
THE STUDENTS CARING AND SUPPORT OPERATION SYSTEMS IN SISAKET YASOTHON SECONDARY SCHOOLS TO DEVELOPING AN EFFECTIVE SYSTEM FRAMEWORK

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ABSTRACT

The purpose of this quantitative research was to assess the efficacy with which the "Students Caring & Supporting Operations System" implemented at Sisaket Yasothon Secondary Schools functioned as the foundation for an improved student caring & supporting operations system. Analysis of the data derived from the paired sample statistics, analysis of variance, and the regression analysis performed indicated that levels of implementation of student affairs administration practices, the concepts of student care & support systems, operational processes associated with the support systems used by students, the practices used in support systems for students, as well as the conditions under which schools provide education were uniformly positive across all indicators, with average scores of greater than 3.50 being assigned to all of the indicators in the four primary domains of concern or interest within the study, and reflecting a very high degree of anticipated implementation (compared to what had actually taken place). Furthermore, all indicators yielded consistently low (< 1.00) standard deviations, suggesting that teachers' responses were very homogeneous, creating stable and shared perceptions of the indicators. Because of the relatively low standard deviations, paired-sample t-test analyses revealed no statistical significance between anticipated and actual practices across most areas (indicating that what was intended in policy closely aligns with what is practiced statistically and operationally), except in student promotion, which showed a significant difference. Mentoring and coaching strategies were consistently practiced at a high level, with no notable differences between the anticipated and actual practices for each. Teacher demographic variables, including teacher age, years of service, and education level, all affected the implementation of student caring and support systems, indicating that these variables moderate the delivery of services. In addition, regression analysis revealed that mentoring is a strong predictor of caring practices in relation to student care. In contrast, coaching is influenced by multiple operational variables, none of which were statistically significant predictors of student care-related practices. Based upon the results of this study, a framework for promoting a compassionate school climate was proposed, which includes effective mentoring systems, inclusive policies for students, proactive student support systems, and open communication. This study demonstrates the necessity of effective, structured, well-aligned systems for caring for and supporting students to improve student wellness and the quality of educational services delivered to secondary students.

Keywords: *Students caring, support operation systems, secondary education, high degree, curriculum*

INTRODUCTION

The researcher is interested in studying the operation of the student care and assistance system in Secondary school under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon. The information obtained from this research will be beneficial to the researcher and educational institution administrators, helping strengthen educational institutions by establishing standards for organizing student care and support systems. This will affect the development of students' quality, ensuring they have desirable characteristics, are good people, have knowledge, and can live happily in society in the future.

Rapid changes in the borderless world, also known as globalization, affect various aspects of society and the way of life of people in Thai society.

The family level that does not have time to take care of their children closely. Young people lack warmth and caring people, thus causing various problems. (Department of General Education, 2001: 4). National Education Act B.E. 2542 and its amendments (No. 2) B.E. 2002, Section 6 stipulates that, "Education must be in order to develop Thai people to be a human being who is complete in body, mind, intellect, knowledge and morality, has ethics and culture in life. Able to live happily with others," and in Section 10, "Education must provide people with equal rights and opportunities to receive advanced education. Basis not less than twelve years that the state must provide thoroughly and with quality without charge."

According to Section 22, "Education must be based on the principle that every learner has the ability to learn and develop themselves, and considers students to be the most important. The educational management process must encourage learners to develop naturally and to their full potential." In addition, the Ministry of Education regulations require educational institutions to protect the rights of children and youth.

B.E. 2000, Article 19 requires educational institutions to make personnel aware of children's rights, practice counseling skills, and participate in solving children and youth problems (Ministry of Education Office of the Basic Education Commission, 2003: 58).

Improving the quality of life of all students. It is hoped that students will grow in overall quality, both in intelligence, ability, morality, and ethics. In addition, living happily in society is associated with physical health and good mental health. This goal requires the cooperation and readiness of every person in the school.

In addition, there is close coordination with parents, including relevant external agencies, to ensure operational efficiency. The current society faces various problems and has modern, fast communication technology. It has greatly affected people's way of life and mentality, causing many problems. Even the youth are affected by that. They are school-age children. They need help solving urgent problems in life and love, and understanding from adults, with parents being the most important people in the family institution for caring for and helping students. And there are all teachers who perform this duty on behalf of parents when children are at school (Department of (Mental Health, 2001: 2). The duty of organizing education, in addition to organizing the "teaching system," allows students to become smart people, need to arrange "Student Care and Support System" to become "good people" along with "Both talented and good" to understand social change and can adjust happily to suit the situation.

School education must help students know and adapt. Managing a student care and support system-integrated model, coupled with the teaching system, as a way of life for teachers with spirit, to develop students' potential holistically, is the ultimate goal of education.

The need to build a strong immune system in students. It is one thing that will help protect and solve various student problems. A clear student support system is therefore important for developing students and preventing them from encountering various problems. One can do this by taking action. This will be successful, going hand in hand with the teaching and learning management system. Requiring cooperation from everyone on all sides, student and community affairs, teachers who will help take care of the students closely, always observing the behavior of the students or their own children, will make them aware of changes and be able to find ways to prevent or solve problems in a timely manner.

Every student's problem has a cause. This does not happen immediately. It is an accumulation of experiences that negatively affect students' behavior in their thoughts, feelings, and actions. If the student does not receive help in the beginning, according to a good and continuous system, the problem will become more widespread. It becomes complicated and difficult to solve in the end. When students are at school, teachers will help perform these duties in place of parents for a certain period of time.

The student support system is an operation of the Ministry of Education. The Office of the Basic Education Commission, the Ministry of Public Health, and the Department of Mental Health jointly laid the foundation for the development of student quality. By promoting and supporting educational institutions, teachers and those involved work together to help, promote, and develop students systematically and continuously.

The Office of the Basic Education Commission has set policies for all educational institutions under its jurisdiction to operate the student support system efficiently in accordance with the student support system process. Schools must operate according to the system, which has 5 steps:

- 1 Knowing each student individually;
- 2 screening student promotion;
- 3 preventing and solving problems;
- 4 referring them to help students; and
- 5 school administrators, parents, and communities to cooperate and support operations regularly.

There is collaboration and teamwork among all teachers at each level. and everyone involved:

- measures to support and promote student potential;
- emphasizing activities to promote, develop, prevent, and solve problems. and child protection.

To ensure that all students receive care and assistance from teachers, parents, communities, and related agencies and organizations, the members participate in the development of students to have quality in terms of body, mind, and intellect, to have morality, ethics, and be able to live happily, as they desire.

Society aims through the educational process. Learning and social life in secondary schools under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon, provides teaching and learning at both the lower secondary and high school levels. There are a total of 60,027 students and teachers. 2,095 people, who, at present, Society has many problems, such as the increase in divorce. There are also places where students run away from

school and mingle in shopping centers and game shops, resulting in poor grades. Romantic problems, taking drugs, fighting problems, etc., etc., result in other problems.

The researcher as Director of Bua Charoenwittaya School, under the jurisdiction of the Sisaket Yasothon Secondary Educational Service Area Office, the researcher has been assigned by the Director of the Sisaket Yasothon Secondary Educational Service Area Office, which has one important mission that is directly related to student behavior and discipline. Thus, the researcher is interested in studying the operation of the student care and assistance system in Secondary School under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon. The information obtained from this research will be beneficial to the researcher, to educational institution administrators, and to strengthen educational institutions to have standards in organizing student care and support systems. This will affect the development of the quality of students to have desirable characteristics, be good people, have knowledge and be able to live happily in society in the future.

In this research, the researcher studied the principles and theory from related documents and research to be used as framework for research and supporting information for analytical studies.

