

The Condition of Management to Improve the Quality of Vocational Education Teachers under the Office of Vocational Education Commission Chonburi

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ABSTRACT

This study aimed to 1) Study the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. 2) Study the components of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. The sample groups used in the study were administrators and teachers under the Office of Vocational Education Commission Chonburi were 244 people. The instrument used a questionnaire. Statistics used for data analysis include frequency, mean, standard deviation (S.D.), and exploratory factor analysis (EFA). The results of the research found that the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi overall were at the highest level ($\bar{X} = 4.59$, S.D. = .425) and 2) Obtained 6 components of management to improve the quality of vocational education teachers obtained, 38 indicators consisting of Component 1 Learning and working together has 6 indicators. Component 2 Promote innovation and disseminate has 7 indicators. Component 3 Coaching has 7 indicators. Component 4 Knowledge and learning skills for living in the 21st century have 5 indicators. Component 5 Improving professional competency has 7 indicators. And component 6 Know how to use technology for the digital world and the future world has 6 indicators.

Keywords: *The Management; Improve the Quality; Vocational Education Teachers*

INTRODUCTION

Thailand uses the National Strategy Plan for the 20 years 2018 - 2037 to develop the country continuously and with clear guidelines by setting a vision. The country is stable, prosperous, sustainable, and ready to support Thailand 4.0 era by using education as the main mechanism for national development. The Office of the Education Council of the Ministry of Education has prepared a national education plan for 2017 - 2036 to set the framework for the goals and direction of education in Thailand in line with the national strategic plan. The Office of the Vocational Education Commission of the Ministry of Education it is the main agency for managing vocational education. To produce and develop manpower in the skilled professions of vocational certificate level, the technical level of high vocational certificate, and the technology level of bachelor. Including professional training which leads to the vocational education development plan in 2017 - 2036. National Economic and Social Development Plan issue 12 in 2017 - 2021 for relevant agencies and educational institutions to use as a guideline for developing and driving forward the provision of vocational education in the country. To have goals and directions for human resource development

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according to the national strategy. Especially developing and strengthening people's potential and creating competitive ability [1], [2].

The Bureau of Personnel Competency Development (2022) has prepared a government action plan for Fiscal year 2022 and the Office of the Vocational Education Commission has approved the project according to the government operational plan. The policy focus points of the Office of Vocational Education Commission include 1) The project to strengthen and develop the potential of teachers and educational personnel 2) The project to develop teachers' competencies to be excellent and specialized (Excellent Teacher) 3) The project to develop teachers and educational personnel according to development criteria or laws. And 4) the project to develop and improve the potential of vocational education personnel. Which has the development of teachers and educational personnel according to the Vocational Education (Performance Agreement: PA). The Budget Expenditure Act for Fiscal Year 2022 has the force of law. For the organization's operations to achieve goals and manage the budget efficiently. Including monitoring, evaluating, and reporting the results of government service accurately and quickly [3].

Office of the Teacher Civil Service and Educational Personnel Commission (2021) discusses policies regarding educational reform in the Ministry of Education. Recognizing the importance of the national strategy for developing and strengthening the potential of human resources. Especially the master plan under the national strategy. Issues in developing people's potential throughout their lifespan want to develop teachers throughout the system by improving the position of academic standards assessment. And development of teachers and educational personnel by allowing for systematic and continuous development every year. Which develops the quality and efficiency of teachers and instructors. At the basic and vocational education levels to have language and digital competencies. And are responsible for the educational outcomes that occur to students [4].

National Assembly Library of Thailand (2017) Problems with vocational education teachers may be divided into 2 main parts. 1) Teacher shortage or the number of teachers less than the need. And 2) the quality of vocational education teachers that the currently available teachers are of lower quality than the needs. In principle, the quality and skills of graduates depend on the quality of vocational teachers. At present, there are study reports from relevant government agencies and academic reports from many educational institutions indicating that vocational education teachers do not have as high qualifications as they should. Solving problems related to vocational education teachers in these two areas. Considered a very challenging matter mentioned above this does not include problems with the quality of trainers in establishments participating in the dual education system. It was evident that the bilateral education system had a very positive effect on students. However, the required processes are complex making successful implementation very difficult. The quality of the trainers in the establishment was one of the most important factors of success [5].

