

Model of Internal Supervision according to the Principles of Kalyanamitthamma 7 in the 21st Century of Nakhon Si Thammasat Primary Educational Service Area Office 2

^[1]Wilailuk Lawoo, ^[2]Teeraphong Somkhaoyai, ^[3]Boonlert Weeraponkan,

^[4]Phrakhrusophonpattanabundit, ^[5]Phrakhru Sumatpariyattikhun

^[1]^[2]^[3]^[4]^[5]Mahachulalongkornrajavidyalaya University, Nakhon Si Thammarat Campus, Thailand

Abstract

This research aimed to 1) study the current situation, problems, and needs of internal supervision; 2) develop a model of internal supervision based on the principles of Kalyanamitthamma 7 in the 21st century; 3) test the model of internal supervision based on the principles of Kalyanamitthamma 7 in the 21st century; and 4) evaluate the model of internal supervision based on the principles of Kalyanamitthamma 7 in the 21st century. Mixed methods research was designed. The sample consists of 254 school directors and teachers responsible for internal supervision work; interviews 15 key informants; in-depth interviews with 5 experts; connoisseurship with 9 experts; and assessments of the model and satisfaction assessment with 40 people. The research instruments are questionnaires, in-depth interviews, connoisseurship, model assessments, and satisfaction assessments. The research statistics are percentages, means, standard deviations, needs, and descriptive analysis. The research results are as follows: 1) The current situation of internal supervision is at a low level overall. 2) The expected condition of internal supervision Overall, it is at the highest level. 3) The necessity of internal supervision Overall, it was found that the PNI value was highest, which was planning the supervision (1.106), followed by implementing the plan and supervision (1.096). As for the evaluation of the supervision (1.074), it had the lowest PNI value. 2. The internal supervision model according to the principles of Kalyanamitthamma 7 in the 21st century consists of principles, objectives, and 4 steps of operation: 1) Studying the situation before conducting supervision, 3 items: (1) Collecting current situation data (2) Analyzing data and identifying internal supervision needs (3) Determining internal supervision development guidelines 2) Planning the supervision, 3 items: (1) Establishing a committee and setting internal supervision goals (2) Planning activities and strategies for internal supervision (3) Preparing and setting a calendar for internal supervision 3) Compliance with the supervision plan, 3 items: (1) Building relationships and laying the foundation for supervision (2) Carrying out activities according to the plan and recording data for internal supervision (3) Summarizing and following up on internal supervision 4) Evaluation of supervision results, 3 items (1) Data collection and analysis of internal supervision results (2) Summarizing and reporting internal supervision results (3) Improving and following up on internal supervision results and success factors consisting of (1) Support from administrators (2) Good attitudes of supervisors and those being supervised (3) Monitoring and evaluation system. 3. The results of the experiment using the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century found that overall satisfaction was at the highest level, with the aspect of supervision planning having the highest average value and the aspect of studying the conditions before conducting supervision having the lowest average value. 4. The results of the evaluation of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century showed the highest level of appropriateness, feasibility and usefulness, and could be applied in actual operations.

Keywords: Internal Supervision, Kalyanamitthamma 7, 21st Century

Introduction

Internal supervision plays an important role in promoting and developing teachers' potential, which affects the quality of students and overall education [1]. It is a collaborative process to provide advice, guidance, and support for effective educational management [2]. Especially in the era when schools must enter the quality assurance system, systematic internal supervision is an important mechanism for continuously improving teaching and learning [3]. The internal supervision process consists of 4 main steps: studying the conditions before supervision, planning, implementing the plan, and evaluating [4].

The 7 Kalyanamitra principles are guidelines for conducting oneself to be a good friend. They can be applied to internal supervision in educational institutions to promote development and create good relationships between the supervisor and the person being supervised. The 7 Kalyanamitra principles consist of: Piyo (beloved), Kru (respected), Bhavaniyo (pleasing), Watta (advise with reason), Vajanakkhamo (tolerant of words), Kamphirang Katang Katta (providing in-depth advice), and No Chatthane Niyojaye (not leading in the wrong direction).

In the 21st century, learners' learning focuses on creating knowledge from direct experiences. It is not a transmission from teachers or books [5]. It also emphasizes the development of characteristics and skills that go beyond the content of the subject, which are necessary for success in life and work [6]. Advances in science, technology, and knowledge about the brain have resulted in all levels of education focusing on developing higher-order thinking skills, communication, technology use, and social skills [7].