Discussions of research results are based according to the following topics:

- 1 ***Concepts about student affairs administration***
 - 1.1 The importance of student affairs administration;
 - 1.2 Meaning and scope of student affairs administration;
 - 1.3 Objectives of student affairs administration;
 - 1.4 Philosophy of student affairs administration; and
 - 1.5 Principles of student affairs administration.
- 2 ***Concepts related to student care and support system;***
 - 2.1 Objectives of the student support system;
 - 2.2 The value of the student support system;
 - 2.3 Important factors affecting the efficiency of operations; and
 - 2.4 Quality assurance of student care and support systems.
- 3 ***Student support system operations process***
 - 3.1 Getting to know students individually;
 - 3.2 Student screening;
 - 3.3 Student promotion;
 - 3.4 Preventing and solving problems; and
 - 3.5 Referring students.
- 4 ***Practices in operating the student care and support system***
 - 4.1 Preparation and operational planning steps;
 - 4.2 Steps to follow the operational plan;
 - 4.3 Supervision, monitoring, evaluation and reporting steps.
- 5 ***Conditions of the school's educational provision.***

Statement of the Problem

The study aims to review the students' caring and support operation systems in Sisaket Yasothon Secondary Schools to develop an effective system framework. Specifically, the study will address the following salient questions:

1 To what extent are the students caring and support operations systems effective implementation as planned in the areas of:

1.1 Student Affairs Administration as to:

- 1.1.1 The importance of student affairs administration;
- 1.1.2 Meaning and scope of student affairs administration;
- 1.1.3 Objectives of student affairs administration;
- 1.1.4 Philosophy of student affairs administration; and
- 1.1.5 Principles of student affairs administration?

1.2 Concepts related to student care and support systems:

- 1.2.1 Objectives of the student support system;
- 1.2.2 The value of the student support system;
- 1.2.3 Important factors affecting the efficiency of operations; and
- 1.2.4 Quality assurance of student care and support systems?

1.3 Student support system operations process

- 1.3.1 Getting to know students individually;
- 1.3.2 Student screening;
- 1.3.3 Student promotion;
- 1.3.4 Preventing and solving problems; and
- 1.3.5 Referring students?

1.4 Practices in operating the student care and support system:

- 1.4.1 Preparation and operational planning steps;
- 1.4.2 Steps to follow the operational plan; and
- 1.4.3 Supervision, monitoring, evaluation, and reporting steps?

1.5 Conditions of the school's educational provision?

2 To what extent do the school student care practices as planned in its strategies to create students' well-being in the areas of:

2.1 Mentoring; and

2.2 Coaching?

3 To what extent do the teachers' demographic profiles affect:

- 3.1** Implementation of students' caring and support operations systems;
- 3.2** student affairs administration
- 3.3** student care and support systems
- 3.4** Student support system operations process;
- 3.5** Practices in operating the student care and support system; and
- 3.6** Conditions of the school's educational provision?

4 To what extent are the effects on students' care in the practice of:

4.1 Mentoring; and

4.2 Coaching?

5 Based on the findings, what student care and support operation systems in Sisaket Yasothon Secondary Schools can be proposed to develop an effective system framework?

Scope and Delimitations

Demographic scope. The population of study civil servant teachers and educational personnel of a secondary school under the jurisdiction of the Sisaket Secondary Educational Service Area

Office, Yasothon, for the academic year 2023. There are 2,739 samples: administrators, 249 people; grade-level leaders, 395 people; teacher counselors, 2,095 people.

This research is a study of the operation of the student support system of secondary schools under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon, divided into five steps: Knowing students individually, Screening students, Promoting students, Preventing and solving problems, and Referring students.

Area boundaries. The location used in the research is a secondary school. under the jurisdiction of the Secondary Educational Service Area Office, Sisaket, Yasothon, totaling 83 schools.

Review of Related Literature

Concepts about student affairs administration. Student affairs administration is a task that aims to help build a number of important qualities that aimed to develop students' such as: qualities in self-discipline, honesty and self-confidence, seeing the common good, have the spirit of being a sportsman, praise others and be able to live with others, be a good leader and follower according to the democratic system, and able to adapt to the social environment.

Educational administrator. In particular, school-level administrators with knowledge and ability in this area will be able to organize and carry out various activities to fully benefit students. As a result, many desirable qualities will arise in the students themselves. This is considered a success of the country's educational management to be proud of (Kanchana Srikalasin, 1992: 5).

Student affairs work is different from work in other areas such as academic work. Administrative work, Student administration work. But this work is no less important than the work mentioned above. Therefore, school administrators who hope for students to be successful In terms of learning as well as development in various areas such as physical, intellectual, emotional, and social development. Therefore, school administrators need to be responsible and supervise student activities so that they are carried out efficiently and are successful in every respect as follows.

However, it is well known that student affairs administration is important. In addition to other administrative tasks (academic work, personnel, administration, and finance), one thing is that it is work related to students from the moment they enter the school system until leaving school; student affairs administration has a mission to be responsible for:

- Prepare various things related to each student, such as taking care of parents and providing various services. given to students, including various activities;
- Reinforce the lessons for students as well.

Student affairs administration work is therefore important and can be classified as follows:

1 It is important to students, as it gives students an opportunity to relieve stress from teaching in a regular classroom. This is because if students focus only on studying and completing the work assigned by the teacher, they are so serious that they have no time to stop. It will cause performance to drop. Not having abilities equal to others.

2 It is important for teachers. Because it encourages teachers to build good relationships with students, know and understand them, and help or solve students' problems more accurately.

3 It is important to school administrators to get accurate information about students for study or use with students, parents, schools, or higher educational institutions that need information about students, etc.

4 It is important to the guidance department. By receiving information on aptitude and interest from observing and recording daily data, participating in individual student activities,

and providing advice to students in deciding to plan and choose the line of study that is most suitable for them.

5 It is important to the nation, that is, it builds a nation that is fully equipped with quality, capacity, and efficiency. In terms of moral development, ethics, and manners, students were encouraged to participate in various activities. To continually create knowledge and experience for Students to continue to grow into the nation's social power.

Concepts related to student care and support systems. The importance and necessity of the student support system is to develop students to be a person with quality in terms of body, mind, intelligence, ability, morality, ethics, and live happily, as society hopes:

- Promoting and supporting students.
 - Preventing and solving various problems that arise due to a rapidly changing society.
- Both social and economic factors, as well as various information technologies, affect many people in society in various ways. In today's world, society faces family problems. Developing students is in accordance with the expectations of the National Education Act, B.E. 2542, and the additional amendments (No. 2) B.E. 2002, which emphasize the importance of students. Thus, cooperation from all involved parties is required, especially school personnel, which includes teachers, who are important in carrying out various operations to care for and help students closely with love and compassion, and in pride in the role they play in developing the quality of life of youth to grow and flourish. Beauty is a valuable person in society.

The concept of student care and support system in basic educational institutions, according to The Office of the Basic Education Commission (2004), defines the student care and support system as:

- It is a process of taking care of and helping students with clear steps. along with methods and tools that meet standards, quality, and have evidence of work that can be verified. Classroom teachers/counseling teachers are the main personnel in operations and are involved both inside and outside the educational institution, including the educational institution committee, parents, community, administrators, and all teachers.

The main concepts in the operation of the student care and support system are as follows (Education Supervision Unit, Department of General Education, Ministry of (Education 2001: 3):

1 Every human being has the potential to learn and develop themselves throughout their life. It just takes time and is different due to individuality, and

2 . Success of the work.k It requires participation. including the joint effort, thinking, and action of everyone involved, whether school personnel at all levels, parents, or the community. Pitchamon Leekamnerdthai (2001: 45–46). Gives an idea about the care and assistance system. students, as in creating the student care system, the concept of systematic management, which consists of three important structures: inputs, processes, and outputs, has been used as a guideline for creating the student care and assistance system and for monitoring and evaluating results during operation. Organize meetings to supervise, follow up, and evaluate results on a regular basis. Based on the Zipp Model evaluation concept, it also uses guidance principles and psychological principles based on humanism theory that recognizes the value of humanity and believes that everyone wants to be a good person and develop themselves. to be higher. It is a guideline for organizing the student care and assistance process; thus, the main components of the system student care are factors, processes, and products.

