

An Integrated Model of Student Support System Management and Life Skills for Educational Opportunity Expansion Schools in the Lower Northern Region*



¹Surachet Chotmon, Poompipat Rukponmongkol and Chayut Vijitsunthorn

¹Kamphaeng Phet Pajabhat University, Thailand.

¹Corresponding Author's Email: ksurachaet@gmail.com

Abstract

The research article consisted of the following objectives: 1) to study conditions of problems and factors promoting the management; 2) to create an management model; and 3) to assess an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region. The study applied a research and development (R&D) method. The research instruments were: 1) a questionnaire inquiring about conditions and problems as well as a questionnaire inquiring about the level of problems with student support system management; 2) an interview form in which the data collected were analyzed using content analysis; 3) an assessment form for propriety and accuracy of a model; and 4) an assessment for feasibility and utilization of a model. The data were analyzed by way of mean and standard deviation (S.D.).

From the study, the following results are found: 1) Principles and concepts, factors impacting policy management, mobilization of key personnel, and the student support system management of educational opportunity expansion schools are all significant components in the management of student support system at schools; 2) An integrated model of student support system management and life skills for educational opportunity expansion schools are of accuracy and propriety in terms of principles and concepts for developing a model for student support system in schools, factors affecting the management of student support system, and the process for managing the student support system; and 3) The opinions of government teachers and education officers affect the feasibility and utilization of a model for student support system in schools in terms of principles and concepts for

*Received November 21, 2021; Revised December 20, 2021; Accepted December 29, 2021



developing a model for student support system in schools, factors affecting the management of student support system, and the process for managing the student support system.

Keywords: Management Model; Student Support System Integrated with Life Skills; Educational Opportunity Expansion Schools

Introduction

Not only is the contemporary educational environment continually changing, but so are technology and communication developments, as well as economic competition, all of which have an influence on individuals and youths. They are also the driving force behind the adoption of certain values in society, such as the purchase of a telephone, luxury, a motorcycle, television, and stereo. Furthermore, they lack self-control, as seen by problems with social addiction in online games, criminality, sex, drug, conflict, and class inequality. These influence young people to spend their money in the wrong places. It is the source of social problems and has an impact on everyone's mental and physical health (Tamang, 2008)

To improve the quality of individuals and youths, all schools must collaborate to organize teaching and guidance for the formation of skilled people who will be capable of living peacefully in society. According to the Ministry of Education (2007), school is one of the entities that instruct youth to have the desired national characteristics. It is to establish a school staff corporation. The teacher is essential, particularly the mentor teacher who stays close to the student and is on a mission to improve the student's life quality. People-to-people, parents, communities, government, and private organizations are all essential entities.

Educational opportunity expansion schools in the lower northern region have been active in education management of youth since early childhood in the area of teaching and learning management. To begin expanding possibilities, education must be conducted for students to have knowledge, abilities, and skills to live and be able to live peacefully together in society. It must also nurture and teach desirable characteristics in students such as discipline, kindness, honesty, responsibility, and compassion. At the present, the management of the student support system is now ineffective owing to a lack of true engagement of parents, communities, students, and all stakeholders in giving information and cooperating in



the prevention of problems. According to the findings of a study conducted by the Office of the Basic Education Commission, Ministry of Education (2004), the major problems in the student support system were caused by an ineffective management system at both the educational and stakeholder levels, which requires the creation of a body of knowledge in developing a new administrative system and disseminating knowledge for schools to solve the problem of inappropriate behavior and to develop learners in order for them to have desirable characteristics.

