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Using the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei Nong Bua Lamphu ,Thailand Duangduan Incharern

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Abstract

This research aimed to study 1. the results of using the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu ,Thailand. 1.1) Program to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu. 1.2) Skills required for student employment 1.3) Student satisfaction with the use of area-based education programs to enhance students' skills necessary for employment 2. To study the results of teachers' satisfaction with the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu. The essential skills required for employment are: 1. Leadership and teamwork 2. Problem-solving and adaptability 3. Technological competence 4. Interest in travel 5. Empathy and social responsibility 6. Interest in health and wellness and 7. Language skills The study employed a mixed-methods approach, implementing area-based educational programs in three distinct schools. Data were gathered from participating teachers and students through a combination of surveys, interviews, and direct classroom observation.

The findings suggest that the ARRCP model is an effective framework for developing student competencies. Key findings emphasize that student skill development is directly related to teacher-directed, thoughtful, and well-designed practices. Furthermore, the study highlights the crucial importance of ongoing collaboration and strategic planning to ensure the long-term success and sustainability of such educational interventions.

Keyword : Employability, Program, Spatial Education Essential Competencies, Area based,ARRCP supervision model

Introduction

Today, employability skills have become a core requirement for high school students in the 21st century, driven by rapid technological change, labor market uncertainty, and the increasing demand for transferable skills. International research consistently suggests that employability is no longer solely determined by academic achievement, but rather by a combination of intellectual, social, and emotional skills that enable learners to adapt and thrive in diverse professional contexts (OECD, 2018; UNESCO, 2021). For countries seeking to enhance human capital, including Thailand, developing employability skills is essential to ensure students have the necessary capabilities for future employment, entrepreneurship, and lifelong learning.

In the Thai context, the need for these skills has been emphasized both in policy frameworks and empirical studies. The Office of the Education Council (2020) emphasizes that Thai students need to develop critical thinking, communication, collaboration, digital literacy, and self-management skills to be competitive in the ASEAN labor market. Research conducted in secondary schools across Thailand similarly found that students often lack the opportunity to gain authentic learning experiences that foster these competencies, resulting in a skills gap between school learning and workplace expectations (Pongsakdi et al., 2021). These findings align with global analysis. Many education systems report that they struggle to provide structured skills development opportunities embedded in classroom supervision, curriculum design, and student support systems (World Bank, 2020).

International research confirms that job skills are most effectively developed when instructional supervision and school-level interventions are based on empirical models. For example, Andrews and Higson (2008) demonstrated that employer dissatisfaction often stems from inadequate development of social skills, such as teamwork and problem-solving, despite adequate academic preparation. Similarly, Jackson (2016) found that structured supervision and reflective practice significantly increased students' professional readiness. These insights support the argument that educational supervision models, particularly those that integrate action research, reinforcement, collaborative development, and peer-to-peer strategies, can enhance job skills development by promoting continuous development, collaborative learning, and engagement in real-world situations.

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In summary, both global and Thai evidence points to the urgent need for a systematic approach to ensure that secondary school students acquire job skills. This research addresses this need by integrating theoretical foundations and empirical insights to propose a supervisory framework focused on developing student job skills. Under the Secondary Educational Service Area Office, Loei Nong Bua Lamphu, which supports the importance of developing skills and abilities to work in a contemporary education system.

The Need for Employability Skills at the Secondary School Level Preparing secondary school students for the complexities of the modern workforce is a strategic imperative for education systems worldwide. In the context of the Secondary Educational Service Area Office in Loei and Nong Bua Lamphu, Thailand, a focus is on developing in-demand specialized employability skills that align with the region's economic and social needs. This research presents a pilot project, site-based program designed to address this challenge by developing and implementing a structured program for teacher development and curriculum delivery.

The main challenge addressed by this research is the gap between traditional instruction and the practical skills students need for success in the workforce. To solve this gap, the ARRCP supervision model is proposed as a new approach to guiding teachers in promoting student employability. This approach is based on the core principles of design thinking: empathy, definition, prototyping, and testing, promoting student-centered and problem-solving approaches to teaching and learning.

