

The Model of The Faculty Supervisor System for Undergraduate Students in The Faculty of Education Suan Sunandha Rajabhat University

Lanlana Wongprasert

Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand

E-Mail:lanlana.wo@ssru.ac.th

Abstract

The objectives of this research were to study the opinions regarding the role of faculty supervisors at the undergraduate level in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University; to compare opinions on the roles of faculty supervisors based on personal characteristics; and to explore appropriate models of the undergraduate faculty supervisor system in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University. The population of this study consisted of 180 undergraduate students in Years 2–4 of the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University. The sample group was obtained through stratified random sampling and included undergraduate students in Years 2–4 of the Social Studies program in the academic year 2025. The research instruments comprised a questionnaire and a draft framework for focus group discussions. The data were analyzed using frequency, percentage, arithmetic mean, standard deviation, and content analysis.

The findings revealed that:

Overall opinions regarding the role of faculty supervisors were at a high level ($\bar{x} = 3.95$, S.D. = 0.73). A comparison of opinions regarding the role of the undergraduate faculty supervisor system and personal characteristics showed statistically significant differences at the 0.05 level in terms of gender and year of study, while no significant differences were found in age, income sufficiency, academic achievement, or type of residence. The appropriate model of the undergraduate faculty supervisor system in the Social Studies program consisted of five elements: (1) Professional role-model characteristics of faculty supervisors, (2) Transparent and fair evaluation, (3) Clear structure and roles, (4) Supervision processes, and (5) Support with manuals and technology.

Keyword: Faculty supervisor system, Role of faculty supervisors, Appropriate models of the undergraduate faculty supervisor system

1. Introduction

Teacher education institutions play a crucial role in preparing those interested in the teaching profession by providing quality and standardized education through the integration of both theory and practical experience. This ensures that graduates can effectively serve as teachers. This commitment extends beyond academic instruction, but also encompasses the development of social skills, learning management and classroom management capabilities,

the promotion of morality, ethics, and the spiritual development of students, as well as the use of technology to enhance teaching efficiency. This process of producing qualified teachers is a key factor in raising the quality of education in the country as a whole. Therefore, undergraduate education in the Faculty of Education is crucial for developing professional teaching skills and preparing students for employment in the educational field. Teacher internships, particularly, are a crucial process in developing student potential. Supervisors play a crucial role in supervising, guiding, and monitoring student learning during their teaching internships in educational institutions. Quality supervision is therefore a key tool in developing student potential, enabling them to confidently and effectively enter the teaching profession.

The Faculty of Education, Suan Sunandha Rajabhat University, has a primary mission to produce quality teachers and educational personnel. Educational supervision is therefore a crucial process that enhances the quality of teaching and learning, enabling students to develop into teachers possessing both knowledge, competence, and integrity. Developing an appropriate supervisory system is crucial to producing qualified teachers who meet the professional standards society demands. However, current supervisory models within the Faculty of Education vary widely in terms of processes, methods, and practices, each of which directly impacts the quality of student learning. Therefore, a study of the supervisory system model used within the Faculty of Education, Suan Sunandha Rajabhat University, is essential to explore and evaluate its suitability and identify ways to develop and improve the supervision model for maximum modernity and effectiveness.

For this reason, this study is important in providing useful information for improving and developing the faculty supervision system at the Faculty of Education, Suan Sunandha Rajabhat University, as well as for modernizing the educational supervision model to effectively meet the needs of students entering the teaching profession.

2. Objective

Phase 1

1. To study the level of opinions regarding the role of undergraduate supervisors in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University.
2. To compare opinions regarding the role of supervisors according to individual characteristics.

Phase 2

3. To study the appropriate model of the undergraduate supervisor system in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University.

3. Methodology

The population used in this research was 180 undergraduate students in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University, academic year 2025, in their second to fourth years. The sample used in this research was undergraduate students in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University, academic year 2025, selected using a stratified random sampling technique.

