The Evaluation of Student Care and Support System Project of Ban Kham School under the Sakon Nakhon Primary Educational Service Area Office 3

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Abstract:- *The student support system is one of the processes in the educational administration of educational institutions that will provide assistance to students with clear procedures and tools. Said by the participation of personnel and related networks both inside and outside the school, such as the basic education committee, community parents, administrators, all teachers, etc. The purpose of this research was to evaluate the project of student support system at Ban Kham School under Sakon Nakhon Primary Educational Service Area Office 3 by using the CIPPIEST Model. A total of 220 contributors in this research were involved in the implementation of the project, comprising: (1) 2 project coordinators, (2) The committee of basic education institutions who participated in the project amounted to 7 people, (3) 11 teachers participating in the project, and (4) parents of 200 students participating in the project. Research tools include: Three questionnaires for basic education committees, teachers, and parents were questionnaires on a 5-level estimation scale. And the interview form for the project coordinator is a structured interview. The data were analyzed using frequency distribution statistics, percentage values. Analysis of general data, mean, and standard deviation. Data analysis on opinion level and content analysis for feedback analysis and interview form. The results showed that: (1) The overall contextual assessment results were at the most appropriate level. (2) The overall assessment of inputs is appropriate at a high level. (3) The overall process evaluation results are appropriate at a high level. (4) The overall productivity assessment results are appropriate at a high level; (4.1) The overall impact assessment results are appropriate at a high level. (4.2) The overall efficacy evaluation results were appropriate at a high level. (4.3) The overall sustainability assessment results are at the most appropriate level. And (4.4) the results of the overall transmission assessment are very appropriate.*

Keywords: Project Evaluation; Student Support System; Ban Kham School

Introduction

Today's social conditions are growing and changing rapidly, both economically, socially, and technologically, which affects the way of life, thoughts, and values of people in society. In the past, they changed into different people, being selfish, competing and exploiting each other for survival, materialism, lonely society, fewer reciprocals, smaller families, and more divorces. Said causes people in society to have frustrations, conflicts in their hearts, worries, tiredness, stress, and suffering with life. Therefore, showing interest, understanding, sympathy, caring, and helping each other by listening to problems, comforting, and encouraging together. Solving problems to relax is what people in need because it is something that will help nourish the minds of people in society to live (Office of the Basic Education Commission. 2016: D)

Many children and youth of today are affected by problems and the non-constructive environment in society, causing them to behave differently than children and youth of the past. No matter how much parents, teachers, and child workers use love and goodwill, children and young people are unable to safeguard and protect children and youths with the safety or behavior expected of society through the processing of situational data. Children and youth problems of various agencies found that children and adolescents, both primary education students and some other levels, often exhibit the following undesirable behaviors: (1) Becoming a slave to computer games to the point that they become obsessed and learn inappropriate behavior from games that leads to behaviors that cause losses to oneself and society. (2) Popular speed competitions with the behavior of using illegal motorcycles as a young racer and a Skoi (a young girl riding a young racer). (3) Use violence to decide problems and conflicts, and

squabble together to create a stir in the community to the point of raising their clans. (4) Having sex faster, being a parent at an early age, and having unprotected sex is irresponsible. (5) Easy access to addictive substances, starting from the use of cigarettes, alcohol, amphetamines, ice, love, and harmful substances that are spreading among children and youth. And (6) Lack of mental cohesion, does not see the importance of religious principles, Thai values, relationships with family members are quite fragile, attached to friends, media addicts, and prioritizing objects rather than morality (Office of the Basic Education Commission. 2016: 1-2)

The Office of the Basic Education Commission has established policies on the development and empowerment of human resources, focusing on the development of all school-age populations at all ages, from early childhood, primary and secondary education, and students with special needs, to be ready for both Physically, mentally, emotionally, socially and intellectually, have potential, have the knowledge, be a good person, have discipline, can learn on their own, can plan life and make proper financial planning, can live a valuable life. (Office of the Basic Education Commission. 2019: 11) In addition, the focus has been set on the 2019–2021 academic year as a year of loving, understanding, caring, and leaving no one behind, The goal is to develop the quality of learners at all levels to have competencies and desirable characteristics following the intent and purpose of the Basic Education Core Curriculum of 2008 and so that operations are under the aforementioned focus. Office of the Basic Education Commission provided guidelines for the implementation of the student care system for continuous improvement of the student care system by encouraging educational institutions and personnel both inside and outside the school to participate in driving the student care system through various activities. Such as student home visit activities, parent meetings, classes, life skills enhancement and student protection, positive discipline development, etc. (Sakon Nakhon Primary Educational Service Area District Office 3. 2019: 1-2)

