

Developing a student support system management model in the digital age using the 7A Model to enhance student quality under The Secondary Educational Service Area Office, Uthai Thani Chainat.

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Abstract

The objectives of this study were: 1) to examine the components, problems, excellent management processes, and approaches to managing the student support system; 2) to develop a student support system management model in the digital age using the 7A-Model to enhance student quality; 3) to test the model; and 4) to evaluate the suitability, feasibility, and benefits of the model. The sample group consisted of 306 school administrators, teachers, and stakeholders. The research instruments included questionnaires, interviews, and evaluation forms. Data analysis tools included mean, standard deviation, and content analysis.

The research findings revealed that:

1. The management of the student care and support system still faces limitations in coordination and the use of technology to support operations.
2. The developed model for managing the student care and support system in the digital age using the 7A Model has clear components, covering principles, objectives, operational processes, and evaluation. The results of the expert evaluation of the model's suitability were rated as high ($\bar{x} = 4.36$, S.D. = 0.49), and the model's user manual was rated as highly suitable ($\bar{x} = 4.75$ –5.00, S.D. = 0.00–0.50).
3. The results of the model's implementation showed that students possessed the most desirable characteristics and skills ($\bar{x} = 4.73$ –4.77, S.D. = 0.44–0.52), demonstrating that the model can effectively improve student quality.
4. The evaluation of the model's suitability, feasibility, and usefulness showed an overall high level ($\bar{x} = 4.30$, S.D. = 0.57). The usefulness aspect had an average score between 4.29–4.44, which is considered high.

Therefore, it can be concluded that the 7A Model for managing student care and support systems in the digital age is suitable, practical, and effective in developing student quality in terms of learning, behavior, and life skills. Furthermore, the model can be appropriately and sustainably applied to other educational institutions.

Keywords: Student support system, Educational administration, Digital age, 7A Model, Student quality

1. Introduction

Currently, Thailand's education system faces rapid changes due to advances in digital technology, economic and social transformations, and the 21st-century way of life. Due to the volatile, uncertain, complex, and ambiguous VUCA global context, educational institutions need to adapt their administration and learning management to be flexible, modern, and capable of developing learners with the knowledge, skills, and competencies necessary for future life. This aligns with the 2017 Constitution of the Kingdom of Thailand, the 20-year National Strategy, the National Education Plan 2017-2036, and the Ministry of Education's policies, which aim to improve the quality of education through digital technology and efficient management. At the same time, the situation of Thai children and youth is becoming more complex, including behavioral problems, absenteeism, substance abuse, gaming addiction, teenage pregnancy, mental health issues, and the impact of family and online media. Therefore,

this makes the student support system a crucial issue in systematically promoting, preventing, and resolving these problems. Although the Office of the Basic Education Commission has clearly defined guidelines for the operation of the student support system, many educational institutions still face challenges in its implementation. For example, personnel lack knowledge and understanding, teachers have high workloads, collaboration with parents and the community is inconsistent, and there is no clear and contextually appropriate management model for each area. The performance of the Secondary Educational Service Area Office, Uthai Thani Chainat, reflects that while most schools have good performance, the aspects of student promotion and development, problem prevention and resolution, and referral are not sufficiently effective. Therefore, it is necessary to develop a management system that can link the five processes of student care and support—knowing each student individually, screening, promotion and development, problem prevention and resolution, and referral—in a systematic, participatory manner, and in line with the context of each educational institution. In this study, the researchers developed a digital-age student care and support management model using the 7A Model, an innovation to enhance the efficiency of student care and support management. This aims to promote the participation of all sectors through the use of digital technology to support operations, and to develop the holistic quality of learners in terms of physical, mental, intellectual, moral, and life skills. The objective of developing this model is to lead to the sustainable improvement of the quality of education and human resource development in the country.

