

Model for Promoting a Students Care and Support System according to Buddhist Principles in Schools to Expand Educational Opportunities under the Nakhon Si Thammarat Primary Educational Service Area Office 2

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Abstract

This research aims to 1) study the current status and needs in promoting the student care system in schools with extended educational opportunities, 2) develop a model for promoting the student care system based on Buddhist principles in schools with extended educational opportunities, 3) propose a model for promoting the student care system based on Buddhist principles in schools with extended educational opportunities, and 4) evaluate the model for promoting the student care system based on Buddhist principles in schools with extended educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat. Mixed methods research was used for research design. The sample consisted of 220 school directors and heads of administrative groups in schools involved in promoting the student care system; interviews 15 key informants; in-depth interviews with 5 experts; connoisseurship with 9 experts; 30 focus group discussion with 30 people; and model evaluations and satisfaction assessments with 30 people. The research instruments were questionnaires, interview forms, evaluation forms, expert seminar manuals, and focus group manuals. The research statistics were mean, standard deviation, need index, and qualitative analysis. The research results showed that: 1. The current status of promoting the student care system in schools with extended educational opportunities has a low mean overall. The overall expected condition has the highest average value and the overall need index is at a high level (PNI = 0.449). When separated into each aspect, it was found that the policy and management aspect have the highest value (PNI = 0.459), followed by teachers and personnel (PNI = 0.458), and cooperation aspect has the lowest need value (PNI = 0.442). 2. The model for promoting the student care system based on Buddhist principles in schools for expanding educational opportunities consists of principles, objectives, mechanisms and methods of the systematic model, namely 1) Input factors in 4 aspects: 1. Policy and management aspect 2. Teachers and personnel aspect 3. Budget aspect and 5. Cooperation aspect 2) The process has 4 steps: 1) Situation analysis, 2) Planning, 3) Implementation and observation of results, and 4) Review of results. 3) Results in terms of efficiency of the model 4) Results in terms of student quality and conditions for success in implementing the model. 3. Result of the proposed model for promoting the student care system based on Buddhist principles in schools for expanding educational opportunities. The opinions of those involved in the overall application of the model were at the highest level of satisfaction and the model could be put to practical use. 4. The results of the evaluation of the model in terms of suitability, feasibility, and usefulness were at a high level overall. When considering each aspect, it was found that the feasibility aspect had the highest average value, followed by the appropriateness aspect, and the usefulness aspect had the lowest average value.

Keywords: Student Care, Buddhist Principles, Schools to Expand Educational Opportunities

Introduction

The globalization situation has caused children and youth to inappropriately absorb foreign cultures, leading to behaviors that pose risks to social problems. [1] Education plays an important role in developing children to have appropriate ideas, attitudes, and behaviors for living amidst the threats of serious diseases and economic competition that affect the management of education. The behavior of youth today has changed, such as violence, drug addiction, and stress from social conditions. Scholars propose the use of Buddhist principles that can be applied in all eras to develop students to have all-around quality and live happily. [2] The National Education Act of 1999, as amended, emphasizes developing learners to be complete in body, mind, intellect, and morality, with the learner as the center. [3] The Child Protection Act of 2003 aims to protect children's rights to receive care and development according to their age and without discrimination. The Civil Service Teachers Act of 2004 stipulates that teacher must work on student care systems as part of their duties. The Office of the Basic Education Commission has a policy to develop a student care system as a mechanism to promote and develop learners. This system must cover health, intellect, emotion, and society through a process of knowing each student individually. Students are classified into 3 groups: normal, should receive urgent assistance; And should be promoted especially. All groups of students will receive appropriate care according to their characteristics and be referred effectively. [4]

From the evaluation results in 2022, it was found that students in the expanded educational opportunity schools under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, had low academic achievement, with an average of only 32.86 percent and a higher dropout rate. In addition, the desirable characteristics of students have changed negatively to solve the problem, the office has set a plan and strategy to promote the student care system. Under the goal of increasing educational opportunities and equality for all groups, especially disabled children, disadvantaged children, gifted children, and children at risk, to ensure universal and quality access to basic education. The student care system consists of 5 steps: knowing each student individually, screening, prevention and problem solving, development and promotion, and referral, using clear and verifiable methods, tools, and evidence. [5]

