Management of the student care and support system in educational institutions under the jurisdiction of Kamphaeng Phet Primary Educational Service Area Office 2

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ABSTRACT

This research aims to (1) examine the administration of student care and support systems in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, and (2) compare the administration of these systems based on teachers' evaluations, categorized by educational level and work experience. The research employs a survey methodology. The population consists of 1,327 teachers within the Kamphaeng Phet Primary Educational Service Area Office 2 for the 2023 academic year, with a sample size of 302 teachers. The research process involves four key steps: (1) identifying the research problem, (2) designing the study, (3) data collection and analysis, and (4) report writing. We collected data using a 5-point Likert scale questionnaire, and conducted statistical analysis using percentage, mean, standard deviation, and t-test. The results show that (1) the schools that were studied have generally good student care and support systems, and (2) there are statistically significant differences at the 0.05 level in how well school administrators in Bo Phloi District, which is run by the Kanchanaburi Primary Educational Service Area Office, Area 4, handle conflicts based on their level of education and work experience.

Origin and significance of the issue

An essential role of educational institution administrators is to prioritize the holistic development of students, fostering their growth into quality individuals, both physically, mentally, and intellectually, as they experience a joyful learning environment within schools. This approach significantly contributes to the intellectual and behavioral maturation of students, ensuring they evolve into responsible and ethical adults in the future. Furthermore, it emphasizes the importance of instilling morality, ethics, and a positive lifestyle in accordance with societal norms (Wang & Takeda, 2022; Budsakorn, Nirundorn, Thassopon, & Worapongpat, 2022) through educational processes (Min & Worapongpat, 2023).

Schools play a crucial role in providing continuous care and support to students during their academic journey (Zi Yun & Worapongpat, 2023). Beyond academic promotion, schools are responsible for addressing and mitigating various issues that students may encounter, which is pivotal to their

development. In light of significant societal changes—particularly in communication and technology-students face both positive influences and challenges, such as economic difficulties and the rapid evolution of technology and the digital society. These changes bring about increased competition, family problems, and various forms of distress, including anxiety, stress, and maladaptive behaviors, all of which negatively impact the mental and physical well-being of those involved (Worapongpat, 2023; Worapongpat, Phakamach, Choothong, & Tuachob, 2020).

Therefore, the success of student development, aligned with societal expectations, requires collective efforts from all The active involvement of school personnel, particularly mentor teachers, is essential. These teachers play a pivotal role in providing close care and support to students, offering guidance with love and compassion. Their dedication to nurturing the youth's quality of life is integral to helping students flourish into valuable members of society (Kulniti, Phrakhru Palad Bunchuay, Sunthorn, & Worapongpat, 2023; Worapongpat & Phosri, 2024; Worapongpat & Yaowalak, 2023; Worapongpat & Barnee, 2023).

The Kamphaeng Phet Primary Educational Service Area Office, Area 2, under the leadership of Venus Rungrachana and Worapongpat (2023), holds the responsibility of formulating and implementing policies that support and enhance the student care systems within the schools under its jurisdiction. The aim of these educational institutions' administration is to ensure that all school-age citizens have access to basic education and engage in quality lifelong learning. This commitment involves fostering a habit of eagerness to learn, promoting self-directed learning, and encouraging continuous knowledge-seeking throughout life (Worapongpat, 2023; Ratchawin & Worapongpat, 2023).

The primary objective is to develop individuals who embody both knowledge and morality, aligning with the philosophy of the Sufficiency Economy. This approach also focuses on advancing basic education for all school-age populations, ensuring that learners meet essential educational standards, which subsequently enhances their academic achievement. Recognizing the critical importance of these goals, the Kamphaeng Phet Primary Educational Service Area Office, Area 2, is committed to managing and refining the student support systems across all schools within its domain.

