

An Integrated Internal Supervision Incorporating Digital Technology through Cognitive Coaching and Professional Learning Community to Enhance 21st Century Learner Competencies Under Chachoengsao Primary Educational Service Area Office 2

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Abstract:

This research article aims to study the current state, desired state, and necessary needs of integrated internal supervision incorporating digital technology through Cognitive Coaching and Professional Learning Community to enhance 21st century learner competencies under the Chachoengsao Primary Educational Service Area Office 2. The sample group consisted of school administrators and teachers affiliated with the Chachoengsao Primary Educational Service Area Office 2, obtained using the Krejcie-Morgan table, yielding a sample of 313 persons, followed by stratified random sampling. The research instrument was a questionnaire. Statistics used for data analysis were mean, standard deviation, and needs analysis (PNI). The research findings revealed that: 1) The current state of integrated internal supervision was at a high level overall. The desired state of integrated internal supervision was at the highest level overall. The ranking of necessary needs of integrated internal supervision, from most to least necessary, was: supervision process, supporting factors, measurement and evaluation, and principles and objectives, respectively. 2) The current state of digital technology was at a high level overall. The desired state of digital technology was at the highest level overall. The ranking of necessary needs of digital technology, from most to least necessary, was: software/applications, data/information, network/internet, personnel, and hardware/equipment, respectively.

Keywords:

Internal supervision, digital technology, professional learning communities, learner competencies, 21st century.