The researcher in the role of the school administrator studied the context of the school comprehensively. It was found that lower secondary school students were anxious, stressed, and threatened by various social problems, which had a negative impact on their mental and physical health. This significantly affects the quality of life and education. Therefore, the promotion of morality is an important foundation for developing youth to grow up with mental immunity, especially in schools that expand educational opportunities. Educational institutions should therefore cultivate religious principles to support the spirit of students to become good and quality people. The appropriate principles are the “Sappurisadhamma VII, which consist of: Dhammaññuta, Atthanñuta, Attanñuta, Mattanñuta, Kalanñuta, Parisanñuta, and Puggalanñuta, which can be appropriately applied in the administration and promotion of the student care and support system. [6]

From the above-mentioned importance, the researcher has studied the topic of “The Model for Promoting the Student Care System Based on Buddhist Principles in the Schools for Expanding Educational Opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat” in order to enhance the management system of educational institutions to be effective in responding to changes, aiming at students equally, and creating opportunities for all students to develop themselves to their potential.

Research Objectives

1. To study the current situation and necessity for promoting the student care system in the schools for expanding educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

2. To develop the model for promoting the student care system based on Buddhist principles in the schools for expanding educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

3. To propose the model for promoting the student care system based on Buddhist principles in the schools for expanding educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

4. To evaluate the model for promoting the student care system based on Buddhist principles in the schools for expanding educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

Research Method

Phase 1: study the current situation and necessity for promoting the care system Helping students according to Buddhist principles in schools with extended educational opportunities by studying documents, surveying a sample of 220 people and interviewing 15 informants.

Phase 2: developing a model to promote a student care system based on Buddhist principles in schools with extended educational opportunities by using in-depth interviews with 5 experts and connoisseurship with 9 experts to draft and confirm the appropriate model

Phase 3: Proposing a model to promote a student care system based on Buddhist principles in schools with extended educational opportunities by using a focus group manual with 30 people involved in using the model to suggest how to use the model in educational institutions

Phase 4: Evaluating the model to promote a student care system based on Buddhist principles in schools with extended educational opportunities by using an assessment form for appropriateness, feasibility and usefulness Including assessing the satisfaction of 30 administrators and teachers.

Results

1. The results of the study of the current situation and the necessity of the model for promoting the student care system based on Buddhist principles in schools that expand educational opportunities.

1) The results of the study of the current situation found that the current situation in promoting the student care system is at a low level overall, when classified by each aspect, it is found to be at a moderate level in 2 aspects and at a low level in 2 aspects, ranked from highest to lowest as follows: cooperation, budget, teachers and personnel, and policy and management, respectively. The summary of each aspect is as follows:

1.1) Policy and management is at a low level overall. When classified by each item, ranked from highest to lowest, the top 3 are: setting a policy for the student care system of the educational institution in line with the parent organization, designing a clear administrative structure for the student care system in the educational institution, evaluating and reporting the results of the student care system, and the last is appointing a committee for the student care system according to clear regulations.

1.2) Teachers and personnel are at a low level overall, when classified by each item, ranked from highest to lowest, the top 3 are: promoting and developing the morality of teachers and personnel who are responsible for student care, encourage teachers and staff to build good relationships with parents and communities to jointly take care of students; build morale and honor teachers who work in the student care system; and finally, create awareness among teachers of the importance of student care work.

1.3) Budget: overall, it is at a moderate level, when classified into items, ranked from most to least, the top three items are: budget planning to support the student care system; integrating the principles of sufficiency and immunity into the student care system; and supporting factors in the student care system as needed. The last item is: appointing a clear student care system budget committee.

1.4) Participation: overall, it is at a moderate level, when classified into items, ranked from most to least, the top three items are: participation of network partners in screening students according to the student care system; participation of network partners in prevention and resolution according to the student care system;

participation of network partners in operations in the process of referring students according to the student care system; and the last item is: creating cooperation in planning the student care system.