2. Methods

This research employed a four-phase Research and Development (R&D) methodology. Phase 1: Studying the components, problems, best practices, and approaches to managing the student care and support system to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat. Phase 2: Designing, creating, and validating the quality of the model and manual for managing the student care and support system in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat. Phase 3: Experimenting with the implementation of the student care and support system management model in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat. Finally, Phase 4: Evaluating the student care and support system management model in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat.

3. Scope of the Study

Phase 1: Study of the components, problems, best practices in management processes, and approaches to managing the student care and support system to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat. This phase was divided into 4 sub-phases as follows:

Sub-phase 1.1: Study of Components. This involves studying seven related documents, principles, concepts, theories, and research, including: 1) Concepts regarding models and model creation; 2) Principles, concepts, and theories of management; 3) Student quality development; 4) Principles and concepts regarding the student care and support system; 5) Concepts regarding educational technology; 6) Concepts regarding satisfaction; and 7) Related research. The research tool used is a table for recording the synthesis of the draft components and management checklist of the student care and support system in the digital age to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat, which the researcher created. This is used to synthesize data obtained from the study of concepts, principles, theories, and related research both domestically and internationally. The analysis and synthesis of the data have been summarized according to consistency.

Sub-phase 1.2: Studying the problems in managing the student care and support system to enhance student quality in schools under the Secondary Educational Service Area Office, Uthai Thani Chainat. A questionnaire was used to survey a sample group using stratified random sampling, divided by school size, from 11 schools, totaling 33 individuals: 1) School administrators (11 people) 2) Heads of

student affairs administration (11 people) and 3) Teachers responsible for the student care and support system (11 people). The research instrument was a questionnaire on the problems related to managing the student care and support system to enhance student quality in schools under the Secondary Educational Service Area Office, Uthai Thani Chainat. It consisted of three sections: Section 1: General information of the respondents; Section 2: Opinions on the problems related to managing the student care and support system to enhance student quality in schools under the Secondary Educational Service Area Office, Uthai Thani Chainat; and Section 3: Additional comments and suggestions. Data was analyzed using percentage statistics of the respondents. Content analysis was employed, and key points were summarized for presentation in narrative form.

Sub-phase 1.3: Studying the best practices in the award-winning student care and support systems in the model Secondary Educational Service Area Offices for the years 2022 and 2023 at the national level. This was done through a review of operational reports from the Secondary Educational Service Area Offices and interviews with personnel responsible for the student care and support systems in the award-winning offices at the national level. Key personnel interviewed included: 1) Educational administrators, 2) Directors of the Educational Management Promotion Group, and 3) Personnel responsible for the student care and support system. Purposive sampling was used to select four Secondary Educational Service Area Offices: 1) The Secondary Educational Service Area Office Phetchabun, 2) The Secondary Educational Service Area Office Surin, 3) The Secondary Educational Service Area Office Pathum Thani, and 4) The Secondary Educational Service Area Office Sing Buri Ang Thong. The research tools used were: 1) a document review form on student care and support system administration, and 2) an interview form on student care and support system administration. This form consisted of three sections: Section 1: General information, Section 2: Problems in student care and support system administration, and Section 3: Best practices in student care and support system administration. Content analysis was used to analyze the data, and the key points were summarized and presented in a narrative format.

Sub-phase 1.4: Studying approaches to managing the student care and support system to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat. The researcher used a purposive method for focus group discussions with 13 participants: 1) 5 school administrators, 2) 5 teachers, 3) 1 educational academic, and 4) 2 experts. The topics discussed in the focus group included the principles, concepts, and factors affecting the management of the student care and support system, and the process of developing this management system. The research instrument was a focus group discussion guide divided into two parts: Part 1: The status of the focus group participants, and Part 2: Focus group discussion topics. The data was analyzed using content analysis, and the key points were summarized and presented in a narrative format.