Office of Vocational Education Commission (2017) has presented the results of an analysis of the causes of problems with vocational teachers. This can be summarized as follows government vocational education institutions have major problems and obstacles in the areas of 1) Insufficient number of teachers based on data from an analysis of the workforce of teachers and educational personnel in educational institutions under the Office of the Vocational Education Commission in 2013. The overall staffing rate was lower than the criteria. Accounting for 37.83 percent. 2) Teachers have other responsibilities besides teaching and teaching skills do not match their educational qualifications. 3) Teachers lack information technology (ICT) skills. 4) Teachers lack English language skills [6].

Vocational College in Chonburi Province (2020 - 2021) Self-Assessment Report (SAR) academic year 2020 – 2021 standard two of vocational education management under the Office of the Vocational Education Commission in Chonburi Province. It was found that there were areas that should be developed as follows: 1) Develop teachers and educational personnel to know business operations to be conveyed to students in the target group. 2) Educational institutions need to organize training for teachers in their workplaces to increase the number of trainers in the workplace according to the number of subjects. 3) Teachers should be developed in terms of learning management with new techniques and methods so that learners have the necessary skills in the 21st century because they are important skills and continuing social life in today's professional world. 4) Promoting teachers' self-development and professional development in various fields. 5) Organizing training for teachers to create innovative modern technology media for use in teaching and learning should be promoted to support teachers. And educational personnel learners create more innovations, inventions, and creative work. 6) Reform the administrative and

personnel systems to include the use of information technology in the educational institution management system. 7) Create an incentive system to increase compensation and promote a welfare system. And 8) Develop students to compete in international competitions [7].

Tawan Saengthong, et al (2021) Stated that Thai teachers' adaptation to the VUCA World era. V-Volatility, fluctuation, difficult to predict, a situation that occurs suddenly and unexpectedly. U-Uncertainty high uncertainty, unclear, difficult to explain. C-Complexity high complexity. Many factors must be considered in deciding and A-Ambiguity is ambiguity full of uncertainty it's hard to predict the results. What are the directions that teachers should change in the VUCA World era? Teachers must make 5 changes: Technology Cooperation, adaptation change, lifelong Learner, and facilitator. At present, the world has changed and some teachers have changed. Teachers are divided into 3 groups. Group 1: Teachers who understand and have done the 5 things above as for the problem. Group 2: Teachers understand but have not yet done them or were not allowed to do so because of the administrative context that was blocking them and group 3 teachers did not understand and were not ready to change then do it the same way. Teachers must understand the VUCA World era. They must be ready for things to change, open the world, be open-minded, open-minded, listen, and can do these things. Administrators must provide opportunities for teachers to develop. Therefore, the development of a management model for raising the quality of vocational teachers. Therefore, it is especially useful in educational institutions which leads to the management and development of vocational teachers [8].

OBJECTIVES

1) Study the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi.

2) Study the components of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi.

BACKGROUND

Office of Vocational Education Commission. (2017) The vocational education development plan for 2017 - 2036 shows the relationship between vocational education development strategies, including 1) Vocational education management for the stability of society and the nation. 2) Production and development of vocational manpower to build the country's competitiveness. 3) Develop the potential of the vocational education workforce to have competency consistent with the needs of national development 4) Creating opportunities, equity, and equality in vocational education 5) Management of vocational education to promote a quality of life that is friendly to the environment. 6) Developing the efficiency of the vocational education management system that affects the performance of vocational education graduates in terms of quality including desirable characteristics, core competencies, general competencies, and professional competency. Vocational education values include morality, quality, cooperation, and professionalism [9].

