

TITLE THE DEVELOPMENT OF PARTICIPATIVE TEACHING SUPER/ISION  
MODEL OF MATHEMATICS DEPARTMENT TEACHERS TO ENHANCE  
ACADEMIC ACHIEVEMENT FOR PRIMARY SCHOOL STUDENTS UNDER  
THE CHAIRITYSCHOOL OF BUDDHIST TEMPLES KHON KAEN  
PROVINCE.

RESEARCHER APISIT KHOTNARIN

RESEARCH RESEARCHAND DEVELOPMENTOF EDUCATION

## ABSTRACT

The objectives of this research were to 1) develop a model of participative teaching supervision of teachers in mathematics learning subject group to enhance academic achievement for primary school students under the charity school of Buddhist temples Khon Kaen Province. 2) To study the effect of using participative teaching supervision model of teachers of mathematics learning subject group to enhance academic achievement for primary school students under the charity school of Buddhist temples Khon Kaen Province. for the development of supervision model of teachers in mathematics learning subject group, the researcher was divided into 4 phases, consisting Phase 1 : the study of condition analysis and needs assessment of teaching supervision (Research : R1) Phase 2 : Development of a teaching supervision model for mathematics teachers to enhance Learning achievement for elementary school students (Development : D1 ). Phase 3 : An experiment to use the teaching supervision model of mathematics teachers to enhance learning achievement for primary school students by using a one-group posttest only design research method ; Research: R2) and Phase 4 : Evaluation and improvement of teaching supervision model (Development: D2) Sample group There were 4 mathematics subject teachers, obtained by purposive sampling, and the sixth grade students were obtained in 3 classrooms, totaling 120 students. The research instruments were content analysis form, interview form, observation record form, test, questionnaire, learning management record form. Descriptive form assessment form and group discussion

issues The statistics used in the analysis were mean ( $\bar{x}$ ), standard deviation (S.D.), independent t-test, and content analysis.

The results showed that: 1. A form of supervision, a compulsory model, of group teachers, emphasizing wisdom and achievement by I-PIDRED Model Comparison I Using technology and information technology for teaching supervision (Information and Communication Technology for teaching supervision : I ) Step 2 : Supervision technology (Planning P) Step 3 : knowledge and knowledge before supervision (Information : I) information group teachers learn high skill. Step 4: Doing : D consists of 4 steps of supervision process which are 1) preparation before supervision 2) classroom teaching observation 3) feedback meeting after teaching observation and 4) evaluation. Follow-up supervision. Step 5: Positive reinforcement in supervision (Reinforcement ; R) Step 6 Evaluation : E throughout the academic year and Step 7 : Announcement of Appreciation Or commend the teachers of the mathematics learning subject group that promotes learning achievement for elementary school students.(Declaration : D). and to examine the effectiveness of the participative teaching supervision model of teachers in mathematics learning subject groups to enhance academic achievement for primary school students by 5 experts 2. The effect of using participative teaching supervision model of mathematics learning subject teachers Supervisors have the ability to supervise teaching and learning management. After using the teaching supervision model, it was higher than before using the participative teaching supervision model of teachers of mathematics learning subject group. Those responsible for teaching and learning are competent in learning management. To enhance the achievement of primary school students. After using the teaching supervision model, it was higher than before using the teaching supervision model. There was a statistical significance at the 0.05 level in terms of satisfaction of teachers of mathematics learning subject group who performed supervisory duties. and teachers of mathematics learning subject group who are responsible for teaching and learning They were satisfied with the teaching supervision style at the highest level and students in grade 6 agreed on learning management. To enhance academic achievement for primary school students of teachers in mathematics learning subject group was at the highest level.