Phase 2: Design, Construction, and Quality Assurance of the Student Care and Support System Management Model in the Digital Age using the 7A Model to Enhance Student Quality in Schools under The Secondary Educational Service Area Office, Uthai Thani Chainat. This phase was divided into 5 sub-phases as follows:

Sub-phase 2.1: Design and construction of the student care and support system management model in the digital age using the 7A Model to enhance student quality in schools under The Secondary Educational Service Area Office, Uthai Thani Chainat. The researcher synthesized key issues from the study and analysis of concepts, theories, and related research from Phase 1, summarized the results, and drafted the main components of the student care and support system management model to enhance student quality. The research tool used was a form for recording the draft design and construction of the model.

Data was analyzed using content analysis, and relevant issues were summarized and presented in the form of a draft model with explanatory text.

Sub-phase 2.2: Quality Assurance of the student care and support system management model in the digital age using the 7A Model to enhance student quality in schools under The Secondary Educational Service Area Office, Uthai Thani Chainat. This was done using connoisseurship, specifically selecting purposive experts. Method) Nine experts were consulted to collaboratively develop and provide feedback on proposed improvements or additions to each component of the model. The research

instrument used was a checklist for evaluating the validity and appropriateness of the student support system management model in the digital age using the 7A Model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat. Data analysis was conducted using content analysis, resulting in a consensus conclusion.

Sub-phase 2.3: Evaluation of the student support system management model in the digital age using the 7A Model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat. The validity and appropriateness of the model were evaluated using the same expert panel as in sub-phase 2.2. The research instrument used was a checklist for evaluating the validity and appropriateness of the student support system management model in the digital age using the 7A Model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat. Data analysis was conducted using content analysis, resulting in a consensus conclusion. It was divided into three parts: Part 1, general information of the evaluators, which is a checklist; Part 2, an evaluation of the accuracy and appropriateness of the format, which is a 5-level rating scale; and Part 3, additional suggestions, which is an open-ended form. Data analysis was performed using basic statistical methods, including mean, standard deviation, and the level of accuracy and appropriateness of the format, from statistical software.

Sub-phase 2.4: Creating a user manual for the digital-age student care and support system management model using the 7A Model to enhance student quality in schools under the Secondary Educational Service Area Office, Uthai Thani Chainat. This involved drafting a manual that was appropriate and consistent with the model, based on information from sub-phase 2.3. Key points from the study and analysis of relevant concepts, theories, and research were summarized and used to draft the main components of the user manual for the digital-age student care and support system management model using the 7A Model to enhance student quality in schools under the Secondary Educational Service Area Office, Uthai Thani Chainat. The research tool used was a draft user manual record form. Data was analyzed using content analysis, and key points consistent with the model were summarized for presentation in narrative form.

Sub-phase 2.5: Verifying the quality of the user manual for the digital-age student care and support system management model using the 7A Model in schools under the Secondary Educational Service Area Office, Uthai Thani Chainat. The suitability of the user manual was evaluated by the same expert panel as in sub-phase 2.2. The research instrument used was an evaluation form for the suitability of the manual for using the student support system management model in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat. It was divided into two parts: Part 1, the manual for using the student support system management model in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat, which consists of Section 1: Introduction, Section 2: Model Components, and Section 3: Guidelines for using the model. And Part 2, suggestions. Data was analyzed using basic statistical methods, namely mean, standard deviation, and the level of suitability of the manual using the model, with statistical software.

Phase 3: Experimental Implementation of the Digital-Age Student Care and Support System Management Model using the 7A Model to Enhance Student Quality in the Secondary Educational Service Area Office, Uthai Thani Chainat. This phase was divided into 5 sub-phases as follows:

Sub-phase 3.1: Pre-experiment phase (Plan) This involved meetings to clarify the details of the implementation procedures and manual of the Digital-Age Student Care and Support System Management Model using the 7A Model to enhance student quality, the implementation timeline, the development model, and communication between the researchers and the participants. The model was implemented using: 1) 1 school administrator per school, totaling 34 people; 2) 1 teacher from each of the 8 subject groups, totaling 272 people; and 3) 30 students from Grade 7–12 (experimental group) per school, totaling 1,020 people. The research tools used were the model and the manual. Data analysis involved interpretation and the conclusion of key points regarding the implementation of the model and manual.