Criteria and Methods for developing Civil Service teachers and Educational personnel in the teaching field Performance Agreement W14/2018 (Edition 2)

Office of the Permanent Secretary Ministry of Education (2018) has referred to a letter specified in letter No. 0206.3/W22, dated July 5, 2017, from the Office of the Teacher Civil Service and Educational Personnel Commission to develop rules and methods for teachers and educational personnel in the teaching field by the spirit of the criteria and procedures prescribed of virtue of section 39 (4), section 79 and section 80 of the act. The Teacher Civil Service and Educational Personnel Regulations, 2004, resolved to amend the criteria and methods for developing the civil service teachers and educational personnel teaching line [10].

Criteria for developing teachers and vocational education personnel under the Office of the Vocational Education Commission

The Bureau of Personnel Competency Development (2019) Development of vocational teachers according to the criteria at the Office of the Teacher Civil Service and Educational Personnel Commission. Set according to

performance agreement W22/2017 and additional W14/2018. The Bureau of Personnel Competency Development organizes teacher development projects according to the criteria and methods for developing civil service teachers and educational personnel in the teaching field. To determine methods for developing vocational teachers under the Office of the Vocational Education Commission [11].

CONCEPTUAL FRAMEWORK

From studying related research documents the researcher defines the conceptual framework of the research as follows.

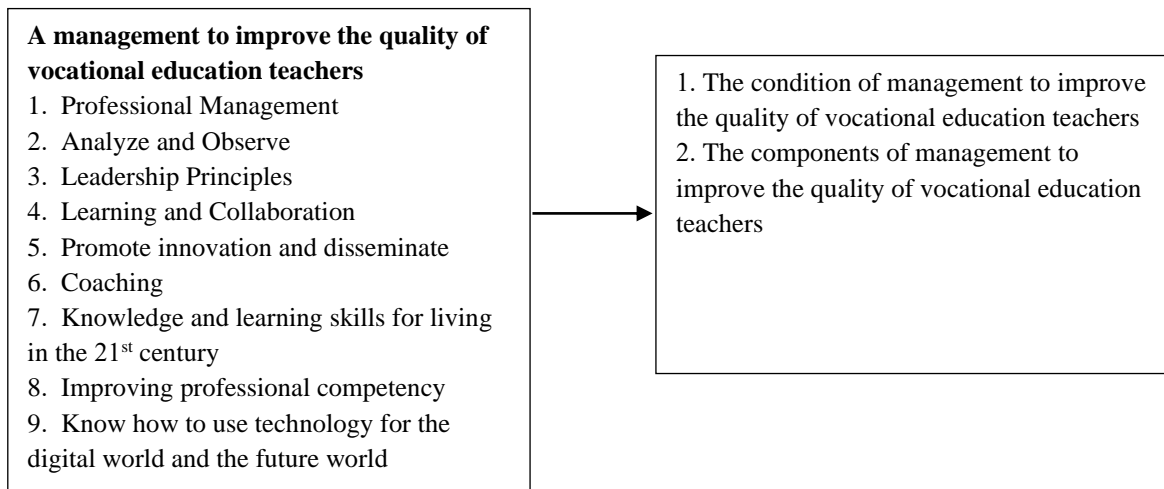


Illustration 1 Research conceptual framework

METHODOLOGY

In research on the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. The researcher uses a quantitative research method with the following research steps:

Population and sample

The population used in this research included administrators and teachers under the Office of Vocational Education Commission Chonburi. A total of 244 people were obtained by opening the sample schedule of Krejcie and Morgan (Krejcie; & Morgan. 1970), sampling to determine proportional stratified random sampling by using colleges as strata. Then simple random sampling by drawing lots (Lottery) Koul (Koul.1984: 108) [12], [13].

