to the instruction.

Part 1: Respondent's information

1. Year of working experience

□ 5 years and less than

□ 6 - 10 years

□ 11 - 20 years

□ More than 20 years

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2. Position

□ Principal

□ Senior Teacher

3. Academic Level

□ Diploma

□ Bachelor's degree

□ Master's degree

□ Upper than master's degree

Part 2. The actual and required performance of the internal school supervision system in upper secondary schools in Yangon.

Part 2. (a) Basic input elements of professional attributes and functions of supervisory practices in the school.

Internal school supervision system is defined as a type of school-based (in school) supervision carried out by the school personnel (principals, department heads, senior teachers, and appointed supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which relay on the system.

For each of the following statements about basic input elements of professional attributes and functions of supervisory practices in the school, please tick (√) that indicates your level of practices.

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Actual practices indicates the response with which these basic input elements of professional attributes and function actually occurred in your school supervisory practices.

1= Very Poor, 2= Poor, 3= Fair, 4= High, 5= Very High.

Required practices indicates the response with which you think these basic input elements of professional attributes and function should occur in your school supervisory practices.

1= Very Poor, 2= Poor, 3= Fair, 4= High , 5= Very High

Items	**Basic input elements of internal school supervision**	Level of practices									
		Actual practices					Required practices				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
1	School has systematics supervision manual to monitor and evaluate teachers' teaching tasks.										
2	Principal always checks the accomplishment of the duties and responsibilities of teachers according to the supervisory plan in school.										

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Items	Basic input elements of internal school supervision	Level of practices									
		Actual practices					Required practices				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
3	Teachers always submit the notes of lesson and teaching diary to principal and discuss before going to teach the students.										
4	Teacher sets instructional objectives in each lesson unit.										
5	Principal has more expertise in knowledge of teaching techniques and experiences than teachers.										
6	Principal always have meeting and do cooperatively with teachers, and school board.										
7	Principal's advice and decision making are available to use in future teaching.										

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Items	Basic input elements of internal school supervision	Level of practices									
		Actual practices					Required practices				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
8	Principal direct assists to teachers by observing their teaching.										
9	Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.										
10	Principal works as a moderator to supervise teachers in school.										
11	Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.										
12	Teachers work in a cooperative manner with students.										
13	Students study lessons and work together in the classroom.										

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Items	Basic input elements of internal school supervision	Level of practices									
		Actual practices					Required practices				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
14	Principal works in warm interpersonal relation with teachers and staffs.										
15	Furniture and materials in the school are safety and well arrangement.										
16	Teachers use effectively classroom materials and supplies in teaching.										

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(b) To examine the experience with school supervisory process.

For each of the following statements about experience with school supervisory process, please tick (√) that indicates your level of performance, based on your own experience.

Actual performance indicates the response with which these experience of school supervisory process actually occurred in your school.

1 = Very Poor, 2 = Poor, 3 = Fair, 4 = High, 5 = Very High

Required practices indicates the response with which you think these basic input elements of professional attributes and function should occur in your school supervisory practices.

1= Very Poor, 2= Poor, 3= Fair, 4= High, 5= Very High

Items	Experience with School Supervisory Process	Level of Performance									
		Actual performance					Required performance				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
	Problem Identification										
17	Organizing workshop to tackle instructional problems identified by school board and supervisor.										

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Items	Experience with School Supervisory Process	Level of Performance									
		Actual performance					Required performance				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
18	Principal organizes meeting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.										
19	Principal and teachers recognize and reconsider learning level and learning style of students.										
20	Principal always records teachers' performance and students' activities										
21	Reconsideration of feedback from Department of Education.										
22	Curricular materials are outdated.										
23	Students achievement test are lower than expectation.										

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Items	Experience with School Supervisory Process	Level of Performance									
		Actual performance					Required performance				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
Diagnosis											
24	Inadequate curricular, instructional materials and classroom facilities.										
25	Students are difficult to control and not interested in lessons by teacher.										
26	There is inadequate number of principal and senior teachers to assist the begineer teachers properly.										
27	The principal is overloaded with administrative tasks.										
Develop action plan											
28	Teachers have group discussion and demonstration of teaching activities before teaching in the class.										

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Items	Experience with School Supervisory Process	Level of Performance									
		Actual performance					Required performance				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
29	Improving classroom performance is the result of principal implement face- to face interaction/clinical supervision with teachers.										
30	Teachers get knowledge of teaching techniques from peer observation/collegial supervision among themselves.										
Implementing											
31	Students pay more attention when teachers use ICT or modern teaching techniques.										
32	Students are enthusiastic in doing practical practices.										

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Items	Experience with School Supervisory Process	Level of Performance									
		Actual performance					Required performance				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
33	Principal always checks teachers' lesson plan and notes of lessons before they go to class.										
34	Students' can't do well lessons by themselves.										
35	Teacher asks questions to students in teaching period.										
36	Teacher always carefully checks the students' completion of exercises every week.										
Evaluation											
37	Create regular program or meeting to evaluate the teaching learning process and outcomes.										
38	Principal makes regular evaluation by classroom observation.										

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Items	Experience with School Supervisory Process	Level of Performance									
		Actual performance					Required performance				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
39	Principal always gives feedback to teachers after doing observation.										
40	Principal reports the evaluation results to the Department of Education.										

