

## **CHAPTER 2**

### **THEORY OF SUPERVISION AND LITERATURE REVIEW**

The objective of this research was to evaluate the project on training of supervisor in Chun District Health Office. As for seeking direction for this study research, the researcher had studied concepts, theories, and involved literatures as:

- 2.1 Concept and theory of supervision
- 2.2 Concept, definition, benefits, and training techniques
- 2.3 Definition of evaluation
- 2.4 Definition of satisfaction toward works
- 2.5 Involved literatures

#### **2.1 Concept and Theory of Supervision**

The Office of Permanent Secretary, the Ministry of Health, (1989.) has given concept and definition of supervision as, supervision is the process of the sector to assist in administrating the works toward success. Supervision provides assistance, recommendation, and support for operative officers to work toward the set goals from level of administrators to staffs efficiently. Supervision is “collaboration”, not investigation nor control, however, if controlling is unavoidable during supervision, it should be done as “work control”, not controlling operative workers.

John A. Burn (1983) said, if supervision failed, it may not consequent the effective working operation. Supervisor must be a person who provides technical knowledge continuously, develop and adjust the supervision respond to the needs of operative officers and the changed situation.

### **2.1.1 Definition of Supervision**

Romsai Klasoontorn (1982) has given definition of supervision as the work support system in order to carry on objectives, policies, and plans from administrators to operative officers effectively and for the best achievement.

Sompong Kasemsin (1983) said, supervision is the directing process which means to examine and supervise under authorized officers for achievement by using leadership, authorizing, human relationship, and incentive as the tool to direct.

Yongyoot Sarasombat (1988) has given definition on supervision as, the activity or process to recommend, observe, direct, monitor, find solution, and support operative officers to work at their best efficacy.

Ehrlick (1968) said, supervision is a human relationship between 2 persons and over, supervised officers will be motivated for self improvement as a gear to develop their work, the ability to provide services effectively. Supervision is not focus only work but also targeting needs of staff during operating their work and improving some essential skills which will enable them to achieve their work safely and effectively.

Beach (1971) has given definition on supervision as, the function to lead, coordinate, and authorize staff to work at their best to achieve the set goals. The supervisors or administrators must lead the under authorized staff to work effectively both quantity and quality within the needed time and oversee staff as well as their needed equipment for their work until the work is achieved with the least obstacle and the best cooperation.

In conclusion, supervision is the process to monitor, give direction, recommend, training, observe, motivate, find solution, and support to all supervised staff to pay attention to their responsible work and increase their work ability.

### **2.1.2 The Significance of Supervision**

The Office of Permanent Secretary, the Ministry of Public Health, (1989.) stated, supervision is one activity of the administrative process concerning work control which is essential in enable achievement accurately, rapidly, and save. Despite good planning, coordinating, and controlling, supervision by administrators will enable working process more convenient and rapid, hence, the creation of work improvement, because, supervision is to assist operative staff to work effectively toward achievement as determined by administrator level to operative staff and the most effectiveness, supervision should be “collaboration” rather than examine and control, if there is going to be a control, it should be done as “work control” rather than to make control of operative staff. Wichien Taweelarp (1984) said, supervision is to provide incentive for supervised staff, because, the purpose of new supervision plan is not only focussing on

work examining and controlling but includes human development and train operative staff to work effectively and happily.

### **2.1.3 Purposes of Supervision**

Kitti Poldul (1986 ) stated 5 purposes of supervision as followed:

1. operative staff to work toward achievement as the objectives of plans and projects,
2. support operative staff to enable them to work accurately and rapidly.
3. enhance and link the appropriate cooperation among levels of operative staff.
4. enhance technical knowledge to supervised staff.detect mistakes which may occur during operating the work.
5. detect mistakes which may occur during operating the work.

Prakrome Wutipong and his team (1989) has identified purposes of supervision as:

1. to control administration and management,
2. to provide suggestion continuously within the local area,
3. to provide incentive to operative staff,
4. the opportunity to give feedback to each other.

