GUIDELINES FOR STUDENT AFFAIRS MANAGEMENT OF ASSUMPTION COLLEGE SRIRACHA BASED ON DIGITAL LITERACY CONCEPT

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Abstract: This research aims to1) study current and desirable conditions of student affairs administration at Assumption College Sriracha based on digital literacy concepts.; and 2) develop guidelines for student affairs management of Assumption College Sriracha based on digital literacy concepts by using Descriptive Research and Informants were purposively selected to include 20 people consisting of school director, deputy director, division chiefs, section heads, supervisors, and level heads. Research instruments included a current and desirable states questionnaire, and an evaluation form for propriety and feasibility of guideline. Data analysis comprised percentage, frequency, mean ($\bar{x}$), standard deviation (S.D.), and (PNImodified).

Results revealed a high level of current and desirable states of student affairs management. Results of categorization suggested that student clubs activity (PNIModified =0.244) ranked first, followed by boy scout/girl guide (PNIModified =0.223) and student council activities (PNIModified =0.201). Four guidelines are Doing for student affairs management involved a guideline for management and development of boy scout/girl guide activities in digital literacy; Acting a guideline for management and development for improvement of student affairs activity in digital literacy; Planning a guideline for management and development of planning for boy scout/girl guide activities in digital literacy; and Checking a guideline for management and development of monitoring and evaluation of boy scout/girl guide activities.

Keywords: Management / Student Affairs / Digital Literacy / Guidelines

Introduction

Background and significance of the problem
Digital technology has an important role and impact on life including mobile devices such as tablets and smartphones, mobile application, and

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infrastructure for information and communication technology (Eleader, 2018) etc. Report of the survey of internet user behavior in Thailand in 2014 is interesting as Thai people spend time browsing the internet at an average up to 7.2 hours per day, which is slightly less than the average of working hours. This means that learners can access content and what they are interested easily and quickly at all times. However, most students still do not have enough discipline to use mobile devices in the right and suitable way for a student. The use of non-guidance means that they are still only an amateur information and technology user which leads to concerns and problems about the use of appropriate and accurate information and communication technology. To educate children and youth about such matters, Children and youth need to develop knowledge and analytical thinking including communication and information management skills for the digital age (National Science and Technology Development Agency [NSTT], 2015).

Digital knowledge concept can be divided into 3 main parts: 1) Understanding refers to the ability to create skills that help to think, analyze, and synthesize to understand the context of digital technology and related information technology. 2) Utilizing refers to the ability to use an appropriate technology and information technology to research, manage, share, and cooperate critically. And 3) Creating refers to the ability to create information technology and knowledge by using information technology and the internet by oneself, communicating, creating networks, interacting together and reflecting the society with ethics. Hague and Payton (2010) said that digital literacy is a guide for teachers and school administrators in primary and secondary schools. Jenkins (2015) stated that using the problem as a base in English helps students to learn to access and use digital technology such as social media, to understand the collective values and be good for using digital technology appropriately. Moreover, Georgsen and Ryberg (2010) confirming that problem-based learning is a teaching method that is suitable for digital literacy. The learner participates in the formulation and collection of information to solve the problem in a meaningful way and can show the knowledge by creating the body of knowledge.

Student Affairs is one of the most important departments in the school. In addition to academic ability, students still need to be regulated and discipline as well. The responsibility of the student affairs department is to organize student development activities consisting of 1) clubs 2) scouting 3) student council work for students to be responsible for themselves, know their value and others, have faith in the nation, religions and king, have emotional control, have a thinking process and skills to live a proper life with happiness, being a volunteer, and be responsible for oneself and the society. Another important

thing is to nurture students to be disciplined according to the rules of the school that has been established. Educational management is an important element for promoting students both in knowledge and skills that are needed in their lives in the 21st century world. 3Rs + 8Cs, which have these necessary skills, have a digital-related aspect: communication, information technology and media literacy skills according to the national education plan 2017-2036 (Ministry of Education 2017). Therefore, the promotion of student affairs administration of Assumption College Sriracha is to be equipped with digital knowledge in order to create a better discipline of students in order to follow the rules of the school in using digital technology and to be a guideline for conducting activities that promote operations that recognize student's behavior instantly and able to adjust those behaviors, promote learning in the use of digital media, provide advice and help students use the internet and technology media for the suitable age of students.