The Kamphaeng Phet Primary Educational Service Area Office, District 2, faces numerous challenges that adversely affect the quality of life for the residents within its jurisdiction (Worapongpat, Phong Sak, & Darunee, 2020). These challenges include economic difficulties, traffic congestion, crime, and public health crises, all of which have significant repercussions on families and youth under the office's purview (Worapongpat, Rawiporn, Jariya, & Rujongsaw, 2023). Specifically, the economic hardships exacerbated by the COVID-19 pandemic have severely impacted students' families, leading to a range of issues that affect the well-being and educational experiences of school-aged children. These challenges manifest as poverty, child sexual abuse, and various other adversities that undermine students' learning and quality of life. Schools play a critical role in mitigating these issues by implementing effective and comprehensive student care systems that provide timely and thorough support to students in need (Pitchapo & Worapongpat, 2024; Yang, Bear, Chen, Zhang, Blank, & Huang, 2013).

Given these pressing challenges, the researcher recognizes the importance of investigating educational administrators' management and operation of student support systems within the Kamphaeng Phet Primary Educational Service Area Office, Area 2. The effectiveness of these systems is crucial in fostering the holistic development of students, enabling them to grow into well-rounded individuals with desirable traits—physically, mentally, and intellectually sound, equipped with knowledge, morality, ethics, and cultural awareness. Such development is essential for students to coexist harmoniously with others, despite the inherent differences between individuals. By learning to apply knowledge in problem-solving and critical thinking, students can be better prepared for life's challenges. Therefore, collaboration among schools, parents, guardians, and community members is imperative to maximizing student potential (Worapongpat, Thiwaporn, Teerawat, Phrakhru Palad Bunchuay, & Sunthorn, 2023).

This study seeks to explore the administration of the student care and support systems within schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, aiming to identify strategies that can enhance the efficiency and effectiveness of these systems. The ultimate goal is to ensure that the

administration aligns with the set objectives and maximizes the benefits for students, thereby contributing to their overall development and success.

Objective

1. To investigate how student care and assistance systems are administered in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2.

2. To compare the administration of student care systems across schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, based on teachers' evaluations, with classifications according to educational levels and work experience.

Literature review

Comparison of the Management of the Student Support System by School Administrators in the Kamphaeng Phet Primary Educational Service Area Office, Area 2: Classification by Educational Level and Work Experience

The analysis of the management of the student support system by school administrators in the Kamphaeng Phet Primary Educational Service Area Office, Area 2, reveals significant differences in opinions among teachers based on their educational levels and work experience, at a significance level of .05.

Kopatta et al. (2021). Educational Level: Teachers with varying levels of education have different perspectives on how to manage the student support system. The observed differences align with the research hypotheses, indicating that teachers with higher educational qualifications tend to possess more extensive academic knowledge and understanding of educational system management. This difference in educational background may influence their views on problem-solving strategies and management approaches. Specifically, teachers with higher educational levels may adopt more advanced or innovative practices, including the integration of technology, whereas those with lower educational levels might prioritize traditional methods. This finding underscores the potential impact of academic qualifications on educational perspectives and practices, a notion supported by Their research highlights that educational institutions play a crucial role in enhancing learner quality through a structured student support system, which includes individual student understanding, screening, promotion, prevention, and referrals. This approach reflects the broader implications of educational background on student support systems' effectiveness.

Kopatta et al. (2021) Work Experience: Similarly, teachers with differing levels of work experience also demonstrate significant variations in their opinions on the management of the student support system, with differences significant at the .05 level. Based on their practical experiences, experienced teachers may have accumulated a variety of insights into problem management and system implementation. In contrast, less experienced teachers might approach issues with more conventional methods or a reliance on established protocols. This divergence in perspectives highlights the influence of practical experience on the effectiveness and perception of student support systems. The findings are consistent with the research conducted, which emphasizes the importance of experience in shaping the implementation and efficacy of student care systems.

