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The Trend of an Advisory Teacher System Studies in Thailand: A Documentary Study

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Abstract

It has been more than 10 years that a student care and support system policy has been implemented in Thailand with government support. The policy has inadvertently motivated tons of research on this topic in almost every aspect. However, research focused on an advisory teacher system separately is barely seen since it has been included in the children care paradigm. This study aimed to explore the trend of advisory system development studies as to bridge the gap. This study is descriptive research using documents like papers, articles, thesis, and official policy to investigate the studies of an advisory teacher system knowledge within the last decade. The study found that there have been two main trends in advisory teacher system research. One has been the studies arranged in the scope of undergraduate level which mostly questioned of performance roles of advisor and problems of the advisory system. Another studied advisor in compulsory education as one of the compositions of the student care and support system policy. Moreover, questions of these studies were of the adviser teacher's performance and the development of student care and support system management especially in an aspect of student screening. The trend is going to be an advisory teacher as a secondary key of the whole system of the student care program. However, it lacks the study on the specific scope like on qualification of an advisory teacher, and program of training an advisory teacher as a specialist.

Keywords: advisory teacher system, education, student care and support system



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Introduction

Teachers are major providers of pupil guidance as well as academic instruction (as cited in Henderson & La Forge, 1989). Thongchai Wongsena (1994) has stated that the role of an advisory teacher has concretely emerged in 1910 with the establishment of a group of advisory teacher in an American university to help and guide the student in either their daily lives and academic sphere, making the close relationship among them aiming for building trust.

However, in Thailand, the advisory teacher system has yet been institutionalized. Normally, the performance of general teachers is required to be evaluated by the Teacher Professional Standard launched by the Ministry of education. Thus, the standard of role and performance of advisory teachers has been obscure. The most direct position of advisory teachers could be seen on these studies of satisfaction of student on their advisory teacher which had partly dealt with roles and performance the teachers are expected to behave. Moreover, in 2004, the Office of the Basic Education Commission has cooperated with the Department of Mental Health, Ministry of Public Health, providing a guideline program called Student Care and Support System. The program shades light on changing role and perception of administrative agencies and teacher to support and develop student holistically, building trust among teachers and student, motivating active network from close relationships among teachers, parent, and community member, and connecting student to community member and specialists with interdisciplinary approach (Ministry of Education, 2004).

However, the program has stimulated the study trend on implementation of this policy. Several papers tend to focus on the evaluation of student care and support system which has been implemented in almost every school. The issue of the advisory teacher system seems to decline since the locus is on caring and supporting the student. These studies could contribute to a functioned policy but the advisory teacher system itself yet to be clarified. Moreover, extremely challenging behaviors which teachers are not able to manage usually result in conflicting situations and inappropriate practice, trapping them in a vicious cycle of negative and ineffective reactions with the “problem” students (Kourkoutas, 2012). Therefore, this study has tried to review the studies with a preliminary study that sought to explore the trend of the advisory teacher system in the last decade.



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Objectives

1. To study an advisory teacher system in Thailand.
2. To study the trend of the studies of advisory teacher system in Thailand.

Scope

The scope of the study is limited to studies on an advisory teacher system during the past decade.

Methodology

This study is documentary research using documents like papers, articles, thesis, guidelines, and official policies which concerns about an advisory teacher system in Thailand over the last decade to consider and categorize the means of the studies of an advisory teacher system in Thailand in the last decade. As the study is a qualitative research, the result is presented in form of a descriptive analysis.

Results

In Thailand, the advisory teacher system has been an object of study for more than 30 years. At the broaden scope, during the past decade, the system is studied in two schemes. One is focused on an advisory teacher system in higher education, and another is conducted on a secondary school level.