From the above conditions, the researcher is interested in studying the current and desirable conditions of student affairs administration at Assumption College Sriracha based on digital literacy concepts and guidelines for student affairs management of Assumption College Sriracha based on the digital knowledge concept to prioritize the needs and develop guidelines for student affairs management in order to encourage students to live in the society of the digital age with a good quality of life.
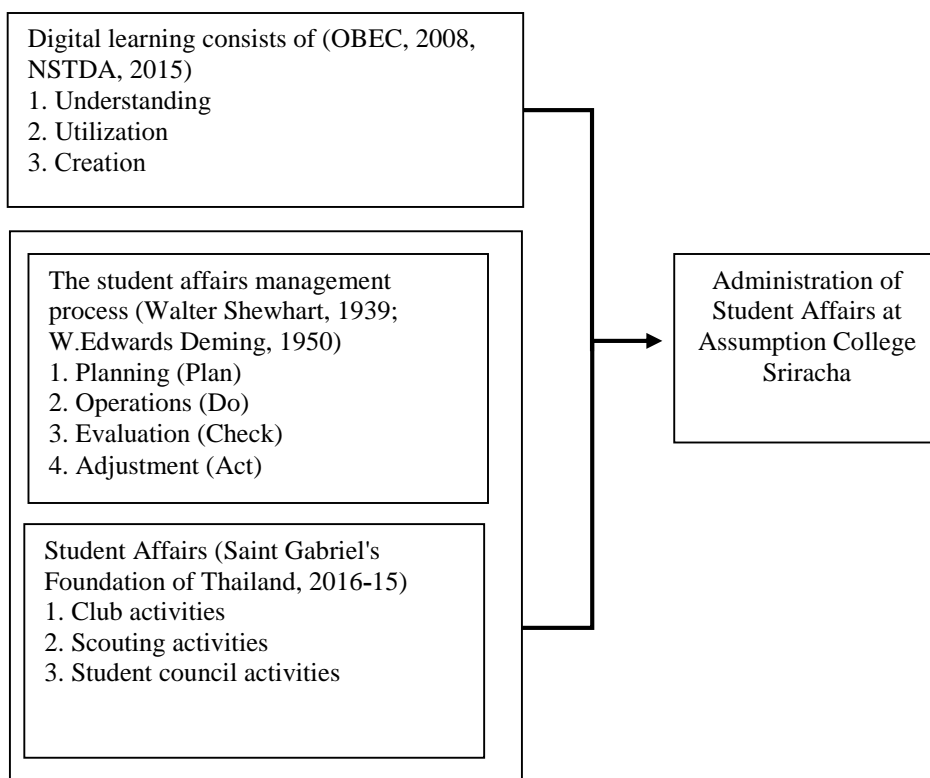
Objectives
1. Study current and desirable conditions of student affairs administration at Assumption College Sriracha based on digital literacy concepts.
2. Develop guidelines for student affairs management of Assumption College Sriracha based on digital literacy concepts

Conceptual Framework
The researcher studied the documents, concepts, theories and research related to the administration of student affairs at Assumption College Sriracha based on digital literacy concepts to be used as an important conceptual framework in this research is
1. Student Affairs Administration at Assumption College Sriracha uses the framework according to the structure of Administration of the schools under the Saint Gabriel Foundation of Thailand (MCS) (2016: 15) by selecting the main tasks that are most relevant to digital literacy concepts including 1) Club activities 2) Scouting activities and 3) Student council Activities

2. The student affairs management process consists of 1) planning 2) operations 3) evaluation 4) adjustment (Walter Shewhart, 1939; W.Edwards Deming, 1950)

3. The concept of digital knowledge consists of 1) utilization 2) understanding 3) creation which is derived from the study of the documents of the Office of the Basic Education Commission 2008 about international standard schools which digital learning is one of the important aspects of the school in teaching and training students to be ready for the 21st century and international standards.