A regional context analysis identified seven key skills students can effectively master. These skills are the foundation of the curriculum implemented in this study:

- Leadership and Teamwork: The ability to lead others and work effectively within groups to achieve common goals.
- Problem-solving and Adaptability: The ability to analyze complex situations. Devise effective solutions and adapt to changing circumstances.
- Technological competence: The ability to use modern digital tools and technologies relevant to the current workplace.
- Tourism interest: An understanding and appreciation of the local tourism industry, a key economic driver in the region.
- Empathy and social concern: The ability to understand others' perspectives and a commitment to positively contribute to society.
- Health and wellness interest: An awareness of practices that promote personal and community health.
- Language skills: The ability to use multiple languages, particularly English and Thai, to communicate effectively in diverse environments.

The role of educational supervisors is crucial in supporting administrators and teachers in designing learning activities that develop students' employability skills and competencies.

In today's rapidly changing labor market, students need more than subject knowledge; they also need problem-solving, communication, digital literacy, teamwork, and adaptability—competencies that are core competencies for employability.

Research confirms that teachers can effectively integrate employability competencies when they receive coaching, collaborative planning, and evidence-based learning approaches. (Darling-Hammond et al., 2017; OECD, 2019)

Supervisors play a crucial role in helping teachers translate curriculum standards into activities that develop 21st-century skills through methods such as active learning, project-based learning, simulations, and competency assessments.

Furthermore, supervisors strengthen school capacity through PLCs that focus on student competencies and promote reflection. and establishing a system in collaboration with schools to connect learning with future labor market needs.

Finally, the support of educational supervisors ensures that every learner gains the opportunity to develop skills essential for employment, future readiness, and lifelong success.

Supporting administrators and teachers in designing learning activities that develop employability skills using School–Teacher–Based Content is crucial for 21st-century education.

The School–Teacher–Based Content concept emphasizes enabling schools and teachers to create contextually meaningful learning experiences based on the strengths, resources, and needs of their local community. Instead of relying solely on pre-packaged content from outside sources.

Educational supervisors play a crucial role in this process, advising and supporting administrators and teachers in analyzing student needs, local labor market trends, and community resources to develop skills-based learning activities that develop employability competencies.

Research shows that integrating employability skills such as problem-solving, collaboration, digital literacy, and critical thinking into learning activities increases students' readiness for the workforce. It can increase learners' readiness for the labor market (OECD, 2019; Trilling & Fadel, 2009).

Supervisors also help strengthen professional learning communities (PLCs) and reflective practices, enabling teachers to design flexible, contextualized lessons that meet the needs of diverse learners and the demands of the local labor market.

In conclusion, supervisory support using the School–Teacher-Based Content approach enables learners to acquire employability skills.

As a result, this research aimed to

1. study the effects of using the ARRCP supervision model to support teachers enhancing employability by assessing:

1.1 Program to enhance employability of students under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu ,Thailand.

1.2 Skills required for student employment

1.3 Student satisfaction with the use of area-based education programs to enhance students' skills necessary for employment

2. study the effects of teacher satisfaction with the ARRCP supervision model as a professional development framework.

This analysis will examine specialized educational programs in schools implemented to achieve these objectives and in still the targeted skills.

Theoretical Concepts and Research Framework

1.Action Research : In this research, the researcher used action research, which is an important tool for educational development because it enables teachers and administrators to analyze problems in their own real-world teaching contexts and design solutions appropriate to the specific circumstances of their schools. Action research is an iterative process involving planning, implementation, observation, and reflection, enabling teachers to continuously and systematically improve teaching activities (Kemmis & McTaggart, 2005). Another important aspect of action research is that it promotes collaborative learning among teachers, administrators, and other stakeholders, facilitating the exchange of experiences and best practices within schools, which can truly enhance the quality of teaching and learning, as well as student achievement (Sagor, 2011). Furthermore, action research fosters a culture of continuous professional development, enabling teachers to reflect, develop themselves, and effectively use empirical data to inform instructional decisions. In an era of rapid educational change, action research enables teachers to accurately respond to student needs and differences, ensuring that learning activities are appropriate for each student group. It also develops key student skills, such as critical thinking, problem-solving, and future career skills (Mills, 2018). Therefore, action research is not only a research tool. But it is also an important mechanism for developing the teaching profession and raising the quality of education by making it consistent with the real context of the school and the needs of the learners.

