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Teachers' care and role boundaries in student support: implications for guidance and counseling

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ABSTRACT

The need to support students persists even when a dedicated Guidance and Counseling teacher is unavailable. This study aimed to analyze how teachers negotiate role boundaries when providing student support without professional counselors at Sekolah Indonesia Cairo (SIC), and what this implies for Guidance and Counseling practice. A descriptive qualitative design was used, based on six interview transcripts from five teachers and one school principal who were purposively selected for their involvement in student support. Sample adequacy was judged through information power rather than saturation. The data were analyzed with reflexive thematic analysis and interpreted through the ethics of care. Trustworthiness relied on traceability between quotations, codes, and themes and on reflexivity; inter-coder reliability and member checking were not used. Five themes emerged: everyday closeness in recognizing students' needs; helping as a professional responsibility and source of personal meaning; care intertwined with discipline and authority; varied emotional experiences and support outcomes; and shared responsibility amid limited professional support. The themes led to *negotiated care*, a descriptive-analytic concept (not a new theory) for educators adjusting their involvement according to students' needs, role boundaries, and available support. In the informants' accounts, negotiated care appeared more adequate when observations were clarified through dialogue, responsibilities were shared within clear limits, and competence limits led to consultation or referral with follow-up. It appeared less adequate when closeness replaced assessment, authority or monitoring replaced dialogue, or referrals were not followed up. The findings are tentative because they come from one school and only educators' perspectives, so they say nothing about how students experience the support.

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Introduction

Everyday interactions place teachers in a good position to recognize students' needs, provide initial support, and connect them with appropriate assistance (Gunawardena et al., 2024; Rojas-Andrade & Prosser-Bravo, 2024). Regular contact also helps teachers identify students' problems and consider whether professional referral is needed (Chui et al., 2023). However, the quality of support depends on teachers' knowledge, readiness, and available resources, and teachers report barriers such as lack of training, role conflict, and inadequate external services (O'Farrell et al., 2023). Teachers in other countries also describe difficulty in drawing the line between

their role as teachers and that of counselors, and between giving support and applying discipline (Nalipay et al., 2024). Recognizing and maintaining role boundaries has therefore been identified as crucial in how teachers support student mental health (Douwes et al., 2024). In Indonesia, where schools often have far fewer Guidance and Counseling teachers than students, the success of the service depends on the synergy of school personnel such as principals and homeroom teachers (Hafiyani & Suherman, 2024). Collaboration with parents is another recurring requirement of school-based counseling (Purwaningrum et al., 2023). These conditions show that supporting students requires more than a willingness to help, because teachers must also consider their responsibilities, competence, and the continuity of support (Douwes et al., 2024; O'Farrell et al., 2023).

Care ethics views care as a practice rather than only a feeling, and Tronto's ethics of care specifies it as recognizing needs (*attentiveness*), taking responsibility, providing competent care, and responding to those receiving care (Damayanti & Engliana, 2025; Hartmann, 2024). Noddings' care ethics, by comparison, centers on the caring relation and on teachers' relational responsibility to attend to students' emotional and intellectual needs (Chen & Shih, 2025). Tronto's categories were chosen here because the research problem concerns not only the teacher–student relation but also who is responsible, whether care is competent, and who else must be involved, questions that the categories of responsibility and competence make analytically visible (Garvey & Jones, 2021; Hartmann, 2024). Teachers' care may extend beyond their formal duties (Moshel & Berkovich, 2025), and recognizing students' needs is part of building caring relationships (Seton Bennett, 2023). However, educational relationships also involve teachers' authority to guide students' behavior and maintain the learning process, so the relationship between care, communication, and power needs to be considered when creating a safe learning environment (Sofyan et al., 2025). The power asymmetry is especially visible in questions of privacy, because practices meant to support students, such as informing parents, can circumvent students' right to privacy (Hart & Bracey, 2023). Teachers therefore need to balance attention to students' needs with their authority and the limits of their competence (Douwes et al., 2024; Sofyan et al., 2025).