Thiti Sri To (2023) Overall, these differences underscore the need for tailored approaches to student support management that consider both educational background and practical experience. Enhanced coordination between teachers and parents, effective policy implementation, and alignment with contemporary educational standards are crucial for optimizing student support systems and achieving desired educational outcomes. Teachers' opinions on the management of the student support system by school administrators in the Kamphaeng Phet Primary Educational Service Area Office, Area 2, vary significantly based on their level of work experience, with differences observed at the .05 significance level. This variation aligns with the research hypotheses, suggesting that teachers with more extensive work experience tend to focus on critical issues within the student support system management. Such teachers are likely to have developed a deeper understanding of these issues through their practical experience,
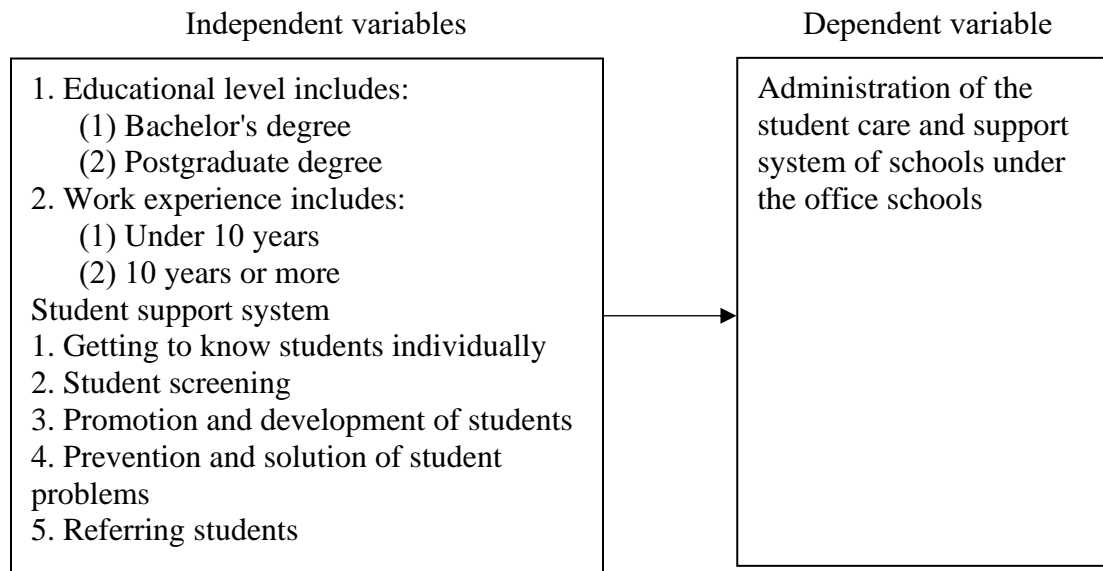
enabling them to adapt effectively to different work environments and communicate and collaborate persuasively with colleagues both within and beyond their schools.

This finding contrasts with the research that investigated the management of the student care and assistance system within the Bangkok Secondary Educational Service Area Office, Area 1, Group 3. Sri To's study revealed that the overall administration of the student care and support system was at the highest level, with individual student understanding being the most developed aspect, followed by student screening, problem prevention and resolution, student promotion and development, and referral. Sri To's research also highlighted several approaches to improving student support systems administration, including: Workshops for using tools and practices to better understand students individually.Student follow-up and support programs. Classroom psychology projects. Development of teacher and peer advisor rooms.These approaches emphasize the importance of integrating technology, improving efficiency, and fostering collaboration with parents, communities, and other relevant organizations. They also stress the need for continuous professional development for teachers responsible for managing student care and support systems.

The differences between these findings highlight the need for tailored approaches to student support system management, taking into account both the level of work experience and the specific contextual factors that influence each educational setting.

Conceptual framework

The administration of the student care and support system of schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2 has established a conceptual framework for the research. According to the principles of the Teacher's Handbook for Student Care and Support System,

Independent variables   Dependent variable

| 1. Educational level includes:
    (1) Bachelor's degree
    (2) Postgraduate degree
2. Work experience includes:
    (1) Under 10 years
    (2) 10 years or more
Student support system
1. Getting to know students individually
2. Student screening
3. Promotion and development of students
4. Prevention and solution of student problems
5. Referring students | Administration of the student care and support system of schools under the office schools |

Figure's 1 The h conceptual framework

Methods

The researcher conducted an extensive literature review, gathering information from a variety of sources, including documents, textbooks, publications, websites, and prior research related to the administration of the student support system in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2. The concepts, principles, and data gathered from this review were utilized to design a comprehensive questionnaire addressing conflict management within the student care and support system. The questionnaire was subsequently presented to the thesis advisor for review and correction to

ensure accuracy. The revised questionnaire was further validated by experts in the field, and any necessary improvements were made before it was used for data collection.

