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A Pastoral Care Model for Enhancing Students' Well-Being at Secondary Schools Under the Saint Gabriel's Foundation, Thailand

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Abstract

Pastoral Care in secondary education is essential for promoting students' well-being by addressing their physical, emotional, social, and spiritual needs. This study aimed to develop a Pastoral Care Model to enhance students' well-being in secondary schools under the Saint Gabriel's Foundation in Thailand. Employing a mixed-method research approach, the study identified nine key components of student well-being: physical and mental health, emotional health, social health, spiritual health, positive emotions, engagement, relationships, meaning, and accomplishment. Data were collected from 1,322 students, resulting in a response rate of 97.92%. The study revealed the top four priority needs for pastoral care as physical and mental health (PNI_{modified} = 0.1009), emotional health (PNI_{modified} = 0.0973), positive emotion (PNI_{modified} = 0.0806), and meaningfulness (PNI_{modified} = 0.0737). The proposed Pastoral Care Model was developed based on the PERMA framework, spiritual leadership principles, and validated by qualitative expert, leading to the formulation of five implementation frameworks: WISE Mind, CARE Plus, PURPOSE Pathways, BRIDGE Model, and SHINE System. The findings contribute to a culturally responsive and evidence-based pastoral care approach, integrating Catholic educational values with contemporary well-being strategies. This research underscores the importance of a structured, holistic pastoral care model in fostering student resilience, engagement, and overall well-being, ensuring that schools serve as supportive environments for students' personal and academic development.

Keywords: Pastoral Care, Students' Well-Being, Catholic Education, Spiritual Leadership, Holistic Education, Mental Health In Education.

Introduction

Student well-being represented a critical aspect of secondary education, going beyond academic success to emotional resilience and social development, especially in Thailand's Saint Gabriel's Foundation schools. Modern educational institutions must address knowledge acquisition and holistic development, incorporating moral values and adaptive social skills. Research has shown that comprehensive pastoral care frameworks significantly improve students' ability to manage academic and personal challenges (Jones, 2022).

Although Catholic education prioritizes character formation, Saint Gabriel's Foundation schools lack structured pastoral care models that adequately support multidimensional well-being. This inconsistency among institutions has led to varying levels of student support quality (Reece et al., 2023). The current educational landscape, characterized by academic pressure, mental health issues, social disconnection, and the influence of digital culture, demands a reevaluation of pastoral care strategies. This study aimed to develop an evidence-based pastoral care model that enhances student well-being through theoretical integration. Seligman's (2011) PERMA framework (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) provided a comprehensive foundation empirically associated with improved motivation and academic achievement. Fry's (2003) Spiritual Leadership Theory contributed purpose and ethical development dimensions, while O'Neill's (2021) Pastoral Care Theory emphasized proactive guidance and continuous character formation.

The mixed-method research design investigated well-being needs among students in Saint Gabriel's Foundation secondary schools, identifying specific challenges and developing a culturally relevant, practical framework aligned with Catholic educational values. This research contributed to student support services by bridging traditional pastoral practices with contemporary well-being strategies, offering a structured implementation model and insights into holistic educational environments.

Research Objectives

1. To explore the pastoral care factors for students' well-being at the secondary school level.
2. To identify the need for pastoral care to enhance student's well-being at secondary schools under the Saint Gabriel's Foundation, Thailand
3. To develop a pastoral care model for enhancing student's well-being at secondary schools under the Saint Gabriel's Foundation, Thailand
4. To verify the pastoral care model for enhancing student's well-being at secondary schools under the Saint Gabriel's Foundation, Thailand

Significance of the Study

This study aims to develop a structured pastoral care model to enhance student well-being in secondary schools under the Saint Gabriel's Foundation in Thailand. By integrating transformational leadership, the Salesian preventive system, and social learning theories, the

research provides a practical and research-backed framework that supports students holistically. The findings of this study contribute insights to educational institutions, educators, students, and future researchers on how to ensure a sustainable approach to pastoral care implementation. A well-developed pastoral care model offers meaningful insights into student well-being by identifying the current state of pastoral care and areas requiring improvement. The Saint Gabriel's Foundation, as a leading Catholic educational institution, emphasizes moral, spiritual, and academic excellence. However, variations in pastoral care implementation across schools create inconsistencies in student support. This study provides a standardized model, ensuring equal access to structured well-being programs while reinforcing the foundation's mission to nurture well-rounded individuals. The research also benefits educators and school administrators, offering a clear, research-based guideline on effectively integrating pastoral care into school policies and teaching methodologies.

Furthermore, students directly benefit from this study, as the model focuses on their emotional, social, and spiritual well-being. With increasing academic pressures, mental health concerns, and social challenges, students require structured support mechanisms to help them navigate these difficulties. This study enhances student engagement, leadership skills, and personal development, ensuring consistent support throughout their academic journey.

Literature Review

Pastoral Care and Well-being in Schools

The concept of pastoral care in education has undergone significant transformation from its original disciplinary focus (Marland, 1974) to a holistic approach that addresses students' emotional, social, and psychological needs (Best et al., 2000). Contemporary pastoral care is integrated into school culture, creating environments where students feel supported and empowered. Schools serve as crucial spaces for early intervention in mental health challenges (Weare & Nind, 2011), while social-emotional learning (SEL) integration develops essential life skills, including resilience and self-awareness (Durlak et al., 2011). Roffey (2012) demonstrates that students with strong school connections exhibit enhanced academic and social outcomes, highlighting the importance of community-building within educational settings.