Nakhon Si Thammarat Primary Educational Service Area Office 2, by the Education Supervision, Monitoring, and Evaluation Group, plays an important role in curriculum development, learning processes, evaluation, quality assurance, and support for work with relevant agencies. Supervision is an important mechanism for raising the quality of education to keep up with changes in society and technology, focusing on developing learners with 21st century skills in line with the Thailand 4.0 policy and the Basic Education Development Plan 2023–2027 [8]. However, performance reports point to problems in the efficiency of education management, lack of continuity of supervision, and a shortage of school administrators, which affect the quality of supervision and learning development [9].

From the background and importance of the problem as mentioned above, the researcher is interested in conducting research on "The Internal Supervision Model According to the 7 Kalyanamitra Dhamma Principles in the 21st Century of the Nakhon Si Thammarat Primary Educational Service Area Office, Area 2" to develop internal supervision in educational institutions. The obtained data can be used to develop the internal supervision model in educational institutions and the teaching efficiency of teachers in educational institutions of the Nakhon Si Thammarat Primary Educational Service Area Office, Area 2.

Research Objectives

1. To study the current situation, problems, and needs of internal supervision of the Nakhon Si Thammarat Primary Educational Service Area Office 2
2. To develop a model of internal supervision based on the principles of Kalyanamitthamma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2
3. To experiment with the use of the model of internal supervision based on the principles of Kalyanamitthamma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2
4. To evaluate the model of internal supervision based on the principles of Kalyanamitthamma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2

Research Method

Phase 1: Study the current situation, problems, and needs of internal supervision of the Nakhon Si Thammarat Primary Educational Service Area Office 2 by studying documents. The sample group of 254 people and the interview with 15 informants.

Phase 2: Development of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, by using in-depth interviews with 5 experts and connoisseurship with 9 experts to draft and confirm the appropriate model.

Phase 3: Trial of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, by testing the model with 8 schools and assessing the satisfaction of 40 administrators and teachers.

Phase 4: Evaluation of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, by focusing on group discussions with 15 trial users and evaluating the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century with the trial users in 8 schools, totaling 40 people.

Research Results

1. The results of the study of the current situation, problems, and needs of internal supervision of the Nakhon Si Thammarat Primary Educational Service Area Office 2.

1) The results of the study of the current situation of internal supervision of the Nakhon Si Thammarat Primary Educational Service Area Office 2 found that overall, it was at a low level. Ranked from highest to lowest, the highest was supervision planning and the lowest was supervision evaluation. The summary of each aspect is as follows:

Aspect 1: Study of the overall condition before the implementation of the supervision is at a low level, ranked from highest to lowest. The highest level is the study of students' needs in organizing teaching and learning activities, and the lowest level is the need for internal supervision.

Aspect 2: Planning the supervision is at a low level, ranked from highest to lowest. The highest level is the clear assignment of a person responsible for implementing the internal supervision project in the educational institution, and the lowest level is the clear preparation of the school's internal supervision manual.

Aspect 3: Compliance with the plan and supervision is at a low level, ranked from highest to lowest. The highest level is the systematic and continuous monitoring of teachers' work performance, and the lowest level is the progress report of the supervision according to the plan and internal supervision project to the administrators and relevant persons.

Aspect 4: Evaluation of the supervision results is at a low level, ranked from highest to lowest. The highest level is the use of the data obtained from the evaluation to develop and improve the supervision to increase efficiency, and the lowest level is the evaluation of the project's results by considering the development of students' academic achievement.

From this research, the low level of internal supervision may be due to several factors, such as the lack of preparation and the study of the clear needs of students and personnel, which results in the supervision not meeting the real needs. The lack of planning and preparation of a clear supervision manual makes the supervision process have no stable direction and is difficult to follow. In addition, there is a lack of an effective monitoring system, and the evaluation of supervision cannot lead to continuous development and improvement. Finally, the evaluation of the project results cannot show clear development results, such as the development of students' academic achievement, which cannot be measured accurately and affects long-term development. This is consistent with the research of Sanit Honyam, studying the problems of internal supervision in educational institutions under the Office of the Secondary Education Area 18, which found that the main problems of the supervision process include the lack of an internal supervision manual for teachers to use as a guideline for their operations, the supervision operation does not follow the specified calendar, teachers are not ready for supervision, and the evaluation tools of the supervision are not accurate and are not accepted by teachers [10]. This is consistent with the research of Collins, who stated that internal supervision in educational institutions is a very important process that helps develop the quality of teaching and learning. It was found that students' academic achievement has improved

significantly. As a result of providing IT assistance to teachers, internal supervision in educational institutions will help improve teachers' teaching behavior.

