

# Designing an Empowerment-Based Supervision Model Emphasizing Lesson Study: Insights from Kalasin Primary Education

Wachiranuch PROMPAT<sup>a</sup> & Khajornsak BUARAPHAN<sup>b\*</sup>

<sup>a</sup>*Kalasin Primary Educational Service Area Office 1, Ministry of Education, Thailand*

<sup>b</sup>*Institute for Innovative Learning, Mahidol University, Nakhonpathom Province, Thailand*

\*Corresponding author: khajornsak.bua@mahidol.ac.th

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**Abstract:** This study had two objectives: (1) to investigate current practices, challenges, and needs in educational administration for developing an Empowerment-based Supervision model emphasizing Lesson Study (ESLS), and (2) to design an administrative framework to support that model. Data were collected using two methods. The survey included 47 educational supervisors, 49 school administrators, and 47 primary-level teachers. The focus group discussions included 7 supervisors, 8 administrators, and 6 teachers. The instruments included a questionnaire on the challenges and needs associated with an empowerment-based, Lesson Study-focused supervision model and a discussion guide probing current practices, challenges, and needs. Quantitative data were analyzed using frequencies, percentages, means (M), and standard deviations (SD), while qualitative data underwent thematic analysis. On a five scale, respondents rated both the challenges of implementing empowerment-based supervision model emphasizing Lesson Study (LS) (M = 3.51, SD = 0.70) and their need for it (M = 3.93, SD = 0.71) as high. FGD findings emphasized the importance of collaboratively designing context-sensitive tools, plans, and evaluation criteria; integrating LS, Action Research, and Professional Learning Communities (PLC); and fostering a supportive, learner-centered environment that encourages open knowledge-sharing and boosts teacher morale. Such a model is expected to enhance teacher competencies, improve student outcomes, and cultivate a sustainable culture of teamwork and PLC across the Kalasin Primary Educational Service Area. The researchers developed the ESLS, comprising of four steps (2C2E): Communication—build shared awareness of empowerment-based supervision and current challenges; Collaboration—co-develop goals, strategies, and supports through participatory, iterative planning; Empowerment via Lesson Study—implement collegial, monitored supervision that guides and values teachers; Extension—reflect, disseminate, and create feedback forums to scale successes.

**Keywords:** Empowerment, supervision, lesson study, challenges, needs, primary education

## Introduction

In response to Thailand's 20-year National Strategy (2018–2037), particularly Strategy 4.3 which seeks to reform learning for the demands of the twenty-first century, educational systems must cultivate lifelong learners equipped with critical competencies and an enduring love of learning (Office of the National Economic and Social Development Council (NESDC), 2018). Achieving this vision calls for a comprehensive redesign of learning environments, a redefinition of the teacher's role, streamlined educational



management, and robust lifelong-learning mechanisms. Central to these reforms are the updated of Basic Core Education Curriculum B.E. 2551 (with its 2017 revision) and the Early Childhood Education Curriculum B.E. 2560, both of which emphasize learner quality—ensuring students meet curricular standards while developing essential twenty-first-century skills—and three mutually reinforcing processes: administration, teaching and learning, and educational supervision (Office of the Education Council (OEC), 2017).

Among these processes, educational supervision warrants particular attention because it underpins instructional quality and continuous improvement across schools. Effective supervision fosters collaboration among supervisors, administrators, and teachers, supports professional development, and undergirds quality assurance systems. However, traditional supervision models often lack mechanisms for true empowerment and contextual responsiveness, limiting their impact on teacher practice and student outcomes.

To bridge this gap, empowerment supervision shifts the focus from top-down oversight to participatory leadership, granting teachers greater autonomy in diagnosing classroom needs and designing interventions (Robinson, Lloyd, & Rowe, 2008). By distributing decision-making authority and fostering reflective practice, empowerment supervision enhances teacher agency, builds professional capacity, and creates a culture of shared responsibility for student learning (Bush & Glover, 2014). Such an approach aligns supervision with the goals of continuous improvement, enabling tailored support that responds directly to each school's unique context.

Empowerment supervision conceptualizes school supervisors as facilitators who build teacher capacity through collaborative goal setting, solution-focused coaching, and structured inquiry cycles (e.g., Lesson Study) within professional learning communities (PLCs) (McGhee & Stark, 2021). In practice, leaders co-design targets with teachers, allocate time and resources, and use reflective, evidence-informed dialogue to guide iterative plan-teach-observe-reflect cycles, thereby enhancing teachers' autonomy to adapt pedagogy to local contexts (Kasapoğlu Tankutay & Çolak, 2025). These autonomy-supportive arrangements are strengthened by empowering leadership, which delegates meaningful decision authority, recognizing expertise, and eschewing control-oriented oversight, to bolsters teachers' academic optimism and professional agency (Kasapoğlu Tankutay & Çolak, 2025). In parallel, empowerment-oriented supervisory behaviors that foreground trust, inclusion, and collegial support improve teacher well-being and mitigate corrosive dynamics such as ostracism, sustaining engagement in ongoing professional development (Okçu, Cemaloğlu, & Ay, 2025; McGhee & Stark, 2021). However, existing empowerment supervision frameworks often remain loosely defined in practice, lacking structured protocols for sustained collaboration and insufficient alignment with lesson-level instructional processes (Glickman, Gordon, & Ross-Gordon, 2018). Despite policy commitments to continuous improvement, current supervisory systems often lag, lacking responsiveness to local contexts and robust mechanisms for genuine teacher empowerment.

Complementing the shift to empowerment-focused supervision, Lesson Study (LS) offers a concrete, iterative mechanism for collaborative professional learning. Originating in Japanese practice, LS involves teachers jointly planning, observing, and analyzing “research lessons” to refine both instructional design and pedagogical techniques (Lewis, Perry, & Hurd, 2009). Through cycles of planning, enactment, observation, and reflection, LS promotes deep content knowledge, pedagogical reasoning, and a collegial learning culture (Fernandez & Yoshida, 2004). Yet, LS initiatives frequently operate as isolated professional development exercises, lacking integration into formal supervisory structures and broader improvement systems, which can limit their scalability and long-term impact (Stigler & Hiebert, 1999).



In Thai schooling, LS, often paired with the Open Approach, functions as sustained, school-embedded professional development in which teachers collaboratively design a research lesson, anticipate students' responses, enact and observe the lesson, analyze evidence of learning, and iteratively refine instruction. Nationally, LS has become a widely adopted PD strategy among Thai teachers, supporting its integration into supervisory systems (Sangwanglao, 2024). Classroom-based research shows tangible effects: collaborative planning that anticipates student thinking guides instructional decisions and elicits students' mathematical ideas in situ (Intaros & Inprasitha, 2019), while in primary settings LS cycles produce lesson plans that strengthen Grade 2 students' understanding of multiplication through real-world contexts and reflective revision (Namboonrueang & Woranetsudathip, 2023).

While both empowerment supervision and LS address critical dimensions of teacher development; however, empowerment supervision lacks clear, replicable protocols for sustained, context-sensitive collaboration. In addition, LS remains peripheral to formal supervisory routines, constraining its scalability and impact. Integrating these approaches could address both gaps by embedding collaborative lesson inquiry within structured supervisory cycles. Embedding structured, participatory supervisory mechanisms within the iterative cycles of LS ensure that collaborative lesson development is guided by clear protocols, while supervision itself is grounded in concrete classroom inquiry and teacher reflection. The integration of empowerment supervision and LS not only bolsters teacher agency and instructional innovation but also establishes a unified framework for continuous professional learning and accountability (Hayes, 2015; Lewis et al., 2009).

Recognizing these synergistic opportunities, the present study investigates current practices, challenges, and needs of empowerment supervision emphasizing LS and develop the Empowerment-based Supervision Model emphasizing LS (ESLS) that aligns with national strategic goals, cultivates a supportive, learner-centered culture, and embeds sustainable professional learning communities (PLC), which will ultimately enhance teacher competencies and boosting student achievement. This study is guided by two research questions: a) What are the current practices, challenges, and needs for implementing empowerment-based supervision emphasizing LS in Kalasin Primary Educational Service Area Office 1? b) What components of an ESLS framework to enhance teacher competencies and student achievement?

## **Research Objective**

Within Kalasin Primary Educational Service Area Office 1, this study aims to: (1) examine the current practices, challenges, and needs in implementing empowerment-based supervision emphasizing LS; and (2) design an educational administration framework to support the development of an empowerment-based supervision model emphasizing LS.

## **Methodology**

This study adopted a convergent mixed-methods design within a triangulation framework (Creswell & Plano Clark, 2018). Quantitative survey and qualitative focus-group data were collected concurrently and integrated using joint displays and side-by-side comparisons to derive meta-inferences. Qualitative themes were then used to explain and refine patterns observed in the quantitative results (Creswell & Plano Clark, 2018).