1. Population and Sample

The population for this research includes teachers employed in the 2023 academic year across 180 schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2. The total teacher population is 1,327 individuals.

The sample size was determined using Krejcie and Morgan's (1970: 607-610) sample size determination table. Simple random sampling was employed to select a sample of 302 teachers from the population.

2. Research Instruments

Variables Used in the Research: Independent Variables: The general demographic status of the respondents, which includes educational levels: Work experience: Bachelor's degree, postgraduate degree Less than 10 years, more than 10 years

Dependent Variable: The administration of the student care and support system in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, in accordance with the principles outlined in the Teacher's Manual for the Student Care System (Department of Mental Health, Ministry of Public Health, 2008). This includes the following areas: 1) Knowing students individually 2) Screening students; 3) Student promotion 4) Prevention and problem-solving for students 5) Student referral aspect

3. Data Collection and Analysis and Statistics for Data Analysis: Analysis of Respondents' Demographic Data: The demographic information, including educational levels and work experience, was analyzed using frequency and percentage values. Analysis of Student Care System Administration: The administration of the student care system in schools was analyzed using mean and standard deviation (SD) values. Comparative Analysis: A comparison of the administration of the student care system, as evaluated by teachers, was conducted based on educational level and work experience using the t-test.

Results

This study examines the administration of the student care and support system in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2. The findings are summarized as follows:

1. The study sample consisted of 302 teachers from the Kamphaeng Phet Primary Educational Service Area Office, Area 2, for the academic year 2023. Of these teachers, 223 held a bachelor's degree (73.84%), while 79 had a postgraduate degree (26.16%). In terms of work experience, 179 teachers (59.27%) had 10 or more years of experience, and 123 teachers (40.73%) had less than 10 years of experience.

2. The administration of the student care and support system in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, is overall rated highly (M = 3.88). The assessment, ranked from highest to lowest average, is as follows: individual student understanding (M = 4.09), student referrals (M = 4.02), student screening (M = 3.80), student promotion (M = 3.76), and prevention and problem-solving (M = 3.75).

2.1 Individual Student Understanding: This aspect is rated highly overall (M = 4.09). Among the items, the highest average is for "The school provides opportunities for parents to participate in activities to get to know students individually" (M = 4.16), while the lowest average is for "The school has teachers who can take care of students thoroughly" (M = 3.97).

2.2 Student Screening: This aspect also receives a high rating (M = 3.80). The highest-rated item is "The school can screen normal students and at-risk students separately" (M = 4.09). Conversely, the lowest-rated item is "The school has removed students from high-risk groups when students' behavior changes according to set criteria" (M = 3.41).

2.3 Student Promotion: This aspect is rated highly overall (M = 3.76). The item with the highest average is "The school organizes activities for students to demonstrate their abilities or potential" (M =

4.09). The lowest average is for "The school provides awards to students who have achieved a reputation or outstanding accomplishments" (M = 3.40).

  2.4 This aspect is rated highly overall (M = 3.75). The item with the highest mean value is "The school has established an MOU or cooperates with other agencies to jointly prevent and solve problems in at-risk student groups" (M = 4.05). The item with the lowest mean value is "The school follows up on at-risk students' results after addressing and preventing problems" (M = 3.55).

  2.5 Student Referrals: This aspect is also rated highly overall (M = 4.02). The item with the highest average is "The school fosters understanding with parents when referring students" (M = 4.33). The lowest average is for "The school refers students to specialists if the problem cannot be resolved" (M = 3.78).

  3. Comparison of the Management of the Student Support System by School Administrators in the Kamphaeng Phet Primary Educational Service Area Office, Area 2, Based on Teachers' Evaluations, Classified by Educational Level and Work Experience

  3.1 Educational Level: Teachers with varying levels of education have differing opinions regarding school administrators' management of the student support system in the Kamphaeng Phet Primary Educational Service Area Office, Area 2. These differences are statistically significant at the 0.05 level. Specifically, significant variations were observed in the aspects of student promotion, prevention and problem-solving, and student referrals. However, opinions on other aspects did not show significant differences based on educational level.

