

## CHAPTER 4

### Research Findings

The development of the “Model of Supervision, Monitoring, and Evaluation Capabilities in Research to Develop Teaching and Learning of Student Teachers” aimed (1) to develop the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers and (2) to explore the utilization results of the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers. Therefore, the research findings were presented in two parts as detailed in the followings.

#### **4.1 The Development Results of the Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers**

The model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers was developed by analyzing conditions, problems, and requirements in supervising, monitoring, and evaluating research capabilities for developing instruction of student teachers. The analysis of university supervisors, mentor teachers, and students was processed with the synthesis of the concepts of human resource development of Swanson (2001) which relied on development concepts regarding experience and reinforcing items to stimulate and persuade learning into development through scarce resource. It aimed to utilize the existing resource for the sake of maximum benefits. The concepts of professional development of Clarke (1994) which created a sense of participation in developing oneself voluntarily were included. The principles of creating a sense of participation of Hord and others (1987) and the principle of creating a sense of participation for developing the profession of Sparks and Louks-Horley (1990) mentioning that learning could be highly effective when there was a desire in learning, perceiving problems, and solving problems were also applied. By combining experience with learning through the

the theory of adult education of Knowles (2005) emphasizing that adults desired, possessed the capabilities in directing themselves, and employed experience to learn, Knowles' theory was added. Additionally, the principle of opening mind in giving consultation for individuals and sub-groups through developmental supervision (Glickman, Gordon, and Ross-Gordon: 2010) and clinical supervision was combined. This motivated the success of the research for developing instruction as planned in the objectives. The learning was shared between program university supervisors, general university supervisors, mentor teachers, and student teachers. They coordinated in analyzing and reflecting ideas and whereabouts through social media networks in a creative atmosphere. This was in accordance with Ibarra's concept (2007) and the evaluation before, during, and after operating the research (Tay Chiengchee: 2006). Finally, the synthesis of relevant research was included. The development results of the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers consisted of three components as follows:

#### **Component 1: Directions of Research Capability Development**

This was considered operational guidelines mainly employed to develop research capabilities for developing instruction of student teachers. It consisted of the followings.

(1) The principles of the research capability development for developing instruction of student teachers had to rely much on the cooperation among program university supervisors, general university supervisors, and mentor teachers based on the model of supervision, monitoring, and evaluation. It was merged with the developmental supervision (Glickman, Gordon, and Ross-Gordon: 2010) and the clinical supervision. These supervisions were used to monitor and stimulate students so that they were able to apply research processes in developing instruction and achieving the established goals. They were considered a key mechanism in mobilizing the success of adjustment and developing students to learn effectively by enhancing shared learning among general university supervisors, program university supervisors, mentor teachers, and student teachers. This could be performed by analyzing and reflecting thoughts via social media networks in the creative atmosphere based on Ibarra's concept (2007).

(2) The objectives of supervising, monitoring, and evaluating research capabilities for developing instruction of student teachers were as follows:

2.1 To develop research capabilities for developing instruction of student teachers.

2.2 To enable students who were instructed through research processes by student teachers so that they possessed learning quality. It was considered from the students who were developed by the research processes for developing instruction that achieved the research objectives.

### **Component 2: Processes of Research Capability Development**

There were two steps as follows:

(1) Student teachers were prepared for their readiness for research for developing instruction. On the other hand, program university supervisors, general university supervisors, and mentor teachers were prepared for their readiness on supervising, monitoring, and evaluating research capabilities for developing instruction.

(2) The operation of teacher professional internship via giving consultation and sharing learning was performed in seven steps as follows:

2.1 Program university supervisors, general university supervisors, mentor teachers, and student teachers collaborated in planning the supervision, monitoring, and evaluating research capabilities for developing instruction. The supervision calendar throughout a semester of an individual student teacher was obtained in this step.

2.2 Program university supervisors, general university supervisors, and mentor teachers observed the teaching and presented the data gained from their observation of the student teachers so that they could cooperate in analyzing research problems. From this step, the student teachers would gain the instructional problems in order to be analyzed for their causes leading to research problems.

2.3 Student teachers explained the problem causes clearly whether these problems could be considered research problems or not. Then, they selected important problems affecting learners. They had to solve one problem by employing research

processes. Also, they had to explore documents and relevant research in order to identify solutions.