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Part 2 (c). To access the basic performance output of internal school supervision system. The researcher will evaluate the responses into five rating scales in terms of accessing the basic performance output of internal school supervision. Please consider each item and tick (√) that indicates your level of practices, based on your perspective and experience in your work place.

Actual practice indicates the response with which these basic performance output of internal school supervision actually occurred in your school.

1 = Very Poor, 2 = Poor, 3 = Fair, 4 = High, 5 = Very High

Required practice indicates the response with which you think these basic performance output of internal school supervision should occur in your school.

1 = Very Poor, 2 = Poor, 3 = Fair, 4 = High , 5 = Very High

Items	Basic Performance Output of Internal School Supervision	Level of Ability									
		Actual practice					Required practice				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
Teacher Performance											
41	Teachers are assigned to teach the subject matter according to their specialized major.										

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Items	Basic Performance Output of Internal School Supervision	Level of Ability									
		Actual practice					Required practice				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
42	Students express their ideas through discussion and students are enthusiastic in learning.										
43	Students do well lessons by themselves and discuss their opinion.										
44	Students have creative thinking skills.										
45	Teaching with adequate instructional teaching materials.										
46	Teacher has disciplinary action record of students.										
47	Students always talk about their feeling and difficulty with teachers and principal.										

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Items	Basic Performance Output of Internal School Supervision	Level of Ability									
		Actual practice					Required practice				
		1	2	3	4	5	1	2	3	4	5
		Very Poor	Poor	Fair	High	Very High	Very Poor	Poor	Fair	High	Very High
48	Principal and teachers get helping from other staffs.										

Thank you for your cooperation

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APPENDIX C

Questionnaire in Myanmar Language Version

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အခြေခံပညာအထက်တန်းကျောင်းများဖွ၍ဆရာ/ဆရာမများသင်ကြားရေးတိုးတက်မှုဆိုင်ရာ ကျောင်းတွင်း ကြီးကြပ်စစ်ဆေးရေးအခြေအနေကိုမေးမြန်းသောမေးခွန်းလွှာ

သုတေသနခေါင်းစဉ်

"မြန်မာနိုင်ငံရန်ကုန်တိုင်းဒေသကြီးအတွင်းရှိအခြေခံပညာအထက်တန်း ကျောင်းများဖွ၍ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာကြီးကြပ်စစ်ဆေးရေးဖွဲ့ဖြိုးတိုးတက်မှု"

မေးခွန်းလွှာရှင်းလင်းချက်

၁။ မေးခွန်းလွှာသည်အပိုင်း(၂) ခုခွဲခြားထားပါသည်။

အပိုင်း(၁) ရွေးချယ်ထားသည့်ကျောင်းအုပ်ကြီးနှင့်ဆရာ/ဆရာမများ၏ယေဘုယျသတင်းအချက်အလက်များ

အပိုင်း(၂) အခြေခံပညာအထက်တန်းကျောင်းများဖွ၍ဆရာ/ဆရာမများသင်ကြားရေးတိုးတက်မှုဆိုင်ရာကျောင်းတွင်းကြီးကြပ်စစ်ဆေးရေးအခြေအနေကိုမေးမြန်းသောမေးခွန်း

၂။ မေးခွန်းလွှာသည်အခြေခံပညာအထက်တန်းကျောင်းအုပ်ကြီးများနှင့်ဘာသာရပ်ခေါင်းဆောင်ဆရာ/ဆရာမများ၏ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာကြီးကြပ်စစ်ဆေးမှုအတွေ့အကြုံနှင့်အမြင်များစသည့်သတင်းအချက်များကိုကောက်ယူရန်ရည်ရွယ်ပါသည်။

၃။ ထိုသတင်းအချက်အလက်များသည်သက်ဆိုင်ရာ အဖွဲ့အစည်း များ၊ကျောင်းများသို့လည်းကောင်း၊ကျောင်းအုပ်ကြီးများသို့လည်းကောင်း၊ဆရာ/ဆရာမများအားလည်းကောင်း မည်သို့မှထိခိုက်မှုမရှိစေရန်ထိန်းသိမ်းထားမည်ဖြစ်ပါသည်။

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သုတေသနပြု လုပ်မည့်မေးခွန်းလွှာ

မေးခွန်းလွှာသည်ရန်ကုန်မြို့ရှိအခြေခံပညာအထက်တန်းကျောင်းများ၏လက်ရှိ ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာကြီးကြပ်စစ်ဆေးရေးသတင်းအချက်အလက်များကိုသိရှိရန်မေးမြန်းခြင်းဖြစ်ပါသည်။သက်ဆိုင်ရာအခြေခံပညာအထက်တန်းကျောင်းအုပ်ကြီးများနှင့် ဘာသာရပ်ဆိုင်ရာခေါင်းဆောင်ဆရာ/ဆရာမများအနေဖြင့်သုတေသနလိုအပ်ချက်အရ မေးခွန်းများကိုဖြေကြားပေးစေလိုပါသည်။ ဤကဲ့သို့ဖြေကြားရာတွင်မိမိတို့၏ထင်မြင်ယူဆချက်နှင့်အတွေ့အကြုံပေါ် မူတည်ပြီးအဖြေများအားရွေးချယ်ပေးရပါမည်။