Well-being Theories

Multiple theoretical approaches inform our understanding of student well-being. Seligman's (2011) PERMA framework identifies five core elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, which, when integrated into school culture, increase student engagement (Cher-Brasok et al., 2024). However, Alexandrova (2017) critiques standardized approaches, advocating for context-sensitive initiatives that reflect diverse student experiences. The well-being discourse encompasses subjective perspectives emphasizing happiness (O'Neill, 2021) and objective approaches focusing on external conditions (Ryan & Deci, 2000). Self-determination theory provides a comprehensive framework suggesting that well-being emerges from balancing autonomy,

competence, and social belonging (Lam, 2019).

Pastoral Care for Student Well-being

Physical and Mental Health

Educational institutions must support mental resilience and physical well-being through stress management education and psychological support services. These initiatives foster adaptability while promoting healthy lifestyle choices crucial for lifelong success (Murphy, 2001; Parfit, 1984).

Emotional Health

Emotional intelligence and positive coping mechanisms strengthen psychological resilience and self-awareness (Fletcher, 2016; Seligman, 2011). Goal-setting and achievement motivation equip students with tools to handle stress and setbacks effectively (Cher-Brasok et al., 2024; Ryan & Deci, 2000).

Social Health

Schools must cultivate peer relationships, teamwork, and social responsibility (Gómez-Lobo, 2002; Roffey, 2012) to develop communication skills and foster belonging. Strong social connections enhance both academic performance and personal development (Finnis, 2011; O'Neill, 2021).

Spiritual Health

Self-reflection and moral growth guide purpose-driven decision-making (Deci & Ryan, 1985; Griffin, 1986). Educational environments that integrate spiritual values help students develop ethical responsibility and intellectual curiosity (Alexandrova, 2017; Finnis, 2011).

Positive Emotion

Fostering happiness, gratitude, and emotional resilience enhances students' motivation and self-worth in educational settings (O'Neill, 2021; Seligman, 2011). School cultures that promote optimism contribute significantly to mental well-being and learning engagement (Cher-Brasok et al., 2024).

Engagement

Intrinsic motivation, curiosity, and perseverance lead to deeper learning experiences (Csikszentmihalyi, 1990; Ryan & Deci, 2000). Educational environments that promote focus and task involvement create more meaningful academic experiences (Finnis, 2011; Fletcher, 2016).

Relationships

Trust-based relationships boost confidence and academic performance (Baumeister & Leary, 1995; Durlak et al., 2011). Strong connections with teachers and peers offer emotional security and social support vital for student development (O'Neill, 2021; Roffey, 2012).

Meaning

Developing purpose and ethical awareness fosters long-term fulfillment and direction (Alexandrova, 2017; Frankl, 1959). Schools that help students understand their contributions to society instill a greater sense of purpose and life satisfaction (Griffin, 1986; Ryan & Deci, 2000).

Accomplishment

Supporting goal-setting and mastery builds confidence and fosters lifelong learning (Duckworth et al., 2007; Fletcher, 2016). Educational approaches that promote personal growth and self-efficacy ensure ongoing motivation and adaptability (O'Neill, 2021; Seligman, 2011).

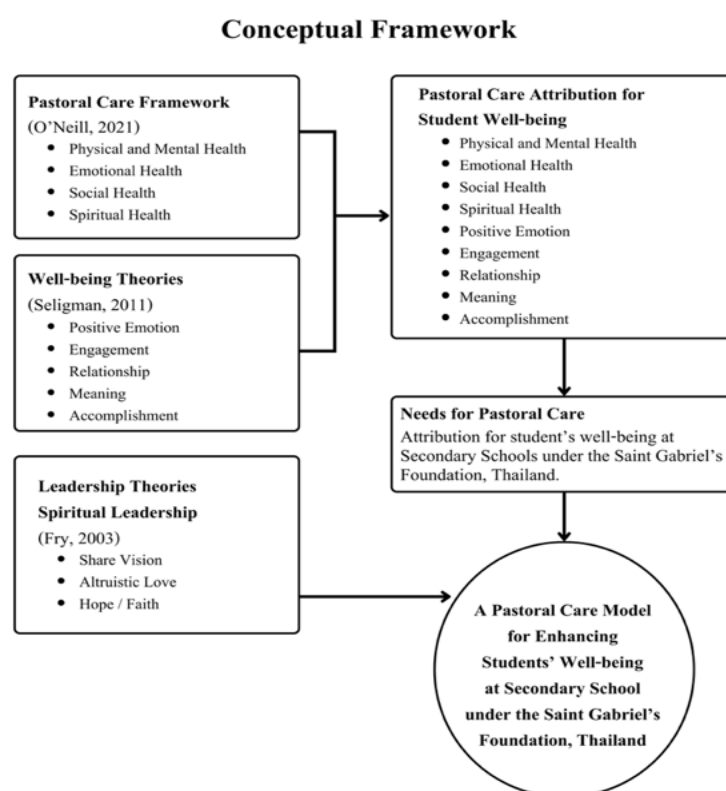
Spiritual Leadership

Spiritual leadership in education is gaining attention for its focus on purpose, meaning, and ethical values (Fry, 2003). Unlike traditional leadership, it encourages deeper connections among students, teachers, and the wider school community, promoting academic growth and emotional, moral, and social development. At its core is a shared vision. When students see the bigger picture of their education, they gain direction and motivation (Kotter, 1996). As MacArthur, J. (1998) notes, hope and faith keep them moving forward even when things get tough.