Key Informants in Phase

This research was qualitative, using focus group discussions. The key informants were selected using a purposive selection method into two groups as follows:

1. Key Informants in the focus group discussions were social studies instructors with at least two years of supervisory experience.
2. Key Informants in the focus group discussions were student representatives from each year level, with four students per year. 12 key informants were selected.

This research was conducted in two phases:

Phase 1: Survey Research

1. Documentary Research: This involved a survey and review of relevant research documents, including textbooks, research papers, and theses, to derive conceptual knowledge.
2. Developed a study framework, operational plans, processes, procedures, and methods.
3. Studied and compiled literature and research related to the study design.
4. Developed a quantitative research instrument, a questionnaire, and coordinated with student informants to collect field data.
5. Data collection: A questionnaire was used to collect data from first- to fourth-year students in the Faculty of Education, Department of Social Studies.
6. Data collection, analysis, and processing.
7. Prepared a report on the first phase.

Phase 2: This study involved a focus group discussion.

1. Selected faculty representatives for the focus group discussions.
2. Selected student representatives from each department and year to serve as the focus group sample.
3. Conducted focus group discussions according to the draft focus group guidelines. To identify a model for the supervisory system.
4. Collect focus group data from tape recordings, transcribe, and analyze the data.
5. Summarize the research results in line with the research in Phase 1.
6. Prepare a complete report.

4. Result

This research aimed to 1) study the level of opinions regarding the role of undergraduate supervisors in the field of social studies, Faculty of Education, Suan Sunandha Rajabhat University; 2) to compare opinions regarding the role of supervisors according to personal characteristics; and 3) to study the appropriate model of the undergraduate supervisor system in the field of social studies, Faculty of Education, Suan Sunandha Rajabhat University. The researcher presented the results of the data analysis according to the research objectives as follows:

Part 1: General Status of Respondents

Table 1 presents the personal characteristics of undergraduate students in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University.

characteristics	Personal	Number(people)	Percentage
1. sex	Male	61	49.19
	Female	63	50.81
	Overall	124	100.00
2. age	Under 20 years old	28	22.58
	20 years	32	25.81
	21 years	34	27.42
	More than 21 years	30	24.19
	Overall	124	100.00
3. Year level	2nd year	40	32.26
	3rd year	42	33.87
	4th year	42	33.87
	Overall	124	100.00
4. Income sufficiency	Sufficient	50	40.32
	Somewhat sufficient	45	36.29
	Not enough	29	23.39
	Overall	124	100.00
5. Cumulative grade point average	2.00 - 2.49	15	12.10
	2.50 - 2.99	34	27.42
	3.00 - 3.49	46	37.10
	3.50 - 4.00	29	23.39
	Overall	124	100.00
6. Residence	Round-trip transportation	36	29.03
	Hostel accommodation	41	33.06
	Friendly accommodation	25	20.16

Relative accommodati on	22	17.74
Overall	124	100.00

Table 1, it was found that the majority of the sample students who responded to the questionnaire were female, 63 people, or 50.81 percent, followed by male, 61 people, or 49.19 percent. 34 people were 21 years old, or 27.42 percent, followed by 32 people, or 20 years old, or 25.81 percent. They were studying in their 3rd and 4th years, respectively, with 42 people per year, or 33.87 percent, followed by 2nd year students, or 40 people, or 32.26 percent. 50 people, or 40.32 percent, had sufficient income, followed by 45 people, or 36.29 percent, with a cumulative grade point average (GPA) in the range of 3.00–3.49, 46 people, or 37.10 percent, and 2.50–2.99. 34 people, representing 27.42 percent, and most of the people staying in dormitories, 41 people, representing 33.06 percent, followed by round-trip travel, 36 people, representing 29.03 percent.

Part 2: Opinions on the Role of Supervisors

Table 2 shows the level of opinions on the role of undergraduate supervisors.