Student support system operations process. Operation of the student care and support system of secondary schools under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon, it operates using Deming's quality principles (PDCA) to solve student problems with 5 steps as follows:

1 Getting to know students individually;

- 2 Student screening;
- 3 Student promotion;
- 4 Preventing and solving problems; and
- 5 Referring students.

The operation of the student care and support system has counselors as the main personnel in the operation (The Office of the Basic Education Commission (2004: 36) It has established a format for the student care and assistance process as follows:

Student care and assistance process (Office of the Basic Education Commission , 2004:36)

Practices in operating the student care and support system. There is a systematic and step-by-step operating process with coordination or support from management. Relevant teachers, including parents, work together to solve various problems of students that are becoming more and more severe , whether it be problems with studies, family, society, risky sexual behavior, drug problems, and many other problems. To solve these problems, it is necessary to carry out work in accordance with the methods and elements of the student care and assistance process, which must be practiced continuously for 1 academic year. It operates using the principles of systematic management. The operation steps are:

- 1 planning operations (Plan);
- 2 operating according to plan (Do);
- 3 jointly monitoring, inspecting, and evaluating operations (Check); and
- 4 using evaluation results to improve. Correcting defects (Act) requires details in operations. according to a clear schedule of work periods and workers

In creating a student care and support system, the concept of systematic management comprises three important structures: inputs, processes, and outputs. These have been used as guidelines in creating the student care and support system, in following up and evaluating during operations, and in organizing meetings to supervise, follow up, and evaluate continuously on a periodic basis. According to the zip model evaluation concept, it has adopted guiding principles and psychological principles from humanist theory, which recognize the value of humanity and believe that everyone wants to be a good person and to develop themselves further. It is a guideline for organizing the student care and assistance process. The main elements of the care system helping students have three components: factors, processes, and products.

The implementation of the care and support system in schools is carried out through various activities. This requires continuous practice and efficiency in operating the care system to help students greatly.

Pitchamon Leekamnerdthai (2001: 48) proposed setting quality standards. The personnel in organizing the student care and support system should be as follows:

- 1 School administrators, Assistant school administrators for all departments, and grade level leaders must have the ability to administer and manage the student support system.
- 2 School administrators. All personnel in the school must be aware of their roles and provide support for the implementation of the student care and support system.
- 3 Advisors must be aware of their roles and duties, have knowledge and the ability to implement the student care and assistance process.

The operation of the student care and support system in the school is a clear, systematic process. School administrators and those involved with responsibilities must act accordingly. The following guidelines are:

- 1 Meeting to discuss to determine the personnel structure in the student care and support system.
- 2 Appoint a steering committee (lead team), a coordination committee (coordination team), and an operating committee (work team).

3 Define the roles and duties of the steering committee. The coordination committee and the committee operate in the student care and assistance system

Structure, roles, and responsibilities of the committee. The committee in the student support system is very important to the system's success. The structure of the committee is to appoint three committees, working groups, or teams with different roles and responsibilities as follows.

1 Steering committee or leadership team. The school administrator is the chairman. The school's administrative assistant is the secretary. This committee is responsible for setting policy. Appoint a committee to monitor the work. and have joint meetings at least 1 time per month.

2 Coordination committee or coordination team. The assistant administrator of the administrative school serves as the chairman. The Coordinating Committee's assistant may be the guidance supervisor, or the school will consider the person as appropriate. This committee is responsible for proposing work plans, organizing meetings, providing training to teachers, supporting the work of advisor teachers, and reporting on work results to administrators. The steering committee and the operations committee should meet at least once a month.

3 Operations Committee. There is a leader at each level as the chairman. There are 3 or 6 committees, as appropriate, according to grade level. The operating committee has duties to help students. In particular, advisor teachers have a role in carrying out work according to student support processes, and there is a meeting at least once a week to follow up on performance, resolve obstacles in work, and request various forms of cooperation (Pitchamon Leekamnerdthai, 2001, pp. 48-49).

Hasapong Ngandee (2008) found that Wattanothai Payap School chooses to consider personnel in the student support system who must have experience and have been in government service for a long time. There are periodic personnel meetings with level leaders monitoring operations. Successful alumni came to provide knowledge and insights at the student orientation day. Teerakarn Ban Hong School has student merit announcements on the public relations board. A model police station has been set up within the school. Lai Hin Witthaya School holds a weekly meeting for teachers and personnel. Signs are put up. Public relations related to outstanding student achievements and various outstanding activities. In front of the school, there is a fundraiser for lunch. Tuition scholarships for children who study well but are from low-income families.

Rueangyot Krongtri (2007) found that the operating conditions of its student care and support system at Chulabhorn Rajavidyalaya School are high overall. As for operational problems, the picture included, to a small extent, a comparison of operating conditions of student care and support systems. When comparing overall operational problems, is not significantly different at the .05 level. Conditions and problems in operating the student care and assistance system of Chulabhorn Rajavidyalaya School, classified by age, overall, differ significantly at the .05 level. Overall, there is no difference in work experience. at. the 05 level when comparing overall operational problems.

Wiroj Surasakhon (2007) found that the operating conditions of the student care and assistance system of educational institutions in Nakhon Pathom Municipality were, overall, at a high level, and that each component was at a high level.

In educational institutions under the Nakhon Pathom Municipality, including organizing a project to visit students' homes, setting up a parent network, organizing student development activities, collaborating with external agencies to help solve student problems, and adding knowledge and creating incentives for personnel were significant.

Sanam Tubtimsai (2005) found that (1) administrators and teachers have opinions regarding the administration of the student support system of schools in the Kanchanaburi Educational

Service Area 2 overall at a high level. When considering each aspect, most were at a high level, except for standards for indicators of student care and support systems and the evaluation of student care and support systems. Summarizing results and publicizing system work, taking care of, and helping students is at a moderate level. According to the opinions of administrators and teachers as a whole, the administration of the student support system in Schools in Kanchanaburi Educational Service Area 2 was not significantly different. When considering each aspect, it was found that setting standards for care and assistance systems, students are different from administrators and teachers in schools of different sizes, who have opinions about managing the student support system of schools in Kanchanaburi Educational Service Area 2 are significantly different at the .05 level. Problems in the administration of the student support system include teachers lacking knowledge and a lack of leadership suggestions to solve problems, such as the school appointing the Student Support System Working Group and organizing a seminar and workshop for teachers. parents to give knowledge and awareness of the importance of organizing a system to care for students, and the school to supervise them. Samaporn Saiwongpanya (2005) found that, in aspects of conducting self-assessment, the ability to operate the student care and support system at a high level, and the problems in operating the student care and support system are at a low level. In the guidelines for developing the system, take care and help students. In the administrative aspect, administrators should manage the system to monitor and support students themselves: knowing students individually, homeroom teachers should visit all students' homes. In student screening, the system can identify students based on the problem. For student promotion, schools should have a clear system with plans, projects, activities, and a budget to support it. In terms of prevention and problem-solving, schools should have a system for prevention, solve student problems in concrete ways, and have plans, projects, and activities. and budget supports. In terms of referrals, it is seen that schools should have a clear system for referring students both internally and externally. As for other operations, it was found that schools should have coordination with parents, communities, organizations, and various events. Chatri Sukchuai (2005) found that the operating conditions of the care system meet students' needs. The administrators and teachers in secondary schools agreed that Ubon Ratchathani Province has a high level of compliance, both overall and in each step, namely the preparation and planning step, the plan implementation step, and the monitoring, evaluation, and reporting step. and stages of improvement, development, and appropriate operation. Comparing administrators' and teachers' opinions regarding the operating conditions of the student care and support system, it was found that they differed significantly, both overall and at each step, at the .01 level. Administrators saw that the practice was at a high level in every step. Teachers saw that the practice was at a moderate level in 3 steps: the plan implementation step, the supervision, monitoring, evaluation, and evaluation step. report and the stage of improvement, development, and operation to be appropriate and have a high level of practice is the preparation and operational planning stage. and administrators and teachers who live in schools of different sizes There were opinions on the operating conditions of the student care and assistance system, both overall and at each step, with statistical significance at the .05 level. It was seen that small schools had more practice than large schools in all 4 steps. section. Sompong Kaew-at's (2004) research results showed that the operating conditions of the student care and support system of schools that provide secondary education were at a high level. Both overall and in each aspect, the highest average is student promotion. Phat Riya Dangkong (2004) found that the context in the large school was ready. personnel and environment in the community, more medium and small schools, the process of operating a student care and support system. There is preparation and planning for operations, and appointment of an operating committee. Operational budgeting, project preparation work plan,

work calendar, coordination with other agencies, operation of the care system, and helping students in 5 areas: there is work to know each student individually. create student screening criteria, organize activities for students and parents to participate in activities inside and outside the classroom.