The student support system is one of the processes in the educational administration of an educational institution to assist students with clear procedures and tools, There is a homeroom teacher or a teacher advisor as the main personnel in carrying out such operations through the participation of personnel and related networks both within and outside the educational institution such as the basic education committee, parents, community administrators. all teachers, etc. Office of the Basic Education Commission (Office of the Basic Education Commission. 2019: 1) Determine important policies for all educational establishments under the supervision to provide a system of care and assistance to students and to continuously take serious actions to achieve sustainability, which all students must be cared for, assisted, protected, and protected comprehensively with appropriate and timely processes developed in all dimensions to be a good person, happy and safe in society current, consistent with the research of Wiwasukhu, S. (2021: 296-297) found 1) In terms of the project context, it was at the highest level under the guidelines for the implementation of the student support system of the Office of the Basic Education Institutions Committee. 2) As for the preliminary factors, the project was appropriate in terms of network partners, personnel, budget management, and materials and learning materials at the highest level. 3) On the process side, there were individual student acquaintance activities, student screening activities, promotion and development activities at the highest level, prevention and correction activities, and student referral activities performed at a high level. And 4) Student productivity has been developed in terms of enhancing life skills and protecting students, in terms of learning ability, desirable characteristics of learners, and prevention and correction, learning aspect is commented on. the most level. And the Board of Basic Education Institutions, parents, and students had the highest level of overall satisfaction with the project, and the most satisfied that participation in student prevention and problem-solving activities had a better level of learning ability. The same with Phakmongkol, M. (2021: 81-82) Researching to evaluate the project of the student support system at Rajanuban School found that: (1) Overall environment, the assessment results were at the highest level, i.e. consistent with the project objectives, in conformity with policies of the parent agency, and on needs, respectively. (2) The overall preliminary factors were assessed at a high level, namely, media and management tools, personnel, community participation, and budget, respectively. (3) In terms of the overall process, the assessment results were at the highest level, i.e., Supervision

Stage, Follow-up (Check), Evaluation and Reporting (Act), Operational (Do), and Preparation (Plan), respectively. And (4) In terms of overall productivity, the results are assessed through the assessment criteria set forth: (4.1)Students have higher academic achievement and acceptance at different levels, and the number of at-risk and problematic students is reduced. (4.2)Students had the highest level of behavior and ability to use life skills as a whole. (4.3) The school received a plaque for an outstanding award and a certificate of performance evaluation at the silver level. And (4.4) those involved had the highest level of satisfaction. And also consistent with the research of Chotwiwuttipong, T., et al. (2016) found that, Information technology for secondary school operation of information technology management which was the characteristic of the cycle for data collection, looking into information, assessment of the database, storage, analysis, and practical information which they were done every process. As a result, they were technology information that had quality and usefulness for administration, Information technology management for secondary school. However, there was a problem that was unapproved or an operation that was not criteria for cycling specification. The need for the future in information technology was very important for education administration which was used in planning, policy specification, solving problems in the office, results, and evaluation including the report of progress in education. Besides, should be paid attention, to assessment for using and searching cooperation (MOU) with an external organization. There was a policy for administration clearly and the staff had to develop themselves appropriately with working. Then the executives had to have the knowledge and understanding of information technology for secondary school. The composition of administration information technology model for secondary school was divided into 6 compositions: 1) Planning 2) Organization 3) Training 4) Supervision 5) Assessment and Evaluation and 6) Resources. The result of the developing model was examined by 17 the experts by Delphi Technique three times which were by median and range of quartiles in each subject which was 4.00 –5.00 median in every subject and the range of quartiles 0.001 –1.50 subject. The result of the assessment for the administration information technology model for secondary school, overall, was high level in every aspect.

However, Ban Kham School, under Sakon Nakhon Primary Educational Service Area District Office 3, faced many problems of unwanted behavior among students, namely, the game addiction behavior of 7 students, and the emotional behavior of 5 students. and had problems with illiteracy and writing, 12 people (Ban Kham School. 2021: 37-38). And from the student screening data for the past 3 academic years, it was found that in the academic year 2018, there were 25 students in the at-risk group and 12 in the problem group, in the academic year 2019, there were 20 students in the at-risk group, 7 in the problem group 2020, there are 12 students in the at-risk group, 2 in the problem group. Although the number of students who are in the at-risk and problem groups tends to decrease, the school, the basic education committee, and parents still attach importance to developing in In terms of caring for students, because students in the pre-primary and primary school levels, in the context of Ban Kham School, are an age that needs to be taken care of to prepare students to have an important foundation in education. continue at a high level.

Based on the aforementioned importance and problems, the researcher, as a school administrator under the Office of the Basic Education Commission, is interested in research to assess the project of the student support system at Ban Kham School under Sakon Nakhon Primary Educational Service Area District Office 3. This is to use the assessment results for the implementation of the student support system in schools and as a guideline for developing and improving the working process of an effective student support system.

Research Objective

To evaluate the project of the student support system at Ban Kham School under Sakon Nakhon Primary Educational Service Area District Office 3 using the CIPPIEST Model.