2) The results of the study of the expected conditions of internal supervision in the Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2, overall, are at the highest level, ranked from highest to lowest. The highest is the implementation of the plan and supervision, and the lowest is the study of the conditions before the supervision. It can be summarized in each aspect as follows:

Aspect 1: Study of the conditions before the supervision, overall, is at the highest level, ranked from highest to lowest. The highest is the study of the current conditions, problems, and needs of the school, conducted every academic year. The lowest is the study of students' needs in organizing teaching and learning activities.

Aspect 2: Planning the supervision, overall, is at the highest level, ranked from highest to lowest. The highest is the appointment of all teachers as both supervisors and recipients of supervision in the educational institution. The lowest is the determination of activity details, and clearly organize the internal supervision operation procedures.

Aspect 3: Compliance with the plan and overall supervision are at the highest level. Ranked from highest to lowest, the highest is classroom visits to provide advice and observe individual teachers' teaching. The lowest is reporting the progress of supervision operations according to the plan and internal supervision project to the administrators and relevant persons.

Aspect 4: the overall assessment of the supervision is at the highest level, ranked from highest to lowest. The highest is the discussion meeting to summarize problems, obstacles and suggestions for improving the work, and the lowest is the assessment of the project's results by considering the development of students' academic achievement. From this research, it is a commitment to the development and improvement of internal supervision of the Office of the Educational Service Area. The importance of studying the current conditions and needs of the school in each academic year is what makes the supervision plan accurate and consistent with the actual needs. The appointment of teachers to play both the supervisor and the supervisee roles helps create cooperation and understanding in the supervision process. The implementation of the plan is continuous and there are classroom visits to provide advice and observe teaching closely. The assessment of the supervision can also help solve problems and develop the supervision process further. Including meetings to find suggestions for improving the work, helps the supervision to be effective and sustainable, which is consistent with the research of Anan Singhchui, studying the relationship between the internal supervision process and the skills in preparing the learning management plan of Suphan Buri Technical College, which found that the expectation of internal supervision at Suphan Buri Technical College overall is at the highest level. When considering each aspect, the highest is planning the supervision, followed by doing the work, and the lowest is Encouragement [11] and consistent with the research of Hanushek and Rivkin, who researched on improving the quality of schools by confirming the factors that teachers will be successful in the classroom because the importance and quality of teachers are the determinants of students. There is a record of student learning results and correction of student weaknesses to increase the quality of education [12].

3) The necessity of internal supervision of the Office of the Primary Education Area of Nakhon Si Thammarat Area 2 Overall, it was found that PNImodified had the highest value. The first is planning supervision (1.106), the second is implementing the plan and supervision (1.096), the third is studying the conditions before the supervision (1.079), and the last item, the fourth is evaluating the results of supervision (1.074), respectively. It can be summarized in each aspect as follows:

Aspect 1: Studying the conditions before the supervision, it was found that PNImodified had the highest importance. The first rank is studying the current conditions, problems, and needs of internal supervision (1.184), the second is surveying the problems. And obstacles in organizing teaching and learning activities (1.142) The third rank is determining alternatives to solve problems based on information from studying the current situation and needs (1.089)

Aspect 2 Planning the supervision found that PNI modified the highest, with the first rank being the preparation of a clear internal supervision manual in the school (1.256) The second rank is appointing all teachers to be both supervisors and recipients of supervision in the educational institution (1.164) The third rank is the preparation of a calendar for internal supervision throughout the academic year (1.129)

Aspect 3 Compliance with the plan and supervision found that PNI modified the highest, with the first rank being the provision of advice and guidance for understanding the implementation and implementation of the internal supervision plan (1.185) The second rank is the implementation of classroom visits to provide advice and observe individual teaching by teachers (1.159) The third rank is the progress report of supervision operations according to the plan and internal supervision project Inform administrators and related persons (1.127)

Aspect 4 Measurement and Evaluation found that PNI modified was the highest, with the first priority being the evaluation of project results by considering the development of student learning results (1.182), the second priority being the opportunity for teachers and personnel to participate in the evaluation of internal supervision results (1.133), and the third priority being the discussion meeting to summarize problems, obstacles, and suggestions for improving work (1.109).