Internal referrals for students with problems that are difficult to care for and help. It was found that there is operations, supervision, monitoring, evaluation, and reporting of performance results by a coordinating committee that reports performance results to school administrators. The operation of the student care system is hindered by a lack of budget and vehicles for visiting students' homes.

Comparison results. The successful results of the operation of the student care and assistance system at the Wiang Kosai United Campus, Phrae Province, were found not significantly different. The success of the student care and support system in student promotion was found to be significantly different at the .05 level. Pairwise comparison was significantly different. It was found that it differed only between large and small schools. The support system for students in prevention and problem-solving was found to be significantly different at the .05 level. Paired comparison analysis found that only large and small schools differed, and the results for the successful implementation of the student care and assistance system in terms of student referrals were no different.

Chowan Marutwong (2003) found that the operating conditions of the student care and assistance system during the preparation and planning stages were high. And the highest-ranking item was the appointment of a student support system committee. The steps for implementing the action plan were carried out at a high level, and the highest-ranked item was organizing homeroom activities regularly. The steps for supervising, monitoring, evaluating, and reporting were performed at a high level. And the items with the highest rankings are. There is systematic data collection, namely, student screening. And the side with the fewest opinions is forwarding students.

Srithep Wadkhoksung (2004) results from research information operations according to the student care and support system at Phra Thongkhamwittaya School, Phra Thongkham Subdistrict, using strategy training seminars, organizing a class parent meeting workshop, and visiting students' homes, which helps to achieve the goals of development, resulting in information about students in various aspects.

Sakchai Kesa Ngam (2003) found that the development of operations according to the student care and assistance system, using the internal supervision process, achieved the objective because the group of research participants organized small group meetings. The planning group ensures consistency with school policy guidelines. The planning group supervised, followed up, gave advice, and gave encouragement to the group of study participants in subgroups at grade level. The advisor is clear with guidelines for helping students correctly.

Cole (1999) examined the perception of assistant principals' role in supervising student discipline based on the opinions of principals and assistant principals in Georgia schools. The research results found that the assistant principal performed his duties appropriately in eliminating the group of students. to group together to commit crimes or engage in inappropriate behavior, acting as a coordinator between visitors to the school and school personnel, and controlling student attendance and coordinating with student activity support agencies. Both groups have different perceptions of the administrative assistant's basic responsibilities for student discipline. To enhance the school atmosphere and promote appropriate behavior, the collection of information on student disciplinary offenses is coordinated with external personnel. Personnel come together to work and manage the budget, but the two groups hold different perceptions on many other matters.

Dennis (1981) researched the topic of controlling student behavior and discipline. The research results found that classrooms where teachers strictly control students have no real effect on student discipline. Students still see teachers as those who control them more. Students will prefer teachers who help them more than teachers who use strict discipline.

Laverne (2000) examined the cooperation between schools and communities in addressing truancy problems. A case study of key factors affecting cooperation in problem-solving found that schools and communities must foster cooperation to prevent and solve problems. There must be continuous communication and cooperation between subgroups, and coordination between schools and the police. In the probation and court Office, there needs to be leadership representation of the subgroups. There should also be strategies to create knowledge, understanding and self-protection among parents and communities.

Theoretical Framework

A theoretical framework is a theory that can be applied to interpret and understand data in your research study. There are a range of theories that each look at the world through different lenses. Each will shape how we look at and interpret our data.

Feminists look at the world through the lens of the power and oppression of women.

Functionalists look at the world and see how the concepts and ideas in our societies have a role in maintaining social order.

Behaviorists look at the world and see how incentives – rewards and punishments – shape human behavior.

Postmodernists look at the world and see how language and discourse shape belief systems.

When selecting a theoretical framework, one is making a conscious decision about the approach and focus. For example, ‘feminism’ and ‘critical theory’ are theoretical frameworks that will focus on how power functions in society. This might be useful in a sociological or cultural studies analysis. But they will not be so useful in a study of classroom learning, which might best be served by ‘behaviorism’ or ‘constructivism’ as the theoretical frames.

Constructivism: Scholarly Fields: Psychology, Education. Constructivism is a theory in educational psychology about how people think and learn. It states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

When new information challenges past beliefs, cognitive dissonance occurs, which is resolved through processes of assimilation and accommodation until we develop a new understanding of what we observe, ideally a closer approximation of the truth.

It challenges the previously dominant concept in psychology, behaviorism, that states we learn best through rewards, punishments, and forming associations between concepts.

Example of Constructivism in the Classroom. A researcher examines how students learn about the concept of gravity in a physics classroom. The study would observe the process as the students first encounter basic information, then explore related concepts through hands-on experiments and classroom discussions. The focus of the study would be on how students construct their understanding using prior knowledge and how they evolve their understanding through experience and reflection.

Behaviorism. Scholarly Fields: Psychology, Education. Behaviorism is a learning theory in behavioral psychology that holds that behaviors are learned through association, trial and error. This theory takes a principled stance that learning needs to be measurable. Inner cognitive states are not taken into account because, for behaviorists, thoughts cannot be measured. Therefore, the theory suggests that behavior must be studied systematically and in observable terms, with no consideration of internal mental states.

A famous behaviorist study is Pavlov's study of how his dog learned to salivate when he heard a bell ringing, because the dog associated the bell with food. This is now known as a Pavlovian response.

Similarly, B.F. Skinner found that rewarding and punishing rats can lead them to learn how to navigate mazes at increasingly faster speeds, demonstrating the observable effects of rewards and punishments on learning.

If one were to use Behaviorism as your theoretical framework, it would likely inform both research question, where one may want to focus on a situation where one will measure changes in behaviors through rewards and punishments, as well as the researcher methods, where the researcher likely employ a quantitative research method that measures changes in behaviors, such as application of pre-tests and post-tests in an educational environment.

In a study using a behaviorist framework, a psychologist might investigate the effects of positive reinforcement on the classroom behavior of elementary school children. The experiment could involve implementing a rewards system for a selected behavior, such as raising a hand before speaking, and observing any changes in the frequency of this behavior. The behaviorist theoretical framework would guide the researcher's expectation that the reinforcement (reward) would increase the occurrence of the desired behavior.

Psychoanalytic Theory. Scholarly Fields: Psychology, Social Work. Psychoanalytic and psychodynamic theories, originally proposed by Sigmund Freud, posit that human behavior is the result of the interactions among three component parts of the mind: the id, ego, and superego.

This theory might be used by a psychology student in their research project where they test patients' behaviors, comparing them to Freud's (or, for that matter, Carl Jung's) theoretical ideas about stages of development, interaction between id, ego, and superego, or the power of the subconscious to affect thoughts and behavior.

This theoretical frame is rarely used today, although it acts as a foundation to subsequent theories that are held in higher esteem, such as psychosocial theory, explained next.

A researcher using a psychoanalytic framework might study the influence of early childhood experiences on adult relationship patterns. Through in-depth interviews, the study would examine participants' recollections of their early relationships with their parents and the unconscious conflicts and defenses that may have arisen from these experiences. The study would then look for patterns in the participants' current relationships that might reflect these early experiences and defense mechanisms.