The Office of the Basic Education Commission under the Secondary Educational Service Area Office in lower northern region has a policy for schools to expand opportunities, which is managed in conjunction with the student support system, which is a step-by-step process of caring for and assisting students with clear methods and working tools, with an advisory teacher as the main personnel in such operations, close cooperation with the teachers involved, and support from schools. The support for students include the promotion of student development, problem prevention, and problem-solving. There are ways and resources available for teachers, advisers, and other related staff to utilize in the development of students with desirable characteristics and keeping them drug-free (Office of the Basic Education Commission, Ministry of Education, 2004)

We can summarize the conditions and problems that arise with students in educational opportunity expansion schools, resulting in students who are more at risk in learning, behavior, and are more likely to fail at school. A study of a student support system to be used in the educational opportunity expansion school has been conducted in accordance with the National Education Act (B.E. 2542) and the National Education Plan (B.E. 2017 – 2036), which aims at knowing students individually, promoting students,

. The study's results were applied to students in order for them to be a whole human being, a decent person, intelligent, and happy. As a result, an integrated model of student support system management and life skills of educational opportunity expansion schools in the lower northern region can be concluded to be of quality.



Objectives of the research

1. To study the problems and factors promoting the student support system management integrated with life skills for the educational opportunity expansion schools in the lower northern region.

2. To create an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region

3. To assess an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region

Research Methodology

The researcher has defined the study into 4 steps as follows:

1st Step: To analyze and synthesize documents including interviews for the student support system management integrated with life skills for the educational opportunity expansion schools in the lower northern region

2nd Step: To study the conditions, problems, and factors that promote the student support system management integrated with life skills for the educational opportunity expansion schools in the lower northern region

3rd Step: To create an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region

4th Step: To assess an integrated model for student support system management and life skills of educational opportunity expansion schools in the lower northern region

Research results

1. Problems and factors promoting the student support system management integrated with life skills for the educational opportunity expansion schools in the lower northern region have been found as follows:

1) From analyzing factors promoting the development an integrated model of student support system management and life skills for educational opportunity expansion schools in



the lower northern region, the summary from interviews with administrators and persons responsible for the student support system in small-sized opportunity expansion schools reveals the following: Most small-sized educational opportunity expansion schools face three key problems that prevent them from supporting students in the same way as medium-sized and large-sized educational opportunity expansion schools do. Most small-sized educational opportunity expansion schools have the same problems in this respect, which include management problems, teaching and learning problems, preparedness problems in relation to supporting factors, and participation problems in educational management. All of this has an effect on the student support system as well.

2. From creating and examining an integrated model for student support system management and life skills of educational opportunity expansion schools in the lower northern region, it has been found that the researcher synthesizes the information from the study in the first and second steps on problems and factors promoting the student support system management integrated with life skills for the educational opportunity expansion schools before inviting experts to a workshop in order to draft an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region which consists of seven components as follows:

1) The 1st component: Important principles

An integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region is referred as the management process in building the student support system management integrated with life skills for educational opportunity expansion schools in the lower northern region. Administrators can implement educational policies that ensure continual and sustainable quality.

2) The 2nd component: Objectives

2.1 To enable administrators to use as a guideline for managing the student support system integrated with life skills in schools in the lower northern region in order to achieve continuous and sustainable educational standards