Sub-phase 3.2: Experimental Phase (Do) The researchers conducted a pilot test of the model and its user manual with the following target groups: 1) 34 school administrators; 2) 272 teachers; 3) 22,537 students in Grade 7–12 of secondary school; 4) 22,537 parents; 5) 522 members of the school board; and 6) 366 community leaders. The experiment lasted for one semester (academic year 2025). During the pilot test, observation, questionnaires, and knowledge-sharing seminars were conducted. A purposive method was used to select the following informants: 1) 34 school administrators (1 person per school); 2) 272 teachers (1 person per subject group); 3) 1,020 students in Grade 7–12 of secondary school (experimental group) (30 person per school); 4) 5 parents from each school, totaling 170 people; 5) 2 members of the school board from each school, totaling 68 people; and 6) 5 community leaders from each school, totaling 170 people. The research tools used were observation assessment forms, questionnaires, and knowledge sharing seminars. Data was analyzed using synthesis and analysis, and the results are summarized in narrative form.

Sub-phase 3.3: Post-Trial Use of the Model (Check) This phase involved evaluating the effectiveness of the model through purposive sampling, specifically selecting 8 teachers from 34 schools (8 teachers per school), totaling 272 teachers. The research instrument was a student quality assessment form from schools under the Secondary Educational Service Area Office, Uthai Thani Chainat. It was divided into two parts: Part 1: Respondent status, and Part 2: Student quality assessment using a 5-level rating scale. Data from the student quality assessment forms were analyzed 1) by calculating the mean and standard deviation, and 2) by considering the level of opinion on the student quality assessment forms. The scores were then averaged and compared to the student quality assessment criteria of the model.

Sub-phase 3.4: Reflection on the Model Trial Use (Act). This phase involved reflecting on the implementation of the model and the innovations resulting from its application. Improvements were made to the model and its user manual through a reflection meeting on the trial use, including observations and suggestions. A total of 102 informants were selected using the purposive method, consisting of: 1) 34 school administrators, 2) 34 teachers, and 3) 34 students. The research tools used were meeting minutes reflecting on the experimental results of the model implementation and a model implementation manual. Data was analyzed using content analysis, and key points were summarized for presentation in narrative form.

4. Results

1. Results of a study on the problems in managing the student care and support system to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat.

Table 1 Shows the number and percentage of general information of the respondents.

general information		n = 33	
		Number of people	percentage
1.	Sex		
	1.1 male	17	51.52
	1.2 female	16	48.48
	Total	33	100.00
2.	Age		
	2.1 21–30 years old	2	6.06
	2.2 31–40 years old	5	15.15
	2.3 41–50 years old	8	24.24
	2.4 51–60 years old	18	54.55
	Total	33	100.00

3.	Educational qualifications		
	3.1 Bachelor's Degree	17	51.52
	3.2 Master's Degree	15	45.45
	3.3 Doctoral Degree	1	3.03
	3.4 Other		
Total		33	100.00
4.	Position		
	4.1 School administrator	10	30.30
	4.2 Head of administrative group	10	30.30
	4.3 Teacher in charge of the student support system.	13	39.40
Total		33	100.00

From Table 1, the basic information on the status of respondents regarding problems in managing the student care and support system to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat, shows that the majority are male (17 people, 51.52%), the largest group is aged between 51-60 years (18 people, 54.55%), and the largest group holds a bachelor's degree (17 people, 51.52%). The respondents were school administrators, heads of administrative groups, and teachers responsible for the student care and support system (33 people, 100%).

Problems in the administration of the student support system were discovered to be:

1) Personnel Issues: The main problem is that “teachers have excessive teaching and administrative workloads,” which leaves them with insufficient time to provide in-depth and continuous care to students. The personnel responsible for the student care system lack specialized expertise, especially school psychologists or social workers in the district. This makes resolving complex problems (such as mental health issues) only possible through external referrals, which are time-consuming and lack continuous follow-up. Furthermore, it was found that teachers lack the development of specialized skills relevant to the current problems of students, such as coping with cyberbullying and adolescent depression.