Research tools

The tools used to collect data include a questionnaire on the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. The questionnaire is divided into 2 parts as follows. Part 1 questionnaire about the personal status of the respondents was a checklist form. Part 2 questionnaire regarding the components of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. The characterized by a 5 5-level rating scale.

Collection of Data

Data collection distributed questionnaires using the questionnaire to a sample of 244 people who received completed questionnaires, checking for completeness at 100 percent.

Analysis of Data

Data analysis uses basic statistics such as frequency (Frequency), mean (Mean), standard deviation (S.D.), and exploratory component analysis to divide management components.

RESULTS

1. Results of data analysis of the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi.

Table 1 Mean \bar{X} Standard deviation (S.D.) of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi overall

The condition of management to improve the quality vocational teachers	of education	Mean	S.D.	Interpretation	Level
Professional Management		4.59	.425	Highest	3
Analyze and Observe		4.53	.479	Highest	8
Leadership Principles		4.56	.485	Highest	6
Learning and Collaboration		4.62	.449	Highest	1
Promote innovation and disseminate		4.50	.494	Highest	9
Coaching		4.54	.451	Highest	7
Knowledge and learning skills for living in the 21 st century		4.60	.475	Highest	2
Improving professional competency		4.58	.458	Highest	4
Know how to use technology for the digital world and the future world		4.58	.467	Highest	5
Overall		4.59	.425	Highest	

From Table 1, it was found that the condition of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. Overall were at the highest level ($\bar{X} = 4.59$, S.D. = .425). When considering each aspect, it was found that the highest level in every aspect with learning and collaboration having the highest averages ($\bar{X} = 4.62$, S.D. = .449). Next was Knowledge and learning skills for living in the 21st century ($\bar{X} = 4.60$, S.D. = .475). And promote innovation and dissemination having the lowest average at the highest level ($\bar{X} = 4.50$, S.D. = .494).

2. Results of data analysis of the components of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. The researcher obtained results from rotating the axis. It was a criterion for deciding on important variables from the components formed by rotating the axis. Considering factor standardized coefficient from .20 up (Suchart Prasithratsin, 2011) was an important variable. There were results from the preliminary study as shown in the table [14].

Table 2 Checking the suitability of data on the components of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi.

Questionnaire	Number of questions (variable)	KMO	Bartlett's Test Sphericity		
			Approx. Chi-square	df	Sig.
Management to improve the quality of vocational education teachers	54	.919	10217.407	1431	.000

From Table 2, it was found that all data can be extracted into 9 main components. Which can explain 59.588% of the variance for the factor analysis results. Standard component score coefficients were obtained.

Table 3 Standard component score coefficients by rotating the varimax type orthogonal rotation axis of exploratory elements management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi.

1	2	3	4	5	6
A49 .669	A34 .786	A15 .711	A5 .750	A26 .696	A30 .655
A19 .666	A33 .744	A45 .688	A6 .693	A24 .666	A27 .545
A21 .665	A35 .684	A46 .670	A9 .687	A25 .661	A31 .519
A51 .642	A36 .639	A16 .641	A10 .614		A38 .501
A17 .639	A32 .565	A40 .583	A11 .566		
A20 .635		A18 .532	A4 .561		
A50 .627					
A13 .573					
A1 .550					
A42 .526					
A14 .518					
A53 .509					

From Table 3, the researcher determined the exploratory elements of the escalation management components of Vocational teacher quality under the Office of the Vocational Education Commission Chonburi. There must be questions with a component weight greater than .20 and more than 3 variables, so 6 new components can be obtained, 38 indicators consisting of Component 1 Learning and working together has 6 indicators. Component 2 Promote innovation and disseminate has 7 indicators. Component 3 Coaching has 7 indicators. Component 4 Knowledge and learning skills for living in the 21st century have 5 indicators. Component 5 Improving professional competency has 7 indicators. And Component 6 Know how to use technology for the digital world and the future world has 6 indicators.

CONCLUSIONS AND DISCUSSIONS

From the research results the researcher can discuss the research results as follows.

