



Model of Participatory Integration of Student Supervisory System**

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Abstract

This research aims 1) to study operation factors of participatory integration of student supervisory system and 2) to study the two approaches of participatory integration of student supervisory system by applying qualitative research which consists of interview, observation and analysis of the obtained data. This research found that 1) the operation factors of student supervisory system relates to external factors, including the policies of the Ministry of Education, Office of the Basic Education Commission, the executives of educational institutions, external authorities and organizations, and the support from external authorities in relation to direct educational service and student development. In addition, the internal factors, including personnel responsibility of student supervisory system service provision, such as skills, knowledge and personalities of such personnel, and the roles and duties of the parties concerning the operation of student supervisory system are also important for the operation. 2) The results found that the student supervisory system can be operated in two models as follows: (1) driven by the teachers and executives in an integrated manner of the whole school, and (2) driven by the lead teachers through the support of external authority network. In this regard, the operation of student supervisory system should be carried out with an awareness of the context of schools which is an important variable in application of the guideline of the operation of student supervisory system.

Introduction

According to World Health Organization (WHO, 2017), it was found that the number of youths at risk is increasing. The data derived from WHO (2017) stated that 10-20 percent of the youth around the world are encountering mental health problems. Over half of the youth started to have mental health problems at the age of 14 years and three-fourths of them started to have such problems prior to the age of 20 years. In addition, it was

revealed that over 50 percent of the adults started to have mental health problems prior to the age of 14 years (WHO, 2013). Furthermore, mental health problems are also the cause of emotional and behavioral problems of the youth. In this regard, emotional and behavioral problems is one of the main causes leading to other social problems (Smith, 2010), including problems of violence and mass school shootings in the United States of America which have happened in schools 17 times within three

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months in the beginning of 2018 (Ahmed & Walker, 2018). Moreover, in accordance with the child development theories and concept of brain and development, it was found that child development in each age has an influence on development of the children when turning into adults. If the emotional and behavioral problems have not been treated, children will be affected when they grow up (Kariuki et al, 2017). In this regard, according to the study, it was found that Thai youth has an increasing statistic of unpleasant behavioral expression and more risk, including repeated misconduct, drug use, teenage pregnancy, alcohol consumption and other problems leading to various social problems (Kittipichai & Nanathamongkolchai, 2012; Phannarat, Wangrangsimakul & Pipatpen, 2009; Khrueschan, 2008).

The increasing tendency of violence and statistics of emotional and behavioral problems of the youth in other countries and Thailand reflects an importance of student supervision, especially in school. Due to a weakness in family institution, the result is children cannot be nurtured properly due to the impacts from intention for development of economic growth in macroeconomics in the past decades. This also causes economic inequality leading to the problems of poverty, income distribution and relocation of labor to survive in society (Masathienwong, 2006). As parents intend to work for earning a living for the family, they cannot nurture their children as it should be. This is one of the causes that has increased the problems of the youth. Hence, educational institutions have a role to help nurture children to support family institution. Since B.E. 2000 (A.D. 2000), the Ministry of Education of Thailand has established the student supervisory system for the purposes of helping the students, developing student's quality of life, such as physical manner, intelligence, knowledge, competence, virtue, morality and living skills (Office of the Basic Education Commission; OBEC, 2009).

However, the statistical data regarding the problems of the youth reflects the overall operation of a student supervisory system which cannot respond to the problems of the youth. Since the educational institutions cannot perform the operation to cope with the problems of the youth who have a risky behavior solely, the effort for carrying forward the integration of the cooperation between authorities in order to support the student supervisory system has been initiated which is consistent with Smith (2010) who stated that the youth is a family member whereby the family is a part of society. Anything happening around the youth will influence and cause

their behaviors, as well as affect their personal identity development. Thus, the operation of student supervisory system in the future requires the cooperation between internal and external school personnel. As each school is seriously encountering the lack of personnel with direct experience and ability to help students who have mental health problems, the teachers therefore cannot cope with the problems of the youth in relation to the increase of violence and complication. In 2010, the Ministry of Education of Thailand was aware of the necessity of having psychologists in schools subject to the cooperation between the Office of the Basic Education Commission, the Guidance Association of Thailand and the Department of Mental Health which encouraged the integration of the cooperation between the Ministry of Public Health and the Ministry of Education under the project of One Hospital One School (OHOS). A quality consultation center was established for the hospital level or above and in connection with the student supervisory system for psychosocial clinic in 2012.

Upon carrying forward the participatory integration of student supervisory system in cooperation with authorities, the researcher therefore recognized an importance of the study of factors and model of participatory integration of student supervisory system in order to achieve the guideline of student supervisory system development that is systematic and able to further extend the results to other schools.

Objectives

The objectives of this research were to

1. to study factors of participatory integration of student supervisory system, and
2. to study the model of participatory integration of student supervisory system.