Digital learning consists of (OBEC, 2008, NSTDA, 2015)
1. Understanding
2. Utilization
3. Creation

The student affairs management process (Walter Shewhart, 1939; W.Edwards Deming, 1950)
1. Planning (Plan)
2. Operations (Do)
3. Evaluation (Check)
4. Adjustment (Act)

Student Affairs (Saint Gabriel's Foundation of Thailand, 2016-15)
1. Club activities
2. Scouting activities
3. Student council activities

Administration of Student Affairs at Assumption College Sriracha

Figure 1: *Conceptual framework*

Research scope
Informant population
The population who provided the information was the director, deputy director, chief of department /supervisor and the chief of class level of 6 people, a total of 20 people from the purposive selection.

Method

Procedure

Research methodology

This research uses descriptive research methodology. There are 5 steps in the research process as follow

Step 1 Study documents and tasks related to the administration of student affairs of Assumption College Sriracha based on digital literacy concepts to create a framework for the administration of student affairs at Assumption College Sriracha and the framework of digital literacy

Step 2 Study current conditions and desirable conditions of student affairs administration at Assumption College Sriracha based on digital literacy concepts.

Step 3 Draft guidelines for student affairs management at Assumption College Sriracha based on digital literacy concepts by prioritizing the need

Step 4 Check the suitability and the possibility of drafting guidelines for student affairs management at Assumption College Sriracha based on digital literacy concepts

Step 5 Develop guidelines for student affairs management at Assumption College Sriracha based on digital literacy concepts.

Research instruments and statistics

Research tools

The tools used are divided into 3 parts: Part 1 General status of respondents which is the selection questionnaire. Part 2 Current conditions and desirable conditions of the student affairs management approach at Assumption College Sriracha, based on digital literacy concepts, is a 5 level rating scale and part 3 additional comments / suggestions which are open-ended questions and written responses.

Data collection
1. Request a letter of lead for courtesy to examine the quality of research tools and data collection.
2. Request a permission from school administrators to collect information from 20 informants which takes 10 days. There are 19 completed questionnaires. The response rate is 95 percent.

Data analysis
1. Analyze the questionnaire by using descriptive statistics such as frequency, percentage, standard deviation, and arithmetic mean by using mean interpretation criteria and content analysis
2. Analyze the necessary needs and indexing needs by using the Modified Priority Needs Index (PNImodified) technique, by prioritizing the importance of the needs index, sorting the index from descending order

Summary of research results and discussion
Research result

Current conditions and desirable conditions of student affairs administration at Assumption College Sriracha based on digital literacy concepts. The researcher collected a total of 19 questionnaires, inquiring about current conditions and desirable conditions. Classification of student affairs management has 4 aspects including 1) planning 2) operations 3) evaluation and 4) adjustment, and according to the principles of digital knowledge, there are 3 aspects consisting of 1) understanding 2) utilization and 3) creation by using the Modified Priority Needs Index technique as shown in Table 1

Table 1: *Current conditions and desirable conditions of student affairs administration at Assumption College Sriracha based on digital literacy concepts*