2) Budget Issues: The budget allocated to activities in the student care system is limited and insufficient to meet the needs. This is especially true for proactive measures such as life skills camps, providing standardized screening tools, or providing continuous support and rehabilitation for at-risk/problem students. The majority of the budget is often combined with the general education quality development budget. This makes it impossible to purchase/hire specialized technology or personnel to support this work.

3) Media, Services, Facilities, Technology, and Other Assistance Issues: Schools in the area lack modern media and tools for screening and counseling, such as standardized and digitally-based mental health assessment tools (Online Screening Tools) and a student support system that would allow schools in the area to quickly connect and exchange preventive information. In addition, access to services from external agencies (such as hospitals, children's and family shelters) often faces delays in information transfer and appointments.

4) Management Aspects: There is still a lack of integration and rigorous oversight from the district level (The Secondary Educational Service Area Office, Uthai Thani Chainat). Policies and operational guidelines may be vague and unclear regarding the roles and responsibilities between advisor teachers, the care system committee, and school administrators. Supervision, monitoring, and evaluation

of the care system from the district are inconsistent and do not emphasize coaching to seriously improve operational models.

5) Knowing Students Individually: Student data collection still focuses primarily on basic quantitative information (address, grades). There is a lack of depth in qualitative data (attitudes, family issues, specific aptitudes, mental health). Most counselors spend insufficient time on home visits or building deep relationships. This contributes to an inability to fully understand the risks or true potential of each student.

6) Prevention and Resolution: Prevention often focuses on establishing rules rather than building mental and social resilience. Resolution mechanisms are lacking for rapid and systematic intervention. Resolution is often based on the discretion of individual counselors. This results in varying levels of care intensity across schools and a lack of interdisciplinary collaboration within the school.

2. Designing, creating, and quality-checking a student support system management model to enhance student quality in the digital age using the 7A Model of The Secondary Educational Service Area Office, Uthai Thani Chainat.

This document synthesizes key issues from the study and analysis of concepts, theories, and related research, including background data and approaches to managing the student care and support system to enhance student quality, as presented in Phase 1. The preliminary data has been summarized and used to draft the main components of the student care and support system management model to enhance student quality as follows:

1. Principles and Concepts

Principles of systems management, operational processes of the student care and support system.

2. Objectives

1. To provide guidance for school administrators, teachers, and stakeholders in developing the quality of education.

2. To improve the quality and efficiency of the student care and support system management.

3. Inputs, essential basic factors for driving the system.

Man, Administrators, teachers, staff, parents, and stakeholders possess knowledge, skills, and work experience.

Money, Projects/activities according to the operational plan, both internal and external budget funds.

Management, facilities, technology, and other assistance (Material): Buildings/environment, materials, equipment, teaching aids, technology.

Management, Policy and Planning, Supervision and Monitoring, and Coordination with Stakeholders

4. Process: The 7A Model

The 7A model is the heart of the process, divided into 4 main steps under the quality cycle (Plan, Do, Check, Act).

5. Output and Outcome

5.1 Output: Direct results from using the model.

Student Quality

1) Self-awareness and self-reliance.

2) Physical health, mental health, and good habits.

3) Skills in avoiding danger and undesirable behaviors.

4) Self-worth and respect for others, ability to manage problems and emotions.

5) Be a good member of family, school, community, and society.

5.2 Outcome: Long-term impacts from using the model.

Management: An effective and sustainable student care and support system

Teaching: Teachers gain increased knowledge and skills in student care and support, and a collaborative work culture is fostered.

Network/Community/Society:

1) Creation of strong and well-rounded personnel and mechanisms.

2) 2) Networking, collaboration, budget, knowledge, community, and readiness for care and assistance.

6. Feedback

Administrators, teachers, parents, and stakeholders are satisfied with the management of the student care and assistance system to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat.