#### 2.1.4 Format of Supervision

Kitti Poldul ,(referred in Petchara Kunnasombat 1988 : 19-20) divided format of supervision into various directions as:

1<sup>st</sup> direction : Consider on the basis of the set goals, there are 4 formats as:

- a. Correction supervision, means, to correct mistakes for operative staff by mutual communication once there is a chance.
- b. Prevention supervision is to prevent problems which may occur from work. Prevention preparation may be done by explaining and informing operative staff to perceive the principle and encourage them that once this principle is carried on to practice, it will prevent further burdens,
- c. Construction supervision, means, recommendation or problem solution. This construction supervision focus on future growth.
- d. Creative supervision focussed on knowledge, intellectual, mind, physical power of operative staff to enable their work competent.

2<sup>nd</sup> direction: Consider on the basis of supervisors as:

- a. Supervise by supervisors.
- b. Supervise by administrators.
- c. Supervise by colleague.
- d. Supervise by other persons.

3<sup>rd</sup> direction: Consider on the basis of supervisors' working directions, as of:

- a. Inspection supervision: focussed on work performance, whether or not the work has been done as assigned, not at how they work.
- b. Laissez-faire supervision: operative staff can work independently without suggestion nor opinions given, supervise by just taking a look, as to give attention.
- c. Coercive supervision: pressing operative staff to work accurately and punctually on assigned working process.
- d. Supervision as training and guidance: supervisors act as they know best and full of experiences and will often give suggestion base on their technical knowledge and experiences.
- e. Supervision as democratic profession leadership: the supervision concerning learning psychology, human relationship method, and collaboratively working as a team and to improve their work performance.

### **2.1.5 Supervision Procedure**

The Ministry of Health (1989) has divided supervision into procedures as followed:

1. Team supervision means recruit supervisors who have technical knowledge and skills to accompanied with supervision team.
2. Cross supervision means the supervision may set as a team or as an individual and base on supervisor's knowledge and skills to supervise sectors at the same level but less experience than supervisor's sector.

3. Group supervision means supervisor invites a group of supervised staff to discuss outcomes of the work or inform working procedures or enhance knowledge for them.

### **2.1.6 Supervisor's Characteristic**

Sa-ngud Utranunt ( 1987 )said of supervisor's characteristic as:

1. Individual characteristic: a person should be creative, self confidence, patience, and good human relationship.
2. Knowledge and aptitude: a person should have knowledge level of bachelor degree and able to convey knowledge with speaking technique and the ability to evaluate and research.
3. Self expression: a person should be full of democracy, equity, morality, decency, and know of self evaluation, respect others' opinions, understand others, and know how to give admiration to decent persons.
4. Self-responsibility: a supervisor must be punctual, honest, and working intentionally.

### **2.1.7 Supervision Process**

The supervision process means the supervision plan with continuous steps systematically and explicitly. It is one of the significant activities which administrator of supervisor must determine and make use of it during supervision.

Sa-ngud Uranunt (1987) said that in correspond to Thai society, supervision process should be as followed:

1. Supervision planning: the step to obtain essential problems and needs for supervision, including planning on supervision process.
2. Information provision: explain what knowledge and ability is needed during proceeding, what procedure's process will be, and how to do to achieve quality of work. This process is essential for each newly formulated supervision.
3. Practice the work: consisted of 3 types as:
  - a. Practice by supervised staff: the step which supervised staff practice the work based on their experiences.
  - b. Practice by supervisors: the step which supervisors will supervise and control quality of work for punctuality and high quality.
  - c. Practice by supporter of supervision: administrator supports on equipment as well as other tools to assist the efficient working process.
4. Incentive: the step to give incentive to supervised staff for the enhancement of self confidence and satisfaction. This step may proceed while the supervised staff are at work or done with their work.
5. Evaluation: the step which supervisor evaluate outcomes of supervision process. After the evaluation, if any problem is found and obstructing the procedure, the solution should be done either by giving new knowledge once again in case the outcome is unsatisfied, or to supervise all over again if the procedure is failed, but, if, the evaluation resulted success, supervision can be carry on without providing knowledge once again.