## **Quantitative Research Method: Survey**

### *Respondents*

The quantitative phase utilized survey research with three respondent groups: 47 educational supervisors (8 male, 39 female), 49 school administrators (34 male, 15 female), and 47 primary-level teachers (8 male, 39 female). They came from purposive sampling, targeting stakeholders directly involved in internal supervision and LS within Kalasin Primary Educational Service Area Office 1. Eligibility required current appointment as an educational supervisor, school administrator, or primary-level teacher with active engagement in supervision processes. Invitations were sent to all who met these criteria (47 supervisors, 49 administrators, and 47 teachers responded).

### *Quantitative Data Collection*

Data were collected online via Google Forms using three parallel questionnaires addressing the challenges and needs in educational administration for developing an empowerment-based, LS-focused supervision model within the Kalasin Primary Educational Service Area Office 1.

The questionnaire on challenges and needs in educational administration for developing an empowerment-based, LS-focused supervision model (for education supervisors) comprised three sections. Section 1 gathered respondents' demographics (gender, age, salary grade, and supervisory experience) through four closed-item questions. Section 2 measured perceptions of (a) challenges (10 items) and (b) needs (5 items) using a five-point Likert scale (1 = "strongly disagree" to 5 = "strongly agree"). Section 3 invited open-ended suggestions for improving administrative practices to support empowerment-based, LS-focused supervision (1 item). Five content experts reviewed all items for alignment with the study objectives, yielding acceptable item-objective congruence indices (IOC) ranging from 0.60 to 1.00 for both challenge and need scales. A pilot test with non-sample participants from neighboring districts produced Cronbach's  $\alpha$  coefficients is .92 for the challenge scale and  $\alpha$  is .97 for the need scale, indicating satisfactory internal consistency.

The questionnaire for school administrators on the challenges and needs of implementing an empowerment-based, LS-focused supervision model used a five-point rating scale and consisted of three sections. Section 1, "Respondent Background," included four items: gender, age, position, and years of experience in school administration. Section 2, "Perceptions of Challenges and Needs," comprised 21 items—ten addressing challenges in administering empowerment-based, LS-focused supervision and eleven addressing the corresponding needs, which rated from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). Section 3, "Open-Ended Suggestions," invited participants to propose improvements for educational administration to support this supervision model. Five content experts confirmed the content validity of all items, producing item-objective congruence (IOC) indices between 0.60 and 1.00. A pilot test with a comparable group of administrators yielded excellent internal consistency, with Cronbach's  $\alpha$  = .96 for the challenge scale and  $\alpha$  = .98 for the need scale.

The questionnaire administered to classroom teachers at the Kalasin Primary Educational Service Area Office 1 explored the challenges and needs associated with implementing an empowerment-based, LS-focused supervision model. It employed a five-point Likert scale and comprised three parts. The first part collected respondent background information: gender, age, position, and years of teaching experience. The second part measured teachers' perceptions of the model through 21 statements: ten items addressing specific challenges in administering the supervision approach and eleven items assessing corresponding needs. The final part invited open-ended suggestions for enhancing educational administration practices to better support this supervision framework. Content validity was confirmed by five experts, who rated each item's congruence with the study



objectives at 0.60 to 1.00. A subsequent pilot test with a comparable group of teachers yielded Cronbach's  $\alpha$  coefficients of .96 for the challenge scale and .97 for the need scale, indicating excellent internal consistency.

#### *Quantitative Data Analysis*

Respondent demographic data was analyzed using frequency and percentage calculations. For the Likert-scale items measuring perceptions of challenges and needs, the researcher computed means and standard deviations (SD). Mean score interpretations are: 4.51–5.00 indicates a “very high” level of challenge or need; 3.51–4.50, “high”; 2.51–3.50, “moderate”; 1.51–2.50, “low”; and 1.00–1.50, “very low.” Open-ended responses soliciting suggestions for improvement were subjected to thematic analysis (Braun & Clarke, 2006) to identify salient themes. The thematic analysis follows five stages: Data Preparation, Segmentation, Coding, Categorization, and Theme development.

### **Qualitative Research Method: Focus Group Discussion**

#### *Research Participants*

The researcher employed Focus Group Discussions (FGDs) to gather qualitative data from key informants, organized into three groups: eight educational supervisors (1 male, 7 female), eight school administrators (all male), and six classroom teachers (2 male, 4 female). The authors applied purposive, maximum-variation sampling to select discussants who could offer diverse perspectives by role, school size, and years of experience. Participants were selected based on two criteria: (1) experience with empowerment-based supervision and LS, and (2) willingness to engage in the group discussion. This composition balanced heterogeneity with manageable group size to enable rich, interactive dialogue.

#### *Qualitative Data Collection*

Data were collected using three FGD protocols, each tailored to one informant group: supervisors, administrators, and primary-level teachers. Each protocol guided discussions on the current conditions, challenges, and needs in educational administration for developing an empowerment-based, LS-focused supervision model within the Kalasin Primary Educational Service Area Office 1. The protocols contained structured discussion topics, prompts, and quality-assurance checks to ensure consistency and depth of inquiry across all sessions.

The focus group discussion guide on the challenges and needs in educational administration for developing an empowerment-based, LS-focused supervision model (for educational supervisors) was designed as a semi-structured interview comprising 13 questions organized into three sections: six questions on current practices, two questions on existing challenges, and five questions on perceived needs. Five experts reviewed the guide for content validity, yielding IOC indices between 0.60 and 1.00 for each question across all sections, indicating acceptable validity. The researcher then conducted a pilot FGD with three non-sample supervisors to assess question clarity and confirm that the session length was appropriate.

FGD guide on the challenges and needs in educational administration for developing an empowerment-based, LS-focused supervision model (for school administrators) was designed as a semi-structured interview comprising 13 questions across three sections: six on current practices, two on existing challenges, and five on perceived needs. Five experts evaluated the guide for content validity, yielding IOC indices between 0.60 and 1.00 for each question, indicating acceptable validity. The researcher then piloted the guide with three non-sample school administrators to verify question clarity and ensure the session duration was appropriate.

FGD guide on the challenges and needs in educational administration for developing an empowerment-based, LS-focused supervision model (for classroom teachers) was



structured as a semi-structured interview with 13 questions divided into three sections: six on current practices, two on existing challenges, and five on perceived needs. Five content experts evaluated the guide for content validity, yielding IOC indices between 0.60 and 1.00 for each question—values considered acceptable. The guide was then piloted with three non-sample teachers to assess the clarity of the questions and verify that the allotted discussion time was appropriate.

#### *Qualitative Data Analysis*

The researcher analyzed the FGD transcripts concerning the current practices, challenges, and needs in educational administration for developing an empowerment-based, LS-focused supervision model using thematic analysis (Braun & Clarke, 2006).

#### *Ethical Consideration*

This study complied with institutional and national ethics standards. Participants received an information sheet and provided written informed consent, including consent for audio-recorded focus groups; participation was voluntary with the right to withdraw at any time. To protect confidentiality, direct identifiers were removed and pseudonyms (e.g., Supervisor S1, Administrator A3, Teacher T5) were assigned; potentially identifying context in quotations was minimized. Data were stored on encrypted, password-protected drives (hard copies locked). Audio files were deleted after transcription verification, and de-identified materials retained only for a limited period before secure destruction. Findings are reported in aggregate to reduce re-identification risk.

## **Results**

### **Results of Survey**

#### ***Education supervisors' perceptions of current practices, challenges, and needs in empowerment-based supervision emphasizing LS***

Among the 47 educational supervisors, most were female (73%). Ages ranged from under 40 to over 60, with the largest cohort aged 41-50. Nearly four in five held Senior Specialist rank (77%). Experience clustered at two ends: about one-third had 3-5 years, and another third had more than 11 years, with fewer reporting 6-8 or 9-11 years. See Table 1 for complete item-level means and SDs.

**Table 1.** The education supervisors' perceptions of challenges, and needs in educational administration for developing an empowerment-based, LS-focused supervision model (n = 47).