Conceptual Framework

This conceptual framework demonstrates the factors that contribute to the participatory integration of student supervisory models as illustrated in figure 1. This research found that the participatory integration of student supervisory system in each school is associated with the internal factors and external factors, differing from each school and school context. In addition, the participatory integration of each school is related to networks; such as authorities and organizations at different cooperation level. However, the operational units like school and

authorities, especially school should engage and cooperate between authorities and organizations by integrating the participatory steps and student supervisory system together in order to promote the effectiveness of student supervisory system, leading to student well-beings.

by using method of triangulation, that includes the researcher visiting at two schools at different times and interviews of the key informants from different target groups on the same topics. The interview questions focused on how to integrate and cooperate the student

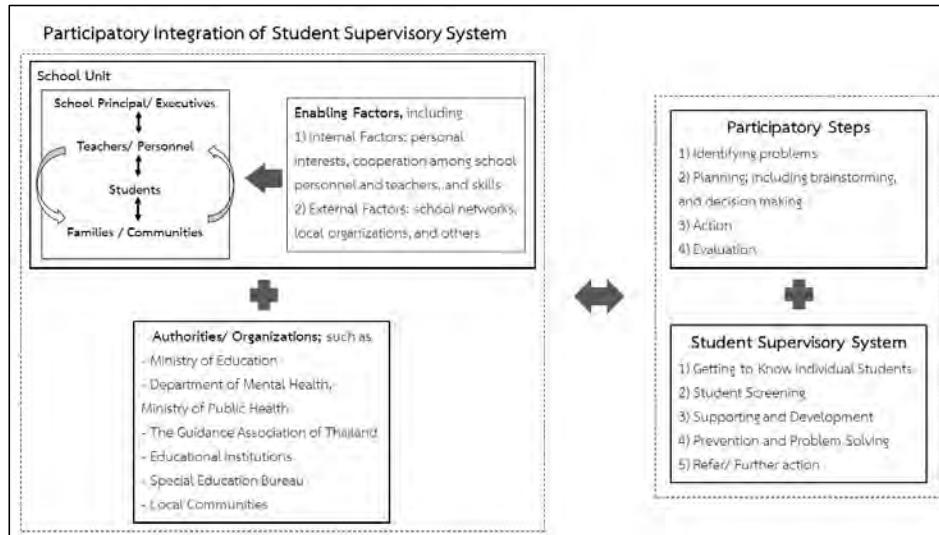


Figure 1 Conceptual Framework

Research Methodology

This research applied qualitative research. The key informants and target groups were from 1) Mae On Witthayalai School in Chiang Mai Province, and 2) Sawang Arom Witthayakom School in Uthai Thani Province. The researcher selected the target groups by 1) consulting with the professionals/experts who work in participatory integration of student supervisory system project, 2) the schools have operated the student supervisory system, working with interdisciplinary team, and 3) the cooperation from the schools. The researcher conducted this research by applying a semi-structured interview and observation. The interview was conducted using method of semi-structure. The researcher collected data from observations during the interview and visiting the sites at different period of time. The researcher used snowballing technique in order to collect data; starting with lead teacher from these two schools. Key informants consisted of directors of the two schools, two teachers administering the student supervisory system, three student counselors, four teachers of the Student Affairs Department, seven class teachers, four custodians, and ten students from both schools. Then, data were examined

supervisory system between school personnel and others, and what the operation factors of participatory integration of the student supervisory system were. The researcher analyzed the obtained data from the interview and recorded observation by categorizing the information types, comparing the information, and creating an inductive conclusion. The results of data analysis are presented by description.

Results

According to the study of target areas and the results of data analysis, it found the details as follows:

1) Mae On Witthayalai School in Chiang Mai Province

(1) School Background

Mae On Witthayalai School is a small school in Chiang Mai Province under the Secondary Education Service Area Office 34, located 30 kilometers from Mueang District. The surrounding area of Mae On Witthayalai School includes mountain and flat area that facilitate the agriculture of the locals, so that some locals earn a living through an agriculture career. The average income per household of people in the province is 14,950

baht per month which is lower than the average income of Thai people (National Statistical Office; NSO, 2015). Notwithstanding, due to the change of social conditions, the locals have turned to be an employee in other districts. During working days, there are shuttle buses to facilitate the locals to work. Moreover, since it is nearby tourist attractions, they therefore have gained indirect economic benefits. Most of the students are in the custody of grandparents because of parent's divorce and/or relocation for working in other areas; hence, their grandparents take care of them instead.

At present, there are a total of 28 teachers of which two of them are the locals, and 342 students in this school. The ratio between teachers per student is 1: 12 - 13. This school is an inclusive school, having 22 students diagnosed with special needs. It has a student supervisory system that is systematic and meets the policies of the operation regarding five procedures of student supervisory system of the Office of the Basic Education Commission. Furthermore, the teachers in the villages and class teachers have the roles and duties in visiting their houses to inquire on the students' livelihood and behaviors, as well as provide knowledge to their custodians. In addition, teachers have the role of providing knowledge and understanding the students whose families are broken by emphasizing personal values. The student supervisory system is also a proactive operation for the prevention of the students' problems that may arise from having a broken family.