  3.2 Work Experience: Teachers with different levels of work experience also exhibit significant differences in their opinions on the management of the student support system, with statistical significance at the 0.05 level. Notably, differences were found in the management of student referrals, particularly in conflict management among school administrators. In contrast, other areas did not reveal significant differences based on work experience.

Discussions

  The research findings on the management of the student support system by school administrators in the Kamphaeng Phet Primary Educational Service Area Office, Area 2, reveal that overall administration is conducted at a high level. The results show that the system's effectiveness varies by aspect, with "Knowing Each Student as an Individual" being the most developed, followed by "student referrals," "student screening," "student promotion," and "prevention and problem solving."

  1. Administration Effectiveness

  The high level of administration across these components suggests that teachers possess a robust understanding of student needs and differences. This understanding enables schools to provide more targeted and effective support. Schools have established systems for referring students with special needs to appropriate specialists, conducting mental health and learning assessments, and promoting both academic and behavioral development. For instance, programs like the Life Skills Competency Development Project and various creative activities demonstrate a commitment to holistic student development.

  The school's proactive approach to problem prevention and response also contributes to a positive learning environment. Policies and procedures are in place to address unwanted behaviors and initial learning challenges, which helps create a supportive and healthy atmosphere conducive to student well-being. These findings align with Premsuk et al. (2024), who noted that effective management of student care systems involves addressing both internal issues, such as negative student behaviors, and external factors, such as environmental influences. The strategic management model outlined by Premsuk et al. encompasses five critical components—direction, system and mechanism, process, results, and application conditions—which enhance the quality of secondary school students.

  2. Policy and institutional goals

  The Office of the Basic Education Commission's policy mandates that every educational institution implement a student care and support system. This policy aims to support and promote student potential

through developmental activities, problem prevention, and protection of children's rights, including personnel and related agencies. The policy's goals reflect the necessity for schools to maintain a system that not only addresses deviant behavior but also meets curricular standards. This overarching goal ensures that the student support system is effectively implemented and maintained across schools, leading to high levels of system functionality and student support.

In summary, the research indicates that the administration of the student support system in Kamphaeng Phet is robust and well-structured, with a particular emphasis on understanding individual students and effectively managing their needs. The alignment with broader educational policies and the strategic management model ensures that these systems continue to improve and succeed in improving student outcomes.

Comparison of the Management of the Student Support System
   1.   Educational level comparison
   The research indicates that teachers' opinions on the management of the student support system in the Kamphaeng Phet Primary Educational Service Area Office, Area 2, vary significantly based on their educational levels. Teachers with higher educational qualifications tend to have different views compared to those with lower levels of education. This discrepancy is statistically significant at the 0.05 level.
Reasons for differences:
   Academic Knowledge and Understanding: Teachers with higher education levels often have a more comprehensive understanding of educational management principles. This advanced knowledge may lead them to view the management of the student support system differently, emphasizing aspects like management strategies or technological integration that they believe are crucial for improving student support.
Attitudes and Values: Higher educational qualifications can influence attitudes and values, leading to a greater focus on management effectiveness, innovation, and systematic approaches. This contrasts with teachers who may prioritize more traditional or immediate forms of support.
   Personal Experience: Teachers' educational backgrounds influence how they interpret and solve problems within the education system. Those with advanced degrees may be more inclined to apply theoretical knowledge and sophisticated solutions, whereas others may focus on practical or experiential approaches.
   This observation contrasts with the findings of Kopatta, Poovatanakul, Wattananarong, and Meekhun (2021), who highlighted that the management of student support systems should address various aspects, including individual student understanding, screening, promotion, prevention, and referral. Their research underscores the importance of a structured approach to managing student support, which includes the integration of technology and systematic processes.
   2.   Comparison by Work Experience
   Teachers' opinions also vary significantly based on their years of work experience, with these differences being statistically significant at the 0.05 level.
   Reasons for differences:
   Understanding and Focus: More experienced teachers are likely to have a deeper understanding of the critical issues and practical challenges involved in managing student support systems. Their experience helps them recognize and address complex issues more effectively.
   Adaptability: Experienced teachers tend to adapt better to various work environments and challenges. They are often better at communicating and persuading colleagues and stakeholders to collaborate effectively on student support initiatives.
Knowledge and Skills: With greater work experience, teachers accumulate practical knowledge and skills that enhance their ability to manage student support systems efficiently.
This contrasts with Thiti Sri To's (2023) research, which found that the management of student support systems in the Bangkok Secondary Educational Service Area Office, Area 1, Group 3, was highest in "knowing students individually" and lowest in the "referral" aspect. The study suggested several guidelines