2.4 Program university supervisors, general university supervisors, and mentor teachers inquired the student teachers about the guidelines and selected methods with provided reasons. The program university supervisors, general university supervisors, and mentor teachers would give further information about appropriate, possible, and practical guidelines.

2.5 Program university supervisors, general university supervisors, and mentor teachers cooperated in determining scopes or frames that the student teachers had to perform and operate. They gave advice on methods that the student teachers could choose.

2.6 Program university supervisors, general university supervisors, mentor teachers, and student teachers built mutual understanding toward methods and activities they would perform in operating the research for developing instruction.

2.7 Program university supervisors, general university supervisors, and mentor teachers reinforced and gave feedback to the student teachers through one-by-one supervision and the Edmodo program throughout their teacher professional internship in that semester.

### **Component 3: Evaluation of Research Capability Development**

This was the evaluation before, during, and after the development. The details were shown as follows:

(1) Student teachers' research capabilities were evaluated before, during, and after the development by considering from their research performance for developing instruction of the student teachers. It was evaluated in three issues as follows:

1.1 Research proposal: the capability in designing research was evaluated in nine parts which were research titles, historical background, research objectives, research scopes, definitions of terms, expected benefits of the study, documents and research relevant, research methodology, reference, and appendixes. A form used to evaluate the proposal of the research for developing instruction was a five-rating scale. It was employed to evaluate before operating the research by program university supervisors, general university supervisors, and mentor teachers.

1.2 Research operation: the results of operating research based on research plans were evaluated. This expressed an effort in operating the research as planned in order to achieve success. The data were accurately gathered on a basis of fact. The research methodology was improved or modified as suggested in the research proposal. The evaluation form of the research operation as planned was in a record manner. It was used to evaluate during the research by program university supervisor, general university supervisors, and mentor teachers.

1.3 Research reports: they focused on evaluating the results of research findings, communication, and transferring. The results in applying research processed into developing instruction were evaluated in three parts which were introductory, body, and final parts of the reports. The evaluation of research reports for developing instruction was in a format of a five-rating scale. It was evaluated after the research operation by program university supervisors, general university supervisors, and mentor teachers.

(2) Learning quality of students: this was evaluated within students who were developed by research processes for developing instruction that achieved research objectives.

According to the aforementioned development, the researcher composed the structure of the component relationship of the model as shown in Figure 4.1.

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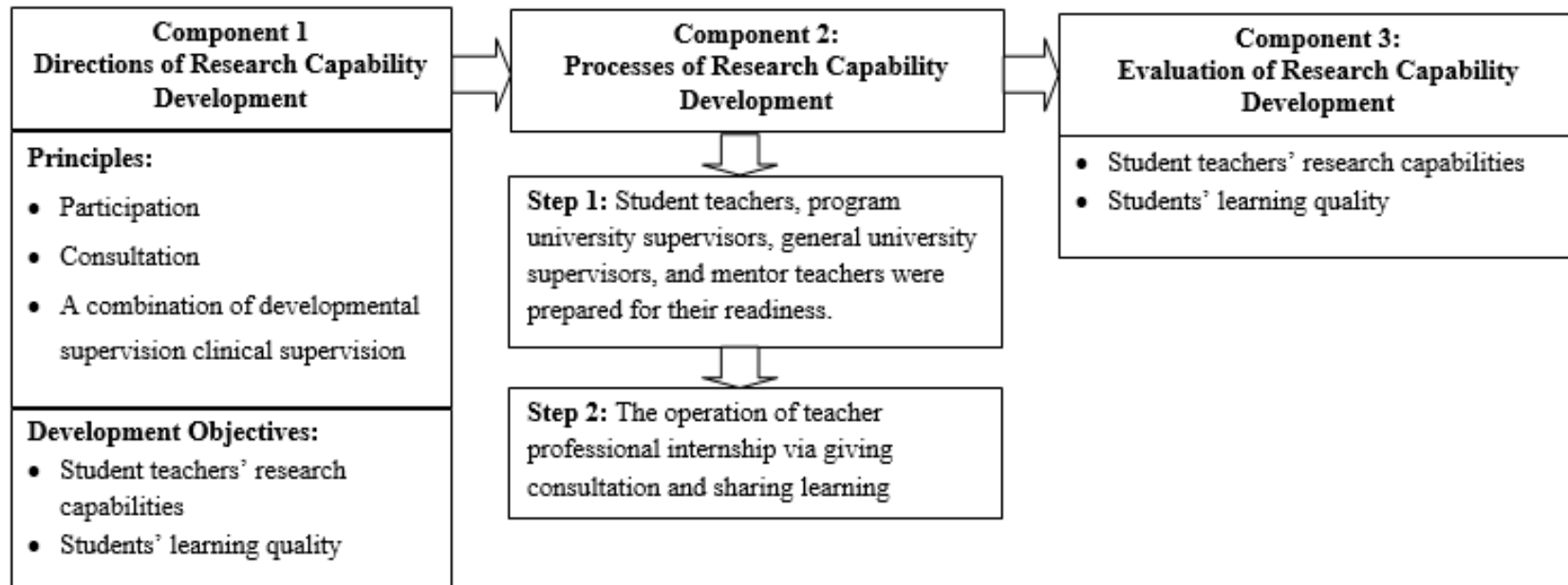