Another key part is altruistic love, creating a culture of care, kindness, and integrity (Seligman & Csikszentmihalyi, 2000). This builds student confidence and resilience and closely ties in with pastoral care, which fosters a safe, inclusive school environment (Fry, 2003). Outside the classroom, "workplace spirituality" also fits here. Feeling part of something meaningful boosts student motivation and well-being (Giacalone & Jurkiewicz, 2003; Maddock & Fulton, 1998). When schools adopt these values, they help students grow as learners and as people ready to face life.

Figure 1

Conceptual Framework of the Study



Research Methodology

This study employed a mixed-method research approach, integrating quantitative and qualitative methods to develop a pastoral care model for enhancing student well-being in secondary schools under the Saint Gabriel's Foundation in Thailand. A systematic process ensured accurate data collection, analysis, and model validation. Central to this research was determining the appropriate sample size using Krejcie and Morgan's (1970) formula and utilizing the PNI_{modified} formula to prioritize key areas for improvement in student well-being.

The study employed Krejcie and Morgan's (1970) formula to determine sample size (377) from a population of 20,437 students, subsequently expanded to 1,322 participants across 12 secondary schools under the Saint Gabriel's Foundation using stratified sampling. The mixed-methods approach utilized a structured questionnaire based on Seligman's (2011) PERMA framework and pastoral care constructs to measure nine well-being dimensions. The instrument underwent rigorous reliability testing to establish psychometric properties before implementation.

For sample selection, a proportional stratified sampling technique was employed to ensure adequate representation from each school based on population size. Questionnaires were administered through direct coordination with school administrators, with distribution in either printed or electronic format according to each school's preference. School officials assisted in explaining the study's purpose to students, contributing to the high response rate of 97.92%.

Prior to main data collection, a pilot test was conducted with 30 students from Montfort College who were subsequently excluded from the main study. Results demonstrated strong internal consistency with Cronbach's Alpha coefficients ranging from 0.711 (Positive Emotion and Engagement) to 0.886 (Hope/Faith), and an exceptional overall instrument reliability of $\alpha = 0.980$. Content validity was established using the Index of Item-Objective Congruence (IOC) technique, with five experts evaluating each item. All 50 items achieved an IOC score of 1.00, confirming excellent content validity.

A key analytical tool in this study was the PNI_{modified} formula (Wongwanich, 2005), which was utilized to prioritize well-being dimensions requiring urgent intervention. The research followed a five-step methodology to develop and validate the pastoral care model for enhancing students' well-being. These steps included data preparation, data analysis, selecting model components and integrating elements, model development, and model validation. To ensure the model's effectiveness, the fourth phase included a validation process involving 15 experts in education, pastoral care, and well-being. Their insights refined the model's structure and applicability. Finally, the fifth phase focused on model implementation and follow-up, where the model will undergo pilot testing and evaluation in school environments if conditions allow.

Research Findings

Demographics of Respondents

The study employed a survey methodology with questionnaires distributed to students in twelve schools under the Saint Gabriel's Foundation of Thailand. Table 1 below presents the participating schools.

Table 1

Descriptive Statistics of Students in each School under Saint Gabriel

Demographics	Frequency	Percent
School		
Saint Gabriel's College (SG)	640	48.41
Assumption College Thonburi (ACT)	138	10.44
Assumption College (AC)	117	8.85
Montfort College (MC)	85	6.43
Assumption College Rayong (ACR)	79	5.98
Assumption College Ubonratchathani (ACU)	58	4.39
Assumption College Lampang (ACL)	49	3.71
Assumption College Nakhonratchasima (ACN)	46	3.48
Assumption College Samutprakarn (ACSP)	42	3.18
Saint Louis School Chachoengsao (SL)	36	2.72
Assumption College English Program Rama II (ACEP)	8	0.61
Assumption College Sriracha (ACS)	24	1.82

Table 1 presents the demographic distribution of 1,322 students across schools under the Saint Gabriel's Foundation of Thailand. Saint Gabriel's College (SG) represents the most significant proportion (48.41%), followed by Assumption College Thonburi (10.44%) and Assumption College (8.85%). Other schools, including Montfort College, Assumption College Rayong, and Assumption College Ubonratchathani, contribute smaller proportion. The least represented schools include Assumption College Lampang, Assumption College Nakhonratchasima, and Assumption College Samutprakarn, with the lowest proportions from Saint Louis School Chachoengsao, Assumption College Sriracha, and Assumption College English Program Rama II. Despite SG's dominance, the sample ensures diverse representation across multiple institutions

Table 2

Descriptive Statistics of Students in each Grade Level (N = 1,322)

Demographics	Frequency	Percent
Grade		
Grade 10	340	25.72
Grade 9	323	24.43
Grade 12	195	14.75
Grade 11	193	14.6
Grade 8	147	11.12
Grade 7	124	9.38

Table 3 shows that Grade 10 (25.72%) and Grade 9 (24.43%) form the most significant groups, making up over half of the sample. Grade 12 (14.75%) and Grade 11 (14.6%) represent upper secondary students, while Grade 8 (11.12%) and Grade 7 (9.38%) account for a minor proportion.

The findings highlight a diverse representation across grade levels, with a strong focus on middle secondary students (Grades 9 and 10), reflecting their experiences during key transitional phases in education.

Research Objective One

This study identified nine essential dimensions of pastoral care for student well-being in secondary schools under the Saint Gabriel's Foundation through a systematic literature review to explore the pastoral care factors that contribute to student well-being in secondary schools. The review followed a structured process: firstly, each relevant keyword or phrase derived from pastoral care frameworks, the PERMA model (Seligman, 2011), and Catholic educational values were recorded. Secondly, the meanings of these keywords were analyzed, and terms with similar implications were unified under a single conceptual term. The selected terms were categorized based on their core themes and functions within pastoral care systems. Table 3 summarizes the nine dimensions of pastoral care for student's well-being.