Research conceptual Framework

This research used the concept of the Office of the Basic Education Commission's student support system implementation (2016: 17), which can be summarized as the study concept as illustrated 1
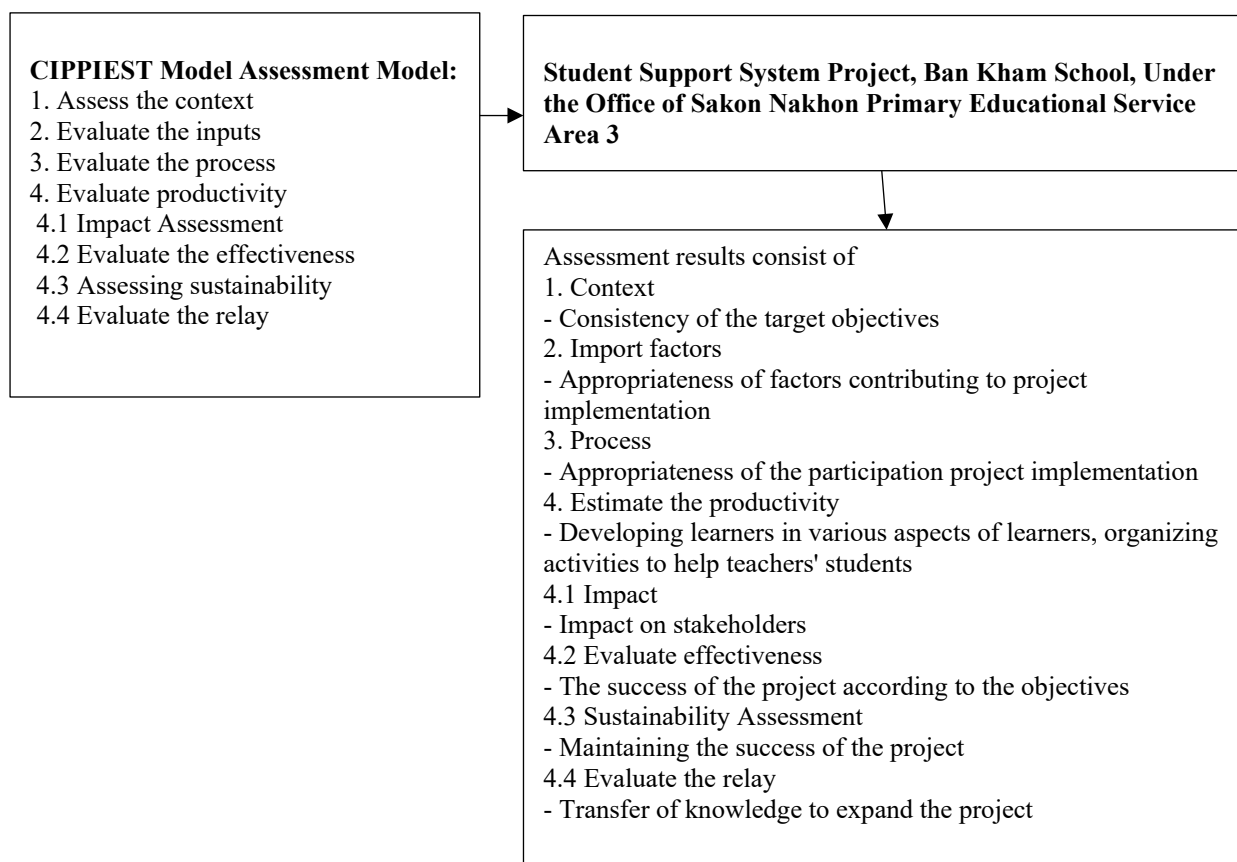
CIPPIEST Model Assessment Model:
1. Assess the context
2. Evaluate the inputs
3. Evaluate the process
4. Evaluate productivity
 4.1 Impact Assessment
 4.2 Evaluate the effectiveness
 4.3 Assessing sustainability
 4.4 Evaluate the relay

Student Support System Project, Ban Kham School, Under the Office of Sakon Nakhon Primary Educational Service Area 3

Assessment results consist of
1. Context
- Consistency of the target objectives
2. Import factors
- Appropriateness of factors contributing to project implementation
3. Process
- Appropriateness of the participation project implementation
4. Estimate the productivity
- Developing learners in various aspects of learners, organizing activities to help teachers' students
4.1 Impact
- Impact on stakeholders
4.2 Evaluate effectiveness
- The success of the project according to the objectives
4.3 Sustainability Assessment
- Maintaining the success of the project
4.4 Evaluate the relay
- Transfer of knowledge to expand the project

Figure 1: Conceptual framework of research

Methodology

In this project assessment, a group of 220 informants was involved in the implementation of the project, consisting of 1) 2 coordinators of the project, 2) 7 members of basic education committees, 3) 11 teachers participating in the project, and 4) parents of students participating in the project. 200 people, There are methods for conducting research as follows:

1. Content scope: In this research, the researcher uses the CIPPIEST Model's (Daniel Stufflebeam) assessment model which has a systematic data collection and analysis process. The scope of the assessment consists of a Comprehensive assessment 1) Context, 2) Input, 3) Process, and 4) Product. Product evaluation extension: 4.1) Impact, 4.2) Effectiveness, 4.3) Sustainability, and 4.4) Transportability.

2. Time scope: The duration for conducting this research is defined as one academic year, ie the first semester of the academic year 2021, from May 2021 to March 2022.

3. Research instruments: The instruments used in this research were 3 questionnaires and 1 interview form with a consistency index ranging from 0.80 to 1.00 and discriminant power. and confidence values of each questionnaire as follows; (1) The Basic Education Commission Questionnaire The power to discriminate between $0.34 – 0.89$ and the confidence of the whole questionnaire was 0.96. (2) Teacher's questionnaire The power to discriminate between $0.45 – 0.89$ and the confidence of the whole questionnaire was 0.98. And (3) the parents' questionnaire had the power to discriminate between $0.44 – 0.84$ and the confidence of the whole questionnaire was 0.96.