2.2 To allow schools to be accepted by parents and different community organizations



2.3 To provide parents with high-quality options for selecting a school for their children

2.4 To raise awareness for the government teachers and educational officers on the student support system

3) The 3rd component: Assessment Standards

4) The 4th component: Planning

5) The 5th component: Evaluation

6) The 6th component: Results of the development

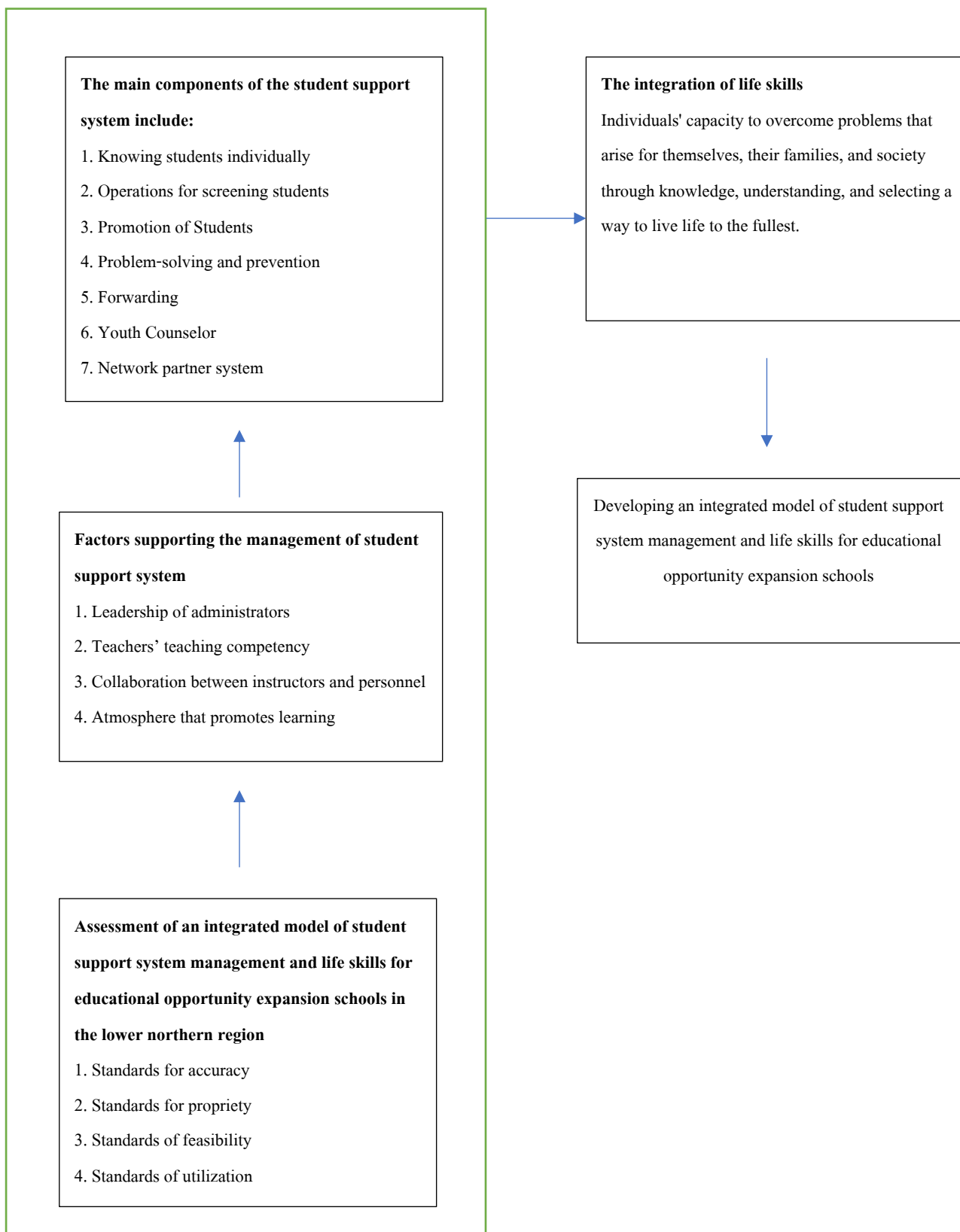
7) The 7th component: Conditions for success

The opinions of experts from examining an integrated model of student support system management and life skills for educational opportunity expansion schools, a model is found to be of accuracy, propriety, and feasibility in terms of principles and concepts for developing a model for student support system in schools, factors affecting the management of student support system, and the process for managing the student support system.

3. From assessing an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region, it has been found that the government teachers and educational personnel view that a model is of feasibility and utilization in terms of principles and concepts for developing a model for student support system in schools, factors affecting the management of student support system, and the process for managing the student support system.

The new body of knowledge

In order to develop a model of student support system management for educational opportunity expansion schools in the lower northern region, many documents including various theories and related research works have been studied and created as the new body of knowledge as follows:





Discussion of research results

Based on the conclusion of an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region, the following are some major points that are discussed:

1. Conditions and problems in the student support system management integrated with life skills for educational opportunity expansion schools in the lower northern region

The problems are that teachers have a lot of work, which leaves them with little time to visit students' families and a limited budget. When children have problems, parents do not have time to meet with teachers and do not comprehend the student support system. Administrators do not place as much emphasis on it as they should. As for suggestions, there should be training to improve teachers and subordinates in all aspects. More funds should be allocated to establish a systematic and ongoing student support system. There should be a network of parents to help them understand how the student support system works. To tackle the problems, teachers and parents must work together actively. According to the primary schools under Chiang Mai Primary Educational Service Area Office 1 by Sriwongphan (2007), the main components of the support system should include knowing students individually, the operations for screening students, the promotion of students, problem-solving and prevention, forwarding, youth counselor, and network partner system.