From this research result, it is important to plan a clear and systematic supervision. Studying the current conditions and needs of the school is an important factor in planning and developing the supervision process. Creating a manual and a supervision calendar helps the operation to be orderly. Compliance with the supervision plan is important in providing advice and visiting classrooms to observe teaching, which helps create understanding and develop the quality of teaching and learning. The evaluation of student learning results is an important way to measure and evaluate the impact of supervision. Giving teachers and personnel the opportunity to participate in the evaluation helps enhance transparency and cooperation in the development process, which is consistent with the research of Pholphisit Talason, who studied the development of internal supervision models in appropriate areas. Under the jurisdiction of the Mahasarakham Primary Educational Service Area Office 1, it was found that the overall needs were at a high level in each area [13] and consistent with the research of Sullivan and Glanz, who stated that internal supervision is a process of working together with teachers and educational personnel to achieve the highest learning outcomes for students. Educational supervision is like a center for the development of teaching and learning (Sullivan and Glanz). [14]

4) The interview results on the current situation, problems, and needs of internal supervision of the Nakhon Si Thammarat Primary Educational Service Area Office 2 can be summarized as follows:

Step 1: Study of the situation before the supervision. It can be concluded that most schools still lack a clear internal supervision system, do not have a proper management structure and power distribution. Meetings often include multiple agendas, making the goals unclear. There is a lack of a manual or concrete guidelines, and supervision is not continuous. The main problem is that both supervisors and supervisors still lack understanding of the supervision process. The solutions are training through the PLC process, organizing a meeting specifically for supervision, and creating a clear manual to enhance the efficiency of internal supervision to truly meet the school context.

Step 2: Supervision planning. It can be concluded that the current supervision planning is systematic, clear, and comprehensive. It clearly defines goals and strategies for developing educational quality. There is preparation through meetings to explain the guidelines to teachers and administrators, and allows schools to participate in providing opinions. The allocation of resources is consistent with the needs, and there is continuous monitoring. However, there are still obstacles, such as lack of coordination between the area and the school, limited budget, personnel lacking knowledge, and time constraints. The solutions focus on using technology for communication, increasing budget or finding funding, and training personnel, and design activities to be flexible and suitable for the context of each school.

Step 3: Implementation of the supervision plan; in conclusion, the implementation of the supervision plan is continuous according to the set goals. Prioritize and divide into groups appropriately so as not to disturb teaching and learning. The evaluation uses a survey of teachers' and administrators' opinions. And use technology media

to help follow up effectively. Both teachers and administrators participate and understand the goals of the supervision. However, there are significant obstacles, including lack of specialized personnel, time constraints, incomplete evaluation, and lack of continuous follow-up. In addition, some supervision media are not ready for use. Solutions include training personnel to increase evaluation skills and use supervision tools, arranging supervision time appropriate for the school context, developing a comprehensive evaluation system, and updating supervision media to be up-to-date. And create a continuous follow-up system after supervision.

Step 4: Supervision evaluation; in conclusion, the supervision evaluation is conducted according to the standards. Using both quantitative and qualitative tools to check the success and improve the supervision process. There is both short-term and long-term follow-up. Executives and teachers participate seriously in the evaluation. Ready to use technology to support data collection. However, there are problems with incomplete data, lack of continuity in monitoring, and insufficient human resources. The development approach is to promote transparency. Participation of all parties Develop human resources skills, use technology, and improve tools to suit the context of each school.