1. An advisory teacher system at a university level has been continually conducted with questions of expectations and performance role of advisors, the problem of the advisory system, and student satisfaction with the advice of the advisors. Most of the studies were conducted in a manner of qualitative research. Expectations and performance roles have been often divided into aspects such as relationship among teachers and student, consultation service in varied dimensions; academic, occupation, personality, and social lives, and supporting and enhancing students' efficiency. Examples of these studies are of Saluckjai Sritharadol and Jiraporn Boonchouy (2016) in Expectation and performance roles of advisors, and problems of the advisory system at Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, of Samart Aiyakorn in The Role of Academic Advisors in Higher Education (2016), The Academic Advisor System Model of Bachelor Degree Level in Faculty of Education, Silpakorn by Narin Sangraksa, Luyong Weeranawin, and Satit Chantrawanich (2013), and



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University of Anek Nachaiwong (2011) in The Expectation and Needs of Chiangmai Rajabhat University, etc.

From above, these lead to the conclusion of good characteristics of an expected advisory teacher as a person who supposes to be good at social skills, generous, sincere, sensible, mature, omniscient, reliable, and has experience in giving instruction. While the problem with an advisory teacher system raised in these studies is curricula themselves and the time providing for consulting is quite short.

2. Study on an advisory teacher system on a secondary school level during the past decade has been focused on roles and duties of an advisory teacher in the context of the decisive component of the Student Care and Support System with the qualitative manner above all. However, there have been two approaches to these studies. One concerns directly on the advisory teacher system. It means a system is an object of the study. Papers in this manner tend to study the adviser teacher's performance which determined by the policy as followed, learn to familiar each student, screening, supporting and developing/helping and problem resolving, and referral step. The objectives are often to assess the performance duties of the advisory teacher and sort to ranking aspects that are understood clearly by the teachers from high to low degree. At the same time, the studies are dedicated to developing knowledge of advisory teacher role with the guideline manual for adviser teachers. Examples of these studies could be seen in Pheerasak Aitthisakthanadech, Prawat Puenphasook, and Bunlert Khumpan (2015) "Development Duties of Teachers, Counselors in Helping Student: Case Study in Pangmaphapittayasan School, Pangmapha District, Maehongson Province., and Sodchuen Duangkumnoi and Wallapha Ariratana (2011) in Teacher Development in Aspect of the Student Care and Support System at Phonngampitthayanukul School Mahasarakham Province.

Another approach studies advisory teachers to assess the whole system and it has been usually conducted in regular schools. The advisory teachers have often been focused together with administrative personnel as the key informants. In this respect, the advisory themselves have not been studied directly. On the contrary, current conditions of policy implementation and desirable conditions of operation from their point of view were the object of these studies. In addition to this direction, it was an effort to develop the guideline for student care and support system that was the concern.



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Conclusion and Discussion

In 2004, the Ministry of Education via the Office of the Basic Education Commission has cooperated with the Department of Mental Health, Ministry of Public Health has started a policy to which responding the child-centered principle. The policy, called Student Care and Support System, has focused on how to help a student fully and holistically when they are struggling in troubles like drugs, profession, and education failure, sexual abuse, violence and bullying, any accidents, etc. The concern may sound more psychological, but the system has been used as a guideline and it has been widely accepted as a significant instrument for teachers and institutions. The core idea is connecting each part of society interdisciplinary. It is an effort to provide the student with the help of society; teacher, school, community, multi-specialists included. This system has been constructed under concepts perceived that ‘everybody needs love, understanding, forgiveness, happiness, opportunity, and wants to be good and smart. To learn some things, it is just a matter of time and means that should be taken into consideration since everybody has the potential to learn and develop themselves. And success requires collaboration and a team approach from every related component’ (Ministry of Education, 2004).

The ground basis leads to the process of supporting and caring for students with clear steps, qualified methods, and instruments. The step starts from knowing each student, exploring, and documenting student’s data, screening and then supporting and helping them to resolve their troubles, if problems need to be more specialized it will be a step of transferring.

