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The Study of Student Support System Operation in the Suvarnabhumi Prakan Consortium under the Samut Prakan Secondary Education Area Office

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Abstract

This research focused on the operation of the student care and support system in Suvarnabhumi Prakan, under the Samut Prakan Secondary Educational Service Area Office. The objectives were to 1) examine the level of performance of the student care and support system, and 2) compare the level of operation across schools of different sizes within the same area. The sample consisted of 254 administrators and teachers. The research instrument was a questionnaire using Likert scale. Data analysis was conducted using mean, standard deviation, and One-Way ANOVA. The research findings were as follows: 1. The overall operation of the student care and support system in Suvarnabhumi Prakan, under the Samut Prakan Secondary Educational Service Area Office, was at a very high level. When considering each aspect, the average scores were ranked from highest to lowest in the following order. student referral, student support, individual student knowledge, and student screening; 2. A comparison of the operation of the student care and support system, categorized by school size, were difference.

Keywords: Student Care and Support System, Guidance, Student Affairs Office

1. Introduction

The issue of children and youth, as identified by various organizations, reveals that a portion of students in basic education and other levels exhibit undesirable behaviors. These include becoming overly engrossed in computer games to the point of obsession, imitating inappropriate behaviors such as violence depicted in games, making irresponsible decisions, easily accessing addictive substances, lacking psychological anchors, disregarding the importance of religion, and experiencing weakened family relationships. This underscores the significant role children and youth play in the nation's future development. Consequently, supporting children and youth to lead lives aligned with societal expectations is a critical national mission to enhance their quality of life, enabling them to grow into valuable members of society (Office of Academic and Educational Standards, 2017:1-4). Education serves as the foundation for achieving this goal.

Education is a fundamental right for all Thai citizens, which the state is obligated to provide. Its purpose is to develop individuals across all age groups comprehensively, fostering intellectual capital vital for skill development, desirable attributes, and competencies for careers and harmonious coexistence in society. This leads

to stability and national security, enabling the country to progress and compete on the global stage amidst the rapid changes of the 21st century. This aligns with the National Education Act of 1999, amended (Fourth Edition) in 2019, Article 24, which emphasizes the need for learning processes to account for individual differences. It aims to equip learners with the ability to apply knowledge to prevent and solve problems, think critically, act effectively, and instill morality, positive values, and desirable characteristics in all subjects. It also highlights collaboration with parents, guardians, and community members to develop learners to their fullest potential (Office of the National Education Council, 2019:3-8), under a concrete support system tailored to societal contexts.

The implementation of a student support system is an effective process that emphasizes transforming the roles and attitudes of administrators and teachers. This includes promoting students' physical, mental, intellectual, emotional, and social well-being. The system ensures that every student has at least one teacher who closely monitors their well-being, fosters strong relationships between teachers and parents, and builds a network connecting schools, homes, and communities. This collaborative network safeguards students, addressing their needs systematically and sustainably. Schools must organize activities that promote appropriate behavior, social responsibility, and safety. The five-step student support system includes: (1) identifying individual students, (2) screening students, (3) supporting students, (4) preventing and solving problems, and (5) referring students to appropriate services. This system aims to protect and care for students, with school administrators, teachers, and educational personnel serving as role models (Office of the Basic Education Commission, 2020:2) across all educational levels, from early childhood to primary and secondary education.

In secondary schools under the Samut Prakan Secondary Education Service Area Office, comprising 25 schools, efforts have been made to follow the Ministry of Education's urgent policy (Quick Win) on student safety and the "Bring Students Back to School" project. These initiatives include methods and processes to ensure students achieve quality learning outcomes, experience happiness, and are protected physically and mentally. They also focus on equipping students with self-protection skills in a challenging social environment. Schools under the Samut Prakan Secondary Education Service Area Office have adhered to policies, employing the student support system with cooperation from all stakeholders, ensuring close monitoring and regular observation of student behaviors. This enables timely prevention and intervention (Report on the Progress of Urgent Policies of the Office of the Basic Education Commission, Fiscal Year 2022, Samut Prakan Secondary Education Service Area Office, 2022).