Table 3

Nine Dimensions of Pastoral Care for Students' Well-being

Keywords	Sub keywords	Definition
Physical and Mental Health	Physical well-being, Mental resilience, Cognitive clarity, Stress management, Personal autonomy, financial well-being, Adaptive learning, Self-care, Psychological support, Excellence in play and work, Achievements in health, and financial goals	Maintaining physical and mental well-being through proactive self-care, resilience-building, financial independence, and adaptability in learning. Encourages excellence in play and work as part of holistic well-being.
Emotional Health	Emotional intelligence, psychological balance, Coping mechanisms, Goal-setting, Achievement motivation, Intellectual engagement, Self-determination, Positive mindset	Developing emotional intelligence, self-awareness, and psychological balance. Equipping students with coping strategies, goal-setting, and achievement motivation to build resilience and well-being.
Social Health	Supportive relationships, Peer engagement, Effective communication, Teamwork, Critical thinking, Collaborative success, Leadership in community, Social responsibility, Lifelong learning, Knowledge acquisition, Continuous education	Fostering meaningful social connections, collaboration, leadership, and critical thinking, emphasizing ethical responsibility, continuous learning, and teamwork in community
Spiritual Health	Moral and ethical growth, Personal values, Reflection and purpose, Spiritual leadership, Knowledge expansion, Ethical responsibility, Sense of purpose, Character education,	Encouraging self-reflection, moral growth, spiritual leadership, and lifelong learning, guiding students toward purpose-driven and ethical decision-making while fostering intellectual curiosity and problem-

Keywords	Sub keywords	Definition
	intellectual curiosity, Problem-solving skills, Mental stimulation	solving.
Positive Emotion	Happiness, Optimism, Emotional resilience, Self-worth, Satisfaction, Joy, Gratitude, Hope	Experiencing joy, optimism, and emotional resilience contributes to a positive mental state and overall well-being.
Engagement	Intrinsic motivation, Focus, Flow state, Task involvement, Curiosity, Passion for learning, Energy and persistence	Being fully immersed in activities that provide a sense of flow, motivation, and persistence leads to increased fulfillment.
Relationships	Interpersonal connections, Trust, Belonging, Social support, Collaboration, Empathy, Communication skills	Developing meaningful relationships through trust, collaboration, empathy, and effective communication fosters a sense of belonging.
Meaning	Purpose in life, Self-transcendence, Legacy, Ethical awareness, Contribution to society, Life satisfaction	Living with purpose and contributing meaningfully to society through self-transcendence, legacy, and ethical awareness.
Accomplishment	Personal growth, Mastery, Success mindset, Self-efficacy, Perseverance, Fulfillment, Setting and achieving goals	Achieving personal and professional growth by setting and attaining goals, fostering perseverance, self-efficacy, and lifelong success.

Research Objective Two

The second research objective aimed to identify the need for pastoral care to enhance students' well-being at secondary schools under the Saint Gabriel's Foundation, Thailand

Table 4

Summary of the Results from Desired and Current Pastoral Care for Students' Well-being of Secondary School under the Saint Gabriel's Foundation of Thailand (n=1322)

Item Description	Desired			Current		
	(\bar{x})	S.D.	Interpretation	(\bar{x})	S.D.	Interpretation
Physical and Mental Health	4.07	0.653	High	3.70	0.717	High
Emotional Health	4.00	0.723	High	3.64	0.770	High
Social Health	4.08	0.681	High	3.87	0.702	High
Spiritual Health	4.00	0.697	High	3.79	0.727	High
Positive Emotion	4.08	0.736	High	3.78	0.787	High
Engagement	4.08	0.721	High	3.83	0.774	High
Relationships	4.07	0.722	High	3.86	0.767	High
Meaningful	4.09	0.722	High	3.81	0.773	High
Accomplishment	4.09	0.724	High	3.86	0.760	High
Overall	4.04	.641	High	3.75	0.669	High

Table 4 presents the desired and current levels of pastoral care and student well-being among secondary students ($N = 1,322$) in schools under the Saint Gabriel's Foundation of Thailand. The desired levels of pastoral care were measured using a dual-response format within the same questionnaire. Students responded to each statement twice using a 5-point Likert scale: in the left column indicating their desired level and in the right column indicating their perception of the current level. This direct comparison facilitated the calculation of the Priority Needs Index (PNI_{modified}) to identify gaps between expectations and reality. The findings indicate that the highest mean score for the desired level is in meaningful learning ($\bar{X} = 4.09$, S.D. = 0.722), social health ($\bar{X} = 4.08$, S.D. = 0.681), and physical and mental health ($\bar{X} = 4.07$, S.D. = 0.653), all of which fall within the high range. Conversely, emotional health is the lowest mean score in the desired level ($\bar{X} = 4.00$, S.D. = 0.723). Overall, the mean score for the desired level is $\bar{X} = 4.04$, S.D. = 0.641, reflecting a strong expectation for well-being support across multiple dimensions.

Regarding the current level of pastoral care, the highest mean score is in social health ($\bar{X} = 3.87$, S.D. = 0.702) and accomplishment ($\bar{X} = 3.86$, S.D. = 0.760), suggesting that students perceive strong social interactions and personal achievements within their schools. On the other hand, emotional health ($\bar{X} = 3.64$, S.D. = 0.770) and physical and mental health ($\bar{X} = 3.70$, S.D. = 0.717) have the lowest mean scores, indicating a need for improved emotional support, stress management programs, and physical wellness initiatives. The overall mean score for the current level is $\bar{X} = 3.75$, S.D. = 0.669, which remains within the high range but still falls below the desired expectations.