(2) Operational Factors

This research found that there were two operational factors of participatory integration of student supervisory system. It consisted of internal and external factors. Factors affecting the operation of student supervisory system, including the internal and external factors of individuals which are similar are the teacher mainly responsible for coordination who is the Head of General Affairs Department having interest in and giving priority to the student supervisory system which is the important internal factor of individuals and consistent with external factors, such as the support of the executives of educational institution, specialized student counselors who directly graduated from the Guidance Department, and the support from other teachers, as well as the cooperation of external authorities. Although Mae On Witthayalai School has an obvious operational process, the limitations relating data collection of the student and database system are still not concrete which are categorized in the highest priority of the teachers' tasks. There-

fore, the details are provided as follows:

(2.1) Internal Factors

The participatory integration with external authorities has been carried out, including communities and other authorities. The drive for operation is carried by lead teacher teams who are interested in and recognize the importance of the student supervisory system, consisting of the executives of educational institution, heads of the departments and student counselors. The head of the General Administration Department is the person performing the encouragement who did not directly graduate from the Guidance Department. However, the executives of educational institution are interested and involved in the policy-level operation of the Secondary Education Service Area Office, and the lead teams includes the lead teacher teams and student counselors, as well as the cooperation from other instructors. The policies of the executives of educational institution that supervises the operation conducted by teachers in relation to student house visits, as well as the attention and enthusiasm in following up regarding student house visits are regarded as the motivation of all teachers in the school to increasingly carry out their own duties. Additionally, a good guidance system will support the cooperation of other teachers in the school which is reflected from an interview that noted:

... The executives are a part of this matter because it was a new director transferred to this school who did not pay attention to the student supervisory system resulting in the cancellation of certain activities. However, when another director transferred to this school, they proposed this matter again. Upon the approval, the operation is active again...

(K. Moonkum, personal communication, November 13, 2017)

This includes the knowledge and understanding of the executives on the policy determination of the executives of educational institution. Their personalities also affect the cooperation of teachers in the school. Notwithstanding, student counselors and lead teams have developed five procedures of student supervisory system of the Office of the Basic Education Commission (OBEC) in order to create the MAEON Model; Management, Attitude, Environment, Opportunity, and Network. This model focuses on the operation in cooperation with interdisciplinary teams and external networks to take a role in supporting the student group

having the problems according to its context which supports the 5th Procedure regarding the transmission with more obvious form under the control of the student supervisory system team, totaling seven persons who have a role as the leader/ holding the executive level; the coordinating team, totaling six persons holding the position of head of class level; two advisory teachers of each classroom; and one to two teachers in the villages. There were supporting teacher teams, consisting of student counselors, classroom teachers, and advisory teachers, that played an important role in driving this system. It can be reflected on the interview of the informants who explained the operational process in compliance with the school policies. In addition, the ratio between teachers per students at the appropriate level supports visiting the students' houses, lining up in each village on Wednesdays for getting to know the students, and screening from the class teachers who initially screened and monitored the students closely before sending information to the student counselors (N. Loongkarkdee, personal communication, January 18, 2018).

(2.2) External factors

This research found that the school has cooperated with other network sectors, such as Local Administrative Organization, polices, temples, as well as the guardians and students who participated in the process. According to the participation in activities with external authorities, it is considered as the beginning of network creation for teachers in the school, as well as the attention and quick operation which results that the guardian who was selected to be the chairman or in the Guardian Association has more interest to take a role for this project.

According to the arrangement of activities to support the students and development of the students pursuant to their interest and aptitude by the school, not limited to the science program and further studying in the university, it was found from the interviews that the students who are continuing to study in the upper secondary education, Matthayom 4, are required to have two examinations in order to separate the study program in accordance with the aptitude scores. The school will offer the opportunities for students having higher scores of the science program to choose to study in art program pursuant to their interest (K. Kouetan & K. Tandud, personal communication, January 18, 2018). This corresponds with the management of teaching methods of teachers in Matthayom 4 which is the period with cooperation by Mae On Witthayalai

School and Sankampang Technical College who have the management of teaching methods by the instructors from the technical colleges in relation to electrical circuits. In the period, the instructors emphasize the teaching with living skills and insert guidance regarding occupation.

Teachers have arranged the activities for students to create a relationship with the temples through "Larn Dharma" activity every morning on Fridays in order to exercise meditation and learn dharma since the school recognized the importance of having IQ along with EQ, including the operation between teachers and Mae On Witthayalai School in One District One School Project, as well as other external authorities. Furthermore, the school has several activities that reflect and insert the knowledge of occupation and living skills, such as simulated police station activity for the students to be able to separate the roles and duties according to the positions and titles, sex education camp, life capital development project, positive youth activity, academic camp and energy camp, etc. The school also has the concept for the support of student development in accordance with their potential, such as the support for students with special needs, art contest and youth of Thai Industrial Standard contest, etc. The activity arrangement of the school is deemed as the opportunity to strengthen the relationship between teachers and students, and the relationship between teachers in the school.