2. The results of the development of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

1) Model name: "Internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat"

2) Model Principles

The internal supervision model based on the principles of Kalyanamitra Dharma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2 has 3 main principles: 1. Participation principle 2. Development of internal supervision process and 3. Integration of Dharma principles

3) Objectives of the Model

(1) To be a tool for internal supervision based on the principles of Kalyanamitra Dharma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2

(2) To develop the internal supervision process based on the principles of Kalyanamitra Dharma 7 in the 21st century

(3) To develop teachers' potential in organizing learning in the 21st century

(4) To use the results of internal supervision based on the principles of Kalyanamitra Dharma 7 to promote skills in the 21st century

4) Methodology

The internal supervision process based on the principles of Kalyanamitra Dharma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2 is as follows:

Step 1 Study of the conditions before the supervision

Pre-instruction study is an important process to understand the basic situation of the educational institution in order to improve and develop the quality of teaching and learning according to the principles of Kalyanamitthamma 7 in the 21st century as follows:

(1) Collect information on the current situation

(2) Analyze information and identify needs

(3) Set development guidelines

Step 2: Planning the supervision

Detailed supervision planning can help the supervision go smoothly and efficiently. Each step will have clear procedures regarding those involved, activities to be done, and methods of practice. In addition, the supervision planning is consistent with the principles of Kalyanamitthamma 7 in the 21st century as follows:

- (1) Establish a committee and set goals
- (2) Plan activities and strategies
- (3) Prepare and set a calendar

Step 3: Implementation of the supervision plan

Implementation of the supervision plan is an important step that must be carried out systematically and in accordance with the principles of Kalyanamitthamma 7 to create an atmosphere that promotes learning and the development of teaching quality for teachers in the 21st century as follows:

- (1) Create relationships and lay the foundation for supervision.
- (2) Carry out activities according to the plan and record data.
- (3) Summarize the results and follow up and support.

Step 4: Supervision evaluation

Supervision evaluation is an important process for checking the success of supervision, understanding the efficiency of the operation, and developing for better results. The steps of supervisory evaluation can be linked to the principles of Kalyanamitthamma 7 to enhance quality supervision and good relationships as follows:

- (1) Collect data and analyze supervision results.
- (2) Summarize and report the supervision results.
- (3) Improve and follow up on supervision results.
- 5) Success factors

(1) Support from administrators in implementing the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2

(2) Good attitudes of supervisors and supervisees towards the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2

(3) Monitoring and evaluation system for the use of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Nakhon Si Thammarat Primary Educational Service Area Office 2

From the results of this research, internal supervision plays an important role in determining the direction and creating an environment conducive to the development of educational quality. Having a good attitude from both supervisors and supervisees helps to build good relationships and cooperation in teaching and learning development, where supervisors understand and provide useful advice, while supervisees are open to feedback and are ready to develop themselves. In addition, a clear monitoring and evaluation system allows for effective monitoring and improvement of the supervision process. Setting concrete indicators at every stage allows for measurement and analysis of the data for continuous improvement. In addition, an internal supervision process with clear strategies and plans will enable long-term supervision development to achieve the set goals. The internal supervision model based on the principle of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 includes the principles of the model, objectives, and a

4-step procedure consisting of Step 1: Study of the situation before the supervision, 3 items: (1) Collecting current situation data (2) Analyzing data and identifying internal supervision needs (3) Determining internal supervision development guidelines; Step 2: Planning the supervision, 3 items: (1) Establishing a committee and setting internal supervision goals (2) Planning internal supervision activities and strategies (3) Preparing and setting an internal supervision calendar; Step 3: Complying with the supervision plan, 3 items: (1) Building relationships and laying a foundation for supervision; (2) Carrying out activities according to the plan and recording data for internal supervision; (3) Summarizing the results and following up on internal supervision; Step 4: Evaluating the results of the supervision, 3 items: (1) Collecting data and analyzing internal supervision results; (2) Summarizing and reporting internal supervision results; (3) Improving and following up on internal supervision results. The success factors include (1) support from administrators, (2) positive attitudes of supervisors and supervisees, and (3) monitoring and evaluation systems, which are very important in developing educational quality because they are consistent with the principles of Dhamma that emphasize working together with kindness and respect for each other. The principles of Kalyanamitthamma 7 help create a friendly and understanding work environment, resulting in a collaborative internal supervision process that has positive effects on learners and teachers, especially in the 21st century, which requires adaptation in many areas, such as developing life skills, building analytical thinking skills, and building continuous learning capabilities which related to the research of Rungtip Sriharn, studying the development of an internal supervision model with a professional learning community of schools in the 4th network center, Khao Nang Non, under the Office of the Primary Educational Service Area of Nakhon Si Thammarat, Area 2, it was found that the internal supervision model with a professional learning community has 4 components: 1) principles 2) objectives 3) 5-step internal supervision process with a professional learning community and 6 components of a professional learning community. The 5-step process is as follows: (1) Study current conditions/problems/needs (2) Provide knowledge/consultation (3) Plan (4) Implement and (5) Evaluate/jointly reflect on the results and bring for improvement. The 6 components of a professional learning community are as follows: (1) teamwork (2) shared vision and values (3) exchange of knowledge and professional development (4) shared leadership (5) a community of friends and (6) organizational culture. 4) Conditions for success [15] This is consistent with the research of Pranee, who studied the development of a supervision model based on the concept of classroom study for private schools. The research results found that: Supervision model based on classroom study concept There are 4 components: Part 1: Principles of the Model, Part 2: Objectives of the Model, Part 3: Supervision Process, and Part 4: Evaluation [16].