2) The results of the study of needs: overall, it was found to be at the highest level, when separated by aspect, it was found that the policy and management aspect had the highest value, followed by teachers and personnel, budget aspect, respectively, and the last aspect was cooperation aspect.

2.1) Policy and management aspect found that the joint planning of policy-level work on promoting student care system and appointing committee on student care system according to clear regulations had the highest value, followed by the creation of correct, complete, up-to-date and modern student care system information system and the management model of student care system that used moral principles to integrate to create strength and sustainability. The last need was the determination of student care system policy of educational institution in line with the parent organization. 2.2) Teacher and personnel aspect found that raising teachers' awareness of the importance of student care work had the highest value, followed by the creation of values of being a father and mother teacher to provide warmth and trust to students, and the efficient and effective performance of the duties of the advisor or homeroom teacher. The last need was the promotion and development of morality of teachers and personnel who work on student care.

2.3) Budget aspect found that the appointment of a clear committee on budget for student care system had the highest value, followed by monitoring, check the budget expenditure for transparency, cost-effectiveness, and sufficient support for factors in the student care system as needed. The last priority is to prepare a budget plan to support the student care system.

2.4) In terms of cooperation, it was found that creating cooperation in planning student care system work was the most valuable, followed by providing opinions and suggestions on student care system work, and participation of network partners in promoting and developing the student care system. The last priority is participation of network partners in screening students according to the student care system.

3) The interview results summarized the opinions as follows:

Schools that expand educational opportunities should have clear policies and administrative structures for student care systems in educational institutions that cover all steps. Teachers and personnel should develop knowledge and skills in student care to support individual students. Teachers should enhance morale and motivation in their work. Teachers and personnel involved in student care systems should have high morale. Budgets should be allocated in line with the real needs of the school, coordination between schools, government agencies, and the private sector should be promoted and continuous. Activities should be organized for the community to participate in student care appropriately. Schools should create more support networks from related organizations, which is consistent with the research of Monchida Nukaew on "Development of Student Care Systems to Improve the Quality of Students in Educational Institutions under the Office of the Secondary Education Service Area of Nakhon Si Thammarat." The research results found that: The current situation of the development of the student assistance system under the Office of the Secondary Education Service Area, Nakhon Si Thammarat is at a moderate level and the overall necessity (PNI) is equal to 0.315. The development of the steps in the student assistance system to improve the quality of students in educational institutions under the Office of the Secondary Education Service Area, Nakhon Si Thammarat consists of 1) The name of the system is the development of the student assistance system to improve the quality of students using the V3S2R Model. 2) The goal of the system is to use the developed student assistance system to improve the quality of students in educational institutions and to operate the student assistance system through a clear work process that is adjusted according to the context of students and educational institutions. 3) The person responsible for the system, the Office of the Basic Education Commission, the Office of the Educational Service Area, educational institution administrators, counselors, guidance teachers, specialist teachers in other fields, external agencies [7]. It is also consistent with the research of Yothika Lertratayakun on "The System for Promoting Student Care and Assistance for Educational Institutions Based on Buddhist Principles under the Office of the Primary Education Service Area". The research results found that activities for student care Students are continuously engaged in five activities: 1) providing feedback on student work, 2) responding to students when they do not understand, 3) involving students in conversation, 4) displaying a positive and optimistic attitude, and 5) being respectful and interested in students' perspectives. [8]

2. Results of the development of the model for promoting the student care system based on Buddhist principles in schools with expanded educational opportunities under Nakhon Si Thammarat Primary Educational Service Area Office 2.

1) Model name: Model for promoting the student care system based on Buddhist principles in schools with expanded educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat.

2) Principles The model for promoting the student care system based on Buddhist principles in schools with expanded educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat has the following important principles: The principle of putting students first Participation Principle, Morality Principle and Equality Principle.

3) Objectives of the Model

3.1) To be used as a tool to promote the student care system in schools expanding educational opportunities by school administrators.