ကျောင်းအုပ်ကြီးများဖြစ်ပါကမိမိတို့၏ကျောင်းတွင်ကျင့်သုံးလျက်ရှိသော ကျောင်းတွင်းသင်ကြားရေးကြီးကြပ်စစ်ဆေးမှုနှင့်ပတ်သက်သောမိမိ၏ထင်မြင်ယူဆချက်နှင့်လုပ်ဆောင်ရသောလုပ်ငန်းများအတိုင်းဆီလျော်သောဇယားကွက်တွင်အမှန်ခြစ်ပေးရပါမည်။

ဘာသာရပ်ခေါင်းဆောင်ဆရာ/ဆရာမများဖြစ်ပါကလည်းမိမိတို့၏ကျောင်းတွင် ကျင့်သုံးလျက်ရှိသောကျောင်းတွင်းသင်ကြားရေးကြီးကြပ်စစ်ဆေးမှုနှင့်ပတ်သက်သောမိမိ၏ထင်မြင်ယူဆချက်နှင့်လုပ်ဆောင်ရသောလုပ်ငန်းများအတိုင်းဆီလျော်သောဇယားကွက်တွင်အမှန်ခြစ်ပေးရပါမည်။

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အောက်ပါမေးခွန်းများကိုဆီလျော်သောနေရာတွင်အမှန်ခြစ်ပေးပါ။

အပိုင်း(၁) အခြေခံပညာအထက်တန်းကျောင်းအုပ်ကြီးများနှင့်ဆရာ/ဆရာမများ၏ယေဘုယျသတင်းအချက်အလက်များ

၁။ တာဝန်ထမ်းဆောင်သောလုပ်သက်

□ ၅နှစ်နှင့် ၅နှစ်အောက်

□ ၆ - ၁၀ နှစ်အတွင်း

□ ၁၁-၂၀ နှစ်အတွင်း

□ ၂၀ နှစ်နှင့်အထက်

၂။ တာဝန်ထမ်းဆောင်သောရာထူး

□ ကျောင်းအုပ်ကြီး

□ ဘာသာရပ်ခေါင်းဆောင်ဆရာ/ဆရာမ

၃။ ပညာအရည်အချင်း

□ Diploma

□ Bachelor’s degree

□ Master’s degree

□ Upper than master’s degree

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အပိုင်း(၂) အခြေခံပညာအထက်တန်းကျောင်းများ၏ဆရာ/ဆရာမများသင်ကြားရေး တိုးတက်မှုဆိုင်ရာကျောင်းတွင်းကြီးကြပ်စစ်ဆေးရေးအခြေအနေကိုမေးမြန်းသောမေးခွန်း

အောက်ပါမေးခွန်းတစ်ခုစီတိုင်းအတွက်ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာကြီးကြပ်စစ်ဆေးမှုတွင်မိမိတို့ပါဝင်ရသည့်လုပ်ငန်းများနှင့်သက်ဆိုင်သောအကြောင်းအရာများကို အဆင့်သတ်မှတ်ချက်အတိုင်းအမှန်ခြစ်၍ ဖော်ပြပေးရမည်ဖြစ်ပါသည်။

လက်ရှိအခြေအနေသည်မိမိတို့၏ကျောင်းတွင်လတ်တလောဖြစ်ပေါ်နေသောကျောင်းတွင်းသင်ကြားရေးကြီးကြပ်စစ်ဆေးမှုအခြေအနေကိုဖော်ပြခြင်းဖြစ်သည်။

၁ = အလွန်အားနည်း ၊ ၂ = အားနည်း ၊ ၃ = အသင့်အတင့် ၊ ၄ = အဆင့်မြင့် ၊
၅ = အလွန်အဆင့်မြင့်

<u>လိုအပ်သောအခြေအနေ</u>သည်မိမိတို့၏ကျောင်းတွင်အမှန်တကယ်လိုအပ်သောကျောင်းတွင်းသင်ကြားရေးကြီးကြပ်စစ်ဆေးမှုအခြေအနေကိုဖော်ပြခြင်းဖြစ်သည်။