These issues become more relevant when a school does not have a dedicated Guidance and Counseling teacher, because teachers may be the first to respond to students' problems even when some needs exceed their competence (Gunawardena et al., 2024; Rojas-Andrade & Prosser-Bravo, 2024). Referral decisions are related to teachers' relationships with students and their families, as well as the availability of professional support (Chui et al., 2023). Teachers may also feel fear and uncertainty when meeting students with mental health issues, which can shape how they respond (Liang et al., 2024). Collaboration between teachers and school counselors is needed when students require specialized assistance (Šteh et al., 2023), and counselor consultation has been examined in relation to teachers' stress and relationships (Molina et al., 2022). Student support therefore requires appropriate coordination and referral procedures (O'Farrell et al., 2023; Šteh et al., 2023).

These conditions were found at Sekolah Indonesia Cairo (SIC), an Indonesian school abroad (Sekolah Indonesia di Luar Negeri, SILN). According to the informants interviewed between July 26 and August 8, 2026, SIC did not have a dedicated Guidance and Counseling teacher. Student support was therefore provided by teachers, homeroom teachers, vice principals, and the principal. The interviews showed that support took place through everyday interactions, attention to changes in attendance and behavior, assistance with continuing education, and coordination when students' problems required help from other parties. These activities took place alongside teaching responsibilities and other school duties. A distributed arrangement of this kind resembles the connector, awareness-raiser, referrer, and guardian roles reported for tutors in a Dutch higher-education setting (Douwes et al., 2024).

Previous studies have examined teachers' experiences of handling student mental health issues (Gunawardena et al., 2024; Nalipay et al., 2024), teachers' daily practices as school mental health actors (Rojas-Andrade & Prosser-Bravo, 2024), and collaboration among school personnel (Hafiyani & Suherman, 2024; Šteh et al., 2023). The studies cited here mainly describe challenges, practices, and collaboration, and they do not analyze, through a care-ethical lens, how teachers decide the limits of their involvement when teaching responsibilities, disciplinary authority, and limited professional support intersect (Hartmann, 2024; Sofyan et al., 2025). The conceptual tension is that care ethics asks teachers to respond to needs, whereas competence limits ask them to pause, consult, or refer, and competence-based models focused on training and readiness do not resolve that tension by themselves (Chui et al., 2023; O'Farrell et al., 2023). This study therefore treats role boundaries as something negotiated in practice rather than as a fixed list of duties (Moshel & Berkovich, 2025; Seton Bennett, 2023).

This study aims to analyze how teachers negotiate role boundaries when providing student support without professional counselors at SIC, through the perspective of the ethics of care (Hartmann, 2024). Specifically, it examines how teachers recognize students' needs, decide how to provide support, and manage coordination and referral while recognizing the limits of their competence (Chui et al., 2023; Douwes et al., 2024). A descriptive qualitative design was applied to six interview transcripts from five teachers and one principal at a single Sekolah

Indonesia di Luar Negeri (SILN) (Villamin et al., 2025). The findings are expected to inform Guidance and Counseling practice, particularly in strengthening initial support, clarifying responsibilities, promoting consultation and collaboration, and facilitating professional referrals (Šteh et al., 2023). These implications are recommendations based on the informants' experiences, not evidence of the effectiveness of a particular service model (Villamin et al., 2025).

Method

This study used a descriptive qualitative design to understand teachers' care practices, the considerations behind their actions, and the boundaries of their roles in supporting students at SIC (Villamin et al., 2025). This design was chosen because it stays close to educators' own descriptions of their experiences and allows a theoretical framework to guide interpretation without aiming to build a new theory (Cutler et al., 2021; Garvey & Jones, 2021). Because qualitative description borrows methods from other traditions, the choices made in this study are stated explicitly to support transparency and rigor (Villamin et al., 2025). The study was conducted at SIC in Dokki, Giza, Egypt, from July 26 to August 8, 2026. According to the informants, the school did not have a dedicated Guidance and Counseling teacher during the study period.

Participants and Sampling

Six informants were selected through purposive sampling based on their direct experience in providing student support, the relevance of their professional responsibilities to the research focus, and their willingness to participate, a strategy commonly used in qualitative descriptive studies to obtain information-rich cases (Villamin et al., 2025). The informants comprised five teachers and the school principal at SIC. The teachers included a Grade 11 homeroom teacher, a Grade 6 homeroom teacher, a subject teacher, a vice principal responsible for student affairs, and a vice principal responsible for staffing. Their demographic characteristics are presented in Table 1.