2.Cooperative Development Supervision (CDS) : Cooperative Development Supervision (CDS) is a collaborative supervision approach between supervisors, teachers, and administrators. It aims to foster professional development through collaboration, knowledge sharing, and analysis of classroom practice (Glickman, Gordon, & Ross-Gordon, 2014). CDS enables teachers to systematically reflect on their teaching, improve their learning methods, and design activities that meet student needs. The key to CDS lies in fostering a collaborative learning culture within schools, enabling teachers to share best practices, adapt appropriate teaching strategies, and develop competency-based learning capabilities (Hallinger & Heck, 2010). CDS also supports the development of school administrators in their team leadership skills. Teachers can use feedback to effectively improve their teaching and facilitate ongoing professional development. Furthermore, CDS helps link teacher development with improving student achievement. This, in particular, emphasizes critical thinking, problem-solving, and professional skills essential for the 21st century (Robinson, Lloyd, & Rowe, 2008). This makes the supervision process more than just performance evaluation, but also a key mechanism for creating quality learning that is relevant to the school context. Therefore, Cooperative Development Supervision is a supervision approach that is crucial for sustainable development of teaching quality and student learning. It emphasizes collaboration, reflection, and the use of data to systematically develop teachers and administrators.

3.Peer-Based Supervision : Peer-based supervision is a supervision approach that focuses on teacher professional development through the exchange of knowledge, observation of teaching among peers, and the provision of constructive feedback (Torrance, 2012). This form of supervision reduces the stress of formal evaluation, allowing teachers to openly disclose their teaching challenges and limitations, and to experiment with new strategies in the classroom with ongoing observation and guidance from peers. The importance of peer supervision lies in creating a collaborative learning culture, which encourages teachers to share teaching approaches, classroom management techniques, and effective assessment methods (Lomos, Hofman, & Bosker, 2011). Peer-based supervision provides teachers with the opportunity to improve their professional skills and develop learning activities that truly meet the needs of their students. Furthermore, peer supervision fosters continuous learning and sustainable professional development. Teachers have the opportunity to reflect on their

own practice, utilize empirical data from peers to improve their teaching, and build confidence in their own abilities (Vangrieken et al., 2015). This approach not only enhances the quality of teaching, but also fosters a collaborative learning culture. It also directly impacts student development in terms of knowledge, skills, and key competencies for the 21st century, such as critical thinking, problem-solving, and professional skills. Therefore, peer-based supervision is an important tool for teacher development and enhancing the quality of teaching and learning through collaboration, reflection, and support among fellow teachers, resulting in systematic and sustainable student learning.