၁ = လုံးဝမလိုအပ် ၊ ၂ = အနည်းငယ် ၊ ၃ = အသင့်အတင့် ၊ ၄ = လိုအပ် ၊
၅ =အလွန်လိုအပ်

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဆင့်ကြွဲ	အလွန်အဆင့်ကြွဲ	လုံးဝမလိုအပ်	အနည်းငယ်	အသင့်အတင့်	လိုအပ်	အလွန်လိုအပ်
၁။	ဆရာ/ဆရာမများ၏သင်ကြားရေး လုပ်ငန်းကိုအကဲဖြတ်ရန်စနစ်တကျရေး သားထားသောကြီးကြပ်စစ်ဆေးရေးလုပ် ငန်းလမ်းညွှန်အတိုင်းဆောင်ရွက်သည်။										
၂။	ကျောင်းအုပ်ကြီးသည်ဆရာ/ဆရာမများ ၏တာဝန်ပြီးမြောက်မှုကိုအမြဲတစေ ကြီးကြပ်စစ်ဆေးပါသည်။										
၃။	ဆရာ/ဆရာမများသည်သင်ကြားမှု မှတ်စုနှင့်နေ့စဉ်မှတ်တမ်းကိုကျောင်းအုပ် ကြီးများအားအမြဲတင်ပြဆွေးနွေးပါသည် ။										
၄။	ဆရာ/ဆရာမများသည်သင်ခန်းစာခေါင်း စဉ်တစ်ခုစီတိုင်းတွင်သင်ကြားမှုဦးတည် ချက်ကိုထည့်သွင်းရေးသားထားပါသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဆင့်ကြွဲ	အလွန်အဆင့်ကြွဲ	အလွန်အားနည်း	အားနည်းသော	အသင့်အတင့်	ကိုအဆင့်	အလွန်ကိုအဆင့်
၅။	ကျောင်းအုပ်ကြီးများသည်ဆရာ/ဆရာမများထက်သင်ကြားရေးပိုင်းတွင်အတွေ့အကြုံနှင့်သင်နည်းများကိုပိုမိုသိရှိနားလည်ပါသည်။										
၆။	ကျောင်းအုပ်ကြီးများသည်ဆရာ/ဆရာမများ ၊ကျောင်းကောင်စီအဖွဲ့ဝင်များနှင့်အမြဲတွေ့ဆုံဆွေးနွေးပြီးကလေးများ၏သင်ယူမှုအခြေအနေတိုးတက်စေရန်ပူးပေါင်းဆောင်ရွက်ပါသည်။										
၇။	ဆရာ/ဆရာမများသည်သင်ကြားရေးတွင်ကျောင်းအုပ်ကြီး၏အကြံပေးဆုံးဖြတ်ချက်အတိုင်းလိုက်နာဆောင်ရွက်ပါသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဆင့်ကြွဲ	အလွန်အဆင့်ကြွဲ	လုံးဝမလိုအပ်	အနည်းငယ်	အသင့်အတင့်	လိုအပ်	အလွန်လိုအပ်
၈။	ကျောင်းအုပ်ကြီးများသည်ဆရာ/ဆရာမများ၏သင်ကြားမှုကိုတိုက်ရိုက်ကြည့်ရှုစစ်ဆေးပြီးကူညီလမ်းညွှန်ပေးပါသည်။										
၉။	ကျောင်းအုပ်ကြီးများနှင့်အတွေ့အကြုံရှိဆရာ/ဆရာမများသည်အလုပ်သင်ခါစဆရာ/ဆရာမများအားသင်ကြားမှုတိုးတက်စေရန်ကူညီပေးသည်။										
၁၀။	ကျောင်းအုပ်ကြီးသည်ဆရာ/ဆရာမများအားကြီးကြပ်ရာတွင်ညှိနှိုင်းဆွေးနွေးခြင်းနည်းဖြင့်ဆောင်ရွက်သည်။										
၁၁။	ကျောင်းအုပ်ကြီးနှင့်ဆရာ/ဆရာမများသည်အတန်းတွင်းသင်ကြားမှုတိုးတက်စေရန်အတူတကွပူးပေါင်း၍ဆောင်ရွက်သည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှု့လုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု့									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဖြစ်များ	အလွန်အဖြစ်များ	လုံးဝမလိုအပ်	အနည်းငယ်	အသင့်အတင့်	လိုအပ်	အလွန်လိုအပ်
၁၂။	ဆရာ/ဆရာမများနှင့်ကျောင်းသား/သူ များသည်စာသင်ခန်းအတွင်းဆွေးနွေး သင်ကြား၍ကိုယ်တိုင်လက်တွေ့လုပ် ဆောင်ရသည်။										
၁၃။	စာသင်ခန်းအတွင်းကျောင်းသား/သူများ သည်သင်ခန်းစာများကိုအတူတကွ တိုင်ပင်လုပ်ဆောင်ကြသည်။										
၁၄။	ကျောင်းအုပ်ကြီးနှင့်ဆရာ/ဆရာမများ သည်အခြားသောဝန်ထမ်းများနှင့် နွေးထွေးစွာပြောဆိုဆက်ဆံကြသည်။										
၁၅။	ကျောင်းအသုံးအဆောင်ပစ္စည်းများနှင့် ပရိဘောဂများကိုလုံလောက်အောင်စနစ် တကျပြင်ဆင်ထားသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အလယ်အလတ်	အဆင့်မြင့်	အလွန်အဆင့်မြင့်	အလွန်အားနည်း	အားနည်းသည်	အလယ်အလတ်	အဆင့်မြင့်	အလွန်အဆင့်မြင့်
၁၆။	ဆရာ/ဆရာမများသည်သင်ကြားမှုအ ထောက်ကူပြုပစ္စည်းများကိုထိရောက်စွာ အသုံးပြုသင်ကြားသည်။										
၁၇။	ကျောင်းအုပ်ကြီးနှင့်ကျောင်းကောင်စီမှ သတ်မှတ်သောသင်ကြားရေးပြဿနာ များကိုဖြေရှင်းရန်ဆရာ/ဆရာမများနှင့် တွေ့ဆုံညှိနှိုင်းသည်။										
၁၈။	ကျောင်းအုပ်ကြီးသည်ဆရာ/ဆရာမများ ၏သင်ကြားမှုအခက်အခဲနှင့်ကျောင်း သား/သူ၏သင်ခန်းစာအခက်အခဲများကို အမြဲတမ်းမေးမြန်းလေ့လာသည်။										
၁၉။	ကျောင်းအုပ်ကြီးနှင့်ဆရာ/ဆရာမများ သည်ကျောင်းသား/သူများ၏သင်ယူလေ့ လာနိုင်မှုအဆင့်နှင့်ပုံစံကိုအမြဲထည့် သွင်းစဉ်းစားသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အလယ်အလတ်	အဖြစ်အများဆုံး	အလွန်အဖြစ်အများဆုံး	အလွန်အားနည်း	အားနည်းသော	အလယ်အလတ်	အဖြစ်များ	အလွန်အဖြစ်များ
၂၀။	ကျောင်းအုပ်ကြီးသည်ဆရာ/ဆရာမများနှင့်ကျောင်းသား/သူများ၏နေ့စဉ်သင်ယူလေ့လာမှုနှင့်ထူးခြားလုပ်ဆောင်ချက်များကိုအမြဲမှတ်တမ်းတင်ရေးသားထားသည်။										