7. Evaluation

7.1 Evaluation of the management performance of administrators.

7.2 Evaluation of the teaching management and care of teachers.

7.3 Evaluation of the quality of students.

7.4 Evaluation of satisfaction with the model.

8. Conditions for Success

8.1 The Educational Service Area Office and schools have established clear and appropriate policies and supervision plans.

8.2 Administrators, teachers, and stakeholders are aware of and prioritize the implementation.

8.3 Teachers have skills in observing, analyzing, and assisting students individually, and have undergone continuous training and development.

8.4 Parents, the community, and external networks such as public health agencies, security agencies, juvenile detention centers, and private organizations actively and consistently participate in student care and assistance.

Table 2. Mean, standard deviation, and level of accuracy and appropriateness of the student care system management model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat.

List	Program measurement	Level of accuracy (N=9)		Scale	Appropriateness level (N=9)		Scale
		μ	σ		μ	σ	
1. Principles and concepts							
1.1	The principles and concepts of the model can be applied.	4.31	0.63	High level	4.23	0.44	High level
1.2	The principles and concepts of the model are appropriate to the model.	4.46	0.52	High level	4.46	0.54	High level
1.3	The principles and concepts of the model are comprehensive.	4.15	0.32	High level	4.38	0.51	High level
	total	4.30	0.49	High level	4.36	0.49	High level
2. objective							
2.1	The objectives are consistent with the principles and concepts.	4.46	0.38	High level	4.31	0.48	High level
2.2	The objectives cover the issues encountered in developing the model.	4.23	0.34	High level	4.24	0.73	High level

2.3	The objective is to identify what is happening in administrators, teachers, and students.	4.15	0.56	High level	4.18	0.57	High level
	total	4.28	0.43	High level	4.23	0.59	High level
3. Operation							
3.1	The event has a high probability of achieving its objectives.	4.15	0.28	High level	4.38	0.65	High level
3.2	The event was appropriately organized.	4.31	0.48	High level	4.46	0.52	High level
3.3	The activities are organized in accordance with the established principles and concepts.	4.46	0.23	High level	4.15	0.38	High level
	total	4.25	0.33	High level	4.33	0.52	High level
4. Evaluation							
4.1	The measurement method is consistent with the objective.	4.46	0.52	High level	4.31	0.48	High level
4.2	The measuring instrument is compatible with what it is measuring.	4.23	0.51	High level	4.15	0.56	High level
4.3	The evaluation criteria are practical and applicable.	4.18	0.23	High level	4.23	0.44	High level
	total	4.29	0.42	High level	4.23	0.49	High level
5. Conditions for success							
5.1	There are conditions that are conducive to the success of the model.	4.46	0.52	High level	4.15	0.56	High level
5.2	Specify the conditions that are appropriate for the format.	4.23	0.32	High level	4.31	0.63	High level
	total	4.35	0.42	High level	4.23	0.60	High level
	Overall	4.29	0.42	High level	4.28	0.54	High level

Table 2 shows that the overall accuracy of the student care and support system management model in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat, overall was at the high ($\mu = 4.29$, $\sigma = 0.42$). Considering each aspect, it was found that: The aspect with the highest average score is the aspect of success conditions ($\mu = 4.35$, $\sigma = 0.42$). Following this is the aspect of principles and concepts ($\mu = 4.30$, $\sigma = 0.49$), and the aspect of evaluation ($\mu = 4.29$, $\sigma = 0.42$), respectively. The overall appropriateness of the student care and support system management model in the digital age using the 7A Model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat, is high ($\mu = 4.28$, $\sigma = 0.54$). Considering each aspect, it was found that: The aspect with the highest average score was the principles and concepts aspect ($\mu = 4.36$, $\sigma = 0.49$). This was followed by the implementation aspect ($\mu = 4.33$, $\sigma = 0.52$), and the evaluation aspect ($\mu = 4.23$, $\sigma = 0.49$), respectively.