The prevention and problem solving through activities consist of teenage pregnancy prevention project, drug prevention and activity arrangement for communication with the guardians. For the transmission procedure, the school cooperated with the network, participation creation with communities and other authorities, such as PATH Organization, Raks Thai Foundation, On Klang Subdistrict Administrative Organization, etc. The opportunity for which the authorities requested the cooperation allowing for the network creation of the school, whether formal or informal, which is consistent with K. Moonkum stating that "...Scratch my back and I will scratch yours is important because when we help them and they then help us, the network is the result of this cooperation..." (personal communication, November 13, 2017) and N. Loongkarkdee claims that "...If the students have problems greater than the help of the classroom teachers, such problems will be sent to the Student Affairs Department and student counselors according to the procedures..." (personal communication, January 18, 2018). This includes the school's

opportunities for activity participation with the communities; this allows students to be involved and participate with the communities, strengthen the voluntary mindset, and support the students who are interested in participating in community activities. For instance, when the community requested for the cooperation to provide the family representatives to join the cleaning of the community by using the information of student absences, leaves and late for school as the tool for screening and daily following up the students. Thus, the classroom teachers can stay alert regarding students who are at risk which will be sent to and cooperate with local external authorities, such as Mae On Hospital, Local Administrative Organization and the communities, etc.

The results from data analysis of operational factors indicated that the student supervisory system of the Mae On Witthayalai school. It reflects the operational model driven by the teachers and executives in the form of whole-school approach or top-down approach as can be seen in figure 2.

no tourist attractions or important places. The area conditions of Sawang Arom District are alluvial plains which tend to be suitable for agriculture, but there are only a few green areas. For the economic conditions, the locals in Uthai Thani Province have an average income lower than the average income of Thai people, approximately 15,001-21,500 baht per month per household (National Statistical Office, 2015). Individuals who are at the working age usually choose to work at a sugar factory or in other provinces. Most of the students have a broken family and divorced parents. At present, Sawang Arom Witthayakom School is a district school having 512 students which is regarded as a medium size secondary school under the Secondary Education Service Area Office 42. There is a total of 40 teachers with the ratio between teachers per students is 1: 12-13.

(2) The Operational Factors

This study found that the student supervisory system of this school is generated by the internal factors of the lead teacher, who is mainly interested in the

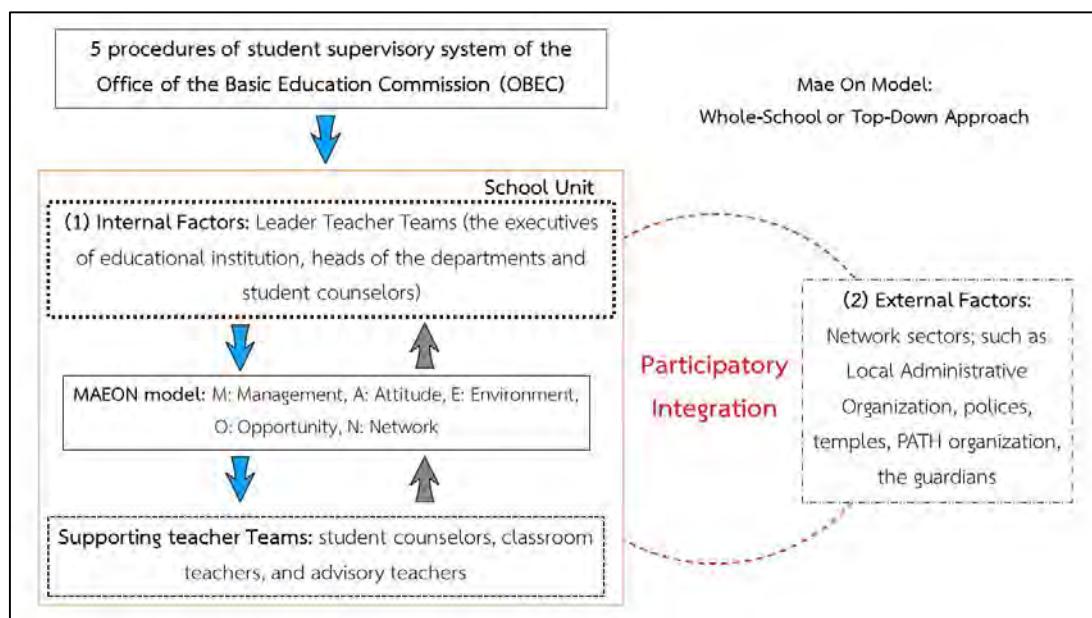


Figure 2 Mae On Model (the operational model driven by the teachers and executives in the form of whole-school approach or top-down approach)