3. Results of the Experiment Using the Internal Supervision Model Based on the Kalyanamitthamma 7 Principles in the 21st Century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

Results of the Experiment Using the Internal Supervision Model Based on the Kalyanamitthamma 7 Principles in the 21st Century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, namely, the satisfaction of administrators and teachers who used the internal supervision model based on the Kalyanamitthamma 7 Principles in the 21st Century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, found that overall, it was at the highest level ($\bar{x} = 4.66$, S.D. = 0.49). When considering each aspect from most to least, it was found that the aspect of planning for supervision ($\bar{x} = 4.71$, S.D. = 0.50) was at the highest level, and the aspect of studying the conditions before the supervision ($\bar{x} = 4.57$, S.D. = 0.58) was at the lowest level, respectively. From the results of the research, the satisfaction of administrators and teachers was at the highest level. This may be due to the clear and well-managed supervision plan, which allows administrators and teachers to implement it effectively. As for the study of the conditions before the supervision, which was at the lowest level, it may be due to the data collection process and the analysis of the current situation that was not comprehensive or lacked effective collaboration, resulting in the assessment and determination of development guidelines before the supervision not being developed appropriately or completely. This is consistent with the research of the Phrae Provincial Education Office, which studied the form of supervision, monitoring and evaluation of basic education administration that is appropriate and consistent with the context of the area in Phrae Province, which found that the satisfaction with the use of the form of supervision, monitoring and evaluation of basic education administration that was appropriate and consistent with the context of the area in Phrae Province

was at a high level in all items, except for the form/process of supervision, which was most consistent with the objectives [17]. This is consistent with the research of Pani [18], who studied the development of a supervision model based on the classroom education concept for private schools, which found that after using the supervision model based on the classroom education concept, teachers had higher competence in learning management and supervision. Their knowledge and understanding of learning management and supervision after using the model was significantly higher than before using the model at a statistical level of .05. Their competence in learning management and supervision after using the model was higher than before using the model, with statistical significance at the .05 level.

4. The results of the evaluation of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat

The results of the evaluation of the internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, including the appropriateness, feasibility, and usefulness of the internal supervision model based on the principles of Kalyanamitthamma 7 to promote skills in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, found that the mean and standard deviation were at the highest level overall. When considering each aspect from most to least, it was found that the usefulness ($\bar{x} = 4.80$, S.D. = 0.35), appropriateness ($\bar{x} = 4.79$, S.D. = 0.33), and feasibility ($\bar{x} = 4.85$, S.D. = 0.26), respectively. From the results of this research, it is the use of the principles of Kalyanamitthamma 7 that promotes collaboration in an atmosphere of respect and mutual support, emphasizing a good relationship between the supervisor and the supervisee, a clear supervision plan, and the use of tools that can be developed in practice in the context of schools in the area. Including the evaluation with continuous monitoring and improvement of the process, this model is appropriate and feasible to promote 21st century skills that focus on developing knowledge and skills that are consistent with the needs of learners and society, which is consistent with the research of Nirut Nantamaswangnara, studying the effective internal supervision model of schools under the Office of the Primary Educational Service Area 1, Narathiwat, which found that the results of the evaluation of the appropriateness and feasibility of implementing the effective internal supervision model of schools under the Office of the Primary Educational Service Area 1, Narathiwat, found that it was most appropriate and feasible [19]. It is consistent with Keeves who stated that the main purpose of testing the model is to examine the appropriateness and feasibility of the model in actual practice [20].