Given the above rationale and importance, the researcher is interested in studying the implementation of the student support system in schools under the Suvarnabhumi Prakarn Secondary School Cluster, part of the Samut Prakan Secondary Education Service Area Office. The study aims to examine the levels of implementation of the student support system and compare these levels across schools of different sizes within the Suvarnabhumi Prakarn Secondary School Cluster.

2. Research Objectives

1. To study the level of implementation of the student support system in schools under the Suvarnabhumi Prakarn Secondary School Cluster, affiliated with the Samut Prakan Secondary Education Service Area Office.
2. To compare the levels of implementation of the student support system in schools under the Suvarnabhumi Prakarn Secondary School Cluster, affiliated with the Samut Prakan Secondary Education Service Area Office, categorized by school size.

3. Research Hypothesis

The levels of implementation of the student support system in schools under the Suvarnabhumi Prakarn Secondary School Cluster, affiliated with the Samut Prakan Secondary Education Service Area Office, differ across schools of varying sizes: extra-large, medium, and small.

4. Literature Review

The research on "A Study of the Implementation of the Student Support System in the Suwannabhumi-Prakan School Cluster under the Samut Prakan Secondary Education Service Area Office" examined documents, concepts, theories, and related studies as follows:

Danphrai Simakham (2021: 17) stated that the student support system refers to a systematic process of assisting students. It involves clear steps and tools, with homeroom teachers playing a key role in collaboration with all stakeholders both within and outside the school. The system aims to prevent and resolve student problems and to promote their development so they can live happily in society.

Thairath Wongthong (2020) studied the problems and guidelines for implementing the student support system in small schools under the Secondary Education Service Area Office, Zone 32. The research revealed that the overall operation and each aspect were at a moderate level. When considering each aspect, the highest average was in the area of student referral, followed by prevention and problem-solving. The lowest average was in the student screening process.

Wutthipong Phanthiwa (2020) studied the conditions, problems, and development approaches for the student support system in schools under the Secondary Education Service Area Office, Zone 21. The findings indicated differences in operation depending on the school size.

Thatchakorn Ngamloet, Phra Maha Suphot Sumetho, and Phra Kru Pichit Suphakan (2019) researched the effectiveness of implementing the participatory student support system in schools under the Secondary Education Service Area Office, Zone 12. The findings revealed that the overall effectiveness and the effectiveness in all five aspects were at the highest level.

Chanchai Thairat (2018) studied the management of the student support system to foster good character in students at Chiang Rai Witthayakhom School in Mueang Chiang Rai District. The study found that the overall level of student support system management, particularly in getting to know students individually, was at the highest level.

Nisakorn Laokhetkit (2017) studied the development guidelines for the student support system at Ban Bueng Lom School in Khlong Lan District, Kamphaeng Phet Province. The findings revealed that the overall operation of the system, especially in student development promotion, was at the highest level.

Terrence J. Lee-St. John and others (2018) studied the long-term impacts of systematic student support at the elementary school level, focusing on reducing school dropout rates. The findings indicated that dropping out of high school negatively affects students' employment, lifelong income, and physical health. High school dropouts often fail to complete their education for complex reasons that are evident before reaching legal adulthood.

In the research on the implementation of the student support system in the Suwannabhumi-Prakan School Cluster under the Samut Prakan Secondary Education Service Area Office, school administrators, homeroom teachers, guidance counselors, parents, and the community were involved in planning and providing support for students' behavior. Emphasis was placed on organizing classroom activities, supplementary activities, and extracurricular activities tailored to the students' potential and abilities. Schools must closely manage the student support system in five key areas Knowing students individually, screening students, promoting student development, Preventing and solving problems, and Referring students. These methods will lead to guidelines for improving the student support system in the Suwannabhumi-Prakan School Cluster under the Samut Prakan Secondary Education Service Area Office.