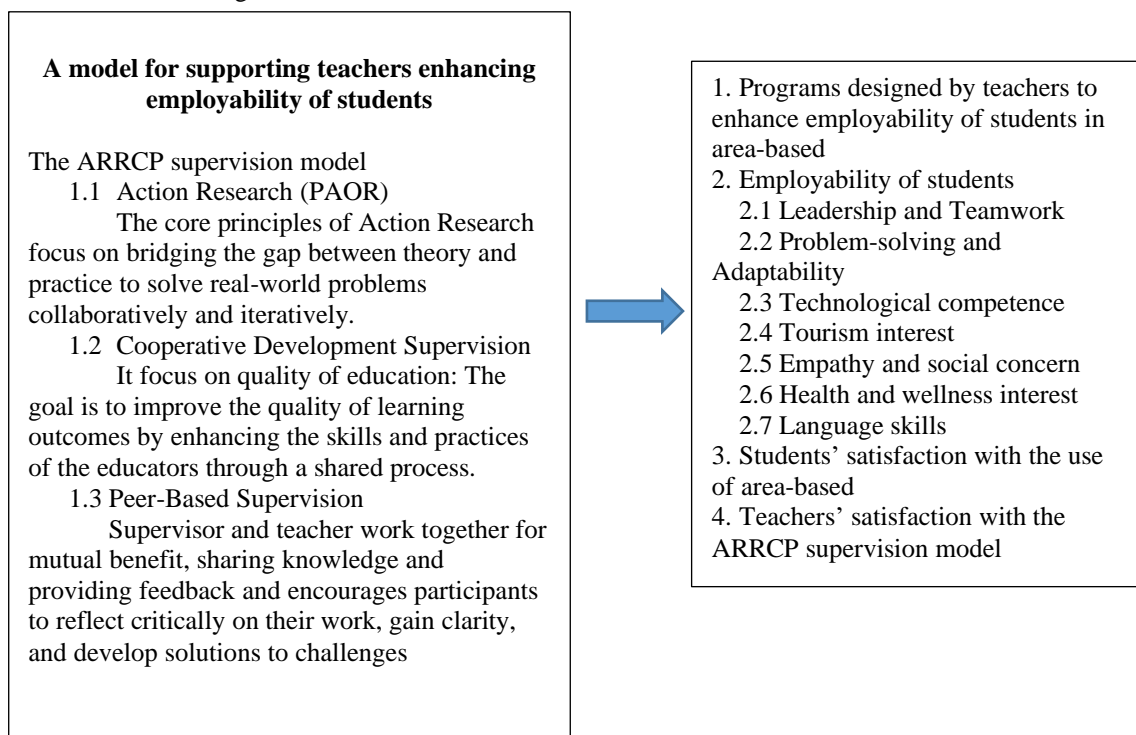


Figure 1 Research conceptual framework

Method

1. Participants

The study involved a targeted group of teachers and students from three selected secondary schools operating under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu ,Thailand: Chiangkan School, Nhonghinwittayakom School, and Erawanwittayakom School.

Chiangkan School : 98 secondary school students, academic year 2025, by purposive sampling
Nhonghinwittayakom School,
Erawanwittayakom School.

2. Measures

A multi-faceted data collection strategy was utilized to capture a complete picture of the program's impact. This included the administration of surveys to measure satisfaction and skill development, in-depth interviews with participants to gather qualitative insights, and direct classroom observation to assess program delivery in practice.

3. Procedure and design

The process follows a continuous cycle with feedback loops, using the ARRCP model as the core of quality development:

1. Start with Inputs: Start by incorporating all necessary resources and data into the system, including policies, educational issues, input from teachers and administrators, support from educational supervisors, and cooperation from educational networks. The process involves the following:

- 1.1 Each school's administrators and teachers study policies and action plans, based on the context or area.
- 1.2 Administrators teachers and supervisor analyze the problems and development needs.
- 1.3 Administrators and teachers establish development guidelines, with educational supervisors and educational networks providing support, guidance, and advice.

2. Supervisor enters the ARRCP Process: Integrate these inputs into the ARRCP Model, with the primary goal of improving student quality.

This process utilizes Action Research (PAOR), and adds a final activity, the Reinforcement stage, which is a learning platform and recognition platform.

At every stage of the Action Research (PAOR) and Reinforcement, the researchers utilized Cooperative Development Supervision (PIDED) to foster continuous collaboration and Peer-based Supervision to encourage administrators and teachers to open up and collaborate. This collaboration aims to support and support administrators and teachers in managing the school as designed.

The core of the ARRCP Model, at the heart of this process, is the Quality of Students, which is aligned with and meets the established objectives and goals.

3. Output

The resulting output is the Quality of School/Teachers based on context and aligned with the established objectives. This is measured using the designed tools and benchmarks.

4. Outcome

The expected outcome is Smart Directors/Teachers/Students, aligned with the established objectives.

5. Feedback: The results are considered and used by schools and teachers as feedback to improve the inputs and processes (ARRCP Model) in the next round to ensure continuous development.

4. Data analysis

The research utilized a synthesis of quantitative and qualitative analysis techniques. This integrated approach enabled the researchers to correlate statistical findings from surveys with the rich, contextual narratives gathered through interviews and observations.

Basic student data from the assessment of essential skills for employment and satisfaction. Basic statistics were analyzed, including frequency and percentage.

Scores from the assessment of essential skills for employment were analyzed using basic statistics, including percentages, and then compared against the good quality criteria using percentages. The score interpretation criteria are as follows:

80-100% indicates essential skills for employment. Excellent.