၂၁။	အခြေခံပညာဦးစီးဌာနမှအကြံပေးချက်နှင့်ယူဆချက်များကိုကျောင်းတွင်ပြန်လည်ဆွေးနွေး ပြု ပြင်သည်။										
၂၂။	သင်ရိုးညွှန်းတမ်းများသည်ခေတ်နှင့်အညီတိုးတက်ပြောင်းလဲမှုပေါ်တွင်အခြေခံ၍ဆီလျော်အသုံးဝင်အောင်ရေးဆွဲထားပါသည်။										
၂၃။	ကျောင်းသား/သူများ၏ပညာရည်စစ်ဆေးတိုင်းတာမှုသည်မျှော်မှန်းထားသည်ထက်နိမ့်ကျနေပါသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အလယ်အလတ်	အဆင့်မြင့်	အလွန်အဆင့်မြင့်	လုံးဝမလိုအပ်	အနည်းငယ်	အလယ်အလတ်	လိုအပ်	အလွန်လိုအပ်
၂၄။	အတန်းတွင်းပရိဘောဂ၊အဆောက်အဦး၊ သင်ထောက်ကူပစ္စည်းများလုံလောက်စွာ မရှိပါ။										
၂၅။	ကျောင်းသား/သူများသည်သင်ခန်းစာ တွင်စိတ်ဝင်စားမှုရှိရန်သင်ကြားရာတွင် အခက်ခဲများစွာရှိပါသည်။										
၂၆။	လုံလောက်သောဆရာ/ဆရာမအရေအ တွက်နှင့်ကူညီလမ်းညွှန်ပေးမည့်အတွေ့ အကြုံရှိသောဆရာ/ဆရာမအရေ အတွက်နည်းပါးပါသည်။										
၂၇။	ကျောင်းအုပ်များသည်အုပ်ချုပ်ရေး တာဝန်များပြားလွန်းသောကြောင့်သင် ကြားရေးကြီးကြပ်စစ်ဆေးမှုတွင်ကောင်း စွာလုပ်ဆောင်ချိန်မရှိပါ။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အလယ်အလတ်	အဆင့်မြင့်	အလွန်အဆင့်မြင့်	အလွန်အားနည်း	အားနည်းသော	အလယ်အလတ်	ကိုအဆင့်	အလွန်အဆင့်
၂၈။	ကျောင်းအုပ်ကြီးသည်ဆရာ/ဆရာမများ၏သင်ကြားရေးတိုးတက်စေရန်အတန်းမဝင်မီသရုပ်ပြဆွေးနွေးလေ့ကျင့်စေသည်။										
၂၉။	အတန်းတွင်းသင်ကြားမှုသင်ယူမှုအခြေအနေတိုးတက်ကောင်းမွန်ခြင်းသည် ကျောင်းအုပ်ကြီးကဆရာ/ဆရာမများ၏ သင်ကြားရေးအခက်အခဲကိုတစ်ဦးချင်းစီ အလိုက်ကူညီအကြံပေးလမ်းညွှန်မှုကြောင့်ဖြစ်သည်။										
၃၀။	ဆရာ/ဆရာမများသည်သင်ကြားရေးနည်းစနစ်များကိုအချင်းချင်းလေ့လာသင်မှုများမှလည်းရရှိပါသည်။										
၃၁။	မိမိတို့ကျောင်းများတွင်နည်းပညာအသုံးပြုသင်ကြားခြင်းမှကလေးများစိတ်ဝင်စားလေ့လာမှုပိုမိုရရှိပါသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အလယ်အလတ်	အဆင့်မြင့်	အလွန်အဆင့်မြင့်	လုံးဝမလိုအပ်	အနည်းငယ်	အလယ်အလတ်	လိုအပ်	အလွန်လိုအပ်
၁၂။	လက်တွေ့သင်ယူလေ့လာခြင်းတွင် ကလေးများတက်ကြွစွာပါဝင်လုပ်ဆောင်ကြသည်။										
၁၃။	ကျောင်းအုပ်ကြီးသည်ဆရာ/ဆရာမများအတန်းမဂင်မီနေ့စဉ်မှတ်တမ်းနှင့်သင်နည်းမှတ်စုကိုအမြဲလေ့လာအကဲဖြတ်သည်။										
၁၄။	ကျောင်းသား/သူများသည်သင်ခန်းစာများကိုကိုယ်တိုင်လုပ်ဆောင်နိုင်မှုမရှိပါ။										
၁၅။	ကျောင်းသား/သူများ၏နားလည်မှုကိုစစ်ဆေးရန်အတန်းထဲတွင်မေးခွန်းများမေးမြန်း၍စစ်ဆေးသည်။										
၁၆။	ကျောင်းသား/သူများ၏လေ့ကျင့်ခန်းပြီးမြောက်မှုကိုအမြဲစစ်ဆေးလေ့လာသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှု့လုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု့									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဖြစ်များ	အလွန်အဖြစ်များ	လုံးဝမလိုအပ်	အနည်းငယ်	အသင့်အတင့်	လိုအပ်	အလွန်လိုအပ်
၃၇။	သင်ကြားသင်ယူမှု့ဖြစ်စဉ်နှင့်ရလဒ်ကို စစ်ဆေးအကဲဖြတ်ရန်ကျောင်းအုပ်ကြီး နှင့့်ကျောင်းကောင်စီအဖွဲ့မှတာဝန်ယူ ဆောင်ရွက်သည်။										
၃၈။	ကျောင်းအုပ်ကြီးများသည်ဆရာ/ဆရာမ များ၏သင်ကြားမှု့ကိုအကဲဖြတ်စစ်ဆေး ရန်ပုံမှန်အတန်းတွင်းဝင်ရောက်လေ့လာ သည်။										
၄၀။	ကျောင်းအုပ်ကြီးသည်အတန်းတွင်းသင် ကြားမှု့ကိုလေ့လာအကဲဖြတ်ပြီးနောက် ဆရာ/ဆရာမများကိုမှတ်ချက်ပေး ဆွေးနွေးအကြံပေးသည်။										
၄၁။	ကျောင်းအုပ်ကြီးသည်အခန်းတွင်း အကဲဖြတ်ရလဒ်များကိုအခြေခံပညာ ဦးစီးဌာနသို့အကြောင်းကြားစာတင်ပို့ သည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဆင့်ကြွဲ	အလွန်အဆင့်ကြွဲ	လုံးဝမလိုအပ်	အနည်းငယ်	အသင့်အတင့်	လိုအပ်	အလွန်လိုအပ်
၄၂။	ဆရာ/ဆရာမများသည်မိမိတို့၏ဘွဲ့နှင့် ကိုက်ညီသောဘာသာရပ်များအတိုင်း ကျောင်းတွင်တာဝန်ယူသင်ကြားခွင့်ရ သည်။										
၄၃။	ကျောင်းသား/သူများသည်သင်ခန်းစာ များကိုတက်ကြွစွာသင်ယူပြီးမိမိတို့၏ ထင်မြင်ယူဆချက်များကိုပြောဆို ဆွေးနွေးသည်။										
၄၄။	ကျောင်းသား/သူများသည်ကိုယ်တိုင်တီ ထွင်ဖန်တီးလုပ်ဆောင်နိုင်သောစွမ်းရည် ရှိသည်။										
၄၅။	ခေတ်မီသင်ကြားနည်းစနစ်များသင် ထောက်ကူပစ္စည်းများလုံလောက်စွာ အသုံးပြုသင်ကြားသည်။										