### **2.1.8 Time period of supervision**

Somjit Udom (1989) said that time period of supervision is one of the essential matters supervisors and supervised staff must concerned, because, the use of appropriate time period will enable the supervision to achieve as the set goals and become the most beneficial. Frequency of supervision should consider the following aspects:

- a. How many time each year a sector should be supervised? By what level of supervisor?
- b. Supervision should have a certain plan and that plan should also be flexible.
- c. Supervision objective should be determine each time, what issue should be focussed on?
- d. The supervision should not be done too often or too late. Supervised staff may have something to consult or ask for assistance while there is no supervision.
- e. The supervision plan should be determined annually and inform the sector at least 1 month in advance.

## **2.2 Definitions, Benefits of Training**

### **2.2.1 Definition of training**

Training is a process of human resource development and scope of human resource development includes planning, setting up projects and activities to organization's personnel to enhance their knowledge and understanding and filled their skills and experiences as well as working attitude and practice adjustment in order to

achieve the set goals of the organization effectively. Regarding to the mentioned scope, “training is a key tool to develop organization, since training has its purposes to enhance knowledge, skills, experiences, adjust attitude and practice, as numbers of academicians had given relevant reasons to the definition of training as followed:

Payom Wongsamsri (1987) has given the definition of training as, it is a process which a person learns of knowledge, skills, and attitude to enhance his/her own ability to work for the achievement of the organization.

Nongluksana Suttiwattanapunt (1989) said of training as, a learning process to motivate and exhilarate a person to change his/her behavior and consequently, the better adjustment on his/her working attitude, value, beliefs, and skills.

Michael J. Jucius (1962) said, training is a process to enhance knowledge, working skills, and working ability for one self.

Dale S. Beach (as a reference in Sanoa Tiyoa's) stated that, training means a launched process for a person to learn and to be skillful in order to achieve a purpose by focussing on allowing a person to learn on specific issues which will then a person change his/her behavior as needed.

## **2.2.2 Purposes of Training**

Somyos Poljun (1991) has concluded as followed:

### **2.2.2.1 Purposes of organization are:**

- a. to create peace for staff during work,,
- b. to recommend functional, accurate, and up to date working operation,
- c. to improve working efficacy,
- d. to train staff for future expansion,
- e. to increase knowledge and skills of staff.

#### **2.2.2.2 Purposes of staff are:**

- a. to increase knowledge, skill, and work experiences,
- b. to adjust attitude and behavior of trainees.

### **2.2.3 Benefits of training**

Nukrob Rawungkarn ( 1995 ) said of benefits of training as followed:

#### **2.2.3.1 Benefits of trainees are:**

- a. knowledge and understanding will create self-confidence, provocative, and career advancement,
- b. skills and experiences will increase working expertise and quality,
- c. behavior of trainees would be stimulated for changes after the training, they would have better attitude toward their colleagues, superiors, and organization, better yet, the creation of pride towards organization.

#### **2.2.3.2 Benefits for superiors are:**

- a. to help out the regular tasks of administrators,

- b. to create good relationship within the organization and, in consequent, staff are able to work effectively as a team,
- c. to lessen conflicts and counter forces from under authorized staff,
- d. superiors change their roles from dictating to recommending and assisting.

### **2.2.3.3 Benefits for organization**

- a. to lessen accidents and lost which may occur to staff,
- b. bringing good image for organization, because, staff become more quality and able to create better working standard.