Item	Item	Mean	S.D.	Interpretation
<b>Challenges</b>				
1.	Empowerment-based supervision emphasizing LS has not yet been widely implemented in schools under the Kalasin Primary Educational Service Area Office 1.	3.13	1.01	Medium
2.	Schools are not yet adequately prepared to support empowerment-based supervision emphasizing LS.	2.97	.96	Medium
3.	Schools do not yet recognize the importance of empowerment-based supervision emphasizing LS.	2.80	.89	Medium
4.	Educational supervisors have not been sufficiently prepared to facilitate empowerment-based supervision emphasizing LS.	3.60	.77	High



5.	Educational supervisors still lack the requisite knowledge and understanding of empowerment-based supervision emphasizing LS.	3.90	.96	High
6.	Educational supervisors remain deficient in the skills needed to conduct empowerment-based supervision emphasizing LS.	3.67	.71	High
7.	Educational supervisors do not yet appreciate the significance of empowerment-based supervision emphasizing LS.	3.80	.66	High
8.	Schools express a need for empowerment-based supervision emphasizing LS.	4.57	.50	Very High
9.	Schools seek educational administration strategies to develop empowerment-based supervision emphasizing LS.	3.97	1.03	High
10.	Schools require adequate preparation to accommodate empowerment-based supervision emphasizing LS.	4.30	.70	High
<b>Overall mean score</b>		<b>3.67</b>	<b>.53</b>	<b>High</b>
<b>Needs</b>				
11.	Schools should recognize the importance of empowerment-based supervision emphasizing LS.	4.40	.77	High
12.	Educational supervisors require adequate preparation to support empowerment-based supervision emphasizing LS.	4.43	.63	High
13.	Educational supervisors should develop their knowledge and understanding of empowerment-based supervision emphasizing LS.	4.57	.57	Very High
14.	Educational supervisors should enhance their skills to conduct empowerment-based supervision emphasizing LS effectively.	4.23	.73	High
15.	Educational supervisors should acknowledge the significance of empowerment-based supervision emphasizing LS.	4.27	.83	High
<b>Overall mean score</b>		<b>4.41</b>	<b>.49</b>	<b>High</b>

Educational supervisors overall perceived the challenges of implementing empowerment-based, LS-focused supervision as high ( $M = 3.67$ ,  $SD = 0.53$ ). The most pronounced challenge was item 8 “Schools’ need for empowerment-based supervision emphasizing LS”, which scored at a very high level ( $M = 4.57$ ,  $SD = 0.50$ ). This was followed by item 10 “Schools’ need for adequate preparation to accommodate empowerment-based, LS-focused supervision” ( $M = 4.30$ ,  $SD = 0.70$ ) and item 9 “Schools’ need for educational administration strategies to develop empowerment-based, LS-focused supervision” ( $M = 3.97$ ,  $SD = 1.03$ ).

In terms of perceived needs for educational administration to support this model, supervisors rated the overall level as very high ( $M = 4.41$ ,  $SD = 0.49$ ). The highest-rated need was item 13 “Educational supervisors should develop their knowledge and understanding of empowerment-based supervision” ( $M = 4.57$ ,  $SD = 0.57$ ) followed by item 12 “Educational supervisors require adequate preparation to support empowerment-based, LS-focused supervision” ( $M = 4.43$ ,  $SD = 0.63$ ) and item 11 “Schools should recognize the importance of empowerment-based supervision emphasizing LS” ( $M = 4.40$ ,  $SD = 0.77$ ).

### ***School administrators’ perceptions of current practices, challenges, and needs in empowerment-based supervision emphasizing LS***

Of the school administrators surveyed, the majority were male (69.4%) and most were aged 51–60 years (57.1%), followed by 41–50 years (37.1%) and under 40 years (4.1%). All participants held the Professional Educator Level 3 position. In terms of



administrative tenure, 46.9% had more than 11 years of experience, 34.7% had 3–5 years, and 16.3% had 9–11 years.

**Table 2.** The school administrators' perceptions of challenges, and needs in educational administration for developing an empowerment-based, LS-focused supervision model (n = 49).

Item	Item	Mean	S.D.	Interpretation
<b>Challenges</b>				
1.	Empowerment-based supervision emphasizing LS has not yet been widely implemented in schools under the Kalasin Primary Educational Service Area Office 1.	3.45	1.02	Medium
2.	School administrators have not been adequately prepared to support empowerment-based supervision emphasizing LS.	3.73	.86	High
3.	School administrators lack sufficient knowledge and understanding of empowerment-based supervision emphasizing LS.	3.84	.66	High
4.	School administrators lack the necessary school-management skills to promote empowerment-based supervision emphasizing LS.	3.86	.61	High
5.	School administrators lack the specific supervisory skills required for empowerment-based supervision emphasizing LS.	3.90	.59	High
6.	School administrators do not yet recognize the importance of empowerment-based supervision emphasizing LS.	3.06	1.23	Medium
7.	Teachers and educational personnel have not been adequately prepared to support empowerment-based supervision emphasizing LS.	3.86	.91	High
8.	Teachers and educational personnel lack sufficient knowledge and understanding of empowerment-based supervision emphasizing LS.	3.80	.91	Very High
9.	Teachers and educational personnel lack the specific skills needed for empowerment-based supervision emphasizing LS.	3.88	.72	High
10.	Teachers and educational personnel do not yet recognize the importance of empowerment-based supervision emphasizing LS.	3.41	1.04	Medium
	<b>Overall mean score</b>	<b>3.45</b>	<b>.89</b>	<b>Medium</b>
<b>Needs</b>				
11.	Schools require empowerment-based supervision emphasizing LS.	3.96	.86	High
12.	Schools require educational administration strategies to develop empowerment-based supervision emphasizing LS.	3.88	.88	High
13.	School administrators require adequate preparation to support empowerment-based supervision emphasizing LS.	4.06	.85	High
14.	School administrators should develop their knowledge and understanding of empowerment-based supervision emphasizing LS.	4.27	.79	High
15.	School administrators should develop effective educational management skills to promote empowerment-based supervision emphasizing LS.	4.18	.80	High
16.	School administrators require the development of effective supervisory skills for empowerment-based supervision emphasizing LS.	4.22	.79	High



17.	School administrators should recognize the importance of empowerment-based supervision emphasizing LS.	4.16	.71	High
18.	Teachers and educational personnel require adequate preparation to support empowerment-based supervision emphasizing LS.	4.10	.68	High
19.	Teachers and educational personnel should develop their knowledge and understanding of empowerment-based supervision emphasizing LS.	4.14	.81	High
20.	Teachers and educational personnel should develop the necessary skills for empowerment-based supervision emphasizing LS.	4.20	.73	High
21.	Teachers and educational personnel should recognize the importance of empowerment-based supervision emphasizing LS.	4.27	.78	High
<b>Overall mean score</b>		<b>4.13</b>	<b>.58</b>	<b>High</b>

School administrators' overall perception of the challenges in educational administration for developing an empowerment-based, LS-focused supervision model was considered moderate ( $M = 3.45$ ,  $SD = 0.90$ ). The highest-rated challenge was item 5 "Administrators lack the supervisory skills required for empowerment-based supervision emphasizing LS", which scored at a high level ( $M = 3.90$ ,  $SD = 0.60$ ). This was followed by item 9 "Teachers and educational personnel lack the skills necessary for empowerment-based supervision emphasizing LS" ( $M = 3.88$ ,  $SD = 0.78$ ) and item 4 "Administrators lack the school-management skills to promote empowerment-based supervision emphasizing LS" ( $M = 3.86$ ,  $SD = 0.61$ ).

Regarding perceived needs, administrators rated the overall level as high ( $M = 4.13$ ,  $SD = 0.58$ ). The most strongly endorsed needs were item 14 "Administrators should develop their knowledge and understanding of empowerment-based supervision emphasizing LS" ( $M = 4.27$ ,  $SD = 0.79$ ) and item 21 "Teachers and educational personnel should recognize the importance of empowerment-based supervision emphasizing LS" ( $M = 4.27$ ,  $SD = 0.79$ ). These were followed by item 16 "Administrators require the development of effective supervisory skills for empowerment-based supervision emphasizing LS" ( $M = 4.22$ ,  $SD = 0.80$ ) and item 20 "Teachers and educational personnel should develop the necessary skills for empowerment-based supervision emphasizing LS" ( $M = 4.20$ ,  $SD = 0.74$ ).

### *Teachers' perceptions of current practices, challenges, and needs in empowerment-based supervision emphasizing LS*

Of the school administrators surveyed, the majority were male (69.4%) and most were aged 51–60 years (57.1%), followed by 41–50 years (37.1%) and under 40 years (4.1%). All participants held the Level 3 position. In terms of administrative tenure, 46.9% had more than 11 years of experience, 34.7% had 3–5 years, and 16.3% had 9–11 years.

**Table 3.** The teachers' perceptions of challenges, and needs in educational administration for developing an empowerment-based, LS-focused supervision model ( $n = 47$ ).