2. Based on an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region, the following are some major points that are discussed:

2.1 The principles and concepts of student support system management pertain to the roles and responsibilities of schools in managing and supporting students in accordance with the law. According to the National Education Act B.E. 2542, students should be encouraged to develop life skills that allow them to care for themselves to the best of their abilities in order to live a happy life in society.

Furthermore, Rakpornmongkol (2018) investigated a model for enhancing students' public minds, which are as follows: 1) Assisting students in obtaining essential information from



guidance teachers in education, career, and personal matters in order for them to make suitable judgments, as well as creating more stability in accomplishing what they have previously decided; 2) Assisting students in developing positive relationships with teachers. Daring to consult with their guidance teachers when problems arise, for example; 3) Assisting students in improving their behavior; 4) Assisting students in developing positive attitudes about teachers, friends, schools, and society; 5) Assisting students in developing a real self-understanding and self-acceptance based on facts that will influence the formation of a positive personality; 6) Allowing teachers to meet with students in groups in a more personal and detailed manner, saving time in giving knowledge to students; 7) Giving teachers the opportunity to share information on education, career, and personal matters, as well as stay up with current events; 8) Providing teachers with the option to employ a variety of approaches to collect information about every individual child quickly and thoroughly; 9) Assisting teachers in precisely understanding each student's requirements, interests, talents, and attitude. This will be helpful in establishing study plans and other counseling services so that problems may be rectified before it is too late; 10) Establishing a guidance services for students to achieve their goals, and students will be able to recognize the value of the guidance services by themselves, so teachers will not have to waste time adjusting the behavior of students who have problems both in behavior and learning, and teachers will be able to devote time to teaching academics; 11) Assisting in the reduction of student behavioral issues. This eliminates any issues with school regulations and discipline. It contributes in the successful administration of students; 12) Assisting in the organization of school programs and activities in order to reach students' goals; 13) Assisting in the development of a positive relationship between guidance teachers and parents, allowing parents to have a positive attitude about schools and the teaching process. As a result, teachers and parents will work together to plan the development of students' personalities; 14) Assisting the community in attracting the attention of students so that students see the worth of the community and are willing to develop their own community in order to progress further; and 15) Assisting the nation in developing decent citizens with qualifications such as self-help and self-sacrifice to contribute to society according to their ability.



2.2 Factors affecting the student support system management in schools are as follows: 1) students, their families, and the school; 2) The Office of the Basic Education Commission's policy must be implemented consistently, and the Office of Elementary Education Service Area must perform the role of inspecting, monitoring, and evaluating; 3) The performance of key personnel, including school administrators, teachers, advisers, guidance teachers, parents, and students, all of who must work well together. Schools, families, and communities must collaborate to take responsibility for students while also inspiring them. As Epstein (1996; Drake, n.d., Carter, 2000) argues, the problems and challenges that students face today cannot be resolved by education administrators or a single parent or family since these problems are socially, emotionally, mentally, and environmentally violent against students. As a result, families and schools must collaborate actively to help solve these issues. These views are also shared by Srisa-nga, Kalawong and Subprasopchock (2017) who agree that the parents, teachers and strong social networks are more likely to participate in the students' learning than the parents alone.

3. Based on the creation of an integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region, the results are as follows:

1) Plans that include analyzing the school's context and developing an action plan, screening students, conducting stakeholder meetings to clearly identify strategies, goals, and indicators, and implementing projects and activities with the participation of all relevant personnel.