3.2) To increase the efficiency of the management of the student care system based on the 7 Sappurisdhamma principles in schools expanding educational opportunities to be effective in accordance with the goals of student care and support.

3.3) To be a model for promoting the student care system that applies Buddhist principles to develop the quality of students in schools expanding educational opportunities in all aspects.

4) Mechanisms and methods of the Model

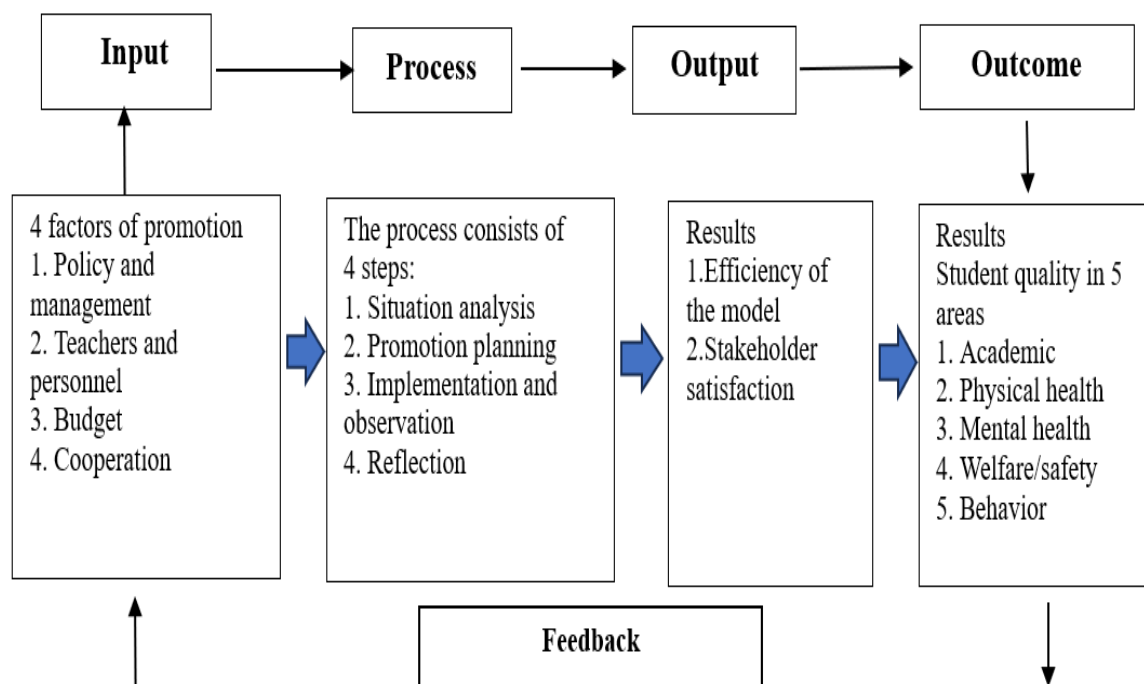


Figure 1 Systemic perspective of the promotion model of student care system based on Buddhist principles in schools for expanding educational opportunities.

The promotion model of student care system based on Buddhist principles in schools for expanding educational opportunities has a systematic management process as follows: 1) Input factors to promote student care system, consisting of 4 aspects: 1. Policy and management, 2. Teachers and personnel, 3. Budget, and 4. Cooperation. 2) Process, consisting of 4 steps (SPOR), consisting of Step 1: Situation analysis, Step 2: Planning, Step 3: Implementation and observation, and Step 4: Reflection. 3) Output: efficiency and satisfaction of the

model. 4) Outcome: learner quality in terms of learning, physical/mental health, welfare/safety, and social/behavioral aspects. The application of Buddhist principles is a highlight of this research which uses the analysis of the principles of the Sappurisdhamma VII instead of the modern analysis (SWOT Analysis) to know the situation in all 7 aspects: (1) Dhammaññuta, analysis of the cause/problem situation, (2) Atthanñuta, analysis of the goal/standard, (3) Attanñuta, analysis of the leader/policy, (4) Mattanñuta, analysis of the budget/supporting factors, (5) Kalanñuta, analysis of the time/work calendar, (6) Parisanñuta, analysis of the community context, and (7) Puggalanñuta, analysis of the teachers and personnel. The steps of the model for promoting the student care system based on Buddhist principles in schools that expand educational opportunities are 4 steps (SPOR):