Student Affairs Administration		Digital literacy concepts								
		Understanding			Utilization			Creation		
		Current conditions	Desirable conditions	PNI	Current conditions	Desirable conditions	PNI	Current conditions	Desirable conditions	PNI
Planning PNI = 0.203 (3)	Club activities PNI = 0.192 (3)	x̄ = 3.68 SD = 0.74	x̄ = 4.63 SD = 0.59	0.257 (1)	x̄ = 3.89 SD = 0.80	x̄ = 4.52 SD = 0.69	0.162 (2)	x̄ = 3.89 SD = 0.80	x̄ = 4.52 SD = 0.61	0.162 (2)
	Scouting activities PNI = 0.210 (1)	x̄ = 3.52 SD = 0.77	x̄ = 4.42 SD = 0.76	0.253 (1)	x̄ = 3.57 SD = 0.83	x̄ = 4.31 SD = 0.94	0.205 (2)	x̄ = 3.63 SD = 0.83	x̄ = 4.26 SD = 0.93	0.173 (3)
	Student council Activities PNI = 0.205 (2)	x̄ = 3.78 SD = 0.71	x̄ = 4.25 SD = 0.75	0.194 (3)	x̄ = 3.68 SD = 0.88	x̄ = 4.47 SD = 0.81	0.241 (1)	x̄ = 3.78 SD = 0.78	x̄ = 4.57 SD = 0.67	0.208 (2)
Operations PNI = 0.239 (1)	Club activities PNI = 0.240 (2)	x̄ = 3.57 SD = 0.90	x̄ = 4.57 SD = 0.96	0.279 (1)	x̄ = 3.68 SD = 0.82	x̄ = 4.52 SD = 0.96	0.228 (2)	x̄ = 3.68 SD = 0.82	x̄ = 4.47 SD = 0.96	0.214 (3)
	Scouting activities PNI = 0.258 (1)	x̄ = 3.15 SD = 0.89	x̄ = 4.10 SD = 1.10	0.299 (1)	x̄ = 3.26 SD = 0.99	x̄ = 4.10 SD = 1.10	0.258 (2)	x̄ = 3.36 SD = 0.95	x̄ = 4.10 SD = 1.10	0.218 (3)
Operations PNI = 0.239 (1)	Student council Activities PNI = 0.220	x̄ = 3.52 SD = 0.96	x̄ = 4.26 SD = 0.73	0.209 (2)	x̄ = 3.47 SD = 0.90	x̄ = 4.42 SD = 0.76	0.272 (1)	x̄ = 3.73 SD = 0.99	x̄ = 4.42 SD = 0.76	0.183 (3)

Student Affairs Administration		Digital literacy concepts								
		Understanding			Utilization			Creation		
		Current conditions	Desirable conditions	PNI	Current conditions	Desirable conditions	PNI	Current conditions	Desirable conditions	PNI
	(3)									
Evaluation PNI = 188 (4)	Club activities PNI = 0.197 (2)	x̄ = 3.52 SD = 0.77	x̄ = 4.31 SD = 0.85	0.185 (3)	x̄ = 3.47 SD. = 0.77	x̄ = 4.26 SD = 0.87	0.202 (2)	x̄ = 3.52 SD = 0.77	x̄ = 4.26 SD = 0.87	0.205 (1)
	Scouting activities PNI = 0.220 (1)	x̄ = 3.52 SD = 0.77	x̄ = 4.31 SD = 0.85	0.224 (2)	x̄ = 3.47 SD = 0.77	x̄ = 4.26 SD = 0.87	0.227 (1)	x̄ = 3.52 SD = 0.77	x̄ = 4.26 SD = 0.87	0.209 (3)
	Student council Activities PNI = 0.151 (3)	x̄ = 3.78 SD = 0.63	x̄ = 4.36 SD = 0.76	0.152 (1)	x̄ = 3.84 SD = 0.688	x̄ = 4.42 SD = 0.76	0.150 (2)	x̄ = 3.84 SD = 0.68	x̄ = 4.42 SD = 0.76	=0.150 (2)
Adjustment PNI = 0.205 (2)	Club activities PNI = 0.176 (3)	x̄ = 3.73 SD = 0.99	x̄ = 4.36 SD = 0.83	0.168 (2)	x̄ = 3.73 SD = 0.99	x̄ = 4.42 SD = 0.76	0.183 (1)	x̄ = 3.73 SD = 0.99	x̄ = 4.42 SD = 0.76	0.183 (1)
	Scouting activities PNI = 0.207 (2)	x̄ = 3.25 SD = 0.84	x̄ = 4.31 SD = 0.88	0.224 (1)	x̄ = 3.57 SD = 0.83	x̄ = 4.31 SD = 0.88	0.205 (2)	x̄ = 3.52 SD = 0.90	x̄ = 4.21 SD = 0.88	0.194 (3)
Adjustment PNI = 0.205 (2)	Student council Activities PNI = 0.232 (1)	x̄ = 3.47 SD = 0.77	x̄ = 4.31 SD = 0.74	0.242 (1)	x̄ = 3.47 SD = 0.69	x̄ = 4.26 SD = 0.87	0.227 (2)	x̄ = 3.47 SD = 0.84	x̄ = 4.26 SD = 0.87	0.227 (2)

From Table 1, it was found that the order of need for the development of student affairs management at Assumption College Sriracha was based on the following digital literacy concepts.