The evaluation of the suitability and consistency of the model's user manual by experts and researchers compiled key issues from the study and analysis of related concepts, theories, and research, along with the results of the study on developing a student care and support system management model to

enhance student quality (Connoisseurship). The results were then used to draft the main components of the user manual for the digital-era student care and support system management model using the 7A Model to further enhance student quality.

3. The test utilized a digital-age student support system management model based on the 7A Model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat.

Table 3 shows the number and percentage of general information of the respondents.

general information		n = 272	
		number	percentage
1	Sex		
	1.1 Male	101	37.13
	1.2 Female	171	62.87
	Total	272	100
2.	Position		
	Assistant Teacher	23	8.46
	Teacher	80	29.41
	Experienced Teacher	78	28.68
	Senior Experienced Teacher	90	33.08
	Expert Teacher	1	0.37
	Total	272	100

Table 3 shows that the general information of respondents to the student quality assessment questionnaire under The Secondary Educational Service Area Office, Uthai Thani Chainat, reveals that the majority are female (171 people, or 62.87%), and the largest group, 90 people (33.08%), are teachers in the position of Senior Professional Teacher.

Table 3 shows the overall quality assessment results of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat, categorized by aspect.

Aspect	Quality level (n=272)		
	$\bar{X}$	S.D.	results
Self-awareness and self-reliance.	4.61	0.46	Highest level
Physical health, mental health, and good habits.	4.63	0.51	Highest level
Skills in avoiding danger and undesirable behaviors.	4.69	0.47	Highest level

Self-worth and respect for others, ability to manage problems and emotions.	4.68	0.46	Highest level
Be a good member of family, school, community, and society.	4.72	0.42	Highest level
Individuals with a positive attitude and basic skills for honest work.	4.76	0.40	Highest level
รวม	4.68	0.45	Highest level

Table 3 shows that the overall quality assessment of students in The Secondary Educational Service Area Office, Uthai Thani Chainat, overall was at the highest level ($\bar{x} = 4.68$, S.D. = 0.45). After considering each aspect separately, it was found that having a good attitude and basic skills in honest occupations had the highest level ($\bar{x} = 4.76$, S.D. = 0.40). This was followed by being a good member of family, school, community, and society, which was also at the highest level ($\bar{x} = 4.72$, S.D. = 0.42). Self-worth and respect for others, ability to manage problems and emotions was also at the highest level ($\bar{x} = 4.68$, S.D. = 0.46). The lowest level was self-awareness and self-reliance, which was also at the highest level ($\bar{x} = 4.61$, S.D. = 0.46).

Table 4 shows the level of satisfaction with the implementation of the student care and support system management model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat.

Aspect	Level of satisfaction (n=1020)		
	$\bar{x}$	S.D.	results
1. The school is shady, clean, has an atmosphere conducive to learning, and is safe.	4.64	0.69	Highest level
2. The teacher took very good care of me.	4.60	0.79	Highest level
3. The community has taken good care of and helped me.	4.49	0.87	รวม
4. I received medical-care and support.	4.54	0.81	Highest level
5. I possess key competencies and the desirable attributes as outlined in the school curriculum.	4.49	0.77	High level
6. I have noticed a decrease in the number of at-risk or problematic students in the school.	4.38	1.00	High level
7. I feel safe in my daily life, while studying, or until I finish my course.	4.61	0.75	Highest level
8. I see that all students are being cared for, supported, protected, and their potential is being addressed and developed.	4.61	0.75	Highest level
9. I am aware of my life skills, am knowledgeable about various dangers in society, and can manage problems that arise for myself.	4.59	0.75	Highest level
10. I perceive that I am protected and safe, both physically and mentally.	4.57	0.80	Highest level
11. I am proud that the school is well-regarded by the community.	4.52	0.79	Highest level
Total	4.55	0.80	Highest level

Table 4 shows that the overall level of satisfaction with the implementation of the student care and support system management model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat, overall was at the highest level ($\bar{x} = 4.55$, S.D. = 0.80). After considering each item, it was found that: “The school is shady, clean, has an atmosphere conducive to learning, and is safe” received the highest rating ($\bar{x} = 4.64$, S.D. = 0.69). The next highest rating was for “I feel safe in my daily life, while studying, or until I finish my course, and I see that all students are being cared for, supported, protected, and their potential is being addressed and developed” ($\bar{x} = 4.61$, S.D. = 0.75), followed by “The teacher took very good care of me” ($\bar{x} = 4.60$, S.D. = 0.79). The lowest rating was for “I have noticed a decrease in the number of at-risk or problematic students in the school,” which was at a high level ($\bar{x} = 4.38$, S.D. = 1.00).