Their varied positions provided perspectives on student support from classroom teaching, homeroom responsibilities, and school-level coordination. In addition to their respective duties, teachers at SIC were expected to teach multiple subjects, placing student support alongside their broader teaching responsibilities. The principal contributed a school-level perspective on the management and coordination of student support and the distribution of responsibilities. Selecting informants with these experiences and responsibilities allowed the study to explore how educators understood and carried out student support within their professional roles. To protect their identities, the teachers were assigned the codes G1–G5, while the principal was assigned the code K1.

Table 1. Demographic Characteristics of the Informants

Code	Gender	Age (years)	Position
G1	Female	28	Grade 11 homeroom teacher
G2	Male	43	Grade 6 homeroom teacher
G3	Male	36	Vice principal for student affairs
G4	Male	43	Vice principal for staffing
G5	Male	24	Subject teacher
K1	Male	44	Principal

The data consisted of six interview transcripts, one from each informant listed in Table 1.

Data were collected through face-to-face, semi-structured interviews of around 30–45 minutes. The interviews covered how educators recognized students' needs, the forms of support they provided and the considerations behind their actions, their emotional experiences, coordination with others, and the limits of their competence. The interviews were recorded with the informants' consent and transcribed individually. Sample adequacy was considered through *information power*, an alternative to saturation as a rationale for sample size (LaDonna et al., 2021; Villamin et al., 2025). In this study, adequacy was judged by the narrow focus of the aim, the specificity of the informants' experiences, the quality of the dialogue, and the relevance of the data to the research questions. Empirical reviews report that saturation in interview studies is commonly reached with about 9–17 interviews, so six interviews fall below that range (Hennink & Kaiser, 2022). Sample-size guidance also differs by type of analysis (Wutich et al., 2024), and in reflexive thematic analysis the idea of a single saturation point is contested because themes are generated through interpretation (Braun & Clarke, 2021b). This study therefore does not claim saturation, and its findings are presented as an in-depth account of one setting rather than as generalizable claims.

The data were analyzed using reflexive thematic analysis, in which themes are interpretive patterns developed through the researcher's active engagement with the data (Braun & Clarke, 2021a, 2022). The process involved repeated reading, initial coding, theme development and review, and the preparation of the findings

with supporting quotations (Byrne, 2022; Coates et al., 2021). The analysis was conducted iteratively, taking into account similarities, differences, and contrasting experiences across informants (Byrne, 2022). The themes were then interpreted through the ethics of care, particularly the dimensions of *attentiveness*, *responsibility*, *competence*, and *responsiveness*. This framework was used to deepen the interpretation rather than impose predetermined categories on the data (Garvey & Jones, 2021; Hartmann, 2024). Because reflexive thematic analysis treats coding as an interpretive and subjective practice, coding-reliability statistics such as Cohen's kappa were not used; they belong to a different paradigm of thematic analysis (Braun & Clarke, 2021a).

The trustworthiness of the analysis was supported by maintaining traceability between quotations, informant codes, interpretations, and themes, which follows the logic of an audit trail (Dyar, 2022; Enworo, 2023), and by reviewing variations in the informants' experiences (Villamin et al., 2025). Reflexivity involved considering how the research focus and the researcher's academic background in Guidance and Counseling might influence the interpretation of the data (Braun & Clarke, 2022; Byrne, 2022). Member checking, second coding, and data sources beyond the interviews were not used, which limits credibility and confirmability and is acknowledged as a limitation (Enworo, 2023; Villamin et al., 2025).

Participant protection involved obtaining permission from the school and written informed consent from the informants. Ethical practice in interviews requires attention to harm, unpredictability, and power relations (Kostovicova & Knott, 2022), and this study addressed these concerns through consent, confidentiality, and limiting information about students to details relevant to the experiences of providing support. Their identities were kept confidential. The recordings were used for transcription and analysis. Since the data came only from educators, the study did not draw conclusions about students' acceptance of the support or changes in their behavior from the students' own perspectives (Hart & Bracey, 2023).

Results and Discussions

Analysis of six interview transcripts from five teachers and one principal identified five themes concerning care practices and educators' role boundaries at SIC: recognizing students' needs, professional responsibility, care and authority, emotional experiences and support outcomes, and shared responsibility amid limited professional support. The findings are interpreted through the ethics of care, particularly *attentiveness*, *responsibility*, *competence*, and *responsiveness* (Hartmann, 2024). The analysis also develops *negotiated care* as a descriptive-analytic concept, not a new theory, to describe how educators adjust their involvement according to students' needs, role boundaries, and available support (Villamin et al., 2025).