for improving student support, including workshops on data collection, follow-up projects, and incorporating technology to enhance efficiency and collaboration. These findings emphasize the need for ongoing development and adaptation in managing student support systems, which aligns with the experiences of teachers with varied backgrounds.

The research demonstrates that both educational level and work experience significantly influence teachers' perspectives on the management of student support systems. While higher education often correlates with a focus on advanced management and technology integration, extensive work experience contributes to practical understanding and adaptability. These insights provide a comprehensive view of how different factors impact the effectiveness of student support systems and underscore the importance of continuous development and adaptation in educational management practices.

Body of knowledge

From a study of the administration of the student care and support system of schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, it was found that knowledge can be summarized. Can be a figure 1
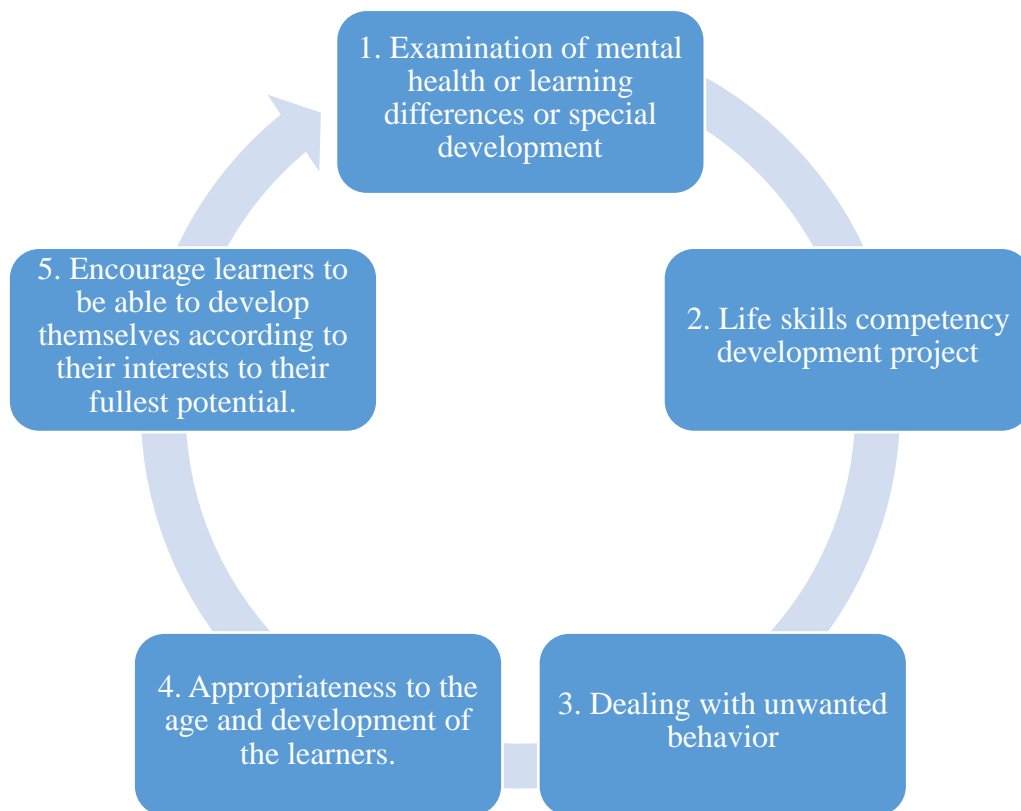

Figure 2 illustrates the comprehensive approach taken by schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2, in administering their student care and support systems. This system is designed to address a range of student needs through various targeted initiatives.