Psychosocial Theory. Scholarly Fields: Psychology, Social Work. Psychosocial theory builds upon (and, in some ways, rejects) Freud's psychoanalytic theory. This theory maintains that subconscious thoughts affect behavior, but focuses on how early social interactions affect outcomes later in life.

Erik Erikson, a central figure in the history of psychosocial theory, theorized that humans go through roughly set-in-stone stages of life, where in each stage, we must overcome challenges like industry vs inferiority (where we need to learn to embrace an industrious and creative personality or else risk having an inferiority complex later in life).

Psychosocial theory can be applied in the study of how people develop psychological complexes in their lives and helps them overcome them by exploring the origins of these complexes.

A study based on a psychosocial framework could explore individual patients' core challenges and relate them to Erikson's psychosocial states. The psychosocial theory would guide the interpretation of the results, suggesting that past events, such as being berated by parents, can lead to increased psychological stress.

Feminist Theory. Scholarly Fields: Sociology, Cultural Studies, and more. Feminism is a social and political framework that analyzes the status of women and men in society with the purpose of using that knowledge to promote women's rights and interests.

Generally, a person applying a feminist framework would have at the core of their research question an interest in how women are positioned in society in relation to men, and how their lives and personal agency is shaped and structured by a manufactured gender hierarchy.

Of course, within Feminism, there are a range of conflicting views and perspectives. The intersectional feminists are highly concerned with how black, working-class, and other marginalized women face compounding disadvantages; whereas other feminists might focus exclusively on gender in the workforce, or even how women's rights intersect with, and are possibly impacted by, transnational rights.

A researcher could use a feminist theoretical framework to investigate gender bias in workplace promotions within a large corporation. The study might involve collecting and analyzing qualitative data and quantitative data on promotion rates, gender ratios in upper management, and employee experiences related to promotion opportunities. From a feminist perspective, the study would aim to identify any potential systemic inequalities and their impact on women's career trajectories.

Conflict Theory. Scholarly Fields: Sociology, Cultural Studies. Conflict theory is a framework derived from Marxism's teachings about the operation of power through economic and cultural apparatuses in a society. It generally works to highlight the role of coercion and power, particularly as it relates to social class and possession of economic capital.

Generally, this approach will involve an examination of the ways the economy, policy documents, media, and so forth, distribute power in a capitalist context. Other conflict theorists might examine non-capitalist contexts, such as workers' cooperatives with the intention of exploring possibilities for economic and cultural life in a post-capitalist society.

A sociologist might utilize conflict theory to study wealth and income disparities within a specific urban community. This study might involve the analysis of economic data, alongside a consideration of social and political structures in the community. The conflict theory would guide an understanding of how wealth and power disparities contribute to social tensions and conflict.

Functionalism. Scholarly Fields: Sociology Functionalism, based on the works of Durkheim. Merton and their contemporaries, is an approach to sociology that assumes each aspect of society is interdependent and contributes to society's functioning as a whole.

Functionalism often leans on the analogy of the human body to describe society. Just as the human body has organs which each have a purpose (i.e. a function), each social institution also serves a function to support the whole.

So, a functionalist theoretical framework aims to examine social institutions and social structures (e.g. economic conditions, family relationships, religious practices, media outlets, etc.) to explore how they do or do not fulfill their purposes.

Building on Merton's work in functionalism, many functionalist studies in sociology also explore how institutions have both manifest functions (intended purposes and consequences) and latent functions (unintended purposes and functions).

Key social institutions explored in functionalism in sociology include: the education system, hospitals, workplaces, factories, religion, and families.

A key question in functionalism is: "What is the role of this institution in upholding society, the status quo, and social hierarchies?" Following this approach, an educational researcher using a functionalist framework might study the role of schools in preparing students for various roles in society. They might collect data on curriculum, teaching methods, student performance, and post-graduation outcomes. Using a functionalist lens, the researcher would

be interested in how each aspect of the education system contributes to the socialization process and preparation of individuals for adulthood and societal roles.

Symbolic Interactionism. The symbolic interaction theory states that the meaning we ascribe to objects, processes, ideas, concepts, and systems are subjective. They are constructed through language, words, and communication, and differ from context to context and culture to culture. Symbolic interactionism is very common in qualitative research in the social sciences, especially work that involves interviews as a research method.

Symbolic interaction is a theoretical frame that challenges that of functionalism by focusing on microsociology rather than macrosociology.

Whereas functionalists are generally concerned with how social structures, institutions, and concepts have meaning on a social level, symbolic interactionists are concerned with how people make their own meanings of things in their surroundings.

A researcher applying symbolic interactionist theory might investigate how medical patients and doctors negotiate understandings of illness during medical consultations. The study would likely involve observations and perhaps recordings of consultations, focusing on the language and symbols used by both parties. A symbolic interactionist approach would highlight how shared meanings and interpretations are built in these interactions, impacting the patient-doctor relationship and treatment decisions.

Postmodernism. Scholarly Fields: Sociology, Cultural Studies, Media Studies. Postmodern theory critiques social narratives, beliefs, and definitions, arguing that they're historically, culturally and socially situated.

A key concept in postmodernism is discourse, which refers to how knowledge is constructed through language. The ways people talk about something constructs normative ideas about it (i.e. ideas, like gender, a socially constructed).

Postmodernists are therefore skeptical of truth-claims made about anything. Their research aims to demonstrate how truth-claims, such as "men are natural-born leaders" emerge through language and social narratives that normalize such as belief.

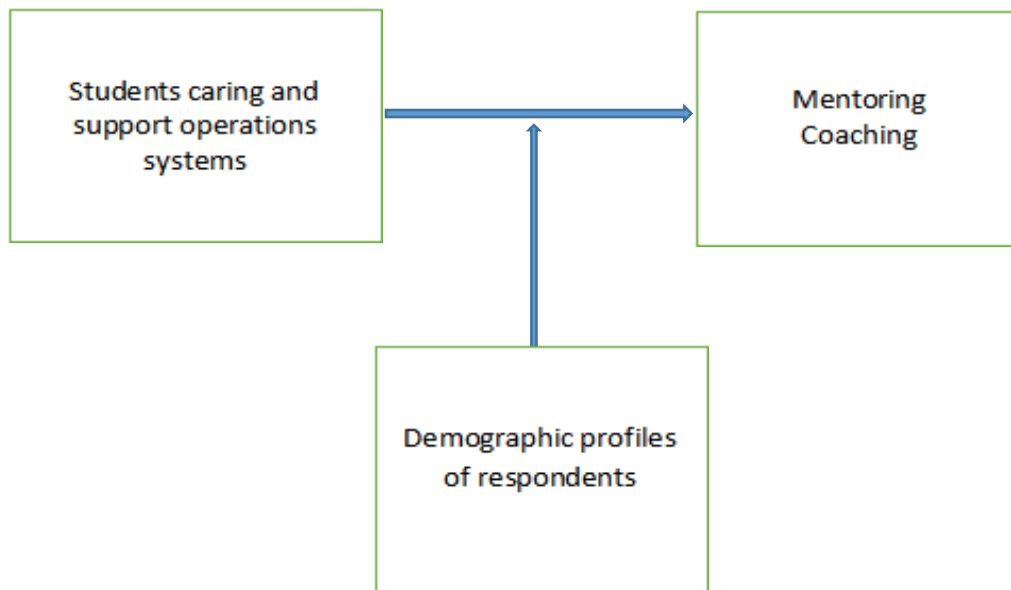
Postmodernism's role, therefore. Is to highlight the relativity of truths and social narratives propagated by media and culture.

A researcher using a postmodernist framework might conduct a study analyzing the portrayal of reality in contemporary television news. They might examine the selection and presentation of stories, the use of imagery and language, and the underlying assumptions about truth and objectivity. From a postmodernist perspective, the study would not be looking for an objective reality represented in the news but would explore how the news constructs multiple, subjective realities.