Step 1: Situation analysis using the principles of 7 Sappurisdhamma

Step 2: Planning for promoting the student care system

Step 3: Operation and Observation

Step 4: Reflection

5) Conditions for success in implementing the model 1) All teachers and related persons must understand the principles of promoting the student care system, have clear steps, methods and tools that have standards, quality, and work principles that can be verified by administrators and all relevant personnel both inside and outside the educational institution effectively.

2) School administrators, teachers, and parents from all sectors participate and clearly play their roles in promoting, developing, preventing, and solving problems so that students can develop to their full potential and have desirable characteristics. Have good life skills in living happily and safely.

3) It is a model for promoting a care system for students who need to use modern information technology in line with the workload and information according to the necessary information system according to the OBEC CARE system.

4) It is a model that requires the application of the 7 principles of Sappurisdhamma in each step of the operation appropriately.

Appropriate factors for schools expanding educational opportunities, which is consistent with the research of Chamnan Sima-rat [9] on “Development of a participatory student care system at Suankularb Wittayalai Mahamongkol School”. The research results found that the participatory student care system at Suankularb Wittayalai Mahamongkol School consists of 3 parts: Part 1 Introduction, consisting of principles and rationales, objectives, concepts, related theories, administrative structure, flowchart showing the operation steps, roles and responsibilities of the committee, flowchart showing the operation structure, flowchart showing the development and implementation steps, and guidelines for development and implementation. Part 2 Process and steps of the student care system operation, consisting of 5 operations as follows: 1) Academic 2) Health 3) Family 4) Behavior and emotion 5) Special children, each of which has 5 steps of operation: 1) Getting to know students individually or getting to know each other 2) Student screening or knowing how to screen correctly 3) Student development and promotion or the stage of knowing how to develop and promote appropriately 4) Prevention and solution, or the stage of knowing how to prevent and solution 5) Referring students, or the stage of knowing how to refer the right way Part 3 Appendix, the form of the operation report in 5 areas, made into a notebook for each area as follows: 1) Academic aspect 2) Health aspect 3) Family aspect 4) Behavioral aspect and emotion aspect 5) Special needs children aspect Each area consists of 1) Explanation and evaluation criteria 2) Report form 3) Summary of student care and assistance results and which the qualified persons have opinions on the draft of the student care and assistance system with participation of Phra Tamnak Suankularb Mahamongkol School, found that the overall level is at the highest level. It is also consistent with the research of Darawan Srikanjana, who researched on “Academic Leadership Development Model Based on Buddhist Principles for Secondary School Administrators, Bangkok”. The research results found that the overall form of academic leadership development model based on Buddhist principles for secondary school administrators, Bangkok is at a high level. Considering each area from most to least, they are: usefulness, correctness, appropriateness, and feasibility. They are at a high level respectively. [10] It is also consistent with the research of Williams, who conducted research on “Studying the Operation of Student Assistance Systems: A Study of Organizational Management and Awareness of Theory on Building a Connection to Youth Health”. The results of the research found that there were differences in the

behaviors of connecting the sub-components in each model, and this difference was most pronounced in the management of the follow-up process, which had an impact on students receiving services from the student assistance system. [11]

3. The results of the proposed model for promoting the student care system based on Buddhist principles in schools with expanded educational opportunities.