4. Data Collection:

4.1 Data collection of the questionnaire, the researcher collects and retrieves the data by himself, and then takes the data back and is in perfect condition, correct and complete for analysis by using a computer program.

4.2 The data collection of the interview form was by using a Structured Interview in which the researcher was the interviewer with the following steps:

4.2.1 Contact all informants to schedule an appointment, time, and place for the interview in advance.

4.2.2 The researcher meets the informant for an interview.

4.2.3 Interview the informant by introducing oneself and clarifying the objectives of the interview, and then interviewing according to the issues of the interview form, as well as problems, obstacles, and recommendations regarding the implementation of the project.

4.2.4 Bring the data obtained from the interview for Content Analysis and present the data in an essay format.

5. Data analysis: Data analysis for this research, the researcher analyzed the data of the questionnaire and interview form as follows:

5.1 Analysis of questionnaire data

5.1.1 Analysis of general information about the respondents Analyze the data using Frequency, Percentage classified by a group of respondents.

5.1.2 Data Analysis on Context Project Implementation Opinion Levels Input Process Product Expansion of Product: Efficiency Impact Sustainability and Transportability The data were analyzed on each side by finding the mean (Mean) and the standard deviation (Standard Deviation), then comparing the mean obtained with the criteria. In analyzing the data as a 5-level estimation scale of Rikert, the researcher used The criteria for interpretation as follows (Sri-saard, B. 2010: 121).

Average score 4.51 - 5.00 means Highest
Average score 3.51 - 4.50 means Hight
Average score 2.51 – 3.50 means Moderate
Average score 1.51 – 2.50 means Low
Average score 1.00 – 1.50 means Lowest

5.1.3 Analyze information about suggestions to the project using Content Analysis and present it in an essay format.

5.2 The interview data were analyzed using content analysis, summarizing the key issues and presenting them in an essay format.

Results

Research on the assessment of the student support system project at Ban Kham School under Sakon Nakhon Primary Educational Service Area District Office 3, the researcher summarized the research results according to the group of informants as follows:

1. Context: The overall context assessment results were found to be appropriate at the highest level. The assessment results of the basic education committees and teachers were at the highest level. The results of the interviews with the project coordinators found that the context of the project was well-suited and coherent, with the opinion that the goals and objectives of the project were clearly appropriate for the student support process.

2. Input: The overall input assessment results were found to be appropriate at a high level. The assessment results of the basic education committees and teachers were at a high level. The results of the interviews with the project coordinators revealed that the input of the project was appropriate. The school had an environment that was ready to facilitate the project implementation, and the content and timing were appropriate and consistent with the administrators the basic education committees saw the importance and Promote and support the project implementation, including teachers and related personnel to be able to organize activities according to the project effectively and in the time of the coronavirus epidemic 2019 (Covid-19), adjust activities appropriately with an emphasis on safety. of students and stakeholders is important

3. **Process:** The overall process assessment results were found to be appropriate at a high level. The assessment results of the Basic Education Commission, teachers, and parents were at a high level. The results of the interviews with the project coordinators revealed that the project process was appropriate. The school had good project management and the project activity system was appropriate for the learners, although there were some obstacles in the school supervision. Due to the epidemic situation of the Coronavirus 2019 (Covid-19), however, the supervision methods have been adjusted to suit and fully support the school.

4. **Product:** The overall product evaluation results were found to be appropriate at a high level. The assessment results of the basic education committee, teachers, and parents were at a high level. The results of the interviews with the project coordinators found that the product of the project was appropriate and the quality of the learners was satisfactory because the results were clearly seen in the student's development of learning skills in various fields continually. and learners in the at-risk and problematic groups tended to decline markedly. Learners had life skills and safety, competencies, and desirable characteristics that enable the successful implementation of the project.

4.1 Impact: The overall impact assessment results were found to be appropriate at a high level. The assessment results of the Basic Education Commission, teachers and parents were at a high level. The results of the interviews with the project coordinators revealed that the project's impact was appropriate and in a good direction. Teachers and parents were proud of the students at the award school and had confidence in learning and management. Caring and helping students of the school by all parties aware of their duties and roles in carrying out project activities under the set criteria, resulting in mutual learning of all parties resulting in continuous development. positive impact on all stakeholders

4.2 Effectiveness: Overall Effectiveness assessment results were found to be appropriate at a high level, with the assessment results of basic education committees and parents at a high level and teachers at the highest level. The results of the interviews with the project coordinators revealed that, in terms of project efficiency, it was appropriate. Project performance was able to comprehensively respond to the needs of those involved, which clearly affected the development of learners, and the ability to organize activities of teachers. Teacher and parent learning represents the success of an effective program.

4.3 Sustainability: The overall sustainability assessment results were found to be at the highest level, with the assessment results of the basic education committee, teachers, and parents being at the highest level. The results of the interviews with the project coordinators found that the sustainability of the project was appropriate and important for the development of the quality of students in all aspects. All parties involved were concerned and viewed that the project should be continued. By relying on the cooperation of all stakeholders for effective joint operations leading to success and sustainability.