Systems theory in a school. Systems theory argues that dynamic tension is a potentially positive rather than negative sign, provided that the necessary feedback mechanisms are operating effectively within the system in order to implement a required balancing-out effect. The necessary approach for working within the framework of systems theory is to start from the assumption that schools exist and that children must attend them and will be expected to act in certain ways when they do. The school needs to be seen as an open system in constant dynamic interaction with the environment that it serves, both in regard to the local neighborhood.

From the reviewed theoretical frameworks, the researcher decided to use constructivism. Constructivism is a theory in educational psychology about how people think and learn. It states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

Conceptual Framework



The conceptual framework provides the interrelationships of the variables used in the study. The dependent variables. The dependent variables in this study are the strategies mentoring and coaching provided to demonstrated student care by the administrators, teachers, and parents their implementation of the students caring and support operation systems in Sisaket Yasothon Secondary Schools. The demonstration of mentoring, coaching, and student caring and support operations system demonstrate if the system is effective.

The dependent variables. The dependent variables in this study is the student caring and support operation system. The system depends on the level of coaching and mentoring that the administrators, teachers and parents that they can deliver to the students.

The moderating variables. The moderating variables in this study are the profiles of the respondents. This is to determine if their profiles affect significantly the actions undertaken as reflected by the independent and dependent variables.

METHODOLOGY

Research Design

This study is a quantitative research to which the data will be analyzed using statistical tests.

Data Gathering Procedure

A letter of request to administer the questionnaire will be sent to the identified respondents, after which, the questionnaire will be administered. The researcher will seek assistance to administer the questionnaire. The questionnaire will be self-made. The test for validity will be a one-sample test. Using 10 non-sample respondents, their responses will be tested. A non-significant result will indicate the responses are homogenous. In case where items are significant, these will be simplified and re-tested.

For reliability, the Cronbach Alpha will be used with $\text{Alpha} \geq 0.70$ as benchmark for reliability.

Data Analysis

Statement of the problems 1 and 2 requires a paired t-test, statement of the problem 3 requires ANOVA by factor, and problem 4 requires ordinary least squares regression.

Responses will be evaluated using a Five-Point Likert Scale.

The data will be processed using SPSS v.28.

Limitations and Ethical Considerations

All responses will be used with utmost confidentiality. A particular respondent will be identified as the data will be processed as group information. Likewise, the researcher will seek permission from the appropriate administrator to use the school's name; otherwise, another non-existent school name will be used as a proxy.

RESULTS AND DISCUSSION

1 To what extent are the students caring and support operations systems effective implementation in the areas of:

Table 1.1 Student affairs administration

		Mean	N	Std. Deviation
Pair 1	A111	3.6000	40	.77790
	A111P	3.7000	40	.46410
Pair 2	A112	3.8000	40	.75786
	A112P	3.7000	40	.46410
Pair 3	A113	3.7000	40	.46410
	A113P	3.8000	40	.75786
Pair 4	A114	3.8000 ^a	40	.75786
	AQ114P	3.8000 ^a	40	.75786
Pair 5	A115	3.7000 ^a	40	.46410
	A115P	3.7000 ^a	40	.46410

The computed standard deviations are all less than 1.00 which reflects homogeneity in the responses of the respondents. This results shows that there is no significant variances around the mean.

The computed means are all greater than 3.50, that is, the indicators of student affairs administration are all expected and demonstrated to a high extent.

		Mean	95% Confidence Interval of the Difference		t	sig
Pair 1	A111 - A111P		Lower	Upper		
		-.10000	-.37862	.17862	-.726	.472
Pair 2	A112 - A112P	.10000	-.16904	.36904	.752	.457
Pair 3	A113 - A113P	-.10000	-.36904	.16904	-.752	.457

The test of significance of the difference of the means as expected against as demonstrated is not significant, that is, demonstrated as expected is significantly different from its other:

Where:

A111 The importance of student affairs administration

A112 Meaning and scope of student affairs administration

A113 Objectives of student affairs administration
A114 Philosophy of student affairs administration
A115 Principles of student affairs administration

Table 1.2 Concepts related to student care and support systems

		Mean	N	Std. Deviation
Pair 6	B121	3.8000 ^a	40	.75786
	B121P	3.8000 ^a	40	.75786
Pair 7	B122	3.7000 ^a	40	.46410
	B122P	3.7000 ^a	40	.46410
Pair 8	B123	3.8000	40	.75786
	B123P	3.7000	40	.46410
Pair 9	B124	3.7000	40	.46410
	B124P	3.8000	40	.75786

Concepts related to student care and support system have all standard deviations of less than 1.00 to show that the responses are homogenous.

The computed means are all greater than 3.50 which shows that the indicators are all demonstrated to a high extent.

		Mean	95% Confidence Interval of the Difference		t	sig
			Lower	Upper		
Pair 8	B123 - B123P	.10000	-.16904	.36904	.752	.457
Pair 9	B124 - B124P	-.10000	-.36904	.16904	-.752	.457

The test of significance of the difference of the means as expected as demonstrated is not significant as the computed sig>.05 is not significant.

Where:

B121 Objectives of the student support system

B122 The value of the student support system

B123 Important factors affecting the efficiency of operations

B124 Quality assurance of student care and support systems

Table 1.3 Student support system operations process

		Mean	N	Std. Deviation
Pair 10	C131	3.8000	40	.75786
	C131P	3.7000	40	.46410
Pair 11	C132	3.7000	40	.46410
	C132P	3.8000	40	.51640
Pair 12	C133	3.8000	40	.75786
	C133P	4.1750	40	.63599
Pair 13	C134	3.7000	40	.46410
	C134P	3.9250	40	.65584
Pair 14	C135	3.8000	40	.75786
	C135P	3.9250	40	.61550

For student system operations process, the computed standard deviations are all less than 1.00 which reflects that the responses are homogenous.

The computed means as expected to as demonstrated, these are greater than 3.50, that is, the indicators are to a high extent.

The test of significance of the difference of the means as expected as demonstrated is not significant except for student promotion.

		Mean	95% Confidence Interval of the Difference		t	sig
			Lower	Upper		
Pair 10	C131 - C131P	.10000	-.16904	.36904	.752	.457
Pair 11	C132 - C132P	-.10000	-.35911	.15911	-.781	.440
Pair 12	C133 - C133P	-.37500	-.72749	-.02251	-2.152	.038
Pair 13	C134 - C134P	-.22500	-.49098	.04098	-1.711	.095
Pair 14	C135 - C135P	-.12500	-.37784	.12784	-1.000	.323

Where:

C131 Getting to know students individually

C132 Student screening

C133 Student promotion

C134 Preventing and solving problems

C135 Referring students

Table 1.4 Practices in operating the student care and support system

		Mean	N	Std. Deviation
Pair 15	D141	3.7000	40	.46410
	D141P	3.8250	40	.67511
Pair 16	D142	3.8000 ^a	40	.75786
	D142P	3.8000 ^a	40	.75786
Pair 17	D143	3.7000	40	.46410
	D143P	3.8000	40	.75786

For practices in operating the student care and support system, the computed standard deviations are all less than 1.00 a reflection of homogeneity of the responses.

The computed means as expected to as demonstrated are all greater than 3.50, that is all to a high extent.

		Mean	95% Confidence Interval of the Difference		t	sig
			Lower	Upper		
Pair 15	D141 - D141P	-.12500	-.40724	.15724	-.896	.376
Pair 17	D143 - D143P	-.10000	-.36904	.16904	-.752	.457

The test of significance of the difference of as expected as demonstrated is not significant (sig>.05).

Where:

- D141 Preparation and operational planning steps
D142 Steps to follow the operational plan
D143 Supervision, monitoring, evaluation and reporting steps
E15 Conditions of the school's educational provision

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	E15	3.8000	40	.75786	.11983
	E15P	3.9250	40	.69384	.10971

		Mean	Std. Deviation	95% Confidence Interval of the Difference		t	sig
				Lower	Upper		
Pair 1	E15 - E15P	-.12500	1.11373	-.48119	.23119	-.710	.482

1 Extent school student caring practiced as planned in its strategies to creating students' wellbeing in the areas of:

Table 2.1 Mentoring

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	F21	3.7000	40	.46410	.07338
	F21P	3.8750	40	.72280	.11428
Pair 2	F22	3.8000	40	.75786	.11983
	F22P	4.0750	40	.65584	.10370

On mentoring on student caring as planned in its strategies in creating students' wellbeing in mentoring, the computed means are to a high extent (means greater than 3.50). The test of significance of the means is not significant (sig>.05).