Physical and mental health ($\bar{X} = 4.07$, S.D. = 0.653) stands out as the most desired dimension. Yet, it ranks among the lowest in the current level ($\bar{X} = 3.70$, S.D. = 0.717), reflecting a significant gap in student well-being services. Similarly, emotional health ($\bar{X} = 4.00$, S.D. = 0.723) has the lowest desired score, yet it also ranks the lowest in the current level ($\bar{X} = 3.64$, S.D. = 0.770), highlighting a critical need for enhanced emotional resilience programs.

Overall, the results indicate that while students acknowledge strong pastoral care efforts in their schools, significant gaps exist between their current experiences and their desired well-being support. These findings emphasize the need for targeted interventions to enhance mental health, emotional well-being, and purpose-driven education, ensuring student well-being aligns more closely with their expectations.

Table 5

The Priority Needs Index (PNI_{modified}) of Desired and Current Pastoral Care for Student Well-being in Secondary Students in Schools under the Saint Gabriel's Foundation of Thailand ($n=1,322$)

Item Description	Mean Score (\bar{x})		PNI_{Modified} (I-D/D)	Ranking
	Desired (I)	Current (D)		
Physical and Mental Health	4.07	3.70	0.1009	1
Emotional Health	4.00	3.64	0.0973	2
Positive Emotion	4.08	3.78	0.0806	3

Item Description	Mean Score (\bar{x})		<i>PNI_{Modified}</i> (I-D/D)	Ranking
	Desired (I)	Current (D)		
Meaningful	4.09	3.81	0.0737	4
Engagement	4.08	3.83	0.0660	5
Accomplishment	4.09	3.86	0.0607	6
Spiritual Health	4.00	3.79	0.0546	7
Relationships	4.07	3.86	0.0540	8
Social Health	4.08	3.87	0.0536	9
Overall	4.06	3.79	0.0709	

Note: Mean of $PNI_{\text{modified}} = 0.0709$

Table 5 presents the PNI_{modified} analysis of pastoral care and student well-being among 1,322 secondary students in schools under the Saint Gabriel's Foundation of Thailand. The overall desired mean score (4.06) exceeded the current mean score (3.79), resulting in a PNI_{modified} value of 0.0709, indicating the need for targeted interventions to improve student well-being, particularly in physical, mental, and emotional health.

Physical and mental health ($PNI_{\text{modified}} = 0.1009$) was the highest priority area, emphasizing the need for enhanced mental health services, stress management programs, and wellness initiatives. Emotional health ($PNI_{\text{modified}} 0.0973$) ranked second, suggesting the importance of expanding emotional resilience training and counseling services. Positive emotion (0.0806) ranked third, highlighting the need to cultivate a positive school climate and reinforce emotional well-being strategies.

Other key areas included meaningful learning ($PNI_{\text{modified}} 0.0737$), emphasizing purpose-driven education, and engagement ($PNI_{\text{modified}} 0.0660$), indicating the need for deeper participation in decision-making. Accomplishment ($PNI_{\text{modified}} 0.0607$) reflected substantial student achievement but suggested additional goal-setting and recognition programs.

Lower-priority areas still requiring attention included spiritual health (0.0546), relationships ($PNI_{\text{modified}} 0.0540$), and social health ($PNI_{\text{modified}} 0.0536$), generally indicating positive student experiences but with room for enhancing inclusivity, faith-based mentoring, and community engagement. Overall, while students viewed pastoral care positively, improvements in mental health, emotional well-being, and school climate were necessary to align with their expectations.

Research Objective Three

Developing a pastoral care model for student well-being in secondary schools under the Saint Gabriel's Foundation of Thailand involved a systematic, five-step process: data preparation, data analysis, model structuring, model assessment, and model delivery. To refine the model's attributes, particularly regarding student well-being, 15 experts with experience in Catholic educational institutions were interviewed. These interviews focused on their perspectives regarding pastoral care and student well-being, how it could be enhanced, and their evaluation of the alignment between key dimensions and the concept of pastoral care to improve the attributes of Pastoral care for Student Well-being. The data from Research

Objective Two were developed further.

The data, collected through face-to-face and Zoom interviews, was analyzed using content analysis, revealing key areas for development: physical and mental health support systems, emotional health frameworks, and strategies for connecting learning experiences with personal meaning. This included integrating mental health services and preventive strategies into the education system, developing emotional competency through emotional literacy programs and resilience curricula, and designing meaningful learning experiences that connect academic content with students' personal growth and future aspirations. The interviewed experts agreed on the importance of developing and integrating these key areas into the curriculum and school activities to promote well-being and prepare students for future challenges.

Research Objective Four

To verify the pastoral care model for enhancing students' well-being at secondary schools under the Saint Gabriel's Foundation, Thailand.

Model Validation

The pastoral care model underwent a comprehensive validation process by 15 experts in Basic Education, educational policymaking, and student support department. All have over five years of experience in school administration, particularly within Saint Gabriel's Foundation. The validation assessed five key aspects: model context, data sources, process, and concept Figure 1. Experts received the model via email and evaluated it using a structured form based on relevance, applicability, comprehensiveness, and effectiveness. They also provided qualitative feedback and recommendations for improvement.