5. Research Methodology

The research titled "Study on the Implementation of the Student Care System in Suvarnabhumi Prakan Educational Network under the Samut Prakan Secondary Educational Service Area Office" was conducted using the following methodology:

5.1. Population

The population consisted of administrators and teachers under the Samut Prakan Secondary Educational Service Area Office for the 2022 academic year. This included 7 schools within the Suvarnabhumi Prakan Educational Network, totaling 741 individuals (Samut Prakan Secondary Educational Service Area Office, 2022).

5.2. Sample Group

The sample group included administrators and teachers from 7 schools under the same office for the 2022 academic year, with a total of 254 participants.

5.3. Data Collection Instruments

The data collection tool was a questionnaire, developed and refined by the researcher based on academic literature and relevant research. The questionnaire comprised:
1. Part 1: Demographic data of respondents, structured as a checklist.
2. Part 2: Questions related to the implementation of the student care system in schools within the Suvarnabhumi Prakan Educational Network, using a 5-point Likert rating scale.

5.4. Instrument Development

The development of the questionnaire involved the following steps:
1. Review of Literature: The researcher reviewed relevant concepts and theories based on the research framework related to the student care system.
2. Design: The questionnaire was divided into two parts:
   o Part 1: Demographics of respondents, including school size, structured as a checklist.
   o Part 2: Implementation aspects of the student care system, focusing on five areas:
      1. Knowing individual students
      2. Screening students
      3. Supporting students
      4. Preventing and solving student problems
      5. Referring students
      Each question used a 5-point Likert scale: Very High, High, Moderate, Low, Very Low.
3. Expert Review: The draft questionnaire was submitted to the research advisor for review and revised based on feedback.
4. Validation by Experts: Three experts, holding doctoral degrees in educational administration, assessed the content validity and language appropriateness. The Index of Item-Objective Congruence (IOC) was calculated, and questions with an IOC score between 0.60 and 1.00 were selected for use.
5. Pilot Testing: The revised questionnaire was tested with teachers outside the sample group.
6. Reliability Analysis: The reliability of the questionnaire was analyzed using Cronbach's Alpha Coefficient, resulting in a reliability score of 0.945.
7. Data Collection: The finalized questionnaire was distributed to the sample group.

5.5. Data Collection Procedure

The researcher coordinated with the Graduate School, Faculty of Education and Liberal Arts, Suvarnabhumi Institute of Technology, to issue a formal request for cooperation in data collection. Questionnaires were distributed to administrators and teachers, followed by reminders to ensure all questionnaires were returned.

5.6. Data Analysis

A total of 254 questionnaires were returned (100%). The data was analyzed using statistical software:
- Part 1: Frequency and percentage analysis for demographic data.
- Part 2: Comparative analysis of the implementation of the student care system by school size, using mean and standard deviation. Scheffe's method was employed for pairwise comparisons in case of significant differences.

The five implementation areas were analyzed with a 5-point Likert scale, with interpretations as follows (Boonchom Srisa-ard, 2017):
- 4.51–5.00: Very High
- 3.51–4.50: High
- 2.51–3.50: Moderate
- 1.51–2.50: Low
- 1.00–1.50: Very Low

5.7. Statistical Analysis

The following statistical methods were used:
1. Instrument Quality Assessment:
   o IOC for content validity.
   o Cronbach's Alpha for reliability.
2. Descriptive Statistics:
   o Percentage
   o Mean
   o Standard Deviation
3. Hypothesis Testing:
   o One-way ANOVA to compare perceptions of implementation by school size.
   o Scheffe's method for pairwise comparisons in cases of significant differences.

6. Research Findings Summary

1. Results of Data Analysis on the Implementation of the Student Support System
   The analysis focuses on the implementation of the student support system within Suvarnabhumi Prakan Educational Network under the jurisdiction of the Samut Prakan Secondary Educational Service Area Office.

Table 1: Displays the mean, standard deviation, and interpretation of the implementation of the student support system within Suvarnabhumi Prakan Educational Network under the Samut Prakan Secondary Educational Service Area Office. The overall interpretation is provided.