Item	Item	Mean	S.D.	Interpretation
<b>Challenges</b>				
1.	Empowerment-based supervision emphasizing LS has not yet been widely implemented in schools under the Kalasin Primary Educational Service Area Office 1.	3.51	.62	High
2.	School administrators have not been adequately prepared to support empowerment-based supervision emphasizing LS.	3.64	.64	High



3.	School administrators lack sufficient knowledge and understanding of empowerment-based supervision emphasizing LS.	2.81	1.05	Medium
4.	School administrators lack the necessary school-management skills to promote empowerment-based supervision emphasizing LS.	2.96	1.08	Medium
5.	School administrators lack the specific supervisory skills required for empowerment-based supervision emphasizing LS.	2.94	1.03	Medium
6.	School administrators do not yet recognize the importance of empowerment-based supervision emphasizing LS.	2.72	1.22	Medium
7.	Teachers and educational personnel have not been adequately prepared to support empowerment-based supervision emphasizing LS.	3.00	1.18	Medium
8.	Teachers and educational personnel lack sufficient knowledge and understanding of empowerment-based supervision emphasizing LS.	3.19	1.05	Medium
9.	Teachers and educational personnel lack the specific skills needed for empowerment-based supervision emphasizing LS.	3.11	1.02	Medium
10.	Teachers and educational personnel do not yet recognize the importance of empowerment-based supervision emphasizing LS.	2.81	1.07	Medium
<b>Overall mean score</b>		<b>2.96</b>	<b>.94</b>	<b>Medium</b>
<b>Needs</b>				
11.	Schools require empowerment-based supervision emphasizing LS.	3.57	.71	High
12.	Schools require educational administration strategies to develop empowerment-based supervision emphasizing LS.	3.66	.76	High
13.	School administrators require adequate preparation to support empowerment-based supervision emphasizing LS.	3.70	.77	High
14.	School administrators should develop their knowledge and understanding of empowerment-based supervision emphasizing LS.	3.77	.78	High
15.	School administrators should develop effective educational management skills to promote empowerment-based supervision emphasizing LS.	3.72	.87	High
16.	School administrators require the development of effective supervisory skills for empowerment-based supervision emphasizing LS.	3.70	.85	High
17.	School administrators should recognize the importance of empowerment-based supervision emphasizing LS.	4.00	.69	High
18.	Teachers and educational personnel require adequate preparation to support empowerment-based supervision emphasizing LS.	3.94	.74	High
19.	Teachers and educational personnel should develop their knowledge and understanding of empowerment-based supervision emphasizing LS.	4.00	.75	High
20.	Teachers and educational personnel should develop the necessary skills for empowerment-based supervision emphasizing LS.	3.98	.82	High
21.	Teachers and educational personnel should recognize the importance of empowerment-based supervision emphasizing LS.	4.06	.70	High
<b>Overall mean score</b>		<b>3.83</b>	<b>.64</b>	<b>High</b>



Teachers' overall perception of the challenges in educational administration for developing an empowerment-based, LS-focused supervision model was moderate ( $M = 2.96$ ,  $SD = 0.94$ ). The most prominent challenge was item 2 "School administrators have not been adequately prepared to support empowerment-based supervision emphasizing LS," which scored high ( $M = 3.64$ ,  $SD = 0.64$ ). This was followed by item 1 "Empowerment-based supervision emphasizing LS has not yet been widely implemented in schools under the Kalasin Primary Educational Service Area Office 1" ( $M = 3.51$ ,  $SD = 0.62$ ) and item 8 "Teachers and educational personnel lack sufficient knowledge and understanding of empowerment-based supervision emphasizing LS," which scored at a moderate level ( $M = 3.19$ ,  $SD = 1.06$ ).

Regarding perceived needs, teachers rated the overall need as high ( $M = 3.83$ ,  $SD = 0.64$ ). The highest-rated item was 21 "Teachers and educational personnel should recognize the importance of empowerment-based supervision emphasizing LS" ( $M = 4.06$ ,  $SD = 0.70$ ). This was closely followed by item 17 "School administrators should recognize the importance of empowerment-based supervision emphasizing LS" ( $M = 4.00$ ,  $SD = 0.69$ ) and item 19 "Teachers and educational personnel should develop their knowledge and understanding of empowerment-based supervision emphasizing LS" ( $M = 4.00$ ,  $SD = 0.75$ ).

#### *Cross-Group Quantitative Analysis*

Across groups, perceived needs exceed perceived challenges: supervisors ( $M_{\text{needs}} = 4.41$  vs.  $M_{\text{challenges}} = 3.67$ ), administrators (4.13 vs. 3.45), and teachers (3.83 vs. 2.96). This convergence signals broad endorsement of capacity building for ESLS, although groups differ regarding who most requires development and how difficult implementation will be.

Supervisors report higher needs than teachers because their roles situate them closest to the technical and coaching demands of ESLS. Charged with designing, facilitating, and monitoring implementation across schools, they are more attuned to deficits in knowledge, skills, and preparation. They also perceive strong demand from schools and, given their systemwide vantage point, observe cross-school constraints that may be less visible to classroom-based teachers, amplifying their perceived developmental needs.

Administrators' overall challenge score appears moderate because high ratings on specific deficits (e.g., supervisory and management skills) are tempered by medium ratings on uptake and recognition items, lowering the mean. Seniority and decision authority may also render obstacles more manageable. Moreover, administrators frequently emphasize teachers' and staff members' developmental needs, which can diffuse their own perceived level of challenge.

Two additional contrasts inform design. Teachers rate the limited spread of LS relatively high, consistent with their direct classroom experience. Supervisors prioritize their own readiness, whereas teachers highlight administrators' preparedness as a central concern. Greater variability in administrators' and teachers' ratings suggests uneven readiness across schools.

These patterns indicate a phased implementation: provide intensive professional development for supervisors (content, facilitation, and change management); pair it with administrator training focused on scheduling, resource allocation, observation/feedback protocols, and monitoring; and deliver classroom-proximal supports for teachers (co-planning, model lessons, and observation tools). Joint learning cycles involving all three roles can align expectations, reduce attribution gaps, and accelerate uptake.



## Results of FGD

### *Perspectives on the current state of empowerment-based supervision emphasizing*

#### **LS**

##### *Educational Supervisors*

##### *Theme: Contextualized Co-Design and Shared Planning*

Most educational supervisors reported participating in empowerment-based supervision initiatives organized by the Kalasin Primary Educational Service Area Office 1, marking a critical starting point for developing collaborative supervisory systems. In these initiatives, supervisors, school leaders, and teachers jointly designed context-appropriate supervision models, selected methods suited to each school's circumstances, and developed supervisory plans, instruments, and evaluation criteria. Supervisors guided schools in crafting supervision processes and cultivating an inclusive, participatory climate, encouraging teachers to embrace LS, engage in Action Research, and form Professional Learning Communities (PLCs) for ongoing professional development.

##### *Theme: Data-Informed, Iterative Supervision (LS–AR–PA Cycles)*

After conducting classroom observations, supervisors and school teams analyzed supervisory data and teacher performance within their jurisdictions. They then used these findings to tailor follow-up empowerment-based supervision projects and shared insights with experienced practitioners. LS was integrated into these supervisory cycles: supervisors and teachers co-analyzed classroom conditions and challenges, co-designed learning plans, and supported Action Research aligned with Performance Agreements (PAs). Supervisors visited classrooms to observe instructional practice, then debriefed with teachers and academic heads in a warm, collegial atmosphere that fostered openness to feedback. Through PLC meetings, participants celebrated successes, offered encouragement, and collaboratively refined lesson plans for subsequent implementation—all with the shared goal of elevating student achievement.

##### *Theme: Collegial Climate, Teacher Motivation, and Visible Classroom Gains*

Supervisors viewed empowerment-based supervision as the “backbone” of school improvement, requiring active collaboration among supervisors, administrators, and teachers as “team-members” working side by side. This approach deepened relationships between supervisors and school leaders, produced visible classroom improvements, and cultivated joyful, high-quality learning environments. Early successes included voluntary teacher invitations for supervisory teams to observe lessons, where the friendly, non-judgmental climate inspired teacher enthusiasm, a sense of recognition, and collective growth of supervisory skills. Supervisors noted that LS is essential because it concretely develops teacher competencies and elevates student outcomes, and asserted that it should run in parallel with empowerment-based supervision to nurture PLCs that enable effective active learning.

I have been involved in empowerment-based supervision emphasizing LS in two forms: first, by participating in a project with Khon Kaen University under the Self-Sustaining School Development initiative, which demonstrated the necessity of applying Pas across all roles—supervisors, administrators, and teachers—as a supervisory tool that can be reintegrated into routine supervision. In LS, a team must co-design the lesson plan, observe collaboratively, and engage in joint reflection; some schools organize this work through Professional Learning Community (PLC) teams. Empowerment-based supervision entails creating a climate for planned supervision, collaboratively analyzing the school context before jointly setting school goals—similar to a SWOT analysis—then linking O-NET results to standards and indicators to inform teacher behavior adjustments. This process should be used collectively by senior district leaders, supervisors, teachers, and school administrators (Supervisor S01, Focus Group Discussion).