4. Evaluation of the student care and support system management model to enhance the quality of students under the jurisdiction of the Secondary Educational Service Area Office, Uthai Thani Chainat.

Table 5. Mean and standard deviation of the evaluation, feasibility, and usefulness of the student care system management model to enhance the quality of students under the Secondary Educational Service Area Office, Uthai Thani Chainat.

		Assessment level		results
List	Term	(n=306)		
		$\bar{X}$	S.D.	
In terms of feasibility.				
1	This model can be used in real-world situations.	4.31	0.78	Hight
2	This model is acceptable.	4.34	0.79	Hight
3	It is possible that teachers will use this model.	4.26	0.72	Hight
	Total	4.30	0.57	Hight
In terms of usefulness.				
4	This model is useful for teachers.	4.44	0.73	Hight
5	Implementing this model enables teachers to further improve the quality of education.	4.36	0.66	Hight
6	The procedure is clear, and the results of each step of the procedure are beneficial for the school.	4.29	0.77	Hight
7	The data obtained from implementing the model serves as a guideline for improving the quality of education.	4.34	0.69	Hight
	Total	4.36	0.50	Hight
	Overall	4.33	0.43	Hight

Table 5 shows the overall feasibility and usefulness assessment of the student care and support system management model to enhance the quality of students under the jurisdiction of The Secondary Educational Service Area Office, Uthai Thani Chainat, overall was at a high level ($\bar{x} = 4.33$, S.D. = 0.43). After considering each aspect, it was found that the feasibility was at a high level ($\bar{x} = 4.30$, S.D. = 0.57), and the usefulness was at a high level ($\bar{x} = 4.36$, S.D. = 0.50).

Recommendations:

1. A PLC (Professional Learning Community) process should be continuously implemented for exchanging ideas at each stage. From the Regional Education Office to the schools, a supportive supervision model (PLC Coaching and Mentoring) should be established to drive the 7A Model, fostering

collaborative learning (S: Staffing) and continuous staff development. The Regional Education Office should establish a dedicated Coaching Team to coach administrators and school care system committees in implementing A4: Action and A5: Alliance.

2. Administrators should consider reducing teaching hours or other unrelated tasks to allow advisor teachers more time to fully utilize A1: Acknowledge (in-depth student understanding), in line with the principle of decentralization which should create a balance between responsibilities and authority.

3. An electronic database system should be developed, and investment in and development of a central information system (Smart Data Platform) should be accelerated. The implementation of this model requires A7: Applied Technology to drive the entire system. The Regional Education Office should support the development of a Smart Data Platform to support in-depth data recording (A1) and risk analysis/predictive analytics. In addition, the system must be stable and capable of real-time collaboration.

4. Relevant indicators related to the use of technology should be identified to strengthen the student support system. Exploratory and analytical research should be conducted to define success indicators for A7: Applied Technology in order to create and verify the validity of indicators related to the use of digital technology in managing the student support system in detail. Emphasis should be placed on measuring the efficiency and effectiveness of the use of technology in the work of teachers and administrators so that the 7A Model has accuracy standards and responds to continuous quality improvement.

5. Experimental research should be expanded to examine the sustainability and scalability to different contexts to test the 7A Model in more complex contexts, such as extra-large schools. The model should be extended to other affiliations to verify that the model still has the characteristics of creating structured relationships and maintaining predictive power even in different situations. These operations are in accordance with the principles of model creation and development.

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