Mental Health and Special Development Assessment: Schools place a high priority on identifying students with mental health issues, learning differences, or special developmental needs. This proactive approach ensures that students who require additional support are identified early and provided with the necessary resources and interventions. Life Skills Competency Development Project: A significant

component of the student support system is the Life Skills Competency Development Project. This project aims to equip students with essential life skills that are crucial for their personal and academic growth. By focusing on competencies such as problem-solving, communication, and teamwork, the project enhances students' overall abilities. Managing Unwanted Behavior: To address and correct unwanted behaviors, schools implement strategies and procedures. This aspect of the system includes developing clear policies and support mechanisms to manage and mitigate behaviors that may disrupt the learning environment. Age-Appropriate Support: The administration of the student support system ensures that interventions and support services are appropriately tailored to the age and developmental stage of the learners. This approach helps in providing relevant and effective assistance that aligns with students' needs and maturity levels. Encouraging self-development: Schools actively encourage students to develop themselves according to their interests and full potential. This includes organizing activities such as music gatherings, exhibitions, and performances, where students can showcase their talents and gain confidence. Additionally, experts are invited to provide valuable knowledge and inspiration. Service Activities and External Coordination: To make productive use of students' free time, the system incorporates service activities. Schools also coordinate with external agencies to enhance the support provided to students. This collaboration helps in extending resources and expertise beyond the school's immediate environment. Technology Integration: Technology plays a vital role in increasing the efficiency and effectiveness of the student support system. Schools use a variety of technological tools to streamline operations and improve communication, resulting in better management and support processes. Collaboration and Participation: The administration promotes active participation from parents, communities, agencies, and related organizations. This collaborative effort ensures a more comprehensive support network for students, involving multiple stakeholders in their educational journey. Professional development for teachers: Teachers and advisors responsible for the student care and support system continuously develop their knowledge and skills. This ongoing professional development is critical for maintaining a high standard of care and assistance, as well as ensuring that educators are well-equipped to effectively address students' diverse needs.

Suggestions

1. Recommendations for Improving Student Support Systems

1.1 Ensure Comprehensive Student Care: Schools should employ teachers who are well-equipped to provide thorough care for students. This involves not only addressing academic needs but also supporting emotional and behavioral development. Comprehensive student care can help identify and address issues early, ensuring that all students receive the support they need.

1.2 Maintain Confidentiality: Schools must adhere to strict confidentiality protocols for both regular and at-risk students' information. Protecting student privacy is crucial for building trust and encouraging open communication between students, parents, and school staff.

1.3 Recognize student achievements: Implementing a system to award students who have demonstrated outstanding achievements or contributed positively to their peers can motivate and encourage others. Recognition can be in the form of awards, certificates, or public acknowledgment, which can help build a positive and aspirational school environment.

1.4 Follow-Up on at-risk students: Schools should establish mechanisms to track the progress of at-risk students after interventions are made. Continuous monitoring and evaluation are critical to determining the effectiveness of the support provided and making necessary adjustments to prevent future issues.

1.5 Refer to Specialists When Needed: In cases where problems cannot be resolved within the school, it is important to refer students to specialized professionals. This ensures that students with specific needs or complex issues receive the appropriate expertise and resources required for their development and well-being.

2. Suggestions for Future Research.

2.1 Parent Satisfaction with Student Support Systems: Future research should focus on assessing

parents' satisfaction with the student support systems in schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 2. Understanding parents' perspectives can provide valuable insights into the effectiveness of the support system and highlight areas for improvement.

      2.2 Leadership of Educational Institution Administrators: Investigate educational institution administrators' leadership styles and effectiveness within the Kamphaeng Phet Primary Educational Service Area Office, Area 2. Researching leadership practices can help identify key factors that contribute to successful student support systems and overall school management.

      2.3 Conflict Management Among Administrators: Conduct research on conflict management strategies among administrators of educational institutions under the Kamphaeng Phet Primary Educational Service Area Office, Area 2. Effective conflict management is crucial for maintaining a collaborative and productive working environment, which can, in turn, impact the efficiency of student support systems.

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