2) Sawang Arom Witthayakom School in Uthai Thani Province

(1) School Background

Sawang Arom Witthayakom School is a medium size 1 school in Sawang Arom District, located 35 kilometers from Mueang District. It is a district with

operation of student supervisory system. Also, this supervisory system is external factors supporting and networking. The lead teacher cooperates with external authorities more than the personnel within the educational institution due to the fact that the executives give more priority to the students' academic competence, and the

instructors/class teachers separate their tasks. These findings make cooperation level lower among teachers within the school. This system is provided by the internal personnel other than the student house visits which is the policy given priority by the executives and the Secondary Education Service Area Office. Thus, the details are provided as follows:

(2.1) Internal Factors

The executives of educational institution mostly aim for modernity and technology, as well as educational success and academic teaching which are reflected from the executives who have authority to request the numbers of new teachers without requiring the student counselors directly graduated from the Guidance Department for performing the duties of student counselors. On the contrary, the numbers of computer and physics teachers are requested by the executives. Hence, the school has insufficient personnel who directly graduated from the Guidance Department. The lead of the school's student supervisory system is therefore generated by the teacher who is interested in the student supervisory system by using five procedures of student supervisory system of the Office of the Basic Education Commission to apply in the school.

These findings found that there is cooperation from two to three classroom teachers of each classroom. However, the classroom teachers are responsible for screening the students by visiting their houses before sending the information to the lead teachers who perform the categorization and conclusion of the students' situation. Also, the classification of the student group who is at risk in order to participate in the group activities provided specifically by the lead teacher. Knowing individual students of the school depends on the period that the classroom teachers have been assigned with the roles and duties as the student administrator for three academic years which include Matthayom 1 - 3 and Matthayom 4 - 6.

Upon the student house visits, the class teachers/advisory teachers shall submit the evidence report of the student screening, cumulative record, SDQ and EQ evaluation form, as well as the problems found from the student house visit. The lead teachers will be the person performing the result conclusion and sending to the Administration Department and advisory teachers for student development in the homeroom activity in the morning or the guidance activity. Thus, the classroom teachers are able to operate the 3rd procedure regarding the student development which most of them give prior-

ity to the students' school record, including having more "I" or "F". The roles and duties of the class teachers/advisory teachers are to visit the students' houses in order to initially screen the students for the lead teachers in regard to the risk survey for the students under their control.

Although there are no student counselors, directly graduating from the Guidance Department, the lead teacher has brought the knowledge and skills obtained from attending training regarding the consulting skills according to the personal interest with the Guidance Association of Thailand to apply for work. Moreover, the lead teacher cooperates with the external authorities to strengthen the operation of the school's student supervisory system. It can be seen that the student supervisory system of this school depends on the lead teacher who is mainly responsible for management and supervision of the class teachers/advisory teachers, including the control, improvement and development of the screening methods for house visit and conclusion.

(2.2) External Factors

Regarding on the internal inspiration and interest of the lead teacher, the school has been working with the external resources, especially psychologists from local hospital in promoting sex education for students. Teenage pregnancy was considered as an important issue of the school, along with prevention and problem-solving activity in relation to sexual problems, such as sexuality education club activity, comprehensive sexuality education, etc. The arrangement of a teenage clinic is conducted and the psychologists of hospitals provides the knowledge and counselling for the students, as well as the arrangement of the activities with communities regarding drug prevention. Psychologists from local hospital provide sexuality education during extracurricular class hours on every Thursday. It becomes the best gateway for many students to seek help when needed.

As the school received the support from the external authorities, the school rules are sometimes intervened from the supporters, while certain teachers think that the activity participation of the communities and external authorities will create a network for the school, since the authorities inviting the school for the activity participation are regarded as a good opportunity for the authorities get to know and support the school operation after seeing the achievement of the school. Furthermore, the support of the operation of the student supervisory system by external authorities can

occur in many approaches, such as providing the cooperation for work by the psychologists of hospitals, budget and knowledge, etc. Additionally, the school personnel are one of the factors affecting the operation of the student supervisory system which is subject to the cooperation from all teachers in the school that is consistent with P. Aeungtan who stated that "...The teamwork of teachers in the school is deemed as an important key for the operation of the student supervisory system..." (personal communication, December 4, 2017). However, the tasks of the teachers other than teaching are a lot; resulting in making the student supervisory system a low priority that they choose to carry out. Accordingly, the drive of the lead teachers is very essential.

Even though the school personnel do not emphasize and give priority to the student supervisory system, the lead teachers have cooperated with the interdisciplinary team, such as the psychologists and psychiatrist, for concreted results through community activities. Hence, the school's student supervisory system can effectively reduce the number of sexual and teenage pregnancy problems.

The results show that the driven approach of this school depends on the teacher-driven approach with external network support or bottom-up approach as shown in figure 3. The lead teacher coordinates, supervises and follows up the students' data, obtained from house visits of the class teachers, as well as collecting the data systematically.