Knowledge from Research

Integrating the principles of Kalyanamitthamma 7 with internal supervision in the 21st century by using the principles of Kalyanamitthamma 7 as follows: 1) Piyo (beloved), 2) Kru (respected), 3) Bhavaniyo (pleasing), 4) Watta (advise with reason), 5) Vajanakkhamo (patient with words), 6) Kamphirang Katang Katta (provide profound advice), 7) No Chatthane Niyojaye (do not guide in the wrong way) for internal supervision. Enter the internal supervision process in the sub-steps of all 4 main steps in the internal supervision process. The principles of Dhamma used according to the context of each step help create an atmosphere that is conducive and supports all-round development. Executives and teachers must be good role models, respectable, and ready to provide constructive advice. Communication must be open, listen to opinions, and emphasize problem-solving with depth to develop the potential of teachers and students. The supervision process must also support sustainability by avoiding the use of power in an inappropriate way or in violation of moral principles. This integration will help make supervision a tool that promotes balanced development in both academic and mental aspects, leading to effective and sustainable development of education quality in the 21st century in the long term. Integrating the principles of Kalyanamitthamma 7 with internal supervision not only helps develop teachers but also has a direct impact on promoting 21st century skills in students, including: learning and innovation skills: Supervisors support teachers to create learning activities that promote analytical and creative thinking. Information, media and technology skills: Supervisors provide guidance on the use of technology in learning management. Life and career

skills: Supervisors help develop teachers' management and leadership skills to be good role models for students. This can be presented in the following model.

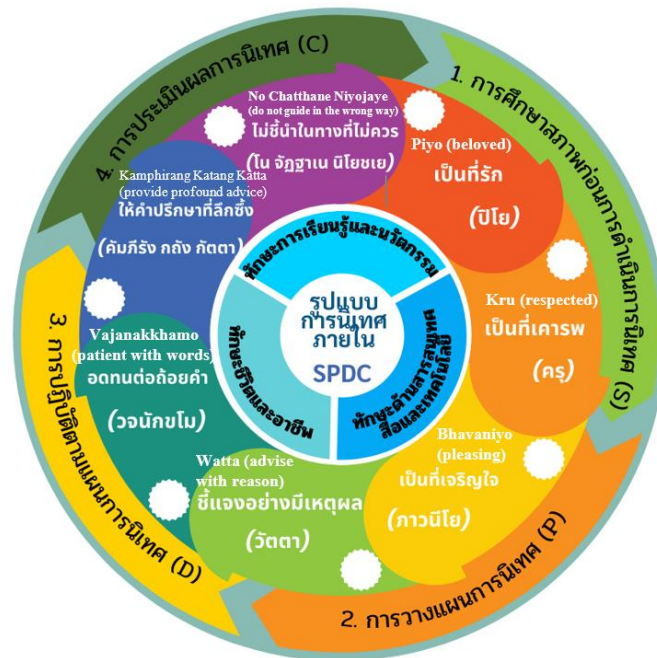


Figure 1 Knowledge from Research (In Thai)

Source: Wilailuk Lawoo (2024)

Recommendations

1. Recommendations for Applying the Research Results

From the research results on “The internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area of Nakhon Si Thammarat, Area 2”, the researcher has the following suggestions for applying the research results:

- 1) From the study of the conditions before the supervision, in the issue of studying the current conditions, problems, and needs of internal supervision, the operation had the lowest average value. Therefore, educational institutions should be supported to study the current conditions, problems, and needs of internal supervision more.
- 2) From the study of supervision planning, in the issue of creating a clear internal supervision manual for the school, the operation had the lowest average value. Therefore, educational institutions should be supported to create a clear internal supervision manual for the school.
- 3) From the study of the implementation of the plan and supervision, in the issue of reporting the progress of supervision operations according to the plan and internal supervision project to the executives and related persons, the operation had the lowest average value. Therefore, educational institutions should be supported to report the progress of supervision operations according to the plan and internal supervision project to the executives and related persons more.
- 4) From the study of the evaluation of supervision results In the issue of project performance evaluation by considering the development of students’ academic achievement, the operation had the lowest average value. Therefore, educational institutions should be supported to evaluate project performance by considering the development of students’ academic achievement to increase.