Everyday Closeness Creates Opportunities to Recognize Students' Needs

Everyday interactions are the starting point for teachers to recognize students' needs. G1 explained that the relatively small number of teachers and students at SIC helped them build close relationships. Students often approached teachers to talk about difficulties they were facing. Changes in behavior and repeated absences also prompted teachers to ask about students' conditions and explore the problems behind them.

Teachers also adjusted their communication to understand students better. G2 emphasized the need to understand students' worlds, while G5 used their interests as a way to start conversations. G5 explained, "He can do it, but we have to enter his world. If his world is gaming, for example, we can talk about games and other things, and then he connects with us." G4 also explored students' problems and backgrounds before deciding what kind of support to provide, with the aim of responding to their actual needs.

These findings show that close relationships help teachers obtain initial information through observation and conversation (Damayanti & Engliana, 2025; Seton Bennett, 2023). However, closeness does not automatically lead to a complete understanding of students' needs (Seton Bennett, 2023). From the perspective of the ethics of care, *attentiveness*, or attention to needs, is the starting point of care and must be followed by consideration of appropriate support (Hartmann, 2024). Teachers' observations therefore need to be clarified through dialogue rather than immediately treated as a complete picture of students' circumstances (Chen & Shih, 2025; Seton Bennett, 2023).

Helping as a Professional Responsibility and a Source of Personal Meaning

Teachers viewed student support as part of their professional responsibilities beyond subject teaching. G3 stated, "That is because it is my responsibility, and I feel that being a teacher is not just about teaching." This responsibility was reflected in G3's account of supporting a student who faced difficulties continuing their education and eventually obtained a scholarship opportunity. G3 described the outcome as "a personal satisfaction that I felt." The account illustrates how support can extend from recognizing a difficulty to helping a student access educational opportunities.

The extent of involvement varied. G2 focused more intensively on students under his responsibility as a homeroom teacher, although he also paid attention to others. G5 generally limited his involvement to school hours, from around 8:00 a.m. to 3:00 p.m. These differences indicate that professional responsibility did not necessarily entail unlimited involvement; teachers adjusted their commitments according to their duties and capacities (Douwes et al., 2024; Moshel & Berkovich, 2025).

Responsibility, concern for students, and personal satisfaction appeared together in the teachers' accounts, which is consistent with reports that teachers' support brings both positive and negative outcomes and insights (Nalipay et al., 2024). However, the data do not establish that teachers acted solely from altruistic or moral motives, although teachers' care can be understood as part of their role as moral agents with educational responsibility (Damayanti & Engliana, 2025).

The Relationship Between Care, Discipline, and Authority

Teachers' support practices involved authority to guide students' behavior. G2 explained that he tried to understand the reasons behind students' behavior before responding. Reflecting on an earlier experience, he noted that compliance after he expressed anger did not lead to lasting change: "That means they did not really change." This experience encouraged him to use discussion more often when addressing students' problems.

G3 described obtaining information about students through their peers and recalled telling them, "Among you, there is someone who acts as my spy." This practice shows how efforts to understand students' circumstances can overlap with monitoring, raising questions about privacy and trust (Hart & Bracey, 2023).

Compliance does not necessarily indicate lasting behavioral change, and monitoring does not establish that students feel safe disclosing their difficulties (Hart & Bracey, 2023; Sofyan et al., 2025). The tension between giving support and applying discipline has also been reported among teachers in other contexts (Nalipay et al., 2024). Because of the power asymmetry between teachers and students, *responsiveness* requires teachers to check how students receive care rather than assume that it is welcome (Hartmann, 2024; Sofyan et al., 2025). Since the data reflect educators' perspectives, students' experiences of these practices remain unknown.

Emotional Experiences and Perceived Outcomes of Student Support

Supporting students generated different emotional experiences among educators. G5 described student support as both exhausting and rewarding. G5 stated: "Honestly, it is definitely tiring. I mean, it is tiring in the sense that I realize teaching is not as simple as it seems, because the students..." (G5) G5 elaborated: "Even though there are not that many students, they are all different. So, what I probably feel most is tiredness, but it is the kind of tiredness that makes you happy. How should I put it?" (G5) G5 further described fluctuating emotional states: "Tired but happy, just like exercising. You get tired, but you enjoy doing it. So, my feelings go up and down; sometimes I am up, sometimes down, and sometimes, well, there are times when I feel discouraged. So, the effect on me is probably those ups and downs in my mood." (G5)