According to the results, the researcher compared the difference between the operation of student supervisory system of both schools of which the similarity and difference are as follows:

Both schools are located at an area 30 - 40 kilometers from Mueang District of which the surrounding area is suitable for agriculture. The majority of the locals residing in the area are elders and children since most locals at the working age work in other provinces or other areas. Most of the students in both schools have families of which the household economic conditions are at low level to medium level and reside with the guardians who are not their parents. In this regard, the ratio between teachers per students of both schools are considered to be similar, which is approximately 1: 12 - 13, making the class teachers able to perform the house visits completely. Additionally, the procedures of the student supervisory system depend on the operation pursuant to the policies provided by the Office of the Basic Education Commission with five procedures, including 1) knowing individual students; 2) student screening; 3) supporting and development; 4) prevention and problem solving; and 5) refer/ further action.

Notwithstanding, the previous policies of student supervisory system have limitations regarding the clarity and understanding of the student supervisory system of the personnel along with the popularity on management for education in Thailand which focuses on the edu-

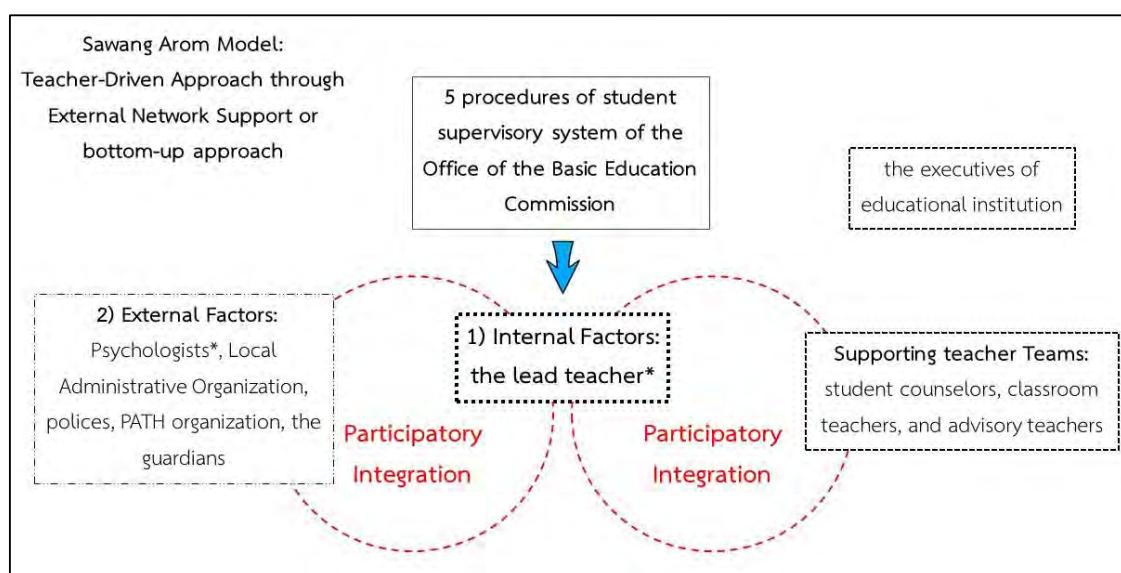


Figure 3 Sawang Arom Model (the teacher-driven approach with external network support or bottom-up approach)

tional success and academic learning that affects the determination of policies in the schools of the executives of educational institutions. Thus, both schools have different operations, and it can be reflected that this enables the operation of the student supervisory system to depend on the executives who are authorized to determine the policies. For example, the arrangement of student supervisory system of certain schools separates the guidance tasks from the student supervisory system which affects the operation of teachers which result in the student supervisory system sometimes focusing on the authorities under its control instead of the integrated operation aiming to properly reinforce and develop the students.

In this regard, the knowledge and understanding of the executives of educational institutions are deemed as the important factors supporting and obstacles to the operation of the student supervisory system. In the educational institutions, the executives are considered the persons with absolute and highest authority to decide the determination of the policies of the educational institutions. The support of the executives may be direct and indirect, such as budget support, training arrangement, facilitation for the main operator in the student supervisory system as well as the encouragement, which can also affect the success of the process. Especially the encouragement of the executives, it is regarded as great support that is valuable for the teachers' mind who are performing the student supervisory system. Since teachers have to encounter a number of guardians without time and cooperation to help the students, the support from the executives of educational institutions is a material support for the operation.

In addition, it was found that the operational approaches of the student supervisory system of both schools are similar which depend on the cooperation from external authorities as the operational network. The approach of network creation started by the participation of activities of the authorities which were invited for such participation, including school and community system or school and other authorities. In this regard, upon participation of activities with authorities, the schools acted by the lead teachers who are responsible for coordination with those authorities have the relationship creation by the formal and informal communication and relationship between the lead teachers and personnel of such authorities, resulting in a good network for further operation in the future.