70-79% indicates essential skills for employment. Good.

60-69% indicates essential skills for employment. Fair.

Less than 60% indicates essential skills for employment. Improving.

Satisfaction scores were analyzed using basic statistics, including means and standard deviations. The interpretation criteria are as follows (Bunchom Srisa-ard, 2017):

4.51 - 5.00 indicates extremely satisfied

3.51 - 4.50 indicates satisfied. Highly satisfied

2.51 - 3.50 means moderately satisfied

1.51 - 2.50 means slightly satisfied

1.00 - 1.50 means minimally satisfied

Results

The result of research are:

1. To study the results of using the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu ,Thailand.

1.1 Program to enhance employability of students under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu ,Thailand.

Three schools under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu, that participated in this research project are: Chiang Khan School , Nhonghinwittayakom School, and Erawanwittayakom School and each school has a program designed according to the context of the school as:

1.1.1 Chiang Khan School.

Activities organized under the Chiang Khan Education: CKED framework in all four areas: Culture, Key Destination, Ethnic Food and Developed Product, are in line with the concept of Place-based Education, which emphasizes the use of local resources and wisdom as a learning base (UNESCO, 2021), allowing students to learn from direct experiences, develop diverse skills and be able to connect knowledge to real work. These results are consistent with the work of Bytyqi (2021) and Kong (2021), who confirmed that learning through experiences and projects plays an important role in developing life skills, problem solving and adaptability of learners.

1.1.1.1 C : Culture : Thai Language Club

1.1.1.2 K : Key destination Chiangkhan Tourist Attractions English Language Club

1.1.1.3 E : Ethnic food : Additional subjects for a job

1.1.1.4 D : Developed product : Additional subjects for a job

1.1.2 Nhonghinwittayakom School.

The area-based education program to enhance the skills necessary for employment of

Matthayom 5 (Grade 11) students at Nong Hin Wittayakom School has integrated the 20-hour course of Research and Knowledge Creation (IS1), with the main topic being health tourism. Activity named “Happiness, Charm of Nong Hin – BY CREATOR” : Independent Study , IS1: Research & Knowledge Formation There are 3 Steps.

Step 1: Hypothesis Formulation

Step 2: Searching for Information

Step 3: Knowledge Formation

1.1.3 Erawanwittayakom School.

The area-based education management program, using activities like Check in Erawan, Smart Farmer, Coin-throwing for Careers, and Creative Dance for Careers, can effectively promote the skills necessary for high school students' employment. It can also serve as a guideline for education management to develop vocational skills and sustainable future livelihoods.

The area-based educational management program of under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu will depend on the context that is the highlight of each school.

1.2 Skills required for student employment

Table 1 Result of skills required for student employment (N=366)

School Name	Grade Level	Percentage score	Interpretation
Chiang Khan School	Grade 7 (N =7)	93.39	Excellent
	Grade 8 (N =6)	93.15	Excellent
	Grade 9 (N =28)	89.70	Excellent
	Grade 10 (N =17)	97.70	Excellent
	Grade 11 (N =8)	92.63	Excellent
	Grade 12 (N =32)	89.62	Excellent
Nhonghinwittayakom School	Grade 11 (N =168)	86.65	Excellent
Erawanwittakom School	Grade 10 (N =35)	82.86	Excellent
	Grade 11 (N =35)	88.57	Excellent
	Grade 12 (N =30)	77.14	Good
Overall		88.64	Excellent

Percentage of scores of Skills required for student employment of target group students in schools under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu ,Thailand in the project have overall excellent skills required for employment, with a percentage of 88.64

1.3 Student satisfaction with the use of area-based

Table 2 Result of student satisfaction with the use of area-based employment (N=366)