The results of the proposed model for promoting the student care system based on Buddhist principles in schools with expanded educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, through focus group discussions with school directors and teachers responsible for the student care system in schools with expanded educational opportunities related to the implementation of the model to provide opinions on various issues, including the principles of the model, principles, objectives of the model, mechanisms and methods of the model, and conditions for success in implementing the model. The conclusion is the findings from the criticism and comments of those involved who agree that the model can be used as a model for promoting the student care system and can be adapted for implementation in all items. This is because the researcher has developed a model that is appropriate, feasible and useful, flexible in terms of activities and has analyzed the factors that are appropriate for schools with expanded educational opportunities, which is consistent with the research of Chareon Simarat researched on “Development of Participatory Student Care System at Suankularb Wittayalai School”. The research results found that the participatory student care system at Suankularb Wittayalai School consisted of 3 parts: Part 1 Introduction, which included principles and rationales, objectives, concepts, related theories, administrative structure, flowchart showing the operation steps, roles and responsibilities of the committee, flowchart showing the operation structure, flowchart showing the development and implementation steps, and guidelines for development and implementation. Part 2 Process and steps of the student care system operation, consisting of 5 operations as follows: 1) Academic 2) Health 3) Family 4) Behavior and emotion 5) Special children, each aspect has 5 steps of operation: 1) Getting to know students individually or the familiarization stage 2) Student screening or the correct screening stage 3) Student development and promotion or the stage of knowing how to develop and promote appropriately 4) Prevention and solution or the stage of knowing how to prevent and solution 5) Referring students or the stage of knowing how to refer the right way Part 3 Appendix, the operational report form of 5 areas, made into a notebook for each area as follows: 1) Academic 2) Health 3) Family 4) Behavioral and emotional 5) Special children Each area consists of: 1) Statement and evaluation criteria 2) Report form 3) Summary of student care and assistance results and which the experts have opinions on the draft of the student care and assistance system with participation of Phra Tamnak Suankularb Mahamongkol School, found that the overall level is at the highest level [12]. It is also consistent with the research of William who researched on “Study of the operation of the student care system: A study of organizational management and perception of the theory of creating a connection with youth health”. The research results found that there were differences in behaviors in connecting the sub-components in each model. And this difference was most obvious in the management of the follow-up process, which has an impact on students receiving services from the student care system as well. [13]

4. Results of the evaluation of the promotion model of the student care system based on Buddhist principles in schools with expanded educational opportunities.

1) Results of the evaluation of the promotion model of the student care system in terms of appropriateness, feasibility, and usefulness, using the mean and standard deviation through focus group discussions with key informants, including school administrators and teachers involved in the student care system, found that the overall average was at the highest level. Considering each aspect from most to least, it was found that usefulness had the highest average, followed by appropriateness, and feasibility had the lowest average.

1.1) Results of the evaluation of the appropriateness of the promotion model of the student care system based on Buddhist principles in schools with expanded educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, found that the overall average was at the highest

level. Considering each aspect, it was found that the process aspect had the highest average, followed by input factors, and the principal aspect had the lowest average.

1.2) Results of the evaluation of the feasibility of the promotion model of the student care system based on Buddhist principles in schools with expanded educational opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, found that the overall average was at the highest level. When considering each aspect, it was found that the process aspect. The highest average value was the objective, followed by the principle and the outcome, which had the lowest average value.

1.3) The results of the evaluation of the usefulness of the promotion model of the student care system based on Buddhist principles in the schools expanding educational opportunities under the Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 found that the overall average value was at the highest level. Considering each aspect, it was found that the principal aspect had the highest average value, followed by the outcome aspect, and the objective aspect had the lowest average value.