(n=254)

Rank	Implementation of the Student Support System	Level of Practice		Interpretation
		$\bar{x}$	S.D.	
1	Student Referral	4.71	0.44	Highest
2	Student Promotion	4.69	0.43	Highest
3	Prevention and Resolution of Student Issues	4.68	0.47	Highest
4	Student Screening	4.67	0.44	Highest
5	Individual Student Recognition	4.66	0.48	Highest
	Overall (X_{tot})	4.68	0.45	Highest

From Table 1, it was found that the overall implementation of the student support system in Suvarnabhumi Prakarn Educational Network, under the Secondary Educational Service Area Office of Samut Prakan, was at the highest level When considering each aspect in descending order of mean scores, student referral ranked the highest at the highest level, followed by student promotion, also at the highest level, and individual student recognition, which was at the highest level as well, respectively.

Table 2: Comparison of the Implementation of the Student Support System in the Suvarnabhumi Prakarn Educational Network under the Secondary Educational Service Area Office of Samut Prakan, Categorized by School Size

Implementation of the Student Support System	แหล่งความ-แปรปรวน	SS	df	MS	F	p
1. Individual Student Awareness	Between Groups	29.298	2	14.649	119.466	.000
	Within Groups	30.778	251	.123		
	Total	60.076	253			
2. Student Screening	Between Groups	19.584	2	9.792	81.268	.000
	Within Groups	30.243	251	.120		
	Total	49.826	253			
3. Student Development Promotion	Between Groups	20.745	2	10.373	97.295	.000
	Within Groups	26.759	251	.107		
	Total	47.505	253			
4. Problem Prevention and Resolution	Between Groups	20.236	2	10.118	70.150	.000
	Within Groups	36.203	251	.144		
	Total	56.439	253			
5. Student Referral	Between Groups	20.723	2	10.362	87.798	.000
	Within Groups	29.622	251	.118		
	Total	50.345	253			
Overall	**Between Groups**	**21.969**	**2**	**10.985**	**121.131**	**.000**
	Within Groups	**22.762**	**251**	**.091**		
	Total	**44.731**	**253**			

Statistically Significant at the .05 Level

Table 2 shows that administrators and teachers from schools of different sizes have differing opinions regarding the implementation of the student support system in the Suvarnabhumi-Prakan cluster, under the jurisdiction of the Secondary Educational Service Area Office of Samut Prakan. These differences are statistically significant at the .05 level, both overall and across individual aspects.

The research findings revealed that the implementation of the student support system in the Suvarnabhumi-Prakan cluster, under the Secondary Educational Service Area Office of Samut Prakan, differs significantly by school size, both overall and across individual aspects, at the .05 statistical significance level.

The pairwise comparison using Scheffe's method indicated that the implementation of the student support system across all five aspects differed significantly at the .05 level between two pairs: small schools and extra-large schools, and medium-sized schools and extra-large schools. For other pairs, no statistically significant differences were observed.

7. Discussion of Research Findings

The research findings from school administrators and teachers in the Suvarnabhumi-Prakan school cluster, under the Secondary Educational Service Area Office of Samut Prakan, present significant aspects for discussion, as follows:

Implementation of the Student Support System

The implementation of the student support system in the Suvarnabhumi-Prakan cluster, both overall and by individual aspects, was found to be at the highest level. Analyzing each aspect, the rankings of average scores from highest to lowest are: student referrals, student development, prevention and problem-solving, student screening, and individualized understanding of students.

This may be attributed to the adherence of schools in this cluster to the standardized practices outlined in the 2017 Secondary School Operational Standards (revised in 2019). These schools demonstrate an effective and tangible student support system, with up-to-date student information, comprehensive planning, and efficient management.

This aligns with the research of Tatchakorn Ngamlerd, Phra Maha Suphot Sumetho, and Phra Khru Phichit Suphakan (2019), who studied the effectiveness of a participatory student support system in schools under the Secondary Educational Service Area Office 12. Their findings also indicated that the overall and individual aspects of the system were at the highest level. Additionally, the results are consistent with Danphrai Simakham (2021), who explored effective strategies for student support systems in primary schools under the Office of the Basic Education Commission in northeastern Thailand. Their findings showed that the strategies were highly appropriate and feasible.