## **2.2.4 Training Methods**

The popular training methods are:

- 2.2.4.1 Lecture: This method suits the training which require the presentation of new ideas without complicated details and is able to conduct for large numbers of trainee.
- 2.2.4.2 Group Discussion: The procedure of presenting opinions on the issues which trainees and people in general are paying attention to. Speakers and audiences participate in expressing their opinions and criticize.
- 2.2.4.3 Demonstration: The presentation of process and details of knowledge, speaker must be a person who is capable in working and explicitly demonstrate working process.

2.2.4.4 Brain Storming: This method is suitable for trainees who have same knowledge level, having the same interests or similar work tasks, to merge and express opinions on the same issues, speakers must understand and genuine in using this method, because, they must persuade trainee to speak up and openly express their opinions.

2.2.4.5 Practice: The method requires trainees to gain their practical skills, and found that, operative training is needed by numbers of trainee, because, trainees are able to take an act not just only listening to speakers.

2.2.4.6 Game: the activities intervene during training to lessen boredom and create ideas, because, most games for training emphasize on group relationship or group process in order to create good relationship and able to work effectively as a team.

## **2.3 Concepts of Evaluation**

### **2.3.1 Definition of evaluation**

Nukrob Rawung-garn and his team (1995 ) has given definition on evaluation of training as the process to compare outcomes or compare changes occurred at pre and post training. The evaluation can be done by many methods, for instance, observation, the use of questionnaire, interview, and testing.

Dror (1968) and Good (1973) defined evaluation as, the comparison of practicality and the set goals.

Wedel and Rodwel (1992) said, the evaluation is the process of setting up format, collecting, analyzing, and proposing beneficial information for the determination on alternative ways to implement plans and projects.

Suchman (1967) said that, the evaluation means the activity to collect and analyze facts in order to find the procedure to improve and administrate plans and projects efficiently.

Therefore, this may concluded that evaluation of plans and projects means systematic operative process in collecting and analyzing information by comparing the obtained outcomes of plans and projects implementation to the set standards in order to determine choices for plans and projects to achieve the set goals effectively.

### **2.3.2 Benefits of Evaluation**

Inferred to 3 aspects as:

2.3.2.1 sustain policy decision,

2.3.2.2 administration sustaining, since, the evaluation reflects strengths and weaknesses of the implementation, it will further support the determination on administrate the works,

2.3.2.3 sustain operation decision, evaluation will assist operative staffs to learn from their working process and the implemented activities, the learned of advantages and disadvantages from their work would enhance improvement.

### **2.3.3 The Significance of Evaluation for the Development on Public Health Operation.**

The significance of evaluation for the development on public health operation may conclusively set into 6 aspects as:

- 2.3.3.1 sustain the decision before operation,
- 2.3.3.2 sustain the decision concerning improvement and operation alteration,
- 2.3.3.3 sustain the decision as whether or not to extend or cease the operation,
- 2.3.3.4 as the assisting tool to support information concerning health plans and projects, whether or not, the implemented operation was worthwhile,
- 2.3.3.5 as the assisting tool to reflect the situation in the past, whether or not, the implemented health plans has succeeded.
- 2.3.3.6 To promote the understanding and fundamental knowledge on the process of health development as well as the aspects of sociology; psychology; and others concerning population's health.

## **2.4 The Significance of Working Satisfaction**

### **2.4.1 The significance of working satisfaction**

Good (1973) said that, the significance of working satisfaction means status or level of significance in which consequently from a person's interest and attitude toward his/her work.

Vroom (1964) said, working satisfaction and working attitude can be alternated, because, both means the consequences of a person has involved in the works, positive attitude resulting his/her working satisfaction while negative attitude resulting the opposite status.

Jumnong Somprasong (1975) has concluded that, the significance of working satisfaction means the satisfaction of a person towards his/her work, which will then lead to better attention and working enthusiasm.

Gilmer (1971) attributed that, attitude creates working satisfaction and satisfaction is stimulating. Working satisfaction involved internal element as persuasion and external element as obviously seen.