Context Evaluation

Experts evaluated whether the pastoral care model aligned with the Saint Gabriel's Foundation's educational philosophy, values, and mission.

Thirteen experts confirmed that the model effectively integrated Catholic education principles while addressing students' well-being needs.

Two experts suggested minor refinements to incorporate the Montfortian educational philosophy, influencing the foundation's approach. One expert highlighted that the model effectively captures pastoral care by emphasizing spiritual development and emotional support, key elements of the foundation's holistic education approach.

Data Evaluation

Experts assessed the data sources used to develop the pastoral care model, focusing on the PNI_{modified} methodology and the four key dimensions: emotional support, academic guidance, spiritual development, and social integration.

Fourteen experts confirmed the validity of the data collection and analysis methods, stating that the identified dimensions accurately reflected student pastoral care needs. One expert recommended including parental perspectives for a more comprehensive understanding. Experts also emphasized the effectiveness of the PNI_{modified} approach in identifying priority areas for intervention, as it highlighted gaps between current practices and desired outcomes.

Process Evaluation

Experts assessed the pastoral care model's implementation feasibility, clarity, and effectiveness. They evaluated whether the model provided a clear roadmap for enhancing pastoral care practices and whether the suggested activities suited secondary school contexts.

Twelve experts found the process well-defined and implementable, while three suggested timeline and resource allocation modifications. Experts highlighted the WISE Mind, CARE Plus, and PURPOSE Pathways frameworks as valuable for systematic implementation. One expert admired the BRIDGE Model for its structured, whole-school approach, particularly benefiting schools with limited experience in systematic pastoral care.

Table 6

Pastoral Care for Student's Well-being Model Approval (n=15)

Experts	Comments
Expert 1	The implementation timeline should be adjusted for better feasibility; the structure is well-organized.
Expert 2	No comments.
Expert 3	Resource allocation strategies should be refined to ensure sustainability across different school settings.
Expert 4	Consider integrating additional materials beyond the Catholic context to make activities more inclusive.
Expert 5	Well-structured and practical interventions that align with pastoral care needs.
Expert 6	Suitable for student well-being initiatives within secondary schools.
Expert 7	No comments.
Expert 8	Activities are appropriate for Basic Education; no further modifications are suggested.
Expert 9	No comments.
Expert 10	No comments.
Expert 11	The implementation steps should be more detailed to support schools with limited experience in pastoral care.
Expert 12	No comments.
Expert 13	The WISE Mind, CARE Plus, and PURPOSE Pathways frameworks provide a systematic approach for schools.
Expert 14	The BRIDGE Model offers a structured way to effectively integrate various pastoral care initiatives.
Expert 15	No comments.

Model evaluation

Experts assessed the pastoral care model's conceptual clarity, structural coherence, and visual representation to ensure it effectively communicated relationships between components and provided a comprehensive framework for student well-being.

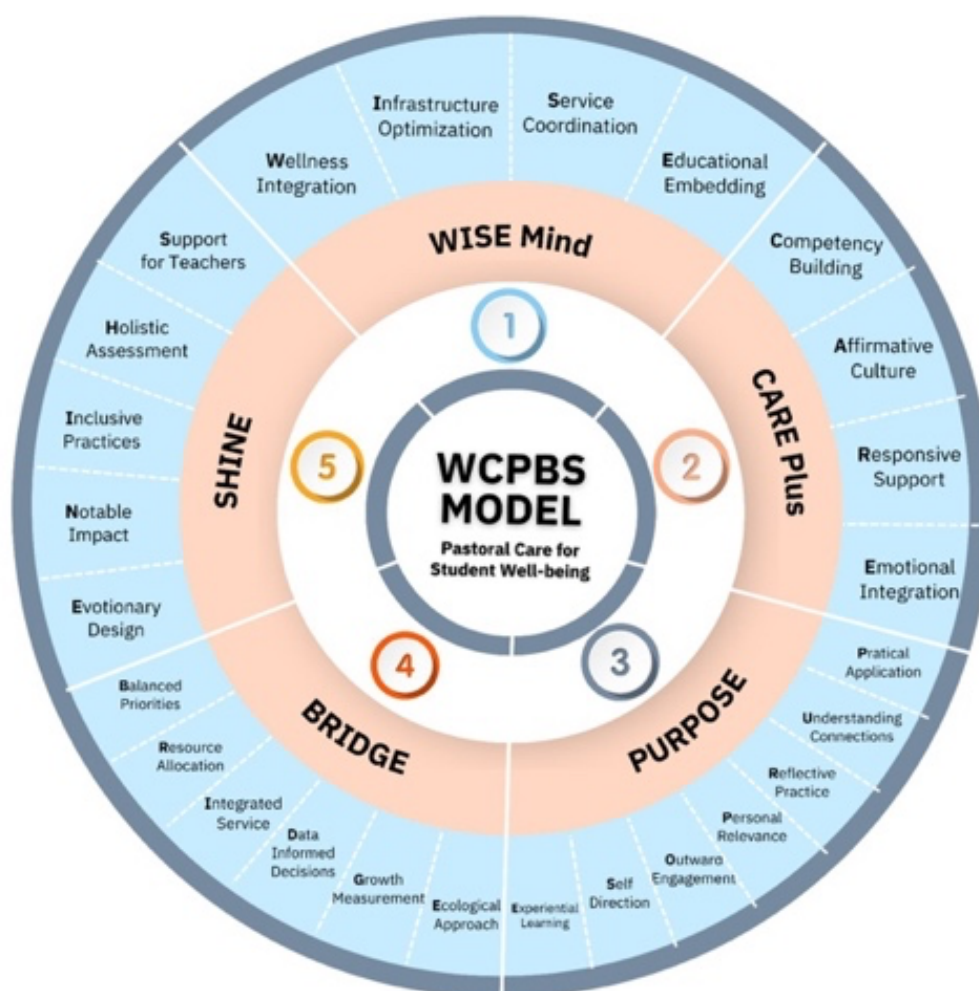
All 15 experts agreed that the model was conceptually sound and visually compelling, highlighting its integration of the Pastoral Care Framework (O'Neill, 2021), Well-being Theory (Seligman, 2011), and Spiritual Leadership Theory (Fry, 2003). Minor refinements were suggested to improve visual clarity and ease of understanding, which were incorporated into

the final design.