2) The satisfaction assessment results of school administrators and those responsible for student care systems related to the use of the Buddhist student care system promotion model in schools that expand educational opportunities found that the overall satisfaction was at the highest level. When considering each aspect, it was found that the model method had the highest average value, followed by the success conditions for the model implementation. The model principle had the lowest average value, which is consistent with the research of Phacharakamon Khamwai [14] on “The model for student care system administration to promote the ability to adapt to students in primary schools in the lower northern region.” The research results found that 1. The components and guidelines for student care system administration to promote students’ ability to adapt to students consisted of 3 factors: 1) factors for student care system administration, 2) processes for student care system administration, and 3) students’ ability to adapt to students, consisting of 4 aspects: learning, living with others, personal emotions, and physical health. 2. The model for student care system administration to promote students’ ability to adapt to students in primary schools in the lower northern region consisted of 3 components: Component 1: factors for student care system administration, Component 2: processes for student care system administration. And the third component, student adaptability. 3. The results of the evaluation of the student care system management model to promote student adaptability in primary schools in the lower northern region found that the model is very feasible and very useful. [15] It is also consistent with the research of Nanton, who researched on “Comparative analysis of school staff and students’ perceptions of behaviors and other factors leading to violence in criminal groups and in schools”. The research results found that the perception of school teachers and students about behaviors that lead to gangs and violence in lower and upper secondary schools and surveyed other risk factors such as academic achievement, attendance and suspension. The sample consisted of 32 teachers and 148 students. The data collection used a survey on the perception of gangs and violence. Demographic data were selected from the parental permission request form. Academic achievement data, attendance data and the number of suspensions were obtained from the school registry. The important findings can be summarized as follows: 1) There are significant differences in the perception of teachers and students about behaviors that lead to gangs and violence in lower and upper secondary schools. 2) There are no significant differences in 3) There was no significant difference in teachers' and students' perceptions of behaviors leading to gangs and school violence between male teachers and students and female teachers and students. 4) There was a significant relationship between absenteeism, suspension, perceptions of behaviors leading to gangs and school violence and the academic achievement levels of middle and high school students.

Knowledge from Research

New knowledge obtained from the synthesis of research on “The model for promoting a student care system based on Buddhist principles in schools expanding educational opportunities under the Office of the Primary Educational Service Area of Nakhon Si Thammarat, Area 2”, in which the researcher obtained knowledge as shown in Figure 2.



Figure 2 shows the model for promoting a student care system based on Buddhist principles in schools expanding educational opportunities under the Nakhon Si Thammarat Primary Educational Service Area Office 2 (SPOR Model) (In Thai)

Source: Sumonta Intararith (2024)

Figure 2 shows the knowledge gained from the research on “The Model for Promoting a Student Care System Based on Buddhist Principles in Schools Expanding Educational Opportunities under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat. It consists of principles, objectives, mechanisms, and methods of the model, which consists of 4 input factors: 1) Policy and management, 2) Teachers and personnel, 3) Budget, and 4) Cooperation. The 4-step process is: 1) Situation analysis is the application of the 7 Sappurisdhamma principles to analyze the organizational status to find opportunities and strengths in promoting a student care system that is appropriate for the context of the educational institution, 2) Promotion planning, 3) Implementation and observation, and 4) Reflection of results. The output is the efficiency and satisfaction of the model, and the outcome is the quality of students in terms of learning, physical health, mental health, welfare/safety, and social/behavioral aspects.

Recommendations

1. Recommendations for Policy

This research, the researcher has recommendations to use the research results to develop the quality of education as follows:

- (1) The Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 should create knowledge, understanding and awareness for school administrators to promote the student care system in schools expanding educational opportunities in terms of implementing government policies in the field, including designing an administrative structure to support changes in student care and support to be up-to-date with the situation.
- (2) The Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 should promote the development of teachers and personnel in applying religious principles to student care and support according to the context.

(3) The Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 should provide an opportunity for a forum for exchanging knowledge and creating motivation for school administrators, teachers and personnel, including network partners, to develop prototype innovations in promoting student care systems in schools expanding educational opportunities to create greater benefits from innovations in the form of promoting student care and support systems.

2) Recommendations for Practice

(1) School administrators, teachers and personnel, together with network partners, the management structure of the care system, vision, policy, strategy, and plans/projects/activities and the calendar of operations for promoting the student care system should be defined in accordance with the context.

(2) Educational institutions should supervise, monitor, promote, and support the 5-step care system of the Office of the Basic Education Commission that aims for best practice in schools expanding educational opportunities.

3) Recommendations for Future Research

(1) There should be research on the use of digital systems to develop student care systems in educational institutions at all levels of education.

(2) There should be research on the leadership of school administrators that enhances the efficiency of student care systems in educational institutions.

(3) There should be research on the forms of cooperation among network partners that affect the efficiency of student care systems in educational institutions.

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