Figure 4.1 The Model of Supervision, Monitoring, and Evaluation of Research Capabilities for Developing Instruction of Student Teachers

After that, the researcher provided the manual for the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers by asking nine connoisseurs for their help in examining the four-aspect quality which was utilized, feasibility, appropriateness, and accuracy. The consideration results of the connoisseurs were as shown below.

Table 4.1 Mean, Standard Deviation, and Connoisseurs' Opinions toward the Quality of The Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers in Terms of Utility

The Evaluation List	Evaluation Results		Meaning
	$\bar{X}$	S.D	
1) The model benefited the supervision, monitoring, and evaluation research capabilities for developing instruction of student teachers.	4.56	0.53	Highest
2) The model benefited learning quality of students.	4.33	0.50	High
3) The model could be used as guidelines for developing research capabilities for developing instruction of student teachers.	4.67	0.50	Highest
4) The model could be applied beneficially toward student learning enhancement.	4.44	0.53	High
5) The model benefited and influenced quality development of educational institutions.	4.22	0.44	High
<b>The Total Average</b>	<b>4.44</b>	<b>0.50</b>	<b>High</b>

According to Table 4.1, the connoisseurs regarded that the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers possessed utility at a high level having Mean at 4.44 and Standard Deviation at 0.50.

Table 4.2 Mean, Standard Deviation, and Connoisseurs' Opinions toward the Quality of The Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers in Terms of Feasibility

The Evaluation List	Evaluation Results		Meaning
	$\bar{X}$	S.D	
	1) The model could be practically employed in developing research capabilities for developing instruction of student teachers.	4.78	
2) The model was possible for the student teachers to accept the development results emerged.	4.33	0.50	High
3) The model was easy to understand and not complicated when operating.	4.56	0.53	Highest
4) The model utilization enabled the student teachers to be able to employ research processes in developing student learning.	4.44	0.73	High
<b>The Total Average</b>	<b>4.53</b>	<b>0.56</b>	<b>Highest</b>

According to Table 4.2, the connoisseurs regarded that the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers possessed feasibility at the highest level having Mean at 4.53 and Standard Deviation at 0.56.

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Table 4.3 Mean, Standard Deviation, and Connoisseurs' Opinions toward the Quality of The Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers in Terms of Appropriateness

The Evaluation List	Evaluation Results		Meaning
	$\bar{X}$	S.D	
	1) The determination of the directions of research capability development was appropriate and in line with principles and objectives.	4.44	
2) The processes of developing research capabilities were appropriate and in line with Step 1: the readiness preparation for student teachers, general university supervisors, program university supervisors, and mentor teachers and Step 2: the operation of teacher professional internship in giving advice, looking after, and sharing learning.	4.67	0.50	Highest
3) The development processes were appropriate and in line with development objectives.	4.22	0.44	High
4) The evaluation of development results was appropriate and in line with development objectives.	4.33	0.50	High
5) The model was appropriate and in line with the research capability development for developing research capabilities for developing instruction of student teachers.	4.56	0.53	Highest
<b>The Total Average</b>	<b>4.44</b>	<b>0.50</b>	<b>High</b>

According to Table 4.3, the connoisseurs regarded that the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers possessed appropriateness at a high level having Mean at 4.44 and Standard Deviation at 0.50.