G3 described his experience differently, stating: "Actually, in terms of its effect on myself, there is definitely an emotional impact. For me, dealing with students is something I enjoy." (G3) G4 viewed supporting students as contributing to personal growth: "This experience has made me more mature and more patient in dealing with students' problems." (G4)

Perceived outcomes also varied. G3 recounted a student who continued their education through a scholarship, while G2 described guidance efforts that did not always produce lasting behavioral change. G3 also identified a need for psychological assistance, stating: "I think they need a psychologist, because at our school we cannot explore this student's situation in any depth at all." (G3)

Student support could therefore be rewarding or emotionally demanding, while its perceived outcomes ranged from continued educational participation to needs requiring further assistance (Liang et al., 2024; Nalipay et al., 2024). These outcomes reflect educators' perceptions rather than independent evaluations of effectiveness (Villamin et al., 2025).

Shared Responsibility Amid Limited Professional Support

Student support at SIC involved coordination among teachers, homeroom teachers, school leaders, and parents. K1 explained that decisions considered the seriousness of the problem, student safety, confidentiality, and the competence of those involved. Coordination was needed when a teacher could not address a concern alone. This pattern of shared responsibility is consistent with findings that Guidance and Counseling depends on cooperation among principals, homeroom teachers, and other school personnel (Hafiyani & Suherman, 2024).

Educators also reported limitations in professional expertise and resources. G2 acknowledged, "Because I am not from the Guidance and Counseling field," while G4 stated, "At SIC, there is no dedicated Guidance and Counseling teacher." G4 considered a specialist particularly helpful when students required more in-depth

support. G2 also described the lack of dedicated administrative records, while teachers used different ways to monitor students' progress. Limited training, resources, and external support are also reported as barriers by teachers elsewhere (Gunawardena et al., 2024; O'Farrell et al., 2023).

The need for professional assistance was evident in G3's account of a student who he believed needed psychological support: "I think they need a psychologist, because at our school we cannot explore this student's situation in any depth at all." (G3) Although this need had been communicated, the data did not establish whether the student subsequently received assistance or what affected the follow-up. Unclear referral pathways and inadequate external services have been identified as common obstacles to follow-up (Chui et al., 2023; O'Farrell et al., 2023).

In the ethics of care, *competence* concerns the ability to provide appropriate care, not merely the intention to help (Hartmann, 2024). Recognizing professional limitations is therefore relevant when deciding whether consultation or referral is needed (Douwes et al., 2024; Šteh et al., 2023). At SIC, clear responsibilities, coordination, record-keeping, and access to professional assistance are needed to support continuity of care (Hafiyani & Suherman, 2024; Rojas-Andrade & Prosser-Bravo, 2024).

Implications for Guidance and Counseling Practice

The five themes show that educators' care at SIC involves adjustments between close relationships, professional responsibilities, authority, emotional experiences, and competence (Sofyan et al., 2025). This pattern is described as *negotiated care*, an analytic concept developed in this study to explain how teachers adjust their involvement according to students' needs, their own considerations, and available support. It is an interpretation of the findings, not a term introduced by Tronto and not a new theory (Garvey & Jones, 2021; Villamin et al., 2025). The findings also show that willingness to help and close relationships alone do not guarantee appropriate or continued support (Douwes et al., 2024; O'Farrell et al., 2023).

Negotiated care is positioned between two strands of care theory. It keeps the attention that Noddings' relational approach gives to the caring relation (Chen & Shih, 2025), but adds that the extent of a teacher's involvement is decided in relation to responsibility and competence, which are central in Tronto's framework (Hartmann, 2024). It extends rather than replaces that framework by describing the adjustment among its phases under the constraints of authority and available support (Moshel & Berkovich, 2025; Sofyan et al., 2025). In the informants' accounts, negotiated care appeared more adequate when observations were clarified through dialogue, responsibilities were shared within clear limits, and competence limits led to consultation or referral with follow-up (Chui et al., 2023; Douwes et al., 2024). It appeared less adequate when closeness replaced assessment, when authority or monitoring replaced dialogue and strained privacy and trust, and when a referral was identified but not followed up (Hart & Bracey, 2023; O'Farrell et al., 2023). These conditions are interpretive observations from six accounts and are not causal claims about effectiveness (Villamin et al., 2025).