Supervision is one element concerning working satisfaction, Gilmer et al (1966) has concluded 10 various elements effecting working satisfaction as:

1. security,
2. opportunity for advancement,
3. company and management,
4. wages,



5. intrinsic aspects of the job,
6. supervision,
7. social aspects of the job,
8. communication,
9. working condition,
10. and benefits

In conclusion, satisfaction means, the thought or positive attitude of a person towards his/her job and his/her satisfaction affects the job.

## **2.5 Related Literatures**

Sanun Lordkaewtongdee (1990) studied the needs of supervision on Visual Arts Study of teachers who teach Visual Arts Study, Secondary School, Educational Region 7. The study resulted that, teachers required supervision at all aspects, teaching experiences affected the requirement of supervision on teaching arts, but teachers with different education level were not affect the requirement of teaching supervision.

Nipapun Sirichote (1991) has done the comparison study on health supervision between the original supervision and the supervision in accordant to problems and needs of health staff at tambon level, Dan-Chang District, Supanburi Province. The study was a semi-experimental and found that the satisfaction of supervised staff toward the supervision in accordant to problems and needs was higher than the original one with statistically significance.

Uraiwan Chanyuttagarn (1992) studied the needs for nursing care supervision of nurses at Cardiac Disease Care Unit; Public Hospital; Bangkok, and found the needs for nursing care supervision on the aspects of knowledge and nursing care supports of nurses at Cardiac Disease Care Unit who were varied in education level, work experiences, and specific training experiences were resulted differently.

Nipapun Boonrod (1993) has done the comparison study on health promotion supervision between actual supervision and the needs of health staff at tambon level in region 1. The study resulted that the actual supervision on health promotion was at median level but the needs for supervision was at high level, the difference was statistically significance. As for the aspect of individuality of health staff at tambon level, such as, their differences on gender; age; marital status; work experiences; training experiences; and provincial condition, resulted their needs for supervision differently.

Uraiwan Kerdpol (1996) studied on factors affect heads of health centers' expectation on integrated health supervision in Lopburi Province and found that, the integrated health supervision which heads of health centers were being supervised was at median level, but with high expectation. However, when taking consideration on supervised staff, found that, heads of health centers who had different age, had different expectation with statistically significance. As for their differences on gender; wages; marital status; education level, had different expectation, and heads of health centers who had gone for further education with different years of working, had different expectation toward supervision system.

Jacquelyne (1972) studied the needs on teaching supervision of eachers in Gorgia and found that, teachers required the supervision which determine on human relationship, they were also required assistant supervision rather than controlling. The affected factors on different requirement were status of teachers, size of school, teaching experiences. Female teachers had more needs on supervision than male teachers, teachers who had more experiences needed supervision more than those who had less experiences, and teachers who taught at primary school level needed supervision more than those who taught at secondary school level.

Petchara Kunsantipong (1988 ) studied the needs for supervision on administrative and management of health staff at district level in North Eastern and the findings were:

1. The needs for supervision on administrative and management was at high level and when considered at each section as General Administration, Planning, Information, and Consumers Protection was also at high level, only Primary Health Care had the needs for supervision at median level.
2. The needs for supervision on administrative and management of health staffs with different status was distinctive in a way that, the different age; education level; gender; marital status; work position of health staff affected their distinctive needs for supervision with statistically significance.

Watchara Prakongsri (1989) studied on the opinions of health staff at tambon level on health supervision in Juntaburi Province, and found that, their opinions on health supervision was very much agreed with supervision and its benefits. As for their opinions on the evaluation and characteristic of supervisors was at median level, they were also suggested that, there should be only one supervision team and the supervision should be conducted every 6 month. Supervisors themselves should have genuine knowledge and competent and able to convey knowledge effectively, and should also have experiences in working in tambon level. As for evaluation, local situation should be taken into concern. Supervision should focussed on quality of work rather than quantity.