4.4 Transportability: The results of the overall Transportability assessment found that the appropriateness was at a high level. The assessment results of the Board of Basic Education Institutions, Teachers, and Parents were appropriate at a high level. The results of the interviews with the project coordinators found that the project's transportability was appropriate. All stakeholders see the importance and support and encourage this project to be continued. Teachers and staff have the knowledge and ability to carry out activities and drive projects sustainably. As a result, the school can be a model that can be extended to other schools. In addition, Ban Kham School has been appointed as a model school and a learning center for supporting students of Sakon Nakhon Primary Educational Service Area District Office 3 as a learning resource for educational institutions and agencies that can come to study.

New knowledge

Implementation and assessment of student support system development projects Ban Kham School Sakon Nakhon Primary Educational Service Area Office 3 is a systematic approach as follows:

Assessment of the Project for Development of Student Support System at Ban Kham School Sakon Nakhon Primary Educational Service Area District Office 3

Input	Process	Output
- Student Support Policy - Basic information - Personnel - Budget - Media and tools - Management - Network partners	- Individual student acquaintance activities - Student screening activities - Activities to promote and develop students - Prevention and remedial activities - Student referral activities	- Dependent characteristics of students - Learning ability of students- Prevention and correction of learning - Enhancing life skills and protecting students - Satisfaction with the project

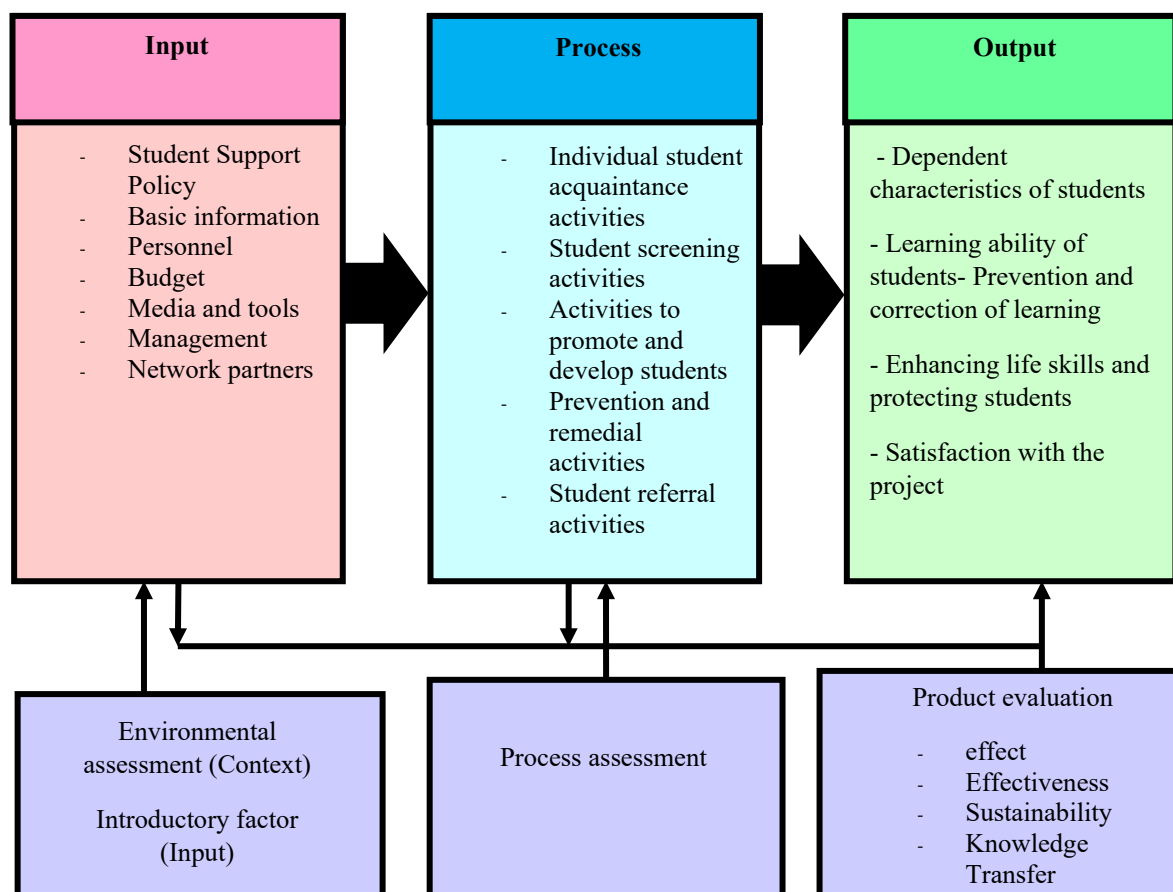| Environmental assessment (Context) Introductory factor (Input)	Process assessment	Product evaluation - effect - Effectiveness - Sustainability - Knowledge Transfer

Figure 2 New knowledge, assessment of the student care system development project Ban Kham School Sakon Nakhon Primary Educational Service Area District Office 3

Discussion

Research Assessment of Student Support System Project Ban Kham School Sakon Nakhon Primary Educational Service Area District Office 3. It is an Evaluation Research using the CIPPIEST Model as an important tool in the evaluation, in which the evaluation results in all 8 areas can be discussed in order as follows:

1. Context: The overall context assessment results were found to be at the highest level. The assessment results of the basic education committees and teachers were at the highest level when considering item-by-item averages. The highest level of both the basic education committees and teachers was that the project had clear objectives and appropriate goals. In conjunction with the interviews with the project coordinators, it was found that the context of the project was appropriate and consistent. See that the objectives and goals of the project are clearly appropriate for the process of caring for and helping students. This may be because the project is in line with the policy of the parent agency at the ministry level, the office of basic education, the education area, and the needs of the stakeholders. Including the project can be put into practice appropriate to the context and main activities of the educational institution, which is consistent with the results of the study of Silo, T. (2015: 17) who evaluated the project to promote the development of the student care system Nong Bua Kindergarten (Thep Witthaya) School Year 2013 using the CIPP Model. Overall Context evaluation

results are at a high level. and the list with the highest average is the project has operating principles consistent with The National Education Act of 1999, the policy of the Ministry of Education, and the Office of the Basic Education Commission, which had the highest opinions. It is also consistent with Phakmongkol, M. (2021: 86) who evaluated the project of the student support system at Rajanuban School. Nan Primary Educational Service Area Office District 1. The evaluation results found that Context or overall project environment is at the highest level, with all aspects having the highest evaluation results. In descending order, they were consistent with the project objectives, followed by compliance with the organization's policies, and needs, respectively. And it also corresponds to Wiwasukhu, S. (2021: 296) evaluated the project to develop the student care system at Chom Phra Prachasan School. Office of Secondary Education Area, District 33. The results showed that the project context was consistent with the Office of the Basic Education Commission's student support system guidelines at the highest level.

2. Input : The overall input assessment results were found to be appropriate at a high level, with the assessment results of the basic education committees and teachers being at a high level. When considering item-by-item with the highest average of each group, i.e. content and time for appropriate activities, the committee of basic education institutions saw the importance of promoting and supporting the project implementation and interview results with the project coordinator. It was found that the input of the project was appropriate. This may be because the school has an environment that is readily conducive to project implementation. The content and timing are appropriate and consistent with the administrators and the basic education committees see the importance and support the project implementation, including teachers and related personnel. Able to organize activities according to the project effectively. Consistent with the results of the study of Saengnikul, R. (2016:155) assessed the Thai Scientist House Project: A Case Study of Kalasin Primary Educational Service Area Office 2. The overall input evaluation results were found to be appropriate at a high level. When considering item-by-item with the highest mean of each group, they are: The content and timing of the activities are appropriate, and the management sees the importance of promoting and supporting the implementation of the project accordingly. Consistent with Wiwasukhu, S. (2021:302) assessing the project to develop a student support system for Chom Phra Prachasan School, Secondary Education Service Area Office 33. The results showed that the preliminary factors of the overall project were appropriate at a high level. The issue with the highest evaluation results was that the network partners were at the highest level, followed by the personnel in terms of budget management, and materials, equipment, and learning materials were appropriate at a high level respectively. Corresponding to Silo, T. (2015: 18) that evaluated the project to promote the development of student support systems. Nong Bua Kindergarten (Thep Witthaya) Academic Year 2013. The overall input assessment results of the project are at a high level. When considered as a list, it was found that every item was appropriate at a high level in terms of personnel, budget, media, equipment, and timing. It is also consistent with Sukpattanarakun, S., (2015: 111-112) who assessed the project of the student support system for schools expanding educational opportunities in Chokchai District. under the Office of Nakhon Ratchasima Primary Educational Service Area 2 found that the preliminary readiness of the project as a whole is at a high level. When considering each item, it was found that all items were readily available at a high level, the items with the highest mean were the leadership of the administrators, followed by the teacher's attitude and ability to operate.

3. Process : The overall process assessment results were found to be appropriate at a high level. The assessment results of the Basic Education Commission, teachers, and parents were at a high level. When considering item-by-item with the highest average of each group, namely project management is clear and systematic and project activities are appropriate for learners, as well as interviews with the project coordinators were found. that the process of the project is appropriate. This may be because the school has good project management and the system of organizing activities of the project is suitable for learners, although there are some obstacles to supervising the school due to the epidemic situation of the coronavirus 2019 (COVID-19), the supervision methods have been adjusted to suit and fully support the school. Consistent with the results of the study Jiwcharoensakul, S. (2013: 144-145) assessed teacher development projects by using the process of creating a mentoring system Coaching and Mentoring using the CIPPIEST Model assessment. It was found that the implementation of the project was under the Teacher Development

Plan, the Board of Basic Education Schools, the Educational Institutions, and the Education Supervisors that had been defined. This is consistent with Saengnikul, R.(2016: 155) who assessed the Scientist Little House Project Thailand: a case study of the Kalasin Primary Educational Service Area Office, District 2. The overall process assessment results were found to be appropriate at a high level, and the interview results of the project coordinator were found to be appropriate because of good project management. which corresponds to Sukpattanarakun, S., (2015: 113) evaluating the project of a student support system for schools expanding educational opportunities in the Chokchai District. Under the Office of Nakhon Ratchasima Primary Educational Service Area District 2. The evaluation results found that the Process as a whole is at a high level, when considering each item, it is found that all items are at a high level. It is also consistent with Silo, T. (2015: 18) who evaluated the project to promote the development of student support systems. Nong Bua Kindergarten (Thep Witthaya) Academic Year 2013. The overall project process assessment results are at a high level, and when considered as a list item, it was found that all items were appropriate at a high level.