One expert noted that the model successfully illustrates the interconnected nature of pastoral care dimensions, offering a holistic and practical framework for enhancing student well-being.

Figure 1

Final Model of Pastoral care for Student's well-being



Discussion

The findings of this study support the growing consensus in educational literature that student well-being must be addressed through multidimensional and culturally responsive models (Alexandrova, 2017; Fry, 2003; Seligman, 2011). The developed pastoral care model reflects this integrative paradigm, resonating with Marland's (1974) vision of holistic support and aligning with contemporary expectations for schools to promote mental, emotional, and spiritual wellness (Illingworth, 2020).

The identified priority needs highlight the shift in student well-being from academic-focused metrics to well-rounded developmental outcomes. Physical and mental health prominence underscores concerns raised by global education stakeholders post-pandemic, particularly regarding students' resilience and stress management capabilities (OECD, 2018; UNICEF, 2022). Similarly, emphasizing emotional well-being and meaning echoes Seligman's (2011) assertion that flourishing requires achievement, purpose, and connection.

Integrating the PERMA framework into the model proved remarkably effective, confirming previous studies that linked student engagement, emotional regulation, and relationship-building to academic persistence and overall happiness (Durlak et al., 2011; Lam, 2019). Meanwhile, spiritual leadership through shared vision, hope/faith, and altruistic love emerged as a foundational driver for promoting moral growth, collective purpose, and belongingness within Catholic school communities (Fry, 2003; Walton, 2021).

The five implementation frameworks reflect a context-specific adaptation of global well-being strategies. For instance, WISE Mind addresses emotional and mental regulation, while BRIDGE emphasizes community and relationship-building, aligning with evidence from both spiritual and social-emotional learning research (Best et al., 2000; Griffin, 1986). These strategies respond to the call for pragmatic, low-resource interventions suitable for varying school capacities (Roffey, 2012).

Expert validation of the model further confirmed its feasibility and transferability within the socio-cultural context of Saint Gabriel's Foundation. This validation process, consistent with constructivist grounded theory principles, underscores the model's theoretical robustness and practical relevance.

Conclusion

This study presents a comprehensive pastoral care model for enhancing student well-being in secondary schools under the Saint Gabriel's Foundation, Thailand. Through rigorous mixed-method research, nine essential dimensions were identified as critical to student well-being: physical and mental health, emotional health, social health, spiritual health, positive emotion, engagement, relationships, meaning and purpose, and accomplishment. These dimensions form an interconnected framework that must be addressed holistically to optimize student development and well-being outcomes.

The Priority Needs Index (PNI) analysis revealed significant gaps between current practices and desired outcomes in student well-being. Physical and mental health support (PNI = 0.1009), emotional health (PNI = 0.0973), and meaningful learning experiences (PNI = 0.0737) demonstrated the most substantial disparities, indicating priority areas for intervention. Mean and standard deviation values further highlighted these gaps, with the desired level of overall pastoral care at $\bar{X} = 4.04$ (SD = 0.641) compared to the current level at $\bar{X} = 3.75$ (SD = 0.669). Physical and mental health ($\bar{X} = 4.07$, SD = 0.653), emotional health ($\bar{X} = 4.00$, SD = 0.723), and positive emotion ($\bar{X} = 4.08$, SD = 0.736) emerged as critical dimensions requiring immediate attention based on both quantitative measures and qualitative feedback.

To address these identified needs, the study developed five structured implementation frameworks that collectively form the foundation of the pastoral care model:

1. WISE Mind Framework: Focuses on developing cognitive resilience, metacognitive awareness, and stress management capabilities through mindfulness integration and reflective learning practices.

2. CARE Plus Framework: Addresses physical and mental health needs through comprehensive support systems including counseling services, peer support networks, and wellness initiatives that align with the highest priority need identified in the study.

3. PURPOSE Pathways Framework: Enhances meaning and engagement by connecting learning experiences with personal growth, leveraging goal-setting strategies and purpose-oriented activities to foster intrinsic motivation in students.

4. BRIDGE Model: Strengthens social health and relationship dimensions through community building, interpersonal skill development, and collaborative learning opportunities that create a sense of belonging.

5. SHINE System: Integrates spiritual health and positive emotion by fostering character development, ethical awareness, and strengths-based approaches to personal growth and emotional intelligence.

These frameworks provide resource-efficient strategies that can be seamlessly integrated into existing school structures. Their implementation follows a structured four-phase process: (1) awareness and identification, which encourages students to recognize the importance of holistic well-being; (2) retention, which focuses on self-reflection and internalization of well-being principles; (3) application, which enables active engagement in pastoral care programs; and (4) motivation, which ensures sustained integration of well-being practices into daily school and personal life.