2) The organizational structure consists of outlining the roles and responsibilities of those involved in the student support system, which must include all personnel both inside and outside of the school. The organizational structure of each school is designed according to its setting, size, and circumstance. The team's continuous development can clearly identify personnel roles and responsibilities, allocate tasks, plan meetings, and design team training for effective coordination.

3) The organization's leadership comprises of administrators who must study information by having a thorough student support system policy, being a good role model



and leader in activities that follow the system, and motivating students. Administrators are crucial persons who must have expertise and comprehension of this system in order to manage the student support system in schools. Administrators must be a leader in planning and creating a strong team, as well as holding a meeting to communicate the policy and address various problems, while encouraging teachers and parents to engage in plan creation. Furthermore, administrators must set a positive example by leading activities, overseeing, monitoring, and assessing outcomes, and offering reinforcement to teachers and students.

4) Operational Staff consists of administrators, teachers, advisors, guidance teachers, parents' networks, student teams, communities, and basic school committees, which is regarded as the most significant aspect. The team's size is determined by the context, the size of the school, the number of students, and the nature of the problems. Staff must be aware of and comprehend key activities in the student support system.

5) Audit, follow-up, and evaluation are comprised of three steps: creation of a plan; follow-up and assessment; and preparation of a tool to record the operation's outcomes in order to report to the school director. To make the process more systematic, a ready-made program system should be available. The database should be utilized to screen each student's actual condition individually. Observing, interviewing, home visits, homerooms, and parent meetings should be used to follow up on students. Teachers and parents should be urged to keep track of students who are frequently absent and to send them to relevant departments.

6) Improvements could be made by bringing the findings of the follow-up to the school meeting to get feedback from all stakeholders. Following that, analyze the issue, identify problems, and seek solutions in accordance with the administrative procedure.

7) Coordination is the heart of the student support system. The school director can accomplish success by employing effective communication tactics and cultivating positive relationships with the network. Coordination is at the core of administrative system work in schools, which requires very high coordination and administrative skills due to the large number of people involved, including administrators, teachers, advisors, guidance teachers, parents, students, and communities.



Conclusion

An integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region consists of 7 components as follows: 1) knowing students individually; 2) the operations for screening students; 3) the promotion of students; 4) problem-solving and prevention; 5) forwarding; 6) youth counselor; and 7) network partner system. In this regard, suggestions are made based on the workshop and connoisseurship that the accuracy and propriety are at the highest level. An integrated model of student support system management and life skills for educational opportunity expansion schools in the lower northern region has passed the evaluation from the public hearing seminar.

A support system can assist students in accomplishing their goals by utilizing efficient communication skills and developing positive relationships with the network. Coordination is at the core of administrative system work in schools, which requires very high coordination and administrative skills due to the large number of people involved, including administrators, teachers, advisors, guidance teachers, parents, students, and communities. Internal coordination, such as a good relationship between personnel and coordination across internal departments, allows for better communication and, as a result, understanding among one another, and can help to decrease problems and obstacles that may occur.

Suggestions

From the results of the research, the researcher has the following suggestions:

1. Suggestions from the research

The results of the research according to the 1st objective, it has been found that schools have important elements in the management of the student support system, which consists of principles and concepts, factors affecting the policy management, the mobilization of key personnel, and the process for managing the student support system in educational opportunity expansion schools, therefore, the relevant agencies should proceed as follows:



1.1 Primary Education Service Area Office should create a curriculum for the development of student support system management in schools by conducting training for school administrators, teachers, counselors, and parents to work together to strengthen the student support system in schools.

1.2 Primary Educational Service Area Offices and schools should promote the development of key personnel by providing training courses for guidance teachers and counselors, as well as sending teachers and educational personnel to study at a model school.

1.3 The school board and community should be involved in the management by requiring the school to submit the results of the student support system to the school committee for consideration and approval.