The current state of student affairs administration at Assumption College Sriracha, based on the digital literacy concept, found that overall is at a high level. When considering each aspect, it was found that the planning $(= 3.71)$ had the highest mean at the high level, followed by the evaluation $(= 3.65)$, adjustment $(= 3.58)$, and the least was the operation $(= 3.49)$ which is at a moderate level.

Desirable condition of student affairs administration at Assumption College Sriracha, based on the digital literacy concept, found that overall was at a high level. When considering each aspect, it was found that it was at a high level in all aspects, namely planning $(= 4.47)$, evaluation $(= 4.34)$, operation $(= 4.33)$ and adjustment $(= 4.32)$ respectively.

Results from current conditions, desirable condition, and the order of need for student affairs administration at Assumption College Sriracha, based on digital literacy concepts. The results from the analysis of additional comments from informants about the student affairs management approach at Assumption College Sriracha based on digital literacy concepts can classified by elements of the student affairs management and prioritize the needs as follows: operations, adjustment, planning and, evaluation which led to the draft of the administration of student affairs at Assumption College Sriracha based on digital literacy concepts.

Guideline for the development of student affairs administration at Assumption College Sriracha based on the digital literacy concept, has 4 guidelines and 11 methods, as follows:

1. Develop the scout activities and digital literacy
    1.1. Executives analyze plans and budgets for creating digital understanding through scout activities to be clear in each academic year.

    1.2. Executive allocate the budget to the supervisor for the provision of technology and media equipment which is needed to carry out scout activities in using and understanding digital.

    1.3. Supervisor organize the scout activities to create digital understanding by providing expert speakers to provide knowledge for both teachers and students.

    1.4. Executives and supervisors monitor scouting activities on digital knowledge about the utilization and digital understanding of students.

2. Improve student council activities in understanding

    2.1. Administrators, teachers and student council jointly consider the results of the assessment of student council activities to improve student council activities in digital understanding for the next academic year.

    2.2. Apply to the context of student council work by encouraging learners to think, analyze, and synthesize to understand technology and in accordance with the context of the student council work as well as being aware of the impact of technology on behavior, beliefs and feelings about the world. It also helps prepare students for the future.

3. Develop the planning of scout activities in understanding

    3.1. Executives plan scout activities about digital understanding and plan the budget in accordance with such activities.

    3.2. The head of the assign the person who is responsible for carrying out the Scout activities which related to digital understanding.

    3.3. The supervisor assigns the assessment guidelines from the scout activities which related to digital understanding.

4. Development, follow-up, and evaluation of scout activities in utilization

    4.1. Executives follow- up and evaluate the budget allocation for the provision of technology media equipment which is necessary to operate the Scouts activities on digital use.

    4.2. Executives and supervisors follow up and evaluate the activities of Scouting Guides. To create digital understanding by providing expert speakers to provide knowledge both teachers and students.

Discussion of research results

From the research results, there are issues leading to discussion as follows:

1. The overall level of current and desirable conditions of school student administration guidelines at Assumption Sriracha based on the digital knowledge concept is at a high level which indicates that digital applications are important and necessary for the administration for the development of activities in student affairs. From the idea of utilizing the internet as a tool of change in a better way and strengthening people to help workers with skills by utilizing technology. For example, many countries can organize computer projects in the curriculum from elementary level which helps students to develop systematic problem-solving skills such as Estonia and UK. This skill will also help them to take advantage of many online teaching programs such as Coursera.org, Udacity.com and edx.org that have organized good online courses which promote online discussions and access to student learning. Digital technology also has various roles in business such as to create a business environment that allows the company to contact and compete easily.