The researcher believes that the consistently high performance of the student support system is due to its long-standing integration as a routine part of school operations for over 20 years. As a vital function, it supports the schools' mission and meets internal and external quality assurance requirements.

Comparison of Implementation by School Size
Administrators and teachers from schools of varying sizes in the Suvarnabhumi-Prakan cluster had significantly different opinions on the implementation of the student support system, both overall and in individual aspects, at the .05 significance level.

This disparity may stem from the following factors:

Resources: Larger schools may have more personnel, budgets, and facilities, enabling them to manage the student support system more comprehensively. Smaller schools, on the other hand, may face resource constraints.

Student Numbers and Individualized Care: Smaller schools often have fewer students, allowing for more in-depth and individualized care. In contrast, larger schools require more complex management structures to ensure comprehensive support for all students.

Work Environment: Larger schools may have more systematic and well-defined management processes, while smaller and medium-sized schools may exhibit greater flexibility and adaptability.

Communication and Coordination: Communication in larger schools can be more complex compared to smaller schools, which often have quicker and more straightforward communication channels.

These factors explain why administrators and teachers from schools of different sizes have varying perspectives on the student support system, both overall and in individual aspects.

This is consistent with the findings of Wuttipong Phantiwa (2020), who studied the conditions, challenges, and developmental approaches for student support systems in schools under the Secondary Educational Service Area Office 21. The study revealed differences based on school size. The researcher posits that differences in practice levels are due to the equal workload across schools but varying personnel numbers, resulting in different capacities to implement the system effectively.

8. Recommendations Based on the Research

8.1. Recommendations for Further Research

1. Developing Student Support System Models:
   Research should be conducted on developing models for student support systems under the Ministry of Education and other agencies providing basic education. This is necessary because the current student support system, established by the Department of General Education since 2000, may no longer align with the contemporary social context. Updates could include redefining student groups for screening, revising screening criteria, and adapting support activities to better suit current societal conditions.
2. Utilizing Mixed-Method Research:
   Future studies should employ mixed-method research, combining quantitative and qualitative approaches, to provide deeper insights into the student support systems.
3. Examining Factors Influencing Implementation:
   Research should explore the factors affecting the implementation of student support systems in schools within the Suvarnabhumi Prakan School Network, under the Samut Prakan Secondary Educational Service Area Office. The differences in school sizes highlight the need for such studies.
4. Relationship Between Leadership Styles and Implementation:
   Studies should investigate the relationship between school leadership styles and the implementation of student support systems in the Suvarnabhumi Prakan School Network to understand their impact on effectiveness.

8.2. Recommendations for Application of Research Findings

1. Personalized Student Profiles:
   Schools should establish a comprehensive data recording system to capture individual student profiles aligned with support system criteria. The data should be updated every semester to ensure relevance.
2. Student Screening Procedures:
   Schools should define clear support categories, such as academic performance, behavior, and family circumstances. These categories must include behavioral or tangible criteria to effectively classify students into three groups:
   o   "Trusted Group": Students requiring minimal intervention.
   o   "Concerned Group": Students needing moderate support.
   o   "Close Monitoring Group": Students requiring immediate and ongoing attention.
3. Student Development Promotion:
   Schools should assign specific personnel to organize activities and projects aimed at maximizing students' potential. The goal is to increase the number of students in the normal group and reduce those in at-risk or problem categories.
4. Problem Prevention and Remediation:
   Schools should organize additional remedial activities to address academic challenges faced by students more comprehensively.
5. Student Referrals:
   Schools should establish a systematic referral process that includes clear communication between the referring teacher and the receiving teacher. For referrals involving external organizations, parental and student consent must be documented.

8.3. Guidance Personnel Allocation

The Office of Basic Education or the Secondary Educational Service Area Office should provide adequate staffing of qualified guidance counselors in schools. These counselors should oversee and directly manage the student support systems for maximum effectiveness.

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics Approval: Not applicable.

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