Table 2.2 Coaching

		Mean	Std. Deviation	95% Confidence Interval of the Difference		t	sig
				Lower	Upper		
Pair 1	F21 - F21P	-.17500	.78078	-.42471	.07471	-1.418	.164
Pair 2	F22 - F22P	-.27500	.93336	-.57350	.02350	-1.863	.070

As to coaching, the computed means are greater than 3.50, interpreted to a high extent. The test of significance of the difference of the means is not significant. This test result shows that coaching as planned is similarly as demonstrated.

- 2 Extent do the teachers' demographic profiles affect:
4.1 Implementation of students caring and support operations systems;
4.2 Student affairs administration;

- 4.3 Student care and support systems;
- 4.4 Student support system operations process;
- 4.5 Practices in operating the student care and support system; and
- 4.6 Conditions of the school's educational provision?

By Age

		Sum of Squares	Mean Square	F	Sig.
G31	Between Groups	20.400	2.550	39.525	.000
	Within Groups	2.000	.065		
	Total	22.400			
G32	Between Groups	8.400	1.050	.	.
	Within Groups	.000	.000		
	Total	8.400			
G33	Between Groups	20.400	2.550	39.525	.000
	Within Groups	2.000	.065		
	Total	22.400			
G34	Between Groups	24.000	3.000	.	.
	Within Groups	.000	.000		
	Total	24.000			
G35	Between Groups	20.400	2.550	39.525	.000
	Within Groups	2.000	.065		
	Total	22.400			
G36	Between Groups	27.600	3.450	.	.
	Within Groups	.000	.000		
	Total	27.600			

By Years of Service

		Sum of Squares	Mean Square	F	Sig.
G31	Between Groups	6.733	2.244	5.157	.005
	Within Groups	15.667	.435		
	Total	22.400			
G32	Between Groups	.733	.244	1.148	.343
	Within Groups	7.667	.213		
	Total	8.400			
G33	Between Groups	6.733	2.244	5.157	.005
	Within Groups	15.667	.435		
	Total	22.400			
G34	Between Groups	3.000	1.000	1.714	.181
	Within Groups	21.000	.583		
	Total	24.000			
G35	Between Groups	6.733	2.244	5.157	.005
	Within Groups	15.667	.435		
	Total	22.400			
G36	Between Groups	6.600	2.200	3.771	.019
	Within Groups	21.000	.583		
	Total	27.600			

By Education

		Sum of Squares	df	F	Sig.
G31e	Between Groups	8.533	2	11.385	.000
	Within Groups	13.867	37		
	Total	22.400	39		
G32	Between Groups	3.733	2	14.800	.000
	Within Groups	4.667	37		
	Total	8.400	39		
G33	Between Groups	8.533	2	11.385	.000
	Within Groups	13.867	37		
	Total	22.400	39		
G34	Between Groups	6.533	2	6.920	.003
	Within Groups	17.467	37		
	Total	24.000	39		
G35	Between Groups	8.533	2	11.385	.000
	Within Groups	13.867	37		
	Total	22.400	39		
G36	Between Groups	5.733	2	4.851	.013
	Within Groups	21.867	37		
	Total	27.600	39		

Age, Years of Service and Education of respondents are used to moderate caring practices. The Analysis of Variance by Factors results show that these moderating variables affect highly significantly these indicators ($\text{sig} < .01$), thus, these moderating variables are important in the delivery of quality student services.

5 Extent of the effects to students' care in the practice of:

5.1 Mentoring

5.2 Coaching

Table 5.1 Mentoring

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	1.000 ^a	1.000	1.000	.00000

a. Predictors: (Constant), A113P

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	22.400	22.400	.	^b
	Residual	.000	.000		
	Total	22.400			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.000	.000		.	.
	A113P	1.000	.000	1.000	.	.

a. Dependent Variable: H41

Mentoring is a perfect care student practice of the respondents with an R-square of 1.00. The predictor is A113 Objectives of student affairs administration. This is a significant predictor to the variable H4.1 Preparation and operational planning steps.

5.2 Coaching

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.583 ^a	.340	.112	.61099

a. Predictors: (Constant), F22P, C134P, C132P, D143P, D141P, F21P, E15P, C133P, C135P, C131P

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	5.574	.557	1.493	.192 ^b
	Residual	10.826	.373		
	Total	16.400			

Model		Standardized Coefficients		t	sig
		B	Beta		
1	(Constant)	.795		.406	.688
	C131P	.061	.043	.220	.828
	C132P	.410	.326	1.840	.076
	C133P	.025	.025	.127	.900
	C134P	-.001	-.001	-.005	.996
	C135P	.123	.117	.610	.547
	D141P	.195	.203	1.272	.214
	D143P	-.276	-.322	-1.760	.089
	E15P	-.002	-.002	-.013	.990
	F21P	.039	.043	.224	.825
	F22P	.318	.322	1.837	.077

On Coaching, C131P, C132P, C133P, C134P, C135P, D141P, D143P, E15P, F21P, F22P are found to be the predictors of Coaching. These are not considered to be significant predictors, however. The variables are:

- C131 Getting to know students individually
- C132 Student screening
- C133 Student promotion
- C134 Preventing and solving problems
- C135 Referring students
- D141 Preparation and operational planning steps

- D143 Supervision, monitoring, evaluation and reporting steps
- E15P Conditions of the school's educational provision
- F21 Student care and support systems;
- F22 Conditions of the school's educational provision.

Based on the findings, the following students caring and support operation systems in Sisaket Yasothon Secondary Schools to developing an effective system framework is proposed.

Steps for Building a Compassionate School Culture

Building a compassionate school culture takes time, intentional planning, and collaboration from all members of the school community.

These are essential steps to consider when developing such a culture:

1 *Develop Mentoring Programs.* Mentorship programs are an effective way to create strong relationships between students and staff. These programs pair students with trusted adults who provide guidance, emotional support, and encouragement. Mentoring allows students to feel more connected to their school, and it helps them navigate academic challenges, personal growth, and social issues.

Effective mentoring programs also give teachers the opportunity to connect with students on a deeper level. These relationships are built on trust and mutual respect, helping students feel like they belong. Mentoring can be particularly impactful for marginalized or at-risk students, who may not otherwise have the support they need. With a reliable mentor, students are more likely to succeed, both academically and socially.

2 *Implement Inclusive Policies.* Inclusion is not just about having students from diverse backgrounds in the same space; it is about ensuring that every student feels respected, valued, and part of the community. Schools should actively implement inclusive policies that celebrate diversity in all its forms—race, gender, culture, and ability. This includes making accommodations for students with disabilities, creating gender-neutral bathrooms, and ensuring that all students have access to the same opportunities.

It also means cultivating an environment where different viewpoints are respected, and every student's voice is heard. Policies around bullying prevention, anti-discrimination, and mental health support are essential to creating an environment where all students can thrive. When schools are intentional about inclusivity, they send a clear message to students that no matter their background or identity, they matter and are valued members of the school community.

3 *Develop Student Support Systems.* Student support systems are crucial for ensuring that students receive the help they need to succeed academically and emotionally. These systems can include counseling services, peer support groups, and after-school programs. Teachers and counselors can also collaborate to identify students who may be struggling and provide personalized interventions.

Support systems should not only be reactive—waiting for students to ask for help when they are struggling—but also proactive, checking in regularly with students to assess their well-being. These support systems provide students with a safety net and help them feel that their challenges are being addressed rather than ignored.

4 *Encourage Open Communication.* Creating a caring school environment means fostering a culture in which open communication among students, teachers, and administrators is encouraged. Students should feel comfortable sharing their thoughts and feelings without fear of judgment. Teachers should create spaces where students can voice their concerns and offer feedback. In turn, administrators should ensure that there are channels in place for students to express their needs and ideas for improvement.