Items	$\bar{X}$	S.D	Level
Supervisors provide advice that addresses real problems in teaching practice.	4.35	0.62	Very high
Supervisors make appointments for meetings/consultations systematically and regularly.	4.10	0.68	high
Supervisors observe teaching regularly according to the specified schedule.	4.05	0.70	high
The supervisor provides clear, concrete, and actionable suggestions.	4.50	0.55	Very high
Supervisors follow up on improvements after feedback.	4.22	0.60	Very high
Teaching evaluation criteria are set and communicated in advance.	4.18	0.63	high
The supervisor's ratings are consistent with the teaching evidence presented.	3.90	0.75	high
The supervisor gives students the opportunity to ask questions and review the evaluation results.	3.85	0.79	high
Supervisor recommends learning resources/teaching media.	4.00	0.70	high

Supervisors support the use of technology and contemporary teaching methods.	3.78	0.8 2	high
Supervisors are ethical and professional role models.	4.12	0.6 6	high
Supervisors respond to communication channels (email, Line) in a timely manner.	4.05	0.6 9	high
Supervisors openly listen to students' opinions and concerns.	3.95	0.7 2	high
Supervisors create an atmosphere conducive to the safe exchange of suggestions.	3.80	0.7 7	high
The supervision process/procedure (before-during-after observation) is clear and systematic.	3.70	0.8 8	high
The supervision schedule and coordination with mentor teachers/schools are smooth.	3.55	0.9 0	high
Have practical and useful documentation, manuals, or guidance templates.	3.48	0.8 5	high
Overall	3.95	0.7 3	high

An analysis of the opinions of 124 undergraduate students in the Social Studies program, Faculty of Education, Suan Sunandha Rajabhat University, found that students had a high overall opinion of the role of supervisors ($\bar{x} = 3.95$, $SD = 0.73$). When considering each item, the item with the highest average student score was Supervisors provide clear, concrete, and actionable suggestions ($\bar{x} = 4.50$, $SD = 0.55$), which was at a very high level. This indicates that students were satisfied with the supervisors' role in providing clear and actionable suggestions. The next highest score was Supervisors provide advice that addresses real-world problems in teaching practice ($\bar{x} = 4.35$, $SD = 0.62$). This reflects the important role of supervisors in providing advice, planning for personal development, and acting as appropriate advisors and academic support sources for students. While the item with the lowest mean value was having practical and useful documents, manuals, or supervision templates ($\bar{x} = 3.48$, $S.D. = 0.85$), even though at a high level, it is considered a dimension that still has room for development, especially in the areas of supervision scheduling, coordination between supervisors, mentor teachers, and schools, as well as creating practical and clear documents or manuals.

Phase 2 Qualitative Research Results

Data collected through focus group discussions with supervising teachers and student teachers in the Social Studies program revealed key issues reflecting the development of a supervisory system for undergraduate teachers. These can be summarized into the components of an "appropriate supervisory system model" as follows:

1. Structure and Roles

Participants suggested that the role of supervisors should encompass mentoring, classroom observation, feedback, and systematic evaluation, with an emphasis on mentoring rather than merely evaluating. This aligns with students' expectations of mentors and guides for their personal development in the teaching profession.

2. Supervision Process

A proper supervision process should consist of three main steps:

Before observation (Pre-observation), collaborative planning takes place between the supervising teacher, mentor teacher, and students, such as defining teaching objectives and preparing lesson plans.

During observation (Observation), the supervising teacher attends actual classrooms at least 2-3 times per semester and records teaching behaviors and student learning.

After observation (Post observation), positive and constructive feedback is provided, along with suggestions for improvement, and follow-up is conducted.

3. Support Systems

Participants proposed a standardized manual or guidelines for shared use among supervising teachers, mentors, and students to prevent confusion and minimize differences in practice. This included the use of technology, such as online systems for contacting, scheduling appointments, submitting lesson plans, and exchanging suggestions.