### *School Administrators*

#### *Theme: Instructional Leadership Participation and Protected Time*

School leaders emphasized that instructional leaders must prioritize and participate in empowerment-based supervision by jointly planning supervision activities and establishing shared agreements within their institutions. Administrators should allocate time to review lesson plans, observe classrooms, and provide guidance to teachers for instructional improvement. They stressed the importance of praising and motivating teachers for continuous development, fostering morale and mutual understanding, and using PLC processes to reflect on supervision outcomes and strengthen collaborative mindsets.

#### *Theme: Reflective Practice, Change Leadership, and Teacher Valuing*

Drawing on their experiences with LS-infused supervision, administrators highlighted the critical roles of academic knowledge, change leadership, reflective debriefing, participatory lesson-plan design, instructional technique development, and learner empowerment. They noted that school-level leaders must dedicate time to monitor, co-design, and support these practices so that teachers feel valued and take pride in participatory supervision. They reported that such engagement leads to improved student achievement, heightened teacher enthusiasm, and effective classroom-level problem solving. Administrators concluded that empowerment-based supervision and LS align well with teacher and school needs, driving educational quality under academically led, collaboratively understood, and PLC-anchored leadership.

### *Teachers*

#### *Theme: Distributed Roles in Internal Supervision*

Teachers who served as department heads or internal supervision coordinators described active roles in diagnosing supervisory challenges, setting goals, forming supervisory teams, scheduling observations, and undertaking supervisory tasks in partnership with administrators. Classroom teachers participated in peer observations, communicated findings, co-planned subject-area activities, contributed to PLC knowledge management, and welcomed collegial feedback as “buddy teachers” in model lessons. They reported that these collaborative tasks fostered a supportive atmosphere, strengthened mutual understanding, and inspired the development of classroom innovations, including award-winning “Smart Teacher” projects.

#### *Theme: Peer Learning, PLC Knowledge Flow, and Innovation*

Overall, teachers reacted positively to empowerment-based supervision coupled with LS. They valued the relaxed, non-bureaucratic approach, the collaborative lesson-planning process, and the emphasis on peer learning. These practices infused staff with positive energy, self-confidence, and sustained eagerness. Teachers observed that such supervision directly enhanced their classroom practice, promoted active learning, and established a culture of experiential inquiry—from problem identification through lesson design and reflective adjustment. Many advocated making these collaborative supervisory routines an organizational norm to drive continuous school improvement.

## ***Perspectives on the challenges of empowerment-based supervision emphasizing LS***

### *Educational Supervisors*

#### *Theme: Policy Gaps, Workload Pressure, and Fragmented Initiatives*

Educational supervisors identified several barriers to implementing empowerment-based supervision emphasizing LS. At the district level, there is insufficient policy emphasis on driving these initiatives, and both administrators and supervisors are overburdened with responsibilities. Schools often run numerous, overlapping projects without integration, diluting focus and resources. Supervisors themselves require deeper content and procedural



expertise, as many are not yet skilled in conducting LS-based observations. Misalignment between supervisors and supervisees further hampers progress, underscoring the need to develop cohesive supervisory teams. Currently, the supervision process lacks systemic structure; teachers do not consistently engage in open, reflective dialogue or embrace PLC exchanges. Without external experts and given the extended timelines required, efforts tend to be discontinuous, and supervisory roles and procedures remain unclear. Supervisors recommend that school leaders chair these initiatives and invest in strengthening their teams.

#### *School Administrators*

##### *Theme: Time Scarcity, Scheduling Slippage, and Mindset/Calendar Challenges*

School administrators likewise reported obstacles, including insufficient district-level policy support, inadequate time for supervision, and frequent deviations from planned schedules due to competing mandates. They noted mid-level challenges in leaders' mindsets—particularly regarding empowerment, understanding human behavior, and the failure to establish a clear supervision calendar. Teacher transfers further disrupt continuity, and many teachers lack clarity about their roles in the process, resulting in stress, anxiety, and occasional negative attitudes toward leadership. Budgetary constraints, limited instructional resources, and a lack of innovative materials exacerbate the situation. Administrators also observed that teachers rarely apply reflective feedback immediately, preventing genuine problem solving and the realistic development of learning activities.

For both issues—empowerment-based supervision and LS—sometimes schools have to wait for official policy to avoid overlap. If the district office's policy has not yet been released, the school's planning and implementation cannot proceed. Another challenge is scheduling: empowerment-based supervision must take place at least once a month or twice per semester. A further issue concerns personnel: staff are continually rotated and transferred. Even if you appoint a teacher with expertise in classroom management, after a while they are reassigned and replaced by someone new, which creates significant complications. (Administrator A05, Focus Group Discussion)

#### *Teachers*

##### *Theme: Operational Coordination and Time Constraints*

Teachers reported that the barriers to empowerment-based supervision and LS were relatively few, often stemming from miscommunications or unclear scheduling. Supervision lacked continuity due to discrepancies in operational calendars and mismatched PLC meeting times, while urgent tasks frequently disrupted planned activities and required considerable effort to coordinate.

##### *Theme: Change Readiness, Pedagogical Clarity, and Lesson Execution*

Some teachers remained resistant to change, and in larger schools assembling the full team proved difficult. Nervousness or excitement among teachers sometimes led to unnatural lesson delivery, possibly because they did not fully grasp the goal of enhancing student quality. As a result, active learning did not occur, higher-order thinking was underdeveloped, and lesson planning was insufficient—teachers tended to restrict student thinking and summarize content themselves rather than facilitating student-generated conclusions.

##### *Theme: Contextual Capacity—Small Schools, Multiple Roles, and PLC Fidelity*

Contextual challenges varied by school size: in small schools with multiple grade levels, preparing materials and accessing technology was problematic; teachers juggled multiple duties, including extracurricular and urgent tasks, which prevented comprehensive classroom observation and undermined the continuity and fidelity of PLC processes. Time constraints and the absence of formal supervision reports further weakened reflective practices and hindered progress toward PLC goals.



### ***Perspectives on the needs of empowerment-based supervision emphasizing LS***

#### ***Educational Supervisors***

***Theme: Tandem Capacity Building and Collaborative Co-Design (Supervisors–Teachers–Administrators)***

The educational supervisors expressed a strong desire to continue implementing empowerment-based supervision alongside LS, arguing that this approach elevates school-wide educational quality by developing teachers, supervisors, and administrators in tandem. They noted that close collaboration between supervisors and teachers addresses staffing shortages and fosters co-design of instructional plans across subject areas, enabling teachers to deepen their pedagogical understanding, generate thoughtful questioning strategies and instructional materials, and leverage past experiences to solve school-based challenges. In several districts, PAs now explicitly include media development as a vehicle for empowerment, further reinforcing the model. Supervisors reported that empowerment-based supervision encourages student agency and enthusiasm, thereby strengthening internal supervisory systems. They emphasized that teacher teams collaboratively design, observe, and reflect on lessons, often through PLCs, which constitutes the most effective means of supporting teacher empowerment. This collaborative work not only enhances educational quality but also promotes innovation in supervision and classroom practice.

#### ***Theme: Leadership Ownership, Structured Calendars, and Sustained LS Cycles***

To improve and sustain these practices, supervisors recommended that school leaders take ownership of empowerment-based supervision by building strong, cohesive supervisory teams; fostering positive relationships with teachers; and participating actively in all supervisory stages: planning, observation, and debriefing. Leaders should cultivate a school-based supervisory calendar and shared protocols, model reflective LS cycles for teachers, and champion sustained classroom-level implementation over two to four years. Teachers should follow structured lesson-planning processes, engage in group reflection, and partner with supervisors as “buddy teachers” to co-analyze classroom dynamics. Administrators and supervisors should use supervision reports to classify schools by quality (e.g., A, B, C), then tailor and repeat supervision cycles at least three times per year, ensuring continuity across all districts. This system supports teachers’ ongoing professional growth and high-quality practice.

#### ***School Administrators***

#### ***Theme: Policy Embedding, Strategic Tools, and Resource Alignment***

School administrators likewise affirmed their commitment to pairing empowerment-based supervision with LS, noting that this dual approach advances educational quality goals, unlocks teachers’ innovative potential, and fosters a shared understanding of teacher behavior and instructional design. They argued that, by embedding these practices into district policy with clear strategic mechanisms, supervisory tools, calendars, and morale-building initiatives educational authorities can communicate supervision and learning goals consistently, strengthen teachers’ intrinsic motivation through positive feedback, reduce administrative burdens, and ensure adequate resources and staffing. Moreover, administrators stressed the importance of including external experts in smaller schools and of empowering students to take responsibility for their own learning. Collectively, these measures create a robust, collaborative culture that drives sustained improvement in student outcomes and reinforces Thailand’s educational system.