This includes the characteristics of personnel and

factors supporting the student supervisory system of both schools which are similar and consist of the attention, the opportunities to access the students and the compliance with code of conduct that emphasizes confidentiality. Attention is a characteristic agreed by teachers in both schools. For the opportunities to access the students, whether formal or informal, the student counselors or teachers who are responsible for the student supervisory system offer the opportunities for students to choose and access the service. For the place for service provision that facilitates the service accessibility, the schools have the guidance room to support the service provision, in spite of the fact that most of the students choose the informal service. However, according to the interviews, it was found that another opportunity for students to access the service of which the psychologists of the hospital have a chance to provide the service in the schools or the facility for the students to be able to directly request for the service at the hospital is another way that offers the important opportunities and creates the accessibility of service for the students that helps prevent, solve and mitigate the problems affecting them.

In this regard, knowledge, understanding, skills and attitudes of the persons who are concerned and have the roles and duties, relating to the student supervisory system, especially the lead teachers are another factor found in both schools. Although there may be a difference on the priority of the teachers in the schools, it was found in the interviews that good lead teachers who have positive attitudes and important roles, relating to the student supervisory system have attended the training in order to enhance the knowledge and skills from external authorities. This indicates that good attitudes towards the student supervisory system are regarded as factors supporting the teachers to attempt to create the opportunity for themselves in order to access the knowledge and understanding, as well as the training in the course necessary to provide consultation leading to the priority on inviting experts from external authorities to educate the personnel in the school.

Therefore, it can be concluded that both schools can be considered as practicing an operational system of the student supervisory system which is under the existing resources and accessible. In addition, it can be seen that the context of the schools is generated from different factors, including the external factors, such as the executives of educational institutions, policies of the Ministry of Education / Office of the Basic Education Commission / executives of educational institutions /

external authorities and organizations, and the support from external authorities in relation to direct educational service and student development, and the internal factors, personnel responsible for student supervisory system service provision, consisting of skills, knowledge and personalities of such personnel, and the roles and duties of the parties concerning the operation of student supervisory system, that affect a good practice of participatory integration which is different. Mae On Witthayalai School has the executives of educational institutions and heads of departments who give priority to the response of the policy in regard to student supervisory system, while the lead teachers in Sawang Arom Witthayakom School cooperate with the co-workers of which the relationship was created between the personal and operational network. In this regard, it also shows that a good practice of participatory integration is generated from the improvement of the student supervisory system to be suitable with the resources that each school has and can be accessible. At the same time, the operation must be maintained with personnel who have an interest, knowledge, understanding and relationship with the concerned authorities. According to the data of both schools, the comparison of the operation of student supervisory system is in accordance with table 1 as follows:

Table 1 The Comparison of the Operation of Student Supervisory System between Mae On Witthayalai School and Sawang Arom Witthayakom School

| | Mae On Witthayalai School | Sawang Arom Witthayakom School |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| 1) School Size | Small | Medium |
| 2) Location Distance from Mueang District | 30 Kilometers | 35 Kilometers |
| 3) Average Income of the Locals (Baht per month per household) Remarks: Average income of Thai people is 26,915 baht per month per household. | 14,950 baht | 15,001 – 21,500 baht |
| 4) Operational approach | Top-down Approach | Bottom-up Approach |
| 5) Five Procedures of the Student Supervisory System | ✓ | ✓ |
| 6) Database System | ✗ | ✓ |
| 7) Ratio between Teachers per Students equivalent to 1:12 - 13 | ✓ | ✓ |
| 8) Factors Affecting the Operation | Individual's Internal Factors = External Factors | Individual's Internal Factors > External Factors |
| - Driven Persons' Internal Factors | | |
| 1) Interest | ✓ | ✓ |
| 2) Psychological Training / Knowledge and Understanding | ✓ | ✓ |
| - External Factors | | |
| 1) Support of the Executives | ✓ | ✗ |
| 2) Cooperation from Teachers in the School | ✓ | Partial |
| 3) Cooperation from External Authorities / Network | ✓ | ✓ |
| 4) Cooperation from Guardians | ✓ | ✓ |

Discussion

According to the study and analysis, it can be assumed that both schools have difference in context of area, resources and cultures for which the researcher will present each issue for discussion as follows:

1) Both schools cooperate with other authorities to support the student supervisory system in the schools. The operation of student supervisory system need the cooperation from specialized experts since the persons who are trained can provide the mental health service more than general teachers which is consistent with Carrell & Hoekstra (2014) who found that the consultation provided by the experts, including the consultants, for male and female students can solve behavior problems resulting in a better educational success of these students, which was 20 percent and 29 percent, respectively.