4. Evaluation and Fairness

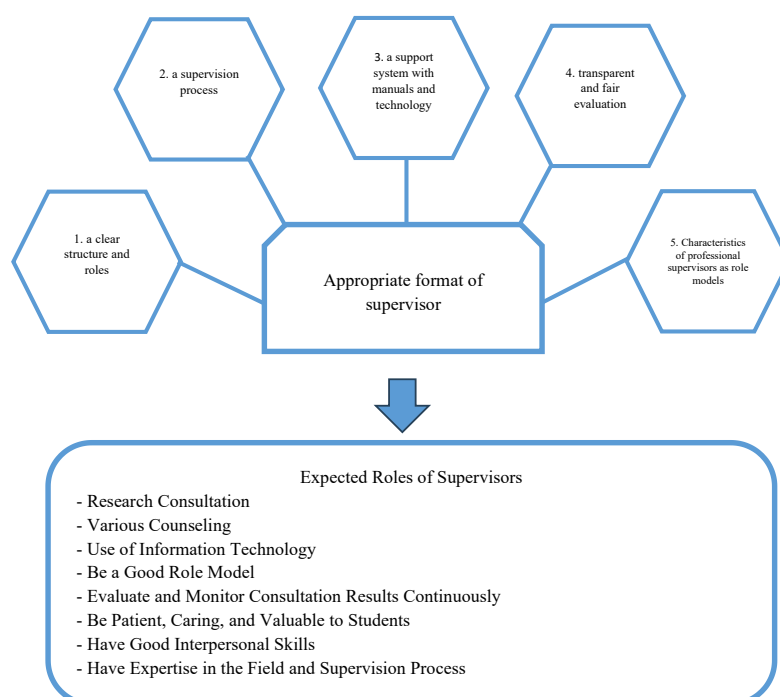
Participants suggested that evaluation criteria should be clear, transparent, and fair. Students should be informed in advance and given an opportunity to reflect or inquire about the evaluation results to foster mutual understanding and trust.

5. Characteristics of Supervisors

Both instructors and students agreed that an appropriate supervisor should possess teaching knowledge in their field, possess a high sense of responsibility, be punctual, communicate clearly, and be a role model of professional ethics, which will help build confidence and inspire students.

Based on qualitative data analysis, an appropriate supervisory system model can be summarized into five key components: 1) a clear structure and roles, 2) a supervision process, 3) a support system with manuals and technology, 4) transparent and fair evaluation, and 5) characteristics of a supervisor who serves as a professional role model. These components reflect the needs of stakeholders and align with quantitative research findings, which found high student satisfaction with mentoring and observation of teaching. However, they still expect improvements in coordination systems and a clear supervision manual, as shown in the diagram.

Appropriate format of supervisor



5. Conclusion And Future Work

The researcher would like to discuss the findings based on each objective as follows:

1. Overall, students' opinions on the role of supervisors were high ($\bar{x} = 3.95$, $SD = 0.73$). When considering each item, the item with the highest average student score was "Supervisors provide clear, concrete, and actionable suggestions" ($\bar{x} = 4.50$, $SD = 0.55$), which was very high. This indicates that students were satisfied with the supervisors' role in providing clear, actionable suggestions. The next highest score was "Supervisors provide advice that addresses real-world problems in teaching practice" ($\bar{x} = 4.35$, $SD = 0.62$), reflecting the important role that supervisors play in providing advice, planning for personal development, and serving as appropriate advisors and academic support sources for students. The lowest score was "Providing practical and useful documents, manuals, or supervision templates" ($\bar{x} = 3.48$, $SD = 0.85$). Although this score is high, it is considered a dimension with room for improvement. In particular, regarding the supervision schedule, coordination between supervisors, mentors, and schools, as well as the preparation of practical and clear documents or manuals, this is consistent with the research of Mayuree Singkamook (1983), which found that advisors from three universities expressed the opinion that the performance of their duties as advisors overall and in each area was at a moderate level. Meanwhile, Mueller (1961) also commented on the characteristics of advisors, stating that they should be someone who is always interested in various events, up-to-date, diligent, and attentive to their duties. Furthermore, they should be knowledgeable, have a broad understanding of academic matters, and be knowledgeable about various sources of services that students can contact for assistance so that they can provide accurate advice. Williamson (1961); Muller (1961); Axelreod (1973); Dressel (1974) described the duties and responsibilities of advisors as follows: When an advisor begins accepting

students under his/her care, the first task they must provide is academic advising. This includes:

- 1) Course selection and registration. Advisors must explain the curriculum, practice reading course codes, course descriptions, and provide guidance on filling out registration cards. Otherwise, various problems may arise, such as students choosing subjects they are not familiar with, not understanding registration procedures, not understanding how to pay for credits, and so on.
- 2) Adding and withdrawing from courses. After students have been studying for a while, students and advisors must exchange opinions about each course in order to adjust it to suit their abilities and aptitudes. Advisors must understand the procedures for adding and withdrawing courses, verify the nature of the courses based on the students' reasons and decisions before signing the acknowledgment.
- 3) Credit evaluation. In a credit-based curriculum, all courses are equally important, differing only in the number of credits. Therefore, if a subject fails, scores from other subjects cannot be used to compensate or substitute for a failing grade. The subject must be retaken until passed if it is a required subject, or omitted if it is an elective. Advisors must advise students to pay attention to all subjects and always bear in mind that assessments are subject to change at any time, not just semester exams. Furthermore, assessment codes and regulations are something that advisors and students must understand and strictly adhere to.
- 4) Studying Methods and Problem-Solving: Advisors should provide students with comprehensive instruction on study methods, research, and study schedule from the outset. They should regularly inquire about students' learning problems and provide realistic and accurate advice based on the current situation, without relying on the advisor's own past learning standards as the primary guideline. There is constant debate among university professors as to whether advisors should provide academic advice only, or should they also address students' psychological and personal concerns? Some believe that advisors should focus solely on academic matters, providing advice on curriculum, course registration, and ensuring students graduate within the prescribed timeframe. Mental and social issues, which are personal concerns, should be addressed by specialists. Another group of teachers commented that advisors should be able to provide assistance to students in less serious situations, such as listening to their concerns, providing guidance and decision-making, or recommending welfare and services that can address these issues initially. Currently, most educational institutions share the view that advisors provide guidance and support to students both academically and personally. Another important role of advisors is providing welfare counseling to students. Advisors provide guidance and assistance to students in solving various problems, including: 1) personal problems, including physical and mental health issues; 2) social problems, including adapting to society both inside and outside the institution; 3) financial problems, including lack of funds for education, student scholarships, and seeking welfare assistance; and 4) career problems, including knowledge, understanding, and appropriate attitudes.

2. The appropriate supervisory system model consists of five main components: 1) a clear structure and roles; 2) a three-step supervision process; 3) a support system with manuals and technology; 4) transparent and fair evaluation; and 5) characteristics of supervisors who serve as professional models. These components reflect the needs of those involved and are consistent with the quantitative research results that found that students were highly satisfied with the consultation and teaching observation. However, they still expected development in the coordination system and a clearer supervision manual. This is consistent with Pannee

Konjohor (1999) who studied the information system for advisors at Phetchaburi Rajabhat Institute. It found that: 1) The information system for advisors was developed using Visual Basic for Applications on Microsoft Excel, a program that records requests for and provides academic and personal consultations through a work menu; 2) Computer studies and computer science advisors were highly satisfied with the information system for advisors. In terms of process effectiveness, the designed system effectively prevents unauthorized data changes. The screen is related to the computer process, and the system presents an overview of the main system down to the subsystems. In terms of outcome effectiveness, data is accurate and complete. The data is accurate and complete. The data is concise and clear. The system can respond to the needs. The data is well organized and can be printed in a timely manner. It is also consistent with Nuntiya Noichan et al. (2024) who studied the guidelines for developing digital technology competence of student teachers at Suan Sunandha Rajabhat University. It was found that the results of the study of the current situation, the desired situation, and the analysis of the needs for developing digital technology competence found that the average score of the current situation was at a high level ($= 3.86$, $S.D = 0.87$), and the average score of the desired situation was at the highest level ($= 4.61$, $S.D = 0.49$). The highest level of needs for developing digital technology competence of student teachers was competence 5: Using digital technology in teaching.

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