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နံပါတ်	ကျောင်းတွင်းသင်ကြားရေးဆိုင်ရာ ကြီးကြပ်စစ်ဆေးမှုလုပ်ငန်းများ	သင်ကြားရေးကြီးကြပ်စစ်ဆေးမှု									
		လက်ရှိအခြေအနေ					လိုအပ်သောအခြေအနေ				
		၁	၂	၃	၄	၅	၁	၂	၃	၄	၅
		အလွန်အားနည်း	အားနည်း	အသင့်အတင့်	အဆင့်ကြွဲ	အလွန်အဆင့်ကြွဲ	လုံးဝမလိုအပ်	အနည်းငယ်	အသင့်အတင့်	လိုအပ်	အလွန်လိုအပ်
၄၆။	စည်းကမ်းဖောက်ဖျက်သောကျောင်းသား/သူများကိုကျောင်းစည်းကမ်းအတိုင်းအရေးယူဆောင်ရွက်သည်။										
၄၇။	ကျောင်းသား/သူများသည်မိမိတို့၏အခက်ခဲများနှင့်ခံစားချက်များကိုဆရာ/ဆရာမနှင့်ကျောင်းအုပ်တို့ကိုအမြဲတိုင်ပင်သည်။										
၄၈။	ဆရာ/ဆရာမများနှင့်ကျောင်းအုပ်ကြီး၏လိုအပ်ချက်များကိုအခြားသောပန်ထမ်းများမှကူညီဖြေရှင်းပေးသည်။										

ယခုကဲ့သို့ပူးပေါင်းပါဝင်ကူညီပေးသူအားလုံးကိုလည်းအထူးပင်ကျေးဇူးတင်ရှိပါသည်။

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APPENDIX D

Evaluation Form for Verifying the Suitable Internal School Supervision System for Upper Secondary Schools

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Evaluation Form for verifying elements of upper secondary schools internal supervision system.

Title: Developing Internal School Supervision System in Upper Secondary School in Yangon, Myanmar

General Direction

4. This evaluation form is divided into two parts;

   Part 1 Identify elements of upper secondary schools internal supervision system.

   Part 2 Open-ended questions for expressing the suggestion of experts.

5. This evaluation form intends to gather data on the opinion of experts concerning with essential elements of internal school supervision system suitable for upper secondary schools in Yangon, Myanmar.

6. All of these information will be kept in confidential and there will be no impact on your work in any way.

   I would like to express my gratitude for your kindly cooperation in advanced.

Sincerely,

Miss Khant

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Evaluation Form

Title: Developing Internal School Supervision System in Upper Secondary Schools in Yangon, Myanmar.

Evaluation of suitable internal school supervision system for upper secondary schools.

The following questions are concerned with essential elements of upper secondary schools internal supervision system.

