

Influence of School Support Systems on Grade 9 Students' English Performance in Thai Secondary School

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Abstract

This explanatory sequential mixed-methods study investigated how school support systems influence the English performance of 233 Grade 9 students at Naresuan University Secondary Demonstration School (AY 2025–2026). Quantitative survey data were analyzed using descriptive and inferential statistics (t-tests, ANOVA, Pearson's r , Multiple Linear Regression), integrated with an inductive thematic analysis of qualitative narratives. Findings revealed that institutional support systems and English performance functioned at an "Implemented" level (Grand Means of 3.85 and 3.80, respectively). While instructional equity was established across academic sections with no significant variations ($p = .684$ and $p = .949$), a significant gender disparity emerged, with male students ($M = 3.90$) outperforming female students ($M = 3.51$, $p = .003$). Crucially, support systems and demographics served as significant predictors, collectively accounting for 28.5% of the variance in English performance ($R^2 = .285$, $F = 45.85$, $p < .001$). Qualitatively, students identified challenges including large class sizes, deteriorating physical resources, and an extracurricular deficit ($M = 3.66$) highlighting a demand for interactive, communication-based programs. The study concludes that institutional support functions as an interconnected educational ecosystem. Validating Self-Determination Theory, fulfilling students' emotional needs directly facilitated language engagement, while extracurricular deficits revealed gaps in Vygotskian sociocultural application. Ultimately, this research contributes to educational management by proving that strategic support must be gender-responsive and highly interactive, culminating in a data-driven School-Based Support Enhancement Program to sustain language proficiency.

Keywords: School support systems, English performance, secondary education, academic achievement, Thailand