4. Product : The overall product evaluation results were found to be appropriate at a high level. The assessment results of the basic education committee, teachers, and parents were at a high level. When considering item-by-item with the highest average of each group, teachers organized learning activities together with quality care and assistance to students, and the results of the teacher's project activities were satisfactory, respectively. Both the results of the interviews with the Product Project Coordinators found that the overall quality and ability of the learners were satisfactory because the results were clearly seen. In the at-risk and problematic groups, there was a marked decrease in the student's life skills and safety, the competencies and desirable characteristics that enable the successful implementation of the project. This may be because teachers have been trained to develop themselves in the matter of organizing activities to support students continuously, and can arrange learning activities together with quality care and assistance to students in the context of the educational institution, covering the development of students in all aspects and the results of the activities according to the project of the teachers are satisfactory. This is in line with the research of Wiwasukhu, S. (2021:305) that evaluated the project to develop a student support system at Chom Phra Prachasan School, Secondary Education Service Area Office 33. The results showed that the product was assessed at the highest level through the assessment criteria set by the students, developed in terms of enhancing life skills and protecting students in character learning abilities. desirable and the prevention and correction of learning. Following Phakmongkol, M. (2021:81) assessing the project of the student support system at Rajanuban School, Nan Elementary Education Service Area Office 1. The results showed that the overall product passed the assessment criteria set by the students had higher academic achievement and acceptance at different levels, and the number of students in the at-risk and troubled groups was reduced. It is also consistent with Silo, T.(2015:18) that evaluated the project to promote the development of a system to support students in Nong Bua Kindergarten (Thepwittaya) School Year 2013. The overall product evaluation results of the project are at a high level.

4.1 Impact : The overall impact assessment results were found to be appropriate at a high level, and the assessment results of the Basic Education Commission, teachers, and parents were at a high level. When considering item-by-item with the highest average for each group, educational institutions are accepted and trusted in the provision of education and student care. Teachers are proud of their students, and parents have confidence in managing education and taking care of the students of the school accordingly. In addition to the interview results of the project coordinator, it was found that the impact of the project was appropriate and in a good direction. The results of the interviews with the project coordinators showed that the project's impact was appropriate and in a good direction. Teachers and parents take pride in the award-winning school students and have the confidence to manage learning and care for the school's students. This may be because all stakeholders are aware of their duties and roles in carrying out project activities under the set criteria. There is mutual learning of all parties, resulting in continuous development, resulting in a positive impact on all stakeholders. Consistent with Kamyos, W. (2021:9) who evaluated the project to develop morality and ethics according to the Royal Patronage in Education of Ban Thung Community School (Inmee Uppat). The overall project impact assessment results were at a high level, when considering each item, it was found that the average was

[41]

at a high level for all items with the highest mean being sorted as follows: Teachers are interested in continuously observing and monitoring students' activities. Teachers evaluate and contribute to improving students' activities and practices. Parents have a good attitude towards student behavior changes and parents are ready to give advice. encourage continuity and sustainability respectively, In addition, the school received a valuable award, and the Office of Basic Education (Obec Awards) became more well-known and recognized. Corresponding to the results of the study of Huekharn, C. (2015:116-125) assessed the 2008 Basic Education Core Curriculum of schools under the local administrative organization in Prachuap Khiri Khan Province. The results of the impact assessment analysis revealed that the reputation of the school and the project activities organized by the school reflected the school's ability to develop itself for quality. And is also consistent with Sirirat, S., Chantaranamchu, N., Sungrugsa, N., & Paiwithayasiritham, C.: 2015: 2236) that summarizes the results of the evaluation of the Beija Way Project to create a family model of the center's love bond Learning the Sai Nai Rak Family Project, Ratchaburi Province. It was found that Impact was appropriate at a high level. It is also consistent with the results of a study by Thongpan, A.(2021:111) that assessed a project to improve the quality of reading, writing, and critical thinking among students at the basic educational management level using the CIPPIEST model. The assessment results from the first group of informants in the overall eight aspects were at a high level, and when considering each aspect, it was found that the Impact had the highest mean with the highest level of evaluation.

4.2 Effectiveness: The overall effectiveness assessment results were found to be appropriate at a high level, with the assessment results of the basic education committee and parents at the high level and the teachers at the highest level. When considering item-by-item with the highest average of both the basic education committee, teachers, and parents, the school organized project activities with quality. In line with the results of the interviews with the project coordinators, it was found that the efficiency of the project was appropriate. This may be because the project performance can meet the needs of those involved in a comprehensive, evident effect on the development of the learners, and the teacher's ability to organize activities. And the learning of parents shows the success of the effective program, resulting in the school organizing the project activities with quality. This is consistent with the study results of Nilphan, M. (2011: 154 - 155). Courses and Teaching Faculty of Education Silpakorn University, It was found that the overall and individual effects assessment results are appropriate at the highest level. The same goes for Sirirat, S., Chantaranamchu, N., Sungrugsa, N., & Paiwithayasiritham, C. (2015: 2246) evaluated the Benjavithi project to lead the creation of a family model of the family of love project of the learning center of the family love project in Ratchaburi province. It was found that the overall Effectiveness assessment results and the items involved have an opinion that they are appropriate at a high level. It is also consistent with Thongpan, A. (2021: 111) who assessed a project to improve the reading, writing, and critical thinking quality of students at the basic education management level using the CIPPIEST model. The assessment results from the second group of informants, overall and in each aspect, were at high levels, and when comparing the averages of all 8 areas, it was found that Effectiveness was the highest average.