The researcher intends to set up the evaluation form in order to investigate the elements of upper secondary schools internal school supervision system. Kindly request to the experts to consider and give some suggestions or comments to notify the essential elements of internal school supervision system.

The data in terms of suitable elements for upper secondary schools internal supervision system need to be considered based on your perspective rated into Suitable, Undecided and Unsuitable. Please kindly consider each item and mark (√) to specify the level of agreement.

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Items	**Input elements of internal school supervision system**	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
I.	**School Supervisory Plan**				
	Supervision Manual				
1	School has systematics supervision manual to monitoring and evaluate teachers' teaching tasks.				
	Instructional Objectives				
2	Teacher sets instructional objectives in each lesson unit.				
	Lesson Plan				
3	Teachers regularly submit the notes of lesson and teaching diary to principal and discuss before going to teach the students.				
II.	**Leadership Skill of Principal**				
	Interpersonal Skills				
5	Principal have regular meeting and do cooperatively with teachers, and school association				

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Items	**Input elements of internal school supervision system**	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
	Knowledge Skills				
6	Principal has more expertise in knowledge of teaching techniques and experiences than teachers.				
	Technical Skills				
7	Principal's advice and decision making support to use in teacher classroom teaching.				
III.	**Instructional Supervision**				
	Clinical Supervision				
8	Principal direct assists to teachers by observing their teaching.				
	Developmental Supervision				
9	Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.				
	Contextual Supervision				
10	Principal works as a moderator to supervise teachers in school.				

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Items	**Input elements of internal school supervision system**	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
	Differentiated Supervision				
11	Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.				
IV.	**School Climate**				
	Interaction with school personnel				
12	Teachers work in a cooperative manner with students.				
13	Students study lessons and work together in the classroom.				
14	Principal works in warm interpersonal relation with teachers and staffs.				
V.	**Resources**				
	Physical Facilities and Materials used in Teaching				
15	Furniture and materials in the school are adequate and well arrangement.				
16	Teachers use effectively classroom materials and supplies in teaching.				

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Items	Input elements of internal school supervision system	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
	Supervisory Process				
I.	**Problem Identification**				
17	Organizing meeting to tackle instructional problems identified by teacher and principal.				
18	Principal organizes data collecting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.				
19	Principal and teachers recognize and reconsider learning level and learning style of students.				
20	Principal help to promote the teachers' teaching strategies and find out their teaching problems in class.				
21	Curricular materials are updated.				
22	Reconsideration of feedback from Department of Education.				

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Items	Input elements of internal school supervision system	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
23	Doing research in school according to the students' achievement test and students' behavior based on as the results of teachers' performance.				
II.	**Diagnosis**				
24	Performance in the classroom by teacher interaction with students.				
25	Personal characteristics of the teacher				
26	Personal characteristics of the students in the class				
27	Classroom arrangement and activities in the classroom.				
28	Formal Classroom Climate				
III.	**Development action plan**				
	Mentoring				
29	Teachers have group discussion and demonstration of teaching activities before teaching in the class.				

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Items	**Input elements of internal school supervision system**	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
	Focus Group Discussion				
31	Principal implement face- to face interaction/clinical supervision with teachers to improve classroom performance.				
	Observation				
32	Teachers get knowledge of teaching techniques from peer observation/collegial supervision among themselves.				
	Workshop or Training				
33	Teachers attend workshop or training to get wider knowledge of alternatives teaching techniques.				
	Group Planning				
34	Making small group discussion within department or each subject group.				
IV.	**Implementation**				
35	Teachers' teaching plan in the class.				

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Items	Input elements of internal school supervision system	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
36	Teachers' teaching development in the class				
V.	**Evaluation**				
	Post-observation				
37	Create regular program or meeting to evaluate the teaching learning process and outcomes.				
38	Principal makes regular evaluation by classroom observation.				
39	Principal always gives feedback to teachers after doing observation.				
	Written Report				
40	Principal reports the evaluation results to the Department of Education.				
	Output elements				
I.	**Teacher Instrumental Performance**				
	Academic Focus				
41	Cognitive objectives in instruction.				
	Direction of Activities				

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Items	Input elements of internal school supervision system	**Unsuitable**	**Undecided**	**Suitable**	**Suggestion**
42	Use of curriculum materials and technology				
43	Use of a variety of teaching strategies				
44	Verbal interaction				
45	Classroom activities				
	Grouping Students for Learning				
45	Classroom Management				
46	Positive, cooperative classroom climate				
II.	**Teacher Expressive Behavior**				
47	Warmth				
48	Enthusiasm				

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Part 2. Open-ended Questions

1. What do you suggest for input elements of internal school supervision system?

2. What do you suggest for supervisory process of internal school supervision system?

3. What do you suggest for output elements of internal school supervision system?

Thank you for your cooperation

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APPENDIX E

IOC RESULTS

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IOC Results

Items	Input Elements	Experts					IOC	Interpret
		1	2	3	4	5		
School Supervisory Plan								
1	School has systematics supervision manual to monitor and evaluate teachers' teaching tasks.	1	1	0	1	1	**0.8**	Validity
2	Principal always checks the accomplishment of the duties and responsibilities of teachers according to the supervisory plan in school.	0	1	1	0	1	**0.6**	Validity
3	Teachers always submit the notes of lesson and teaching diary to principal and discuss before going to teach the students.	0	1	1	1	1	**0.8**	Validity
4	Teacher sets instructional objectives in each lesson unit.	1	0	1	1	1	**0.8**	Validity