Open communication helps prevent misunderstandings and allows the school community to address issues as they arise. When students feel they have a voice, it builds trust and mutual respect, leading to a more cohesive and supportive school culture.

Activities for Strengthening School Communities. Building a compassionate and supportive school environment doesn't just happen through policies and programs—it also requires engaging, hands-on activities that bring the school community closer together. Here are some activities that can promote empathy, understanding, and stronger relationships among students and staff:

1 *Team-building Activities.* Regular team-building activities can strengthen relationships among students, staff, and even parents. These activities can range from group projects to outdoor challenges that encourage collaboration and problem-solving. By working together, students develop a sense of unity and shared responsibility, which fosters a more supportive environment.

2 *Cultural Celebrations and Diversity Days.* Celebrating cultural diversity through events, exhibitions, and performances helps students learn about different traditions and backgrounds. This builds empathy and respect for one another's differences. Diversity days or cultural appreciation events can give students an opportunity to showcase their unique identities while promoting understanding and acceptance across the school community.

3 *Peer Support Programs.* Peer support programs are an excellent way to encourage students to help each other. These programs can focus on academic tutoring, emotional support, or simply providing a listening ear. When students work together in these roles, they feel a sense of pride in supporting their peers, which enhances school spirit and collective care.

4 *Service-Learning Projects.* Service learning projects combine community service with learning objectives, allowing students to give back while gaining valuable skills. These projects can range from environmental clean-ups to assisting in local charities or volunteering with underprivileged communities. Service learning helps students develop empathy and a deeper understanding of others' needs, reinforcing the values of kindness and support within the school.

Conclusion. Creating a supportive and caring school environment is not just about offering academic assistance or passing grades. It's about fostering a community where students feel emotionally safe, valued, and supported in all aspects of their lives. By redefining “caring” in education, encouraging active involvement from teachers and administrators, and implementing effective policies and programs, schools can nurture students to promote long-term success and well-being. With intentional steps and a focus on inclusivity, empathy, and open communication, schools can become places where every student has the opportunity to thrive, both academically and personally.

CONCLUSIONS

Creating a supportive and caring school environment is crucial for students' success and well-being. In today's rapidly changing educational landscape, it's no longer enough for schools to just provide academic knowledge. Schools need to be places where students feel emotionally safe, supported, and understood. This blog will explore how educators, administrators, and the entire school community can foster a culture of care that empowers students and promotes their success beyond just grades. From rethinking what it means to care, to actionable steps for building a compassionate school culture, to truly creating nurturing educational environments.

The concept of “caring” in education is often reduced to simply supporting students' academic performance. While this is important, genuine care goes far beyond that. It means creating an

environment where students are not only supported in their learning but also feel seen, heard, and valued as individuals. To redefine caring, we must consider how emotional, social, and mental well-being are just as critical to a student's success as academic achievement. A caring school environment fosters self-esteem, resilience, and a sense of belonging, which, in turn, contribute to better learning outcomes.

Imagine a student struggling with personal issues at home or facing mental health challenges. A school that offers only academic support without considering their emotional needs may not be able to help this student thrive. On the other hand, a school that prioritizes emotional well-being, offering a safe space for students to express their concerns and feel understood, is more likely to see improved engagement and success. Caring, therefore, is not about providing passive support; it's about actively engaging with students in ways that show them they are important beyond their academic role.

The Role of Teachers and Administrators. Teachers and administrators are at the heart of creating a caring school community. Their role goes beyond classroom management and curriculum delivery. They are the ones who set the tone for how students interact with each other, how they handle conflicts, and how they approach their own learning journeys. Teachers have the power to build trust, foster empathy, and model positive behaviors that shape the entire school environment.

For example, teachers who demonstrate empathy in their interactions with students can help students feel more comfortable approaching them with their problems, whether academic or personal. A teacher who actively listens and responds with care can have a lasting impact on a student's self-worth and motivation. Administrators, on the other hand, play a vital role in shaping the school's policies and ensuring a school environment of inclusivity and equity. They are responsible for providing the necessary resources and support systems for teachers to implement a compassionate approach effectively.

In schools that thrive on care, administrators regularly check in with teachers, offering professional development opportunities that focus on emotional intelligence, conflict resolution, and student engagement. They also ensure that teachers have access to counseling and other support services for both students and themselves. When both teachers and administrators work together to foster an environment of care, it creates a ripple effect that positively impacts the whole school community.

RECOMMENDATIONS

The Building a Compassionate School Culture developed in Chapter 3 is recommended.

Effective teaching-learning strategies: Enhancing the student experience. Once students are enrolled, the next step is ensuring that they have an enriching and engaging learning experience. Effective teaching and learning strategies are vital for supporting students' academic success and well-being. Institutions must create an environment that fosters active learning, critical thinking, and collaboration while also providing necessary academic support.

- 1 **Active learning strategies.** Active learning is an instructional method that encourages students to take an active role in their learning process. This includes strategies like group discussions, problem-solving activities, and hands-on learning experiences. By engaging

students in their education, active learning promotes deeper understanding and helps students retain information more effectively.

2 Blended learning models. Blended learning, which combines traditional face-to-face instruction with online learning, is becoming increasingly popular in higher education. This model allows students to access course materials online while still benefiting from in-person interactions with instructors. Blended learning offers flexibility and accessibility while ensuring that students have the opportunity to engage with content both online and offline.

3 Personalized learning approaches. Every student learns differently. To support diverse learning styles, institutions must offer personalized learning approaches. This can include differentiated instruction, where teachers tailor their teaching methods to meet the needs of individual students, or offering a variety of learning resources (e.g., video lectures, reading materials, online quizzes) that students can access based on their learning preferences.

4 Peer support and mentorship. Peer support is another effective strategy for enhancing the learning experience. By establishing mentorship programs in which senior students provide guidance and support to juniors, institutions can foster a sense of community and help students feel more connected to their academic journey. Peer mentors can assist with study tips, time management, and navigating academic challenges.

The role of technology in student support. Technology plays a significant role in enhancing student support systems by making services more accessible, efficient, and responsive. Leveraging digital tools for academic guidance, communication, and engagement can transform the student experience and improve the effectiveness of support services.

1 Learning management systems (LMS). A learning management system (LMS) is a digital platform that helps institutions manage and deliver educational content. An LMS can host lectures, assignments, quizzes, and discussion forums. It allows students to access resources, submit assignments, track their progress, and communicate with instructors, all in one place. LMS platforms, such as Moodle and Canvas, are essential tools for delivering a smooth and organized learning experience.

2 Virtual advising and counseling. Technology has also enabled institutions to offer virtual advising and counseling services. Online platforms allow students to schedule appointments with academic advisors or counselors, attend virtual meetings, and access resources from anywhere. This accessibility is especially important for non-residential students or those with scheduling conflicts, as it ensures that all students can access support when they need it.

3 Student engagement apps. Engagement apps, like mobile apps and online forums, can facilitate communication between students and faculty. These apps allow students to easily stay connected, receive updates on events or announcements, and participate in academic or social communities. Apps can also provide quick access to essential services, such as library resources or financial aid information.

4 Data analytics for early intervention. Data analytics tools can help institutions identify students who may be at risk of academic failure or dropping out. By tracking student engagement, assignment performance, and attendance, institutions can use predictive analytics to intervene early and provide targeted support to at-risk students. This proactive approach can help ensure that students receive the help they need before problems escalate.

Conclusion. Managing student support systems is a complex but essential task for higher education institutions. By addressing key challenges such as resource constraints, communication barriers, and lack of integration, institutions can provide students with the support they need to succeed. Clear communication before admission, effective teaching strategies, and the use of technology can further enhance the student experience and ensure students receive a holistic, supportive educational environment. Implementing these best practices will not only improve student retention and success rates but also foster a positive academic community where students feel valued and supported.

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