Table 4.4 Mean, Standard Deviation, and Connoisseurs' Opinions toward the Quality of The Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers in Terms of Accuracy

The Evaluation List	Evaluation Results		Meaning
	$\bar{X}$	S.D	
	1) The model was accurate in development steps.	4.44	
2) The development steps were accurate and in line with development objectives.	4.33	0.50	High
3) The content used in developing the model was accurate and in line with the objectives in developing research capabilities for developing instruction of student teachers.	4.56	0.53	Highest
4) The content used in developing the model was adequate for developing research capabilities for developing instruction of student teachers.	4.44	0.53	High
5) The content used in developing the model covered research capabilities for developing instruction of student teachers.	4.56	0.53	Highest
6) The evaluation of development results of the model was accurate and in line with development objectives.	4.33	0.50	High
7) The evaluation of development results of the model covered the development objectives.	4.56	0.53	Highest
<b>The Total Average</b>	<b>4.46</b>	<b>0.50</b>	<b>High</b>

According to Table 4.4, the connoisseurs regarded that the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers possessed accuracy at a high level having Mean at 4.46 and Standard Deviation at 0.50.

#### **4.2 The Utilization Results of the Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers**

The utilization results of the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers through operating research for developing instruction of student teachers were considered from a research quality evaluation form in order to develop instruction. The evaluation assessed three parts which were (1) research proposal, (2) research operation based on research plans, and (3) research reports and learning quality of students who were developed by research processes for developing instruction that achieved research objectives. The effectiveness of operating the development based on the model of supervision, monitoring, and evaluating research capabilities for developing instruction of student teachers was also included. It covered four standards which were utility, feasibility, appropriateness, and accuracy.



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Table 4.5 Frequency, Percentage, Mean, and Standard Deviation of the Evaluation Results  
on Research Proposal Classified by Evaluation Items

Evaluation Items	(Frequency) Percentage of Quality Levels															Score Weight	$\bar{X}$	S.D.
	General University Supervisors					Program University Supervisors					Mentor Teachers							
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
1) Research titles	(25)	(15)				(25)	(15)				(26)	(14)				1	4.63	0.48
	62.5	37.5				62.5	37.5				65	35						
2) Historical background	(10)	(29)	(1)			(12)	(25)	(3)			(13)	(26)	(1)			1	4.25	0.52
	25	72.5	2.5			30	62.5	7.5			32.5	65	2.5					
3) Research objectives	(23)	(16)	(1)			(23)	(16)	(1)			(24)	(15)	(1)			1	4.56	0.55
	57.5	40	2.5			57.5	40	2.5			60	37.5	2.5					
4) Research scopes	(11)	(27)	(2)			(11)	(27)	(2)			(10)	(27)	(3)			2	8.42	1.07
	27.5	67.5	5			27.5	67.5	5			25	67.5	7.5					
5) Definition of terms	(9)	(27)	(4)			(10)	(26)	(4)			(9)	(28)	(3)			1	4.14	0.55
	22.5	67.5	10			25	65	10			22.5	70	7.5					
6) Expected benefits	(22)	(18)				(23)	(17)				(22)	(18)				1	4.56	0.50
	55	45				57.5	42.5				55	45						
7) Documents and relevant research	(9)	(28)	(3)			(9)	(29)	(2)			(8)	(30)	(2)			4	16.63	2.01
	22.5	70	7.5			22.5	72.5	5			20	75	5					
8) Research methodology	(5)	(27)	(8)			(4)	(29)	(7)			(4)	(27)	(9)			8	31.27	4.40
	12.5	67.5	20			10	72.5	17.5			10	67.5	22.5					
9) Reference and appendixes	(26)	(11)	(3)			(24)	(13)	(3)			(26)	(12)	(2)			1	4.57	0.62
	65	27.5	7.5			60	32.5	7.5			65	30	5					

According to Table 4.5, the quality of 40 research proposals was qualitatively evaluated at a good level which was higher than 80 percent as determined in the evaluation items. When considering the total percentage of the evaluated research proposals at levels 4 and 5, it was found that the total percentage of every item was higher than 80 percent.