4.3 Sustainability: Overall Sustainability Assessment was found to be at the most appropriate level, with the assessment results of the Basic Education Commission, teachers, and parents being at the highest level. When considering item-by-item with the highest average of each group, i.e., the project should continue to be continued. The Board of Basic Education Institutions, Teachers, and Parents are ready to cooperate in implementing the project to bring further success. In addition, the results of interviews with the project coordinators found that the sustainability of the project was appropriate. This may be because this project is important to the development of the quality of students all around, giving importance and the view that this project should be continued by relying on the cooperation of all stakeholders for effective joint operations leading to success and sustainability. This is consistent with the results of a study by Saengnikul, R. (2016:163) that assessed the Scientist Noi Thailand Project: Case Study of Kalasin Elementary Education Service Area Office 2. The overall sustainability assessment results were at the most appropriate level with the assessment results of administrators, teachers, and parents being at the highest level. The results of the interviews with the project coordinators were found to be appropriate because the administrators and teachers have

coordinated with local network leaders intending to highlight the success of the students, so the project can continue. go smoothly and sustainably. This is in line with Huekharn, C. (2015:116-125) who assessed the 2008 Basic Education Core Curriculum of Schools affiliated with local government organizations in Sustainability Assessment Province. It was found that the knowledge and abilities of the learners were appropriate. It is also consistent with Sirirat, S., Chantaranamchu, N., Sungrugsa, N., & Paiwithayasiritham, C. (2015: 2246) assessed the Benjavithi project to create a family model of the family of love project of the learning center of the family love project in Ratchaburi province. The overall sustainability assessment results were appropriate at a high level.

4.4 Transportability: The overall results of the Transportability assessment were found to be appropriate at a high level. The assessment results of the Basic Education Commission, teachers, and parents were at a high level. When considering item-by-item with the highest average for each group, schools can be a model that can be extended to other schools, and interviews with the project coordinators found that the project's transportability was appropriate. This may be because all stakeholders see the importance and encourage this project to continue to be implemented, and personnel has the knowledge and ability to carry out activities and sustainably drive projects, resulting in the school being able to be a model for expanding results for other schools. In addition, Ban Kham School has been appointed as a model school and a learning center for student care of Sakon Nakhon Primary Educational Service Area District Office3 which can be a learning resource for educational institutions and study visit agencies. This is consistent with the results of a study by Saengnikul, R. (2016:163-164) that assessed the Scientist Noi Thailand project: a case study of Kalasin Primary Educational Service Area Office 2. Overall Sustainability assessment results were appropriate at a high level and the assessment results of administrators, teachers, and parents were at a high level. And the results of the interviews with the project coordinators found that the project's Transportability is appropriate because all stakeholders agree that this project should be carried out continuously, can share experiences of participating in the project activities with others, and Understandable and the project can be a model that can be extended to other schools. It is also consistent with Huekharn, C. (2015:116-125) has assessed the 2008 Basic Education Core Curriculum of schools under the local government organization in Prachuap Khiri Khan Province. It was found that the results of the assessment of knowledge transfer among learners were appropriate. It is also consistent with Thongpan, A.(2021:111) that assessed a project to enhance the quality of students reading, writing, and critical thinking at the Basic Education Management level using the CIPPIEST model. The assessment results from the second group of informants on knowledge transfer were at a high level.

Recommendation

Suggestions for this research on the evaluation of the student support system project at Ban Kham School under Sakon Nakhon Primary Educational Service Area District Office 3 are as follows:

1. Practice recommendation: (1) From the assessment results, it was found that in the assessment of the student support system project or Ban Kham, under Sakon Nakhon Primary Educational Service Area District Office 3, all aspects passed the assessment criteria. Therefore, the evaluation results of this research should be used as information for the concerned parties to improve the project implementation to be more efficient. (2) From the input assessment results, it is found that it is at a high level but has the lowest average in the assessment of all 8 aspects. Therefore, the input research results should be analyzed and planned to develop solutions to problems at the educational area level for project implementation. resulting in complete and efficient results. And (3) The results of the evaluation model used in this research provide important information for project development and improvement. Therefore, the assessment model should be used in the evaluation of other projects to result in the success of the projects. Successfully meet the goals and be effective.

2. Further research recommendation: (1) There should be a study of the best practices of the school for the implementation of the student support system to use the aforementioned process as a model for effective project implementation. (2) There should be a continuous study of the permanence arising from the project implementation to obtain information for use in the development of the project

implementation model at the level of the educational institution education area in a sustainable manner. And (3) Projects should be assessed using other assessment models to obtain a variety of information that can be used in the further development of an efficient and effective project implementation model.

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