Evaluation list	Mean	S.D.	Interpretation
Section 1: Content and Learning Activities	4.68	0.49	highest level
1. Clarity and ease of understanding of program content	4.63	0.55	highest level
2. Appropriateness of content to student grade levels	4.65	0.58	highest level
3. Variety of learning activities	4.7	0.36	highest level
4. Interestingness and appeal of activities	4.74	0.5	highest level
5. Appropriateness of hands-on activities	4.68	0.49	highest level
6. Fun and stimulating participation	4.68	0.49	highest level
7. Content alignment with future career skills	4.67	0.49	highest level
Section 2: Learning Outcomes	4.62	0.51	highest level
8. Development of teamwork and leadership skills	4.60	0.5	highest level
9. Development of problem-solving and adaptability skills	4.66	0.44	highest level
10. Development of technology skills	4.63	0.58	highest level
11. Increasing knowledge and interest in tourism and local culture	4.55	0.5	highest level
12. Development of empathy and helping others	4.63	0.51	highest level
13. Increasing awareness and self-care	4.73	0.41	highest level
14. Development of foreign language communication skills	4.49	0.72	high level
15. Application of knowledge and skills from the program to real-life situations	4.68	0.45	highest level
Section 3: Teachers' learning management	4.70	0.48	highest level
16. Clarity of explanations of content and activity steps	4.64	0.53	highest level

Evaluation list	Mean	S.D.	Interpretation
17. Appropriateness of teaching media and equipment	4.59	0.63	highest level
18. Teachers' guidance and assistance during learning	4.70	0.49	highest level
19. Promoting comprehensive student participation	4.80	0.34	highest level
20. Inspiring and motivating students to continue learning	4.75	0.4	highest level
Overall	4.66	0.5	highest level

Satisfaction with the area-based education program to enhance the skills needed for employment of target group students in schools under the Secondary Educational Service Area Office, Loei - Nong Bua Lamphu in the project has the highest overall level, with an average of 4.66 and a standard deviation of 0.5. When considering each aspect, the highest-ranking item was teacher learning management, with an average of 4.70 and a standard deviation of 0.48. Next was learning content and activities, with an average of 4.68 and a standard deviation of 0.49. The last item was learning outcomes, with an average of 4.62 and a standard deviation of 0.51.

2. To study the results of teachers' satisfaction with the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei

Table 3 Result of teachers' satisfaction with the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei (N=45)

Evaluation list	Mean	S.D.	Interpretation
Section 1: Appropriateness of the ARRCP Supervision Model	4.69	0.50	highest level
1. The steps of the ARRCP model are clear and easy to understand.	4.68	0.55	highest level
2. The content or components of the model are appropriate for the context of the educational institution	4.65	0.58	highest level
3. The model can be applied practically in the educational institution.	4.67	0.36	highest level
4. The model helps foster collaboration between teachers, administrators, and students.	4.74	0.49	highest level
Section 2: Effectiveness of the model in promoting employability	4.66	0.49	highest level
5. The model helps develop students' career skills and job readiness.	4.63	0.51	highest level
6. The model promotes analytical thinking, problem-solving, and teamwork skills.	4.68	0.41	highest level
7. Students develop positive attitudes toward their careers after participating in the model-based activities.	4.63	0.56	highest level
8. Results from using the model can be applied to real-world work life.	4.73	0.48	highest level
Section 3: Implementation and Support	4.68	0.45	highest level
9. Administrators support and facilitate the use of the ARRCP Supervision Model.	4.64	0.53	highest level
10. Continuous supervision, monitoring, and consultation are provided.	4.70	0.49	highest level
11. Sufficient media, equipment, or learning resources are available for implementation.	4.59	0.45	highest level
12. Communication and knowledge exchange among stakeholders is effective.	4.80	0.34	highest level
Section 4: Overall Satisfaction	4.70	0.47	highest level
13. Overall, are you satisfied with the use of the ARRCP Supervision Model?	4.69	0.45	highest level
14. Do you believe that this model should be expanded to other educational institutions?	4.70	0.48	highest level
Overall	4.68	0.48	highest level

The results of teachers' satisfaction with the ARRCP supervision model to support teachers enhancing employability of students under the Secondary Educational Service Area Office, Loei in the project has the highest overall level, with an average of 4.68 and a standard deviation of 0.48. When considering each aspect, the highest-ranking item was overall satisfaction, with an average of 4.70 and a standard deviation of 0.48. Next was learning content and activities, with an average of 4.69 and a standard deviation of 0.50. The last item was effectiveness of the model in promoting employability, with an average of 4.66 and a standard deviation of 0.49.