Table 4.6 Frequency and Percentage of the Evaluation Results on the Research Proposals Classified by a Quality Level of the Research Proposals

Score Range	Quality Level	Number (person)	Percent
85.00-100.00	Passed the research quality criteria at an excellent level	14	35
75.00-84.99	Passed the research quality criteria at a good level	20	50
60.00-74.99	Passed the research quality criteria at a fair level	6	15
<b>Total</b>		<b>40</b>	<b>100</b>

According to Table 4.6, it was found that 14 student teachers possessed the evaluation results of their research proposals at an excellent level or 35 percent; 20 student teachers passed at a good level or 50 percent; six student teachers at a fair level or 15 percent, respectively.

Table 4.7 Frequency and Percentage of the Research Operation Results Based on the Research Plans and Supervision

Supervision	The Operation Performed as Planned		The Operation Not Performed as Planned	
	Number (person)	Percent	Number (person)	Percent
Round 1	16	40	24	60
Round 2	28	70	12	30
Round 3	32	80	8	20
Round 4	40	100	0	0
Round 5	40	100	0	0
Round 6	40	100	0	0

According to Table 4.7, it was found that as for Round 1, there were 16 student teachers or 40 percent operating as identified in the research plans. As for Round 2, there were 28 student teachers or 70 percent operating as identified in the research plans. And, in Round 3, there were 32 student teachers or 80 percent operating as identified in the

research plans. As for Rounds 4, 5, and 6, there were 40 student teachers or 100 percent operating as identified in the research plans.

Table 4.8 Frequency of the Causes Disnaturing the Research Operation as Planned

<b>The Causes Disnaturing the Research Operation as Planned</b>	<b>Frequency</b>
1) There were a lot of school assignments.	24
2) The research tools examined by the connoisseurs were returned late.	11

According to Table 4.8, it was found that the student teachers could not operate the research as planned due to the fact that there were a lot of school assignments. Moreover, the research tools examined by the connoisseurs were returned quite late.

Table 4.9 Frequency, Percentage, Mean, and Standard Deviation of the Evaluation Results of Research Reports  
Classified by Evaluation Items

Evaluation Items	(Frequency) Percentage of Quality Levels															Score Weight	$\bar{X}$	S.D.		
	General University Supervisors					Program University Supervisors					Mentor Teachers									
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1					
<b>The Introduction of Research Reports</b>																				
1) Research titles	(40)					(40)					(40)						1	4.98	0.13	
	100					100					100									
2) Abstract	(8)	(32)				(5)	(35)				(8)	(32)					1	4.18	0.38	
	20	80				12.5	87.5				20	80								
<b>The Body of Research Reports</b>																				
<b>Chapter 1: Introduction</b>																				
1) Historical background	(13)	(27)				(14)	(26)				(14)	(26)					1	4.34	0.48	
	32.5	67.5				35	65				35	65								
2) Research objectives	(25)	(15)				(33)	(7)				(28)	(12)					1	4.72	0.45	
	62.5	37.5				82.5	17.5				70	30								
3) Research scopes	(15)	(25)				(14)	(26)				(15)	(25)					1	4.37	0.48	
	37.5	62.5				35	65				37.5	62.5								
4) Definition of terms	(13)	(27)				(13)	(27)				(13)	(27)					1	4.32	0.47	
	32.5	67.5				32.5	67.5				32.5	67.5								
<b>Chapter 2: Literature Review</b>																				
Documents and relevant research	(12)	(27)	(1)			(13)	(26)	(1)			(14)	(25)	(1)				2	8.55	1.19	
	30	67.5	2.5			32.5	65	2.5			35	62.5	2.5							

Table 4.9 (continued)