2. Necessary needs of student affairs administration at Assumption College Sriracha according to the digital literacy concept found that the operation has the highest need due to the desirable conditions that are in demand for use of operations at a high level which is accord with the concept of Nittaya Wongyai (2017), saying that digital literacy for learning in the 21st century is important. Because the current study has been modified with the use of modern equipment such as laptops, tablets, mobile phones, data transmission via electronic mail, communication via social media. The learning environment that changed has made the knowledge and skills of the 21st century not only about the knowledge in the content but must also include information skills, communication skills, thinking and problem solving skills, interpersonal skills, and modern tools utilization skills. For example, information and communication technology which is consistent with the concept of Tida Saechan and Tassanee Mhosorn (2016) said Utilization of information critically have the ability to evaluate and use the right digital technology to Create information on their own to be able to Communicate to the knowledge network community group that interact together and reflecting socially with ethics which consist of 3 aspects

1) Cognitive aspects of the cognitive learning process includes recognition, understanding, assessment, analysis and the creativity with various forms of information (text, images, audio, video) and digital technology, hardware, software and network. 2) Communication is linked to intellectual learning process which encourages students to interact and work together. 3) Society and culture related to rules and universal etiquette on the internet is linked to the intellectual and communication processes. Antonio R. Lopez (2013) has studied the use of the student affairs department to access student technology mostly through a computer- centric system which has variety in the local network and can communicate with each other through the internet system. The work of the school has a variety of communication and results in quick access to other people's communication tools which the use of technology in student affairs is likely to use technology as the core of work. For the student affairs, the system administrator began to use more computers to work over the network which can be linked via the internet to take care of students. This help the school to access the student database in the student affairs department.

Using electronic mail helps students directly with various problems and using the internet to connect with executives and student affairs in various matters about the school, students, reviewing ideas, writing, and allowing recipients to communicate directly with only one administrator. For the internet usage patterns in student affairs, students are able to apply in various forms.

3. Guidelines for student affairs management at Assumption College Sriracha based on digital literacy concepts is for formulation of guidelines for the management according to the process from the formulation of the plan from the policy. The plan is implemented and evaluated to improve the student affairs department to enable students to develop digital learning skills appropriately and beneficial to oneself and others. Administrators, teachers and related parties should cooperate in developing scout activities, student council activities. Due to students still lack of understanding of how to use the activities that promote student activities with the use of digital which is consistent with the Science Development Office And National Technology (NSTDA: 2015) discusses that digital

understanding is a set of skills that help learners understand the context and evaluate digital media to be able to decideabout what to do and find online. This skill classified as an important skill and it is necessary to start teaching children as soon as they enter the online world.

In understanding, it also includes the recognition on how network technology affects students' behavior and perspectives and how does it affect beliefs and feelings about the world around students? Understanding also helps prepare learners for the knowledge that learners develop information management skills to find, evaluate and use information effectively to communicate, coordinate, and solve problems. There should be an improvement and implement the improvement in planning the understanding. Due to lack of digital knowledge, in order to manage the student affairs of Assumption College Sriracha it should be improved to keep up with changes in the progress of digital technology.

In terms of guidelines for monitoring and evaluation, scouting activities on the use of digital which, when implemented and planned for understanding and used should establish guidelines for monitoring and evaluating results from the utilization which is in line with the concept of Pornchanit Linararsh (2017), said that the basic ability to use in working with information technology and networks is the ability to retrieve, manage, share, and create information and knowledge. Learning skills in working with information technology is presented through computers in many forms and from a variety sources. Critical thinking skills and emotional and social skills is to have the correct logic and thinking and not using emotions, but pay more attention to the content.

In addition, there must be problem solving skills, communication skills, collaboration with others which includes in ethical awareness and etiquette on the Internet, NSTDA (2016). Utilization refers to the aggregate skills in using computers and the internet, ranging from basic, such as using basic computer programs and advanced techniques for accessing and using knowledge such as using search engines, including emerging technologies such as cloud computing. There should be an evaluation in the operations, thus we can retrieve the data to improve in the next steps.

Recommendations

1. Administrators of Assumption College Sriracha School and affiliated schools can use the results of this research to determine the guidelines for managing students to have knowledge, understanding, utilization and digital creation to be useful in teaching and learning.

2. Administrators of Assumption College Sriracha and affiliated schools can use the information to determine the necessity of activities to promote the development of the student affairs department.

Recommendations for further research

1. Study the promotion of activities with the use of digital correctly and critically because the research found that digital understanding has the highest rank

2. Study the pattern of activities that match the necessary needs that can promote learners to develop the ability of the learners according to the priority needs.

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