2. Recommendations for Future Research

From the research results on “Internal supervision model based on the principles of Kalyanamitthamma 7 in the 21st century of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat”, the researcher has the following recommendations for future research:

- 1) There should be research that studies and evaluates the long-term impact of internal supervision model based on the principles of Kalyanamitthamma 7 to see the long-term effects on the development of teachers’ skills, the improvement of the quality of education in schools, and the achievement of students who received supervision.
- 2) There should be research that focuses on developing and enhancing the skills of those who play a role in supervision, such as administrators, supervision committees, or those who act as consultants, by studying how to train or develop these players to have effective supervision skills.
- 3) There should be research to study the application of the principles of Kalyanamitthamma 7 to develop other work in educational institutions of the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

References

- [1] Yuphin Yongyong. (2010). Development of a Multi-Method Supervision Model to Promote Research Competence in the Classroom of Teachers in Educational Area 5, Archdiocese (Doctoral Dissertation, Silpakorn University).
- [2] Saranaphot Intaraksatra. (2015). Guidelines for the Development of Internal Supervision in Small Primary Schools under the Office of Kamphaeng Phet Primary Educational Area 1 (Master of Education Thesis, Kamphaeng Phet Rajabhat University).
- [3] Chawiwon Phanwan. (2009). Internal Supervision in Secondary Schools in Lamphun Educational Area 2 (Master of Education Thesis, Chiang Mai University).
- [4] Siwakorn Nanto. (2007). Development of Internal Supervision Model in Small Schools under the Office of Phranakhon Si Ayutthaya Educational Area 1 and Area 2: A Case Study of Wat Tham Mai School, Wat Lat School, and Wat Si Phawang School (Master of Education Thesis, Phranakhon Si Ayutthaya Rajabhat University).
- [5] Wichian Phanit. (2013). Skills of the Future: Education for the 21st Century. Open World Company.
- [6] Namthip Ong-arjwanich. (2016). Guidelines for the Assessment of 21st Century Skills. Journal of Education, Thaksin University, 16(2), 25–36.
- [7] Pornthip Siripatrachai. (2013). STEM Education and the Development of 21st Century Skills. Journal of the Executive, 33(2), 49–56.
- [8] Educational Supervision, Monitoring and Evaluation Group. (2023). Educational Supervision Quality Development Plan 2023–2027.
- [9] Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, Planning and Development Division. (2018). Basic Education Development Plan 2016–2019 (Revised Edition). Office of the Primary Educational Service Area of Nakhon Si Thammarat 2.
- [10] Sanit Honyam. (2017). Problems of internal supervision in educational institutions under the Office of the Secondary Educational Service Area 18 (Master's thesis, Burapha University).
- [11] Anan Singhchui. (2018). The relationship between internal supervision processes and learning management plan preparation skills of Suphan Buri Technical College. Journal of Humanities and Social Sciences, Rajapruuek University, 3(3), 130–142.
- [12] Hanushek, E. A., and Rivkin, S. G. (2006). “The Distribution of Teacher Quality and Implications for Policy”, Annual Review of Economics, 4(3), 131-157.

- [13] Phonphisit Talason. (2023). Development of an appropriate internal supervision model according to the area Office of the Primary Educational Service Area of Mahasarakham Area 1. *Journal of Roi Et Rajabhat University*, 17(1), 1–15.
- [14] Sullivan, S., & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.
- [15] Rungthip Sriharn. (2022). Development of internal supervision model with professional learning community of schools in Network Center 4. *Journal of Panya*, 29(2), 1–15.
- [16] Pranee, C. (2015). “Internal supervision model development based on lesson study approach for private schools”. *Journal of Graduate Studies in Northern Rajabhat University*, 5(9), 25-40.
- [17] Office of the Provincial Education Office of Phrae. (2019). *Model of supervision, monitoring and evaluation of basic education administration that is appropriate to the context of the area in Phrae Province*. Office of the Permanent Secretary, Ministry of Education.
- [18] Pranee, C. (2015). “Internal supervision model development based on lesson study approach for private schools”, *Journal of Graduate Studies in Northern Rajabhat University*, 5(9), 25-40.
- [19] Nirut Nantamaswangnara. (2017). *Model of effective internal supervision in schools under the Office of the Primary Educational Service Area 1, Narathiwat*. (Doctor of Philosophy Thesis, North Bangkok University).
- [20] Keeves. (1988). *Educational research methodology and measurement: An international. Handbook* Oxford: Pergaman Press.