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Leadership Skill of Principal								
5	Principal has more expertise in knowledge of teaching techniques and experiences than teachers.	1	1	0	0	1	**0.6**	Validity
6	Principal always have meeting and do cooperatively with teachers, and school board.	1	1	1	1	1	**1**	Validity
7	Principal's advice and decision making are available to use in future teaching.	0	1	1	1	1	**0.8**	Validity
Instructional Supervision								
8	Principal direct assists to teachers by observing their teaching.	1	1	1	1	1	**1**	Validity
9	Principal and experienced teachers mediate with beginner teachers to develop their teaching practices.	1	1	1	1	1	**1**	Validity
10	Principal works as a moderator to supervise teachers in school.	1	1	1	1	1	**1**	Validity
11	Principal helps and guides face to face (direct) interaction with teacher to improve the teacher's classroom instruction.	1	1	1	1	1	**1**	Validity

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School Climate								
12	Teachers work in a cooperative manner with students.	1	1	1	1	1	**1**	Validity
13	Students study lessons and work together in the classroom.	1	1	1	1	1	**1**	Validity
14	Principal works in warm interpersonal relation with teachers and staffs.	1	1	1	1	1	**1**	Validity
Resources								
15	Furniture and materials in the school are safety and well arrangement.	1	1	1	1	1	**1**	Validity
16	Teachers use effectively classroom materials and supplies in teaching.	1	1	1	1	1	**1**	Validity

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Items	School Supervisory Process	Experts					IOC	Interpret
		1	2	3	4	5		
Problem Identification								
17	Organizing workshop to tackle instructional problems identified by school board and supervisor.	0	1	1	1	1	**0.8**	Validity
18	Principal organizes meeting with teachers to discuss about students' difficulty of lessons or finding specific problems in the class.	0	1	1	1	1	**0.8**	Validity
19	Principal and teachers recognize and reconsider learning level and learning style of students.	1	1	1	1	1	**1**	Validity
20	Principal always records teachers' performance and students' activities	0	1	0	1	1	**0.6**	Validity
21	Reconsideration of feedback from Department of Education.	1	0	1	1	1	**0.8**	Validity
22	Curricular materials are outdated.	1	1	1	1	0	**0.8**	Validity
23	Students achievement test are lower than expectation.	1	1	1	0	1	**0.8**	Validity

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Diagnosis								
24	Inadequate curricular, instructional materials and classroom facilities.	0	1	1	1	1	**0.8**	Validity
25	Students are difficult to control and not interested in lessons by teacher.	0	1	1	1	1	**0.8**	Validity
26	There is inadequate number of principal and senior teachers to assist the begineer teachers properly.	1	1	1	1	1	**1**	Validity
27	The principal is overloaded with administrative tasks.	1	1	1	1	1	**1**	Validity
Development Plan								
28	Teachers have group discussion and demonstration of teaching activities before teaching in the class.	1	1	1	1	1	**1**	Validity
29	Improving classroom performance is the result of principal implement face- to face interaction/clinical supervision with teachers.	1	1	1	1	1	**1**	Validity

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Development Plan								
30	Teachers get knowledge of teaching techniques from peer observation/collegial supervision among themselves.	0	0	1	1	1	**0.6**	Validity
Implementation								
31	Students pay more attention when teachers use ICT or modern teaching techniques.	1	1	1	1	1	**1**	Validity
32	Students are enthusiastic in doing practical practices.	1	1	1	1	1	**1**	Validity
33	Principal always checks teachers' lesson plan and notes of lessons before they go to class.	1	1	1	1	1	**1**	Validity
34	Students' can't do well lessons by themselves.	1	1	1	0	1	**0.8**	Validity
35	Teacher asks questions to students in teaching period.	1	1	1	0	1	**0.8**	Validity
36	Teacher always carefully checks the students' completion of exercises every week.	1	1	0	1	1	**0.8**	Validity

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Evaluation								
37	Create regular program or meeting to evaluate the teaching learning process and outcomes.	1	1	1	1	1	**1**	Validity
38	Principal makes regular evaluation by classroom observation.	1	1	0	1	1	**0.8**	Validity
39	Principal always gives feedback to teachers after doing observation.	1	0	0	1	1	**0.6**	Validity
40	Principal reports the evaluation results to the Department of Education.	1	1	1	1	1	**1**	Validity

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Items	Output Elements of Internal Schools Supervisory System	Experts					IOC	Interpret
		1	2	3	4	5		
Teacher Performance								
41	Teachers are assigned to teach the subject matter according to their specialized major.	1	1	1	1	1	**1**	Validity
42	Students express their ideas through discussion and students are enthusiastic in learning.	1	1	1	1	1	**1**	Validity
43	Students do well lessons by themselves and discuss their opinion.	1	1	1	1	1	**1**	Validity
44	Students have creative thinking skills.	1	1	1	1	1	**1**	Validity
45	Teaching with adequate instructional teaching materials.	1	1	1	1	1	**1**	Validity
46	Teacher has disciplinary action record of students.	1	1	1	1	1	**1**	Validity
47	Students always talk about their feeling and difficulty with teachers and principal.	1	1	1	1	1	**1**	Validity
48	Principal and teachers get helping from other staffs.	1	1	1	1	1	**1**	Validity

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VITA

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VITA

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