Evaluation Items	(Frequency) Percentage of Quality Levels															Score Weight	$\bar{X}$	S.D.
	General University Supervisors					Program University Supervisors					Mentor Teachers							
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
<b>Chapter 3: Research Methodology</b>																		
1) Population and sample groups/target groups	(23)	(17)				(23)	(17)				(24)	(16)				1	4.58	0.50
	57.5	42.5				57.5	42.5				60	40						
2) Research tools	(10)	(29)	(1)			(10)	(29)	(1)			(12)	(28)				1	4.25	0.47
	25	72.5	2.5			25	72.5	2.5			30	70						
3) Tools construction and quality identification	(6)	(34)				(7)	(33)				(7)	(33)				1	4.17	0.37
	15	85				17.5	82.5				17.5	82.5						
4) Data collection	(13)	(27)				(11)	(29)				(10)	(30)				1	4.28	0.45
	32.5	67.5				27.5	72.5				25	75						
5) Statistics used in analyzing data	(21)	(19)				(22)	(18)				(17)	(23)				1	4.50	0.50
	52.5	47.5				55	45				42.5	57.5						
<b>Chapter 4: Research Findings</b>																		
1) Research findings	(9)	(30)	(1)			(10)	(30)				(10)	(30)				1	4.23	0.44
	22.5	75	2.5			25	75				25	75						
2) Data presentation	(12)	(28)				(12)	(28)				(12)	(28)				1	4.30	0.46
	30	70				30	70				30	70						
<b>Chapter 5: Summary, Conclusions, and Recommendations</b>																		
1) Summary	(12)	(28)				(11)	(29)				(12)	(28)				1	4.29	0.46
	30	70				27.5	72.5				30	70						
2) Conclusion	(8)	(32)				(8)	(32)				(7)	(33)				1	4.19	0.40
	20	80				20	80				17.5	82.5						
3) Recommendations	(9)	(31)				(8)	(32)				(7)	(33)				1	4.20	0.40
	22.5	77.5				20	80				17.5	82.5						



Table 4.9 (continued)

Evaluation Items	(Frequency) Percentage of Quality Levels															Score Weight	$\bar{X}$	S.D.
	General University Supervisors					Program University Supervisors					Mentor Teachers							
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
<b>The Final Part of Research Reports</b>																		
1) Reference	(26)	(14)				(26)	(14)				(25)	(15)				1	4.64	0.48
	65	35				65	35				62.5	37.5						
2) Appendixes	(15)	(25)				(13)	(27)				(11)	(29)				1	4.33	0.48
	37.5	62.5				32.5	67.5				27.5	72.5						

According to Table 4.9, the quality of 40 research proposals was qualitatively evaluated at a good level which was higher than 80 percent as determined in the evaluation items. When considering the total percentage of the evaluated research proposals at levels 4 and 5, it was found that the total percentage of every item was higher than 80 percent.

Table 4.10 Frequency and Percentage of the Evaluation Results on the Research Reports for Developing Instruction Classified by a Quality Level of the Research Quality

Score Range	Quality Level	Number (person)	Percent
85.00-100.00	Passed the research quality criteria at an excellent level	18	45
75.00-84.99	Passed the research quality criteria at a good level	22	55
<b>Total</b>		<b>40</b>	<b>100</b>

According to Table 4.10, it was found that 22 student teachers possessed the evaluation results of their research reports for developing instruction at an excellent level or 55 percent; 18 student teachers passed at a good level or 45 percent.

Table 4.11 Percentage of the Students Developed by Research Processes for Developing Instruction that Achieved the Research Objectives

Research Title Codes	Number of Students (person)		
	Target Group	Met the Objectives	Percentage
01	11	11	100.00
02	12	9	75.00
03	10	8	80.00
04	7	7	100.00
05	9	9	100.00
06	16	15	93.75
07	17	17	100.00
08	12	10	83.33
09	6	6	100.00
10	4	4	100.00
11	8	8	100.00
12	10	10	100.00
13	11	11	100.00
14	20	18	90.00
15	5	5	100.00
16	10	10	100.00

Table 4.11 (continued)

Research Title Codes	Number of Students (person)		
	Target Group	Met the Objectives	Percentage
17	5	5	100.00
18	10	10	100.00
19	7	7	100.00
20	9	7	77.78
21	6	6	100.00
22	7	7	100.00
23	8	8	100.00
24	6	6	100.00
25	12	12	100.00
26	15	13	86.67
27	17	17	100.00
28	10	10	100.00
29	6	6	100.00
30	7	7	100.00
31	10	8	80.00
32	15	15	100.00
33	20	20	100.00
34	17	15	88.24
35	11	10	90.91
36	12	12	100.00
37	14	14	100.00
38	18	15	83.33
39	10	10	100.00
40	15	13	86.67
<b>Total</b>	<b>(435)</b> <b>100</b>	<b>(411)</b> <b>94.48</b>	

According to Table 4.11, it was found that each research work could develop students as identified in the research objectives at 75-100 percent of the student number determined or at 94.48 percent of the total student number of all research included.