The results of the research according to the 2nd objective, it has been discovered that the new teacher advisor does not have enough materials to use in preventing and solving problems that may occur to students in the future because teachers are unable to thoroughly care for students, there is a lack of participation within the school, and no data in terms of student behavior has been recorded. Both parents and students who have problems continue to lack participation with the school since the majority of parents lack comprehension and disregard the issue. Therefore, the relevant agencies should proceed as follows:

2.1 All schools should establish the management of the student support system in accordance with the system by encouraging continuous and systematic home visit activities, parent-class meetings, guidance, counseling, surveillance, and promotion of student development activities.

2.2. A meeting/training/seminar should be organized to instruct teachers on the skills required for the student support system so that their teaching behavior may be enhanced to better help the students. The number of students in each room should be lowered so that teachers can concentrate their whole attention to increasing the quality of each student.

2.3. Teachers, advisors, and parents should cooperate in enhancing understanding among students. Parents must cooperate in providing students' personal information and reporting their children's conduct at home to the school. Parents must also keep an eye on



their children's conduct and help them comprehend the school in order for them to have a positive attitude toward themselves and the school.

The results of the research according to the 3rd objective, it has been discovered that the opinions of government teachers and educational personnel on an integrated model of student support system management and life skills for educational opportunity expansion schools, a model is found to be of feasibility and utilization in terms of principles and concepts for developing a model for student support system in schools, factors affecting the management of student support system, and the process for managing the student support system. Therefore, the relevant agencies should proceed as follows:

3.1 The Office of the Basic Education Commission's policy on the student support system must be implemented and forwarded. In order to successfully monitor and assess the results of the student support system in schools, the Office of Elementary Education Service Area must develop a strategic plan, define targets, and construct a strong internal management system.

3.2 A sufficient amount of time should be arranged to plan activities that will encourage and develop students.

3.3 Schools should plan activities based on the interests and attitudes of students, including student participation.

2. The suggestions for future research

The future research should involve the following issues:

2.1 A research should be conducted in order to build a model of collaboration between schools and communities for a long-term student support system.

2.2 There should be research into the establishment of training packages for teachers in charge of student support systems in schools to enhance counseling skills.

2.3 A research on causal factors affecting the work of the student support system in schools

2.4 A multi-level research study on the work of the student support system in schools should be conducted.

2.5 The Delphi method should be used for future research.



2.6 The Participatory Action Research should have seven variables in the future research.

2.7 Because of the Covid-19 situation, this research received quantitative data during the data collection period for conducting a public hearing, but if there was an opportunity for discussion, it would be possible to obtain qualitative data as there would be discussion and exchange of ideas with each other.

References

- Ministry of Education. (2007). *laksūt phatthanā phū nam kānplānplāeng phūā rōng rap kānkrachāi ‘amnāt samrap phūbōrihān kānsuksā læ phūbōrihān sathān suksā*. Nakhon Pathom: National Institute for Development of Teachers, Faculty Staff and Educational Personnel.
- Ministry of Education. (2010). *Guidelines for organizing activities for student development According to the educational core curriculum B.E.2551*. (2nd ed.). Bangkok: Agricultural Cooperative Union Printing House of Thailand Co., Ltd.
- Office of the Basic Education Commission, Ministry of Education. (2004). *Guidelines for the implementation of the student support system in educational institutions*. Bangkok: Publishing House of the Shipping and Parcel Organization (ROP).
- Rakpornmongkol, P. (2008). *The Mutual Situation and the Expectations of Parent of Students towards the Educational Management of Municipality School in Samusakorn*. (Master's Thesis). Dhonburi Rajabhat University. Bangkok.
- Tamang, S. (2008). *Student care-taking system performance of Watsrippingmuang Municipal School, Chiang Mai Province*. (Master's Thesis). Graduate School: Chiang Mai University. Chiang Mai.
- Sriwongphan, P. (2007). *the Performance of System of Helping Students in Primary Educational Service Area 1 in Chiang Mai*. (Master's Thesis). Chiang Mai University. Chiang Mai.



Srisa-nga, P., Kalawong, S., & Subprasopchock, M. (2017). Development of Parents Network Management at Satreesetthabuthbumpen School in Minburi District, Bangkok Metropolis. *Phranakhon Rajabhat Research Journal (Humanities and Social Sciences)*, 12(1), 64-80.