#### ***Teachers***

#### ***Theme: Collaborative Professional Growth, Confidence, and Culture of Care***

Teachers expressed a strong desire to sustain empowerment-based supervision and LS, highlighting that these processes foster collaborative teacher development, problem



solving, and shared advancement. They observed that systematically organized learning activities yield effective outcomes and that adherence to supervisory plans enables supervisees to set clear objectives and monitor their progress, thereby supporting teachers' professional growth. Several teachers noted that the informal nature of empowerment-based supervision builds their confidence and motivation to develop student learning. By actively engaging in lesson enactment, teachers experience a nurturing supervisory atmosphere that transforms instructional practices, cultivates a caring school culture, and benefits overall educational development.

*Theme: Implementation Supports—Clarity, Time, Positive Reinforcement, and External Assistance*

To optimize implementation, respondents recommended clearly defining and communicating supervision goals, sequencing procedures into actionable steps, and establishing precise, continuous timelines. They emphasized the importance of strengthening supervisory and PLC teams, alleviating competing workloads and scheduling conflicts, and fostering teacher openness through comprehensive orientation to supervisory methods. Positive reinforcement using praise and affirming language rather than criticism was cited as essential for morale building. Participants also advocated for logistical support, including sufficient resources and streamlined administrative demands (e.g., meetings, training sessions, and reporting). For small schools, they suggested engaging external experts to supplement in-house capacity and underscored the need for teachers to encourage student responsibility, thereby extending the empowerment ethos to learners themselves.

In improving supervision, the first thing is that teachers must open their minds. In the group conducting classroom supervision, they need to be open, and team members should collaborate and share learning, which will benefit the next open-class session. Sometimes, the supervision calendar does not follow our planned schedule, which poses a problem for implementation. However, by building the team, we have improved our operations, submitted evaluations, and requested promotion under the DPA system—these are benefits we have gained from conducting open classes. (Teacher T06, Focus Group Discussion)

*Cross-Group Qualitative Analysis*

Across groups, there is strong convergence on the value of empowerment-based supervision integrated with LS. Supervisors, administrators, and teachers all describe collaborative planning, classroom observation, reflective debriefing, and PLC activity as the core routine, and they link these processes to improved classroom practice, teacher motivation, and student learning. The groups differ, however, in what they emphasize and where they locate the main bottlenecks.

Supervisors foreground system architecture. From a district-wide vantage point, they stress the need for explicit policies, coherent supervisory calendars, shared tools and protocols, and deeper supervisory expertise in LS observation and facilitation. They also describe misalignment between supervisors and supervisees and the fragmentation caused by multiple, unintegrated initiatives. Because they are accountable for coaching across schools and for turning PAs into day-to-day practice, supervisors perceive more capacity gaps and therefore report higher needs than teachers.

Administrators acknowledge many of the same obstacles: limited policy support, time scarcity, scheduling slippage, resource constraints, and staff turnover; but their overall appraisal is more moderate. Two factors likely explain this pattern. First, their item-level ratings mix high scores on skill deficits with medium scores on uptake and recognition, which lowers the aggregate. Second, seniority and decision authority can make challenges feel more tractable, since administrators can adjust calendars, allocate resources, and invite external expertise, even while recognizing ongoing development needs for themselves and their staff.



Teachers focus on classroom-proximal conditions. They report positive experiences with collegial planning, peer observation, and PLC knowledge sharing, and they attribute visible gains in active learning and student engagement to these routines. Their barriers are largely operational: miscommunications, mismatched schedules, workload competition, uneven team participation in large schools, and anxiety that can distort lesson delivery. Context matters; small schools face compounded constraints in materials, technology, and staffing continuity, which weakens observation cycles and formal reflection.

Taken together, the cross-group pattern suggests that vertical coherence is the pivotal mechanism. Supervisors call for district ownership, administrators for clear strategic mechanisms and resourcing, and teachers for precise goals, sequenced procedures, and protected time. The combination of explicit policy signals, stable supervisory teams, shared calendars and protocols, targeted capacity building for supervisors and administrators, and selective use of external experts, especially for small schools, would align perspectives across roles and convert broadly positive dispositions into consistent, high-fidelity implementation.

### Designing the ESLS for Primary Education

The ESLS for primary education was designed based on key findings from surveys, focus group discussions (FGDs), and the literature review, as shown in Table 4.

**Table 4.** Alignment of survey and focus group findings with the steps of the ESLS model.

ESLS step (2C2E process)	Key findings from Survey	Key findings from FGDs
1. Communication	Recognition needs are high, current recognition is mixed. Supervisors: “schools should recognize ESLS importance” (M=4.40). Administrators: recognition needs for teachers (M=4.27) and administrators (M=4.16); recognition challenges only medium (items 6, 10). Teachers: recognition need high (M=4.06) while recognition challenge medium (M=2.81).	All groups describe briefing and sense-making via PA alignment and data (e.g., O-NET) to clarify why ESLS matters. Supervisors and admins emphasize setting a common message and calendar; teachers note that clear goals and orientation reduce anxiety and resistance.
2. Collaboration	Preparation/participation gaps drive collaboration needs. Administrators rate teacher/staff preparation and skills as high challenges (e.g., items 7–9 ≈3.80–3.88) and high needs (items 18–20 ≥4.10). Supervisors affirm school preparation needs (items 8–10, high/very high).	Routine joint work is already emerging: co-planning, peer observation, PLCs, and supportive climate. Admins stress praise/morale and shared agreements; teachers report buddy systems and cross-subject co-design. Barriers are scheduling, workload, and uneven participation—especially in larger or small, resource-constrained schools.
3. Empowerment Supervision through LS	Capability building is the central need. Supervisors report high challenges in their own knowledge/skills/preparation (items 4–7 = 3.60–3.90) and very high needs to develop them (items 12–15 = 4.23–4.57). Administrators also rate their supervisory/management skills as high challenges (items 4–5 ≈3.86–3.90). Teachers’ top challenge is administrator preparedness (item 2 = 3.64).	LS cycles (plan–teach–observe–reflect) are the supervisory backbone: supervisors coach observations and debriefs; admins co-monitor and give formative feedback; teachers report visible gains in active learning and student engagement. Needs include observation protocols, time protections, coaching, and external expertise where capacity is thin.
4. Extension	Systems and strategy need to sustain spread. Supervisors: schools need strategies and preparation (items 9–10 =	Supervisors propose district ownership, shared protocols, and repeating cycles (≥3/year) with



3.97–4.30). Administrators: parallel strategy needs (item 12 = 3.88) and broad development needs across roles (overall needs $M=4.13$ ). Teachers: high needs to formalize recognition, knowledge, and skills (items 17–21 $\approx 3.94$ –4.06).	reporting (e.g., A–C school categorization). Admins call for policy mechanisms, calendars, resourcing, and use of external experts. Teachers emphasize clear timelines, streamlined admin, positive reinforcement, and PLC knowledge management to disseminate and scale.
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This mapping table suggests the 2C2E process through this sequenced actions: start with shared messaging (Communication), collaborate through joint structures and time (Collaboration), invest in supervisor/ administrator capability and LS (Empowerment Supervision through LS), and institutionalize cycles, reporting, and dissemination (Extension). The details of 2C2E of ESLS can be shown as follows.

### ***Component 1: Principles and Concepts***

The ESLS model is built on three core principles: teacher supervision, empowerment, and LS.

### ***Component 2: Objectives***

The objectives of ESLS are: (1) to enable educational administrators, educational supervisors, teachers, and other internal supervisory personnel to study and develop a clear understanding of the principles and structure of the ESLS; and (2) to guide these stakeholders in jointly planning and executing internal school supervision using the ESLS, ensuring that the supervision activities effectively achieve their intended objectives.

### ***Component 3: Supervision Process***

#### **Component 3: Supervision Process (2C2E)**

The supervision process comprises four sequential steps or 2C2E as follows:

#### ***Communication***

Communicate to build awareness and openness concerning empowerment-based supervision emphasizing LS. This involves informing educational administrators, supervisors, school leaders, and teachers about the current state and challenges of internal supervision, thereby establishing a shared understanding of the principles and rationale for adopting an empowerment approach.