For Guidance and Counseling practice, the findings highlight the need to strengthen the identification of students' needs, particularly in schools without a dedicated Guidance and Counseling teacher (Gunawardena et al., 2024; Rojas-Andrade & Prosser-Bravo, 2024). Changes in behavior, peer conflicts, learning difficulties, absenteeism, and barriers to further education may indicate needs across personal, social, learning, and career domains (cf. Gunawardena et al., 2024). Teachers should clarify these observations through dialogue and assessment before deciding on support (Chui et al., 2023; Seton Bennett, 2023).

Responsibilities should be divided according to competence (O'Farrell et al., 2023). Subject teachers and homeroom teachers can provide initial support, while school leaders coordinate further assistance (Hafiyani & Suherman, 2024). Concerns exceeding educators' competence require consultation or referral to professionals (Chui et al., 2023; Šteh et al., 2023). G3's experience shows that recognizing a need for psychological support does not guarantee access to it. Schools therefore need to identify available services, communicate with students and families, and follow up on referrals while maintaining confidentiality (Hart & Bracey, 2023; Purwaningrum et al., 2023).

The use of authority also requires reflection (Sofyan et al., 2025). G2's experience shows that reduced conflict does not necessarily indicate lasting behavioral change. Dialogue can help teachers understand students' perspectives (Seton Bennett, 2023), while information obtained from peers requires careful handling to protect trust and privacy (Hart & Bracey, 2023). Records distinguishing direct observations, reported information, and assumptions can support more informed decisions (Hart & Bracey, 2023).

At the institutional level, case consultations, joint reflection, and communication training may help teachers identify needs, recognize competence limits, and determine when referrals are necessary (Molina et al., 2022; Šteh et al., 2023). North and Pincus (2024) discussed motivational interviewing training in a graduate school counseling program, offering a reference for communication training, although its application at SIC has not

been tested. Merlin-Knoblich et al. (2024) examined a school counseling internship curriculum integrating social justice and an anti-oppressive approach. Their work offers a reference for preparing Guidance and Counseling professionals to consider students' voices, access to support, and recipients' circumstances. These approaches need to be adapted to SIC's resources (North & Pincus, 2024; Merlin-Knoblich et al., 2024).

This study has several limitations that are typical of small-scale qualitative description (Villamin et al., 2025). The data come from six interviews at a single Sekolah Indonesia di Luar Negeri (SILN), so the findings and the concept of negotiated care are context-bound and tentative, and they should not be generalized to other SILN or to schools in Indonesia (Cutler et al., 2021; Villamin et al., 2025). The sample is smaller than the range at which saturation is commonly reported, and no claim of saturation is made (Braun & Clarke, 2021b; Hennink & Kaiser, 2022). The absence of member checking, second coding, and data sources beyond educators' interviews limits credibility and confirmability (Braun & Clarke, 2021a; Enworo, 2023). Because only educators were interviewed, the study cannot show how students experience support, and care as intended by educators may differ from care as received by students (Hart & Bracey, 2023; Sofyan et al., 2025). Future research should include students and families, add member checking and documentary data, and compare several SILN in different countries, for example through multi-centre qualitative designs (Bayuo et al., 2025; Villamin et al., 2025).

Conclusions

This study shows that educators' care at Sekolah Indonesia Cairo (SIC) is shaped by close relationships, attention to students' needs, professional responsibilities, teacher authority, and limitations in competence and support (Damayanti & Engliana, 2025; Sofyan et al., 2025). The concept of *negotiated care* describes how educators adjust their involvement according to students' needs, role boundaries, and available support (Hartmann, 2024). It appeared more adequate when observations were clarified through dialogue, responsibilities were shared within clear limits, and referrals were followed up, and less adequate when closeness replaced assessment, authority replaced dialogue, or referrals lacked follow-up (Douwes et al., 2024; O'Farrell et al., 2023). The findings highlight the need to complement teachers' initial support with consultation, collaboration, and professional referral (Chui et al., 2023; Šteh et al., 2023). SIC is encouraged to strengthen coordination among teachers, school leaders, and families and establish procedures for referral and follow-up when students' needs exceed teachers' competence (Hafiyani & Suherman, 2024; Purwaningrum et al., 2023). Future research should include students and families to examine how support is experienced and how professional referrals are followed up (Bayuo et al., 2025; Hart & Bracey, 2023).

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