A closer analysis of the effectiveness of the ARRCP supervision model revealed a clear positive impact on both student skills and teacher development. The observed results directly correlate with the core principles of the supervision model itself. Five key conclusions derived from this data will be synthesized and discussed.

Effective Employability of Students: The research confirms that the ARRCP supervision model is an effective framework for developing students' employability skills. Focused activities in three schools, ranging from the "CKED" project focusing on cultural tourism at Chiang Khan School to the research-driven independent study project at Nong Hin Wittayakhom School and Erawan Wittayakhom School, emphasize career development through a variety of activities, such as Check in at Erawan, Smart Farmer, Coin Throwing, Giving Creates a Career, and Creative Dance Creates a Career, provided contextually relevant and practical learning experiences. These projects successfully translated the seven target skills from abstract concepts into tangible competencies, demonstrating the model's ability to drive meaningful student outcomes.

Relationship to Teachers' Mentored Practices One key aspect is the importance of: The development of student employability is directly related to the guided practices provided to teachers through the ARRCP model. This model not only provides a new curriculum but also provides a structure that supports teachers in developing, implementing, and improving their teaching methods. The success of the program in a variety of schools indicates that when teachers receive clear guidance and ongoing support, they are better equipped to foster the skills students need.

Improved Teacher Professional Development Through Reflective Practice: The ARRCP model's emphasis on reflective practice is crucial to the professional development of participating teachers. It encourages educators to systematically reflect on their teaching strategies, challenges, and successes. The model fosters a culture of continuous improvement. This process allows teachers to adapt and perform more effectively, increasing their ability to tailor instruction to the specific needs of their students and local context.

Enhanced Teaching Quality Through Collaboration: The discovery that ongoing collaborative supervision enhances overall teaching quality is central to the success of the ARRCP model. This framework facilitates ongoing dialogue and collaboration between supervisors and teachers, moving away from the traditional top-down, inspectional model. This collaborative environment fosters collaborative problem-solving and the sharing of best practices, which enhances the quality of instruction and curriculum in participating schools.

The Importance of Strategic Planning for Sustainability Finally, the research emphasizes that strategic planning is essential to ensure the long-term sustainability and positive outcomes of educational interventions such as these. The initial success of the ARRCP model was built on a clear framework and clearly defined objectives. To sustain this success and effectively scale the model, a continued commitment to strategic planning is required to adapt to new challenges, integrate new opportunities, and embed the model's principles in the broader educational culture.

These findings together confirm the value of a holistic, supportive, and reflective supervision approach in achieving student – centered goals.

4. Discussion and conclusion

In summary, this research provides compelling evidence that the ARRCP supervision model is a viable and effective strategy for enhancing student employability within the Thai secondary educational context. By integrating the principles of Design Thinking with a focus on collaborative and reflective practice, the model successfully guided teachers in implementing context-specific programs that demonstrably improved students' essential skills for the modern workforce. The study confirms that a supportive supervisory framework is a critical catalyst for both teacher professional growth and positive student outcomes.

The key implications of this research offer practical guidance for educational leaders seeking to implement similar programs:

- **Adopt a Collaborative Supervision Model:** Educational supervisors should move from traditional inspection to collaborative coaching, working alongside teachers as partners in a process of continuous improvement.
- **Prioritize Reflective Practice:** School administrators should create structured opportunities for teachers to reflect on their instructional methods, fostering a culture of professional growth and pedagogical innovation.
- **Develop Context-Specific Curricula:** Policymakers and curriculum designers should empower schools to develop programs that are tailored to their unique local economic and cultural contexts, making learning more relevant and impactful for students.
- **Invest in Strategic Planning:** For any educational intervention to have a lasting impact, school and district leaders must commit to long-term strategic planning that ensures the sustainability of the program and its outcomes.

Ultimately, this study reinforces the profound value of investing in context-specific, collaborative, and reflective supervision models as a cornerstone of modern education. Such models not only strengthen the quality of teaching but also directly empower students with the skills they need to thrive in their future careers.

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