#### ***Collaboration***

Develop an empowerment-driven supervisory team through participatory planning. Encourage and support educational administrators, supervisors, school leaders, and teachers to jointly define supervision goals and implementation strategies tailored to their organizational context. Design administrative structures and operational systems that facilitate teamwork, then collaboratively analyze existing supervisory practices to identify strengths and areas for improvement.

#### ***Empowerment Supervision through LS***

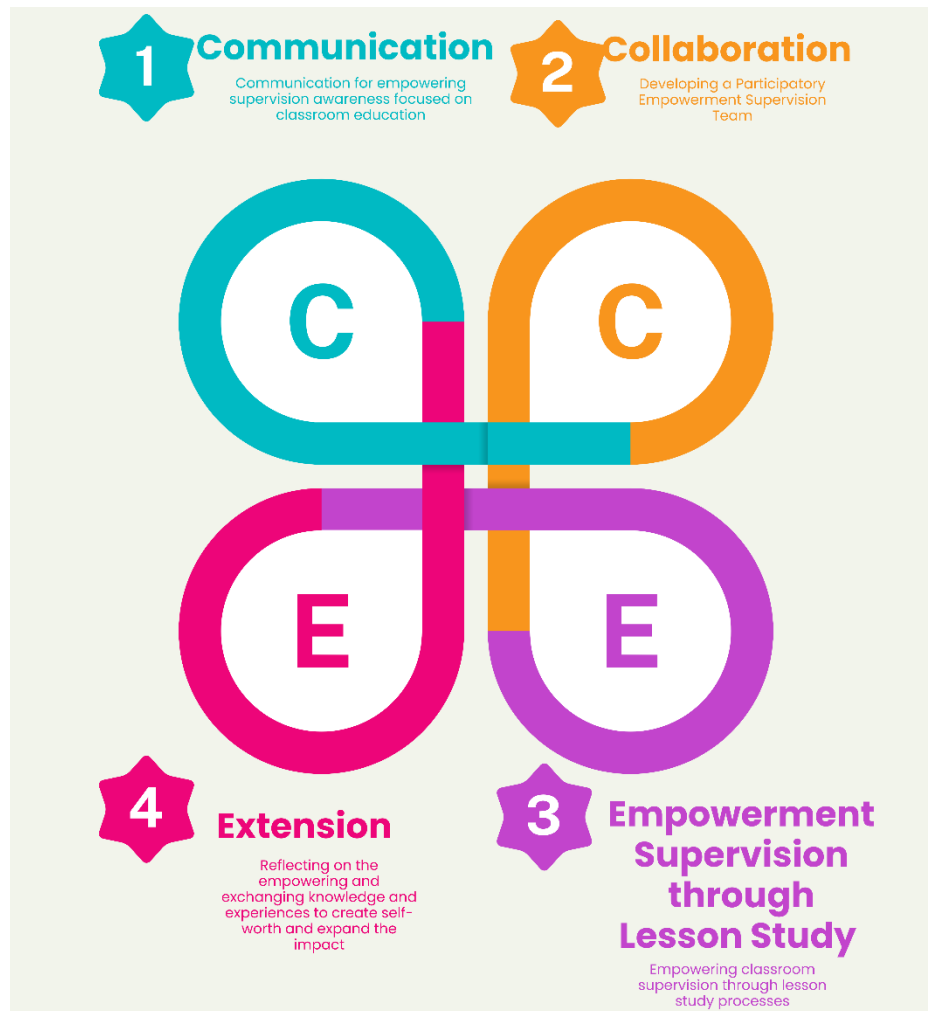
Implement supervision in a collegial, LS-based format that reinforces mutual support. First, align all stakeholders—educational administrators, supervisors, school leaders, and teachers—around the supervision plan. Monitor progress against agreed-upon goals, emphasizing an atmosphere of assistance, guidance, and facilitation that leaves teachers feeling valued. Then carry out the supervisory activities in accordance with the jointly developed plan.

#### ***Extension***

Reflect on and disseminate the outcomes of empowerment-based supervision. Communicate results widely within the education office, and provide forums for educational administrators, supervisors, school leaders, and teachers to



exchange feedback and insights. Use these collective reflections to generate added value for participants and to scale successful practices more broadly.



**Figure 1.** The 2C2E Supervision Process of ESLS.

#### ***Component 4: Assessment***

To ensure that supervision is conducted efficiently and achieves its intended objectives under the ESLS, implementers should oversee, monitor, and evaluate the process using a variety of methods aligned with the school's context as follows:

- a. Administer satisfaction and perception surveys.
- b. Assess stakeholders' comprehension of communicated outcomes.
- c. Measure satisfaction with the exchange of feedback and levels of participation.
- d. Evaluate the quality of the recommendations provided.
- e. Analyze participant suggestions to determine their relevance to actual work improvement.
- f. Assess the feasibility of implementing proposed recommendations.
- g. Track the outcomes of adopted recommendations.
- h. Verify which recommendations have been enacted and their impact on supervisory practice.
- i. Document evidence of continuous development.
- j. Prepare summary reports of reflective outcomes.



- k. Produce comprehensive reports detailing implementation results, recommendations, and future development strategies.
- l. Disseminate findings to all stakeholders to ensure transparency and shared understanding.

## Discussion

The demographic profile of educational supervisors in this study predominantly female and concentrated in mid- to late-career stages; this mirrors patterns observed in other supervisory cohorts, where extensive experience and established ranks correlate with greater influence in instructional leadership (Robinson et al., 2008). Their high ratings for items concerning supervisors' own readiness (Items 4–7:  $M = 3.60\text{--}3.90$ ) underscore a consistent finding in the literature: effective supervision requires both content expertise and facilitation skills, yet many supervisors report insufficient preparation in these areas (Glickman et al., 2018). This gap aligns with previous studies indicating that professional development often emphasizes evaluation over capacity building (Bush & Glover, 2014).

Supervisors identified the strongest challenge as schools' need for ESLS (Item 8:  $M = 4.57$ ), reflecting a recognized urgency for contextualized, participatory approaches in Thai education (Lewis et al., 2009). This finding supports evidence that top-down mandates alone do not drive change; schools require structural and cultural readiness to adopt collaborative inquiry models such as LS (Fernandez & Yoshida, 2004). Likewise, the high challenge rating for "adequate preparation" (Item 10:  $M = 4.30$ ) resonates with research showing that without aligned policies, resources, and schedules, innovation efforts falter (Stigler & Hiebert, 1999).

Regarding perceived needs, supervisors rated the overall requirement for administrative support as very high ( $M = 4.41$ ). The highest-rated need "enhanced supervisor knowledge" (Item 13:  $M = 4.57$ ) underscores the call for sustained, in-depth training rather than one-off workshops (Hayes, 2015). This aligns with models of distributed leadership, which advocate for ongoing capacity building and shared responsibility across hierarchical levels (Bush & Glover, 2014).

Comparatively, school administrators and teachers echoed similar patterns: administrators rated their own skill deficits as significant (Items 2–5:  $M = 3.73\text{--}3.90$ ), while teachers highlighted administrators' lack of readiness as the primary barrier (Item 2:  $M = 3.64$ ). This reciprocal perception gap suggests a misalignment echoed in the literature: successful LS implementation depends on both administrative endorsement and teacher ownership (Lewis et al., 2009; Stigler & Hiebert, 1999). Teachers' moderate overall challenge rating ( $M = 2.96$ ) may indicate growing familiarity with the model but also point to lingering structural and mindset barriers (Fernandez & Yoshida, 2004).

Collectively, these results affirm that establishing ESLS requires not only technical training for supervisors and administrators but also systemic supports including clear policies, dedicated time, and collaborative structures (Robinson et al., 2008; Hayes, 2015). Future interventions should therefore integrate capacity-building modules, align district policies with school-level practices, and foster Professional Learning Communities as sustained, school-embedded mechanisms for reflective inquiry and continuous improvement.

The FGD findings underscore the centrality of collaborative, distributed leadership in driving ESLS initiatives. Educational supervisors' accounts reveal that co-designing supervision models with school leaders and teachers fosters shared ownership, aligns supervisory tools with local contexts, and embeds continuous cycles of classroom inquiry, which highlights the importance of shared decision-making for sustained school improvement (Bush & Glover, 2014). By integrating LS and Action Research within PLCs,



supervisors create structured opportunities for reflective dialogue and peer feedback, strengthening instructional capacity and morale (Lewis, Perry, & Hurd, 2009).

School administrators similarly emphasized the need for instructional leaders to allocate time for joint planning, classroom observation, and debriefing—an approach that resonates with models of instructional leadership asserting that high-quality supervision requires active, ongoing engagement rather than episodic visits (Robinson, Lloyd, & Rowe, 2008). However, both supervisors and administrators reported policy gaps at the district level, insufficient scheduling flexibility, and frequent staff rotations as significant barriers to continuity. These challenges align with research on innovation diffusion, which identifies misaligned policy directives and logistical constraints as inhibitors to scaling collaborative inquiry models like LS (Stigler & Hiebert, 1999).