However, an advisory teacher is subject to be in charge person taking care of these processes with the bits of help of interdependent components. Class teacher/ homeroom teacher typically coordinates orientation activities, academic scheduling, record keeping, referral services, career education, extracurricular activities, and parent conferences (Henderson & La Forge, 1989). Definition of the class teacher or advisory teacher in this sense indicates a person assigned to give academic and personality instruction, advise student’s behaviors and social skill, manage activities, and plan and support the student to reach successful study. Regarding the job description, it seems that an advisory teacher role should reach a state of specialist since they are the main person to implement the policy of Student Care and Support effectively.

Nevertheless, under Student Care and Support paradigm, the studies on this policy have tended to focus on assessing the policy implementation. For instance, Noppaklao



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Tongtumma and Suwat Julsuwan Pucharat (2020) investigated the guidelines for the operation of the student support system with aims to study current conditions desirable conditions and needs according to the operation of the student support system of their targeted group. Pucharat Puntuwat (2017) had studied states and problems in the student care and support system in an aspect of student screening. He found that the tools utilized to screen the students were problematic. Paramaporn Sonthi (2017) in the study of Guidelines for the Development of Elementary-Student Support System in Small Schools under the Office of Pathum Thani Educational Service Area aims to identify the element-student support system in small schools. The study of the Administrative Module of Student Care and Support System of School under the Royal Patronage of His Royal Highness Siam Crown Prince by Nuttarin Jareankiatbovon (2015) had tried to set up four components of the administrative module of student care and support system of school under The Royal Patronage of His Royal Highness Siam Crown Prince as student data system, the process of student care and support system, student care and support system, and students' problem prevention.

On the other hand, Pheerasak Aitthisakthanadech, Prawat Puenphasook, and Bunlert Khumpan (2015) had conducted the study performance duties of teachers and counselors in helping students, and development duties of teachers and counselors in helping students of Phangmaphapittayasan School, Phangmapa, Mae Hong Son. They found that in an aspect of the adviser teacher's performance, it showed a better understanding of the overall performance of their duties at a high level in all aspects, prevention and troubleshooting, students' promotion, the unknown individual students, and the screening of students, respectively. Moreover, they summarized that to study the advancement of adviser teacher's performance in helping students of Phangmaphapittayasan School, Phangmapa, Mae Hong Son by developing with the manual of adviser teachers it gave a clearer understanding of the adviser teachers' performance and a better understanding overall. The overall level is high. The site that reaches maximum understanding is the "Problem Protect and Solve" site.

From above, it could be understood that the policy of Student Care and Support has given mainstream studies on a guideline, modules, and assessment of advisory teacher's overall performance under the scheme. Whereas Henderson & La Forge (1989) state that teachers are not trained to work with the affective domain of learning, professional assistance is needed.

Yet, the study of the advisory teacher system has now been superseded by the study of student care and support systems with two approaches. One has concerned directly with



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the advisory teacher system. It means the advisory teacher is an object of the study but in the context of being the practitioner of policy. It leads to the question of qualification of advisory teacher and program of training as a specialist. Therefore, in this respect, the advisory teacher is quite passive regarding the guideline.

In addition to the background of the Student Care and Support Policy, it could be seen that most of the studies of an advisory teacher system usually conducted in regular schools for the sake of the administration system. Little attention has been given to study in different kinds of schools to present current issues with which an advisory teacher under other administrative offices is facing.

The advisory teachers are the resident expert on the guidance needs of the student since affective education provides opportunities for students. Thus, enhancing them as real experts will enrich the functional orientations of the student care and support system. Knowledge of the advisory teacher system as one of the decisive keys should be either discussed.

Recommendations

1. Policy about student care and support should either focus on part of an advisory teacher system, at least probably identify not only their duties and roles but a qualification of an advisory teacher.
2. There should be a training program specifically for advisory teachers
3. The result has shown that studies on an advisory teacher system in the context of Student Care and Support Policy remains in need. Further studies should focus on an advisory teacher as an institution to make the issue more precise.

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