2) Both schools are a medium and small secondary school with the ratio between teachers per students equivalent to approximately 1: 12 - 13, which results in the teachers having the opportunity to be close to and develop the individual students. This is consistent with Solheim, Rege & McTigue (2017) who stated that a small ratio between teachers per students will enable teachers to have an opportunity to offer help for the individual students and affect the students' educational success, especially a student group with low educational success. However, it is opposed to the research conducted by Carrell & Hoekstra (2014) which found that having psychologists in providing help can increase the quality of the teacher in the school more than hiring more teachers in order to decrease the class size.

3) Internal factors; personal interests and skills, affect the operational process of the students supervisory system which is consistent with Chutithamwong (2011) who found that persons who will create the success of a network should have the personalities as follows: having techniques for coordination, providing good consultation, paying attention and having an operational system, especially the roles of being a teacher in a lead team and being lead teachers of both schools, who have the roles of coordination with internal and external personnel of the educational institutions.

4) The operation of participatory integration of student supervisory system is under the existing resources of the school. However, only internal factors like personal interests and skill are not enough to drive and increase the student supervision effectiveness, this system also needs the support from authorities and other factors

to operate this system successfully and effectively since the operation of student supervisory system is subject to interdisciplinary team. It is similar to Hargreaves & Fullan (2013) who explained professional capital, stating that the professional capital of teachers is a factor that is part of the success for the support of the students' success. Professional capital are the skills and knowledge of the teacher, and the support of network or community affecting the support of the students' success.

5) Knowledge and understanding in relation to the student supervisory system of all teachers in the schools are necessary, especially the training arrangement regarding the psychological knowledge for the teachers, as well as the awareness creation for all teachers since they have an opportunity to get to know the students whom they instruct. Hence, the tasks relating to the student supervisory system cannot only be assigned for the concerned teachers or student counselors, but also for the classroom teachers and instructors who are deemed as the first important gateway. The creation of cooperation in both schools is considered a great task which is consistent with Padmore (2016) who explained that, for the cooperation with authorities, the teachers must have the knowledge, understanding and belief in regard to mental disorder for being able to recognize and lead to preventing, solving and mitigating the problems.

6) Relationship of the operation carried out inside the schools and outside with the authorities of Thailand cannot depend on a formal relationship only. It was found that informal relationships between persons is another factor that is able to drive an important process and conforms to the context of Thai society. The lead teacher from Sawang Arom Witthayakom School drove the system by using both formal and informal relationship. Similarly, Stoetzer (2010) and Patricia (2015) stated the interpersonal relationships at work is useful social support, providing task and emotional supports. Interpersonal relationships at work provides positive outcomes for individual and organization of which the characteristic of lead teacher has an influence on interpersonal relationship at work (Abe & Mason, 2016). However, it is not only the interpersonal relationship, but also the relationship between the leader and subordinates (Gaur & Ebrahimi, 2013). It is similar to Mae On Witthayalai School, illustrating the positive relationship between the executives and teachers has impacted the teachers' cooperation and performance.

7) Participatory integration of student supervisory system integrated the participatory steps into each

procedure of student supervisory among teachers and networks to promote students' well-beings by applying their own disciplines. Even though, these schools demonstrated the different platforms of the participatory integration of student supervisory system, both Mae On and Sawang Arom Models also promoted this participatory integration of student supervisory system effectively since this student support system, one of the school agendas, is related with students' performances. Education management has become an obligation of everyone, including government agencies, non-governmental organizations, private sectors, and local communities to cooperated with each other by sharing and integrating their methods in enhancing the quality of education (Mississippi Department of Education, 2004; World Bank, 1999; Leighninger & Niedergang, 1995). It is similar to Dhamotharan (2009) who stated that the communities should be treated with an integrated approach which the productivity enhancement should involve stakeholders from different sectors in sharing and integrating concepts and methods for the community development.

Suggestions

1. Suggestions for Research Application

1) Creation of knowledge and understanding in relation to the student supervisory system is very important for all teachers in the schools of which this matter cannot be left to any person in the schools or be the roles and duties of the classroom teachers or instructors since all teachers have a chance to contact with students. In this regard, the process of the student supervisory system is subject to the drive of the lead team as the executives of the educational institutions which are the driving force behind the system. Therefore, the success of student supervisory system should be initially started at the creation of knowledge and understanding for all teachers in the schools in order to lead to further cooperation and participation.

2) Operational process of the student supervisory system from these two models have a distinctive point in the difference created by applying the practice of the Office of the Basic Education Commission to the context of its area, as well as the existing personnel capital as the starting capital for operation. Thus, the schools have to modify and apply the practice and procedures to be appropriated with the context of the schools.

2. Suggestions for Future Research

1) This research is the study of models of participatory integration of student supervisory system from only two schools. Therefore, future research should be conducted with additional research in large and extra-large schools in order to get a practice appropriate with the context of schools in other aspects.

2) It was found from this research that the database system is another obstacle for the operation of the student supervisory system that affects the cooperation with other authorities. Hence, future research should study and develop the database system to facilitate the application and to be appropriate with the users with different contexts.

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