Teachers' reflections highlighted the affective dimension of empowerment: an informal, non-judgmental supervisory climate characterized by praise and open-mindedness fosters greater teacher confidence and willingness to engage in active learning processes (Fernandez & Yoshida, 2004). Nonetheless, miscommunication around calendars and competing demands often disrupted PLC meetings and observation cycles. To address these obstacles, participants advocated for clearer goal communication, sequenced procedures, and dedicated time blocks recommendations consistent with the literature on effective PLC implementation, which stresses the need for institutional supports, clear norms, and aligned schedules to sustain collaborative practices (Stoll et al., 2006).

Together, these FGD findings suggest that realizing an empowerment-based, LS-focused supervision model requires not only targeted capacity building for supervisors and administrators but also systemic policy alignment, resource allocation, and the cultivation of a trust-based culture. Embedding these elements within a coherent district-to-classroom framework will be critical for translating early successes into widespread, sustainable instructional transformation.

The four-component ESLS framework synthesizes empirical findings and extant scholarship to provide a practical process for empowerment-based supervision. The foundational Principles and Concepts—teacher supervision, empowerment, and LS—align with contemporary theories of distributed and instructional leadership. Robinson, Lloyd, and Rowe (2008) argue that effective leadership distributes authority to cultivate teacher agency, a core tenet of empowerment supervision. Simultaneously, the inclusion of LS resonates with Lewis, Perry, and Hurd's (2009) assertion that collaborative lesson inquiry deepens pedagogical content knowledge and fosters collegial learning cultures.

The Objectives component operationalizes these principles by foregrounding both individual understanding and collective planning. Bush and Glover (2014) emphasize that distributed leadership models must articulate clear goals and shared visions to mobilize stakeholders. By specifying (1) the study of ESLS principles and (2) joint planning and execution, the framework ensures alignment between professional development aims and on-the-ground supervisory practice, thereby mitigating the “policy-practice gap” documented in educational reform research (Stigler & Hiebert, 1999).

Component 3's Supervision Process (2C2E) embeds empowerment and LS within a structured cycle of Communication, Collaboration, Empowerment Supervision through LS, and Extension. This echoes Hayes's (2015) findings that sustained leadership involvement in LS—through planning, observation, and reflection—yields measurable gains in instructional quality. Moreover, the Extension step parallels Stoll and colleague (2006) advocate PLCs as a vehicle for disseminating and scaling effective practices across schools.

Finally, the Assessment component integrates multi-method evaluation to close the feedback loop, reflecting Glickman, Gordon, and Ross-Gordon's (2018) call for varied, context-sensitive measures of supervisory effectiveness. By combining satisfaction surveys, recommendation quality checks, feasibility studies, and longitudinal tracking, ESLS aligns



with best practices in educational supervision that emphasize both formative and summative evaluation (Robinson et al., 2008). This comprehensive approach ensures that empowerment-based supervision and LS not only launch successfully but also adapt and endure within the primary education in Kalasin province.

## **Limitation**

This study has several limitations. First, sample sizes were modest around 47 to 49 per group and drawn from a single region (Kalasin Primary Educational Service Area Office 1), which limits generalizability. Second, reliance on self-reports and FGDs may introduce social desirability bias despite confidentiality measures. Third, we did not directly observe ESLS implementation in classrooms, so links to practice and impact remain inferential. Future research should use larger, multi-province samples, include classroom observations and artifacts, and adopt longitudinal designs to assess implementation fidelity and effects.

## **Recommendation**

### **Recommendations for Practice**

School administrators should issue a formal ESLS policy and align it across district and school plans, supervisory calendars, and evaluation frameworks to guarantee protected time, funding, and staffing. Specify clear ESLS objectives, milestones, and KPIs in strategic plans; designate protected PLC/Lesson Study blocks and fixed pre-observation/debrief windows in the calendar; and integrate ESLS indicators into evaluation and PAs with termly submission deadlines. Create a dedicated ESLS budget line (training, release time, substitutes, materials), appoint named ESLS leads at Office and school levels with defined duties and reporting lines, and establish a steering committee to review progress mid-year and at year's end. Standardize tools (observation protocols, feedback rubrics, lesson-study records), provide data dashboards for transparent monitoring, and formalize partnerships with universities/external experts through MOUs to support small or resource-constrained schools.

School administrators should invest in targeted capacity building for supervisors and administrators that includes: (a) co-design workshops for standards-aligned lesson plans and assessment tasks; (b) LS facilitation protocols e.g. pre-brief goal setting, anticipating student responses, agreed observation foci, and structured post-lesson debrief scripts; (c) calibrated observation and feedback training using shared rubrics and video artifacts; (d) PLC leadership and meeting facilitation skills; (e) data-use routines (e.g., O-NET, classroom artifacts) to set goals and write PAs; (f) coaching skills (solution-focused questioning, evidence-based feedback); (g) time-tabling and workload management to protect LS/ PLC time; and (h) documentation and reporting templates to support fidelity. Administrators should also cultivate a supportive supervisory culture by institutionalizing non-judgmental, praise-oriented observations and reflective debriefings to build trust, morale, and openness to change. Finally, leverage external expertise and peer networks (universities, consultants) through clinics, open-class events, and interschool learning walks to supplement in-house capacity and accelerate diffusion of effective practices.

School administrators should formalize collaborative structures by establishing standing PLC teams at school and cluster levels with defined roles for supervisors, administrators, and teacher "buddies," ensuring regular co-planning, lesson observation, and debriefing. Observation protocols, feedback rubrics, and reflective journals should be co-designed with frontline stakeholders to balance standardization and local relevance. Align scheduling and workload by coordinating calendars across instructional, administrative, and



supervisory duties, protecting PLC/ LS time (e.g., 90 minutes biweekly), and adjusting non-instructional tasks to ensure participation and continuity.

At the Office level, institutionalize ESLS by issuing a supervisory calendar that designates protected PLC/ LS blocks, requires at least two LS cycles per semester with specified pre-brief–observation–debrief windows, schedules quarterly cluster open classes and cross-school debriefs, and sets mid-year and end-year evidence reviews. Revise PAs to include explicit ESLS objectives, indicators, and artifacts (e.g., number/quality of research lessons, participation rates, calibrated observation scores, student work samples, reflective memos), with clear submission deadlines aligned to the calendar and appropriate weighting in appraisal and resource allocation.

School administrators should implement multi-method evaluation cycles by integrating formative and summative measures satisfaction surveys, feasibility analyses, and longitudinal outcome tracking with transparent reporting to guide iterative refinements. In addition, sustainability mechanisms should be embedded through phase implementation over multiple years, scale cohorts periodically, and build succession plans for supervisory leadership, anchoring ESLS practices within existing quality-assurance systems.

### **Recommendations for Future Research**

Future research should prioritize a pilot trial of ESLS that uses a pre-post design with student learning outcomes (e.g., standardized and curriculum-embedded assessments) alongside classroom observation rubrics and implementation-fidelity measures. Such a pragmatic trial would establish feasibility, generate initial effect sizes, and inform design parameters for larger studies.

Building on the pilot, longitudinal impact studies should track effects on teacher practice, school culture, and student achievement over multiple years to assess durability and guide iterative improvement. Complementary cost–benefit and resource-allocation analyses are needed to compare investments (time, personnel, materials) with gains in teacher capacity and learner outcomes, supporting efficient deployment of limited resources.

To strengthen external validity, conduct comparative, cross-province studies across Thai contexts (e.g., multiple Primary Educational Service Areas spanning urban-rural, small-large schools, and different resource profiles). Cross-contextual analyses can identify which ESLS practices are scalable, for whom, and under what conditions.

Investigations into implementation fidelity and adaptation should examine how adherence to the 2C2E cycle relates to outcomes, and which context-sensitive adaptations maintain effectiveness. In parallel, studies on digital enablement (e.g., video-supported LS, online PLCs) can test whether remote or hybrid supervisory cycles extend reach in geographically dispersed or resource-constrained settings.

To illuminate mechanisms, mixed-methods designs should unpack how collaborative planning, reflective dialogue, and PLC processes translate into instructional improvement and shifts in teachers' professional agency, self-efficacy, and career trajectories. Incorporating student perspectives and classroom observations will clarify effects on engagement, active participation, and higher-order thinking.

Finally, policy and governance research should analyze district and national frameworks including PAs, accountability mandates, and supervisory policies to identify levers that enable coherent, sustainable integration of ESLS within Thailand's quality-assurance systems.



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