Table 4.12 Mean and Standard Deviation of the Opinions from Program University Supervisors, General University Supervisors, and Mentor Teachers toward the Development Operation Based on the Model of Supervision, Monitoring, and Evaluating Research Capabilities for Developing Instruction of Student Teachers

The Evaluation List	Opinions		Meaning
	$\bar{X}$	S.D	
<b>Utility Standards</b>			
1. The model was beneficial toward the system of supervision and monitoring of the teacher professional internship center.	4.58	0.56	Highest
2. The information gained could respond to the needs and benefited for the users.	4.42	0.59	High
3. The information gained was considered useful feedback in developing and improving the supervision, monitoring, and evaluation the research capabilities for developing instruction.	4.54	0.50	Highest
4. The information gained was considered useful feedback for the teacher professional internship center in developing and improving the supervision, monitoring, and evaluation the research capabilities for developing instruction.	4.37	0.69	High
5. The information gained was considered useful feedback for administrating the Education Faculty in an overall picture in developing and improving the supervision, monitoring, and evaluation the research capabilities for developing instruction.	4.61	0.56	Highest
<b>Total</b>	<b>4.51</b>	<b>0.59</b>	<b>Highest</b>
<b>Feasibility Standards</b>			
1. The model could be employed in authentic situations.	4.39	0.56	High
2. The model was accepted among those relevant.	4.39	0.53	High
3. The model was easy-to-understand and not complicated.	4.63	0.52	Highest
4. The results gained from supervision, monitoring, and evaluation when compared with the time spent in operation was worth.	4.36	0.61	High
<b>Total</b>	<b>4.44</b>	<b>0.56</b>	<b>High</b>

Table 4.12 (continued)

The Evaluation List	Opinions		Meaning
	$\bar{X}$	S.D	
<b>Appropriateness Standards</b>			
1. The model was in line with and responded to the evaluation results of the teacher professional internship of the Secretariat Office of the Teachers Council of Thailand.	4.29	0.59	High
2. The model was in line with and responded to the evaluation results of the teacher professional internship of Bachelor of Education Curriculum.	4.51	0.57	Highest
3. The model supervisors consisting of program university supervisors, general university supervisors, and mentor teachers were appropriate and reliable as it was operated from various parties which could balance each other.	4.61	0.62	Highest
4. The model was fair, transparent, and accountable.	4.42	0.50	High
<b>Total</b>	<b>4.46</b>	<b>0.58</b>	<b>High</b>
<b>Accuracy Standards</b>			
1. The model contained operational steps that were systematic and in line with academic principles.	4.46	0.54	High
2. The evaluation results of the model were accurate based on authentic operation of the students.	4.63	0.55	Highest
3. The evaluation information was clear, accurate, and accountable.	4.44	0.50	High
4. The model was reliable.	4.41	0.50	High
<b>Total</b>	<b>4.48</b>	<b>0.53</b>	<b>High</b>
<b>The Total of All Items</b>	<b>4.47</b>	<b>0.57</b>	<b>High</b>

According to Table 4.12, it was found that program university supervisors, general university supervisors, and mentor teachers regarded that the model possessed utility, feasibility, appropriateness, and accuracy in an overall picture at a high level ( $\bar{X} = 4.47$ ).

When considering each standard, as for utility standards, it was found that most of the program university supervisors, general university supervisors, and mentor teachers regarded that the information gained was considered useful feedback and beneficial for

administrating within the Education Faculty in an overall picture at the highest level ( $\bar{X} = 4.51$ ) in that it could develop and improve the model of supervision, monitoring, and evaluating research capabilities for developing instruction.

In terms of the feasibility standards, most of the program university supervisors, general university supervisors, and mentor teachers agreed that the information gained from the model was accepted among those relevant at a high level ( $\bar{X} = 4.44$ ).

As for the appropriateness standards, most of the program university supervisors, general university supervisors, and mentor teachers agreed that the model consisting of program university supervisors, general university supervisors, and mentor teachers was appropriate and reliable as the operation from several parties could balance each other at a high level ( $\bar{X} = 4.46$ ).

And, in terms of the accuracy standards, most of the program university supervisors, general university supervisors, and mentor teachers agreed that the evaluation results gained from the model was accurate and in line with authentic operation situations and research capabilities for developing instruction of student teachers at a high level ( $\bar{X} = 4.48$ ).



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