The model successfully integrates theoretical foundations from O'Neill's (2021) Pastoral Care Framework, Seligman's (2011) PERMA Well-being Theory, and Fry's (2003) Spiritual Leadership Theory, ensuring both academic rigor and practical applicability. This theoretical integration strengthens implementation effectiveness by providing a cohesive foundation that balances psychological, social, and spiritual aspects of student development.

Physical and mental health emerged as the top priority ($\bar{X} = 4.07$, $SD = 0.653$), indicating the need for enhanced mental health support and stress management programs. This finding aligns with global research highlighting rising mental health challenges among students, particularly post-pandemic (OECD, 2018; UNICEF, 2022). Similarly, emotional health ($\bar{X} = 4.00$, $SD = 0.723$) was identified as crucial, supporting research showing that emotional resilience significantly impacts academic success (Walton, 2021).

Meaningful learning ($\bar{X} = 4.09$, $SD = 0.722$) was also prioritized, corroborating Walton's (2021) assertion that connecting educational experiences with personal meaning enhances student engagement. The PURPOSE Pathways framework specifically addresses this need through targeted strategies for meaningful learning and goal-setting.

The whole-school approach emphasized in this model involves students, teachers, administrators, parents, and the community in fostering a supportive educational environment. This collaborative approach aligns with contemporary leadership models suggesting that purpose and belonging significantly impact student motivation and development.

Expert validation confirmed the model's relevance, applicability, and effectiveness for improving student well-being within Saint Gabriel's Foundation schools. While the model effectively captures the interconnected nature of pastoral care dimensions, minor refinements suggested during the validation process have been incorporated to enhance clarity and implementation effectiveness.

This research extends the existing literature by developing a context-specific model that integrates theoretical principles with structured implementation strategies. By addressing nine

dimensions of pastoral care within a Catholic school setting, the study provides a practical framework for enhancing student well-being that can be adapted across educational institutions with similar values and objectives.

Recommendations

Drawing upon the study's findings, several practical and policy-based recommendations are proposed for enhancing the implementation and sustainability of the pastoral care model within secondary school environments.

First, the study strongly recommends institutionalizing a whole-school approach to pastoral care. This strategy requires not only integrating pastoral principles into curriculum design, co-curricular programming, and teacher-student interactions but also positioning well-being as a strategic priority across all levels of school governance. Whole-school approaches have been widely acknowledged for promoting resilience and improving mental health outcomes when pastoral care becomes embedded in school culture (Roffey, 2012; Weare & Nind, 2011).

Second, the adoption of data-driven frameworks is imperative for context-sensitive intervention. This study's use of the Priority Needs Index (PNI_{modified}) exemplifies how empirical assessment can guide targeted responses to the most critical areas of student need, particularly physical and mental health, emotional well-being, and meaningful engagement (O'Neill, 2021). Schools should consider implementing routine well-being assessments, with actionable insights informing annual planning and individualized interventions (Durlak et al., 2011).

Third, professional development for educators must emphasize pedagogical skills and pastoral competencies. These include emotional intelligence, trauma sensitivity, active listening, and intercultural understanding, key traits for nurturing supportive teacher-student relationships and inclusive learning climates (Jennings & Greenberg, 2009; Noddings, 2005). Training should also incorporate spiritual leadership principles, which foster vision, hope, and altruistic love essential for sustaining communal well-being within faith-based schools (Fry, 2003; Reave, 2005).

Fourth, intersectoral collaboration should be strategically fostered to strengthen the care ecosystem around students. This includes forming partnerships with mental health professionals, community-based organizations, religious institutions, and government agencies to extend care beyond the school boundary. Studies have affirmed that multi-agency collaboration enhances service accessibility, continuity of care, and cultural responsiveness (Epstein, 2011; Weist et al., 2012).

Lastly, the model should be adapted to embrace digital and technological integration, particularly in the post-COVID era, where hybrid learning and digital platforms dominate. Digital tools may be employed to track well-being metrics, offer remote counseling, and promote socio-emotional learning through virtual environments, ensuring continuity of care even in disrupted learning contexts (OECD, 2018; Selwyn, 2016).

Future Research

This study opens several important avenues for future investigation that can deepen, extend, and validate the proposed pastoral care model.

First, longitudinal research must examine the model's sustained impacts over time. Tracking students' outcomes' academic, behavioral, emotional, and social across multiple academic years would provide robust evidence of causal relationships and allow for refining the model's five implementation frameworks (Cher-Brasok et al., 2024; Seligman, 2011).

Second, cross-contextual validation studies should assess the model's applicability in diverse educational systems, including public schools, non-religious institutions, and international schools. Comparative studies would clarify the model's cultural elasticity and inform necessary modifications (Alexandrova, 2017; Walton, 2021).

Third, future research should explore intersectionality within student populations, examining how well-being and pastoral care effectiveness vary by gender, socio-economic status, ethnicity, and special educational needs. This perspective is crucial for ensuring that pastoral interventions are equitable and inclusive (Baumeister & Leary, 1995; Lam, 2019).

Fourth, deeper inquiry into the mechanisms of pastoral leadership is warranted. Future studies may explore how school leaders embody spiritual leadership traits such as shared vision, altruistic love, and hope - positive well-being outcomes for staff and students (Fry, 2003; Reave, 2005). Qualitative ethnographies and mixed-methods case studies may yield richer insights into these leadership dynamics.

Finally, technological innovation in pastoral care remains underexplored. Research could examine how digital tools, AI-based well-being platforms, or virtual mentoring systems can augment traditional forms of pastoral support. As digital learning becomes normalized, integrating technology with relational pedagogy may define the next frontier in pastoral education (Selwyn, 2016; Stone & Mackie, 2013).

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