1. Conditions of management for improving the quality of vocational teachers under the Office of the Vocational Education Commission Chonburi found that the management conditions for improving the quality of vocational teachers. Overall, each aspect was at the highest level. Sorted from highest to lowest average, it was found that learning and working together had the highest average at the highest level. This may be because college administrators set clear policies for teacher development and learning management. Promote collaborative learning between teachers and business establishments. Encourage teachers to design and develop teaching and learning activities aimed at developing students. Promote the development of action-oriented learning to strengthen teachers' potential to have the ability to manage learning. Promote learning and collaboration between experts' teachers and administrators successful people copy good things and develop systems for continuous development. In addition,

administrators and teachers are well-rounded and learn skills for living in the 21st century. College administrators support teachers in the 21st century to become more well-rounded professionals who have high abilities and potential people with teaching innovations. Prepare learners to enter the world of work in the 21st century. Support teachers to train and develop at the vocational workforce production and development network management center. Teachers to join the project to develop centers of vocational excellence. The teacher accepts the idea of changing methods and continually evaluates their learning. Teachers respond to the development of educational quality in an era of competition for student potential. Which consistent with the research of Taksana Thippamas; Nopparat Chairuang and Theeraphong Somkhaoyai (2021) studied the development of management models for maintaining personnel at private vocational colleges in the Southern Group. It was found that 1) conditions of maintaining personnel at private vocational colleges in the Southern Group were at a high level and 2) Developing a management model for maintaining personnel at private vocational colleges in the Southern Region was the OTI Model consisting of context and environment. Policy and structure, principles, and objectives 2) Creating career stability at the team level includes building relationships within the group. Participation in work Supervision by the committee and organizational level, consisting of policy setting and management determining the nature of work to be performed environment arrangement executive leadership [15].

2. Results of the study components of management to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. It was found that the survey elements of the management elements for improving the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. The overall sample selection adequacy (MSA) value was .919. It shows that every variable used in the study had a relationship sufficient to be used in the analysis and checking the appropriateness of information regarding a management administration to improve the quality of vocational education teachers under the Office of Vocational Education Commission Chonburi. Kaiser-Meyer-Olkin (KMO) had a value of .919 and a statistical significance value of .000, which was less than .05. There must be questions with component weights greater than .20. Therefore, 6 new elements can be obtained from 54 issues and the remaining 38 issues. Therefore, by studying the components of a management administration by analysing the important components, 6 components can be summarized: Component 1 Learning and working together has 6 indicators. Component 2 Promote innovation and disseminate has 7 indicators. Component 3 Coaching has 7 indicators. Component 4 Knowledge and learning skills for living in the 21st century have 5 indicators. Component 5 Improving professional competency has 7 indicators. And component 6 Know how to use technology for the digital world and the future world has 6 indicators.

The researcher wants to study the variables in each aspect. It should be a variable that can explain the component well. Therefore, the covariance value must be considered together (Community) between variables and elements. The researcher therefore chose principal component analysis (PCA) to estimate shared variance and rotate the axis of the element (Factor Rotation) orthogonally (Orthogonal Rotation) using the varimax method to obtain elements that are independent of the rotation. Because rotating the axis perpendicularly changes the position of the variables so that the factor axes are perpendicular to each other. The fact that the elements are at 90-degree angles to each other indicates their statistical independence and axis rotation as well. The varimax method causes the element axes to rotate one pair at a time until all are gone resulting in a total result. Maximum covariance for each component resulting in the difference between there were many elements. It shows that the variables are independent of each other, making it easy and convenient to interpret the meaning. The criteria used to judge the selection of variables in each component must be 3 or more variables with component weights of .30 up and the element should have an Igan value equal to or greater than 1 (Tabachnick, B. G., and L. S. Fidell. 2001) [16].

RECOMMENDATIONS

1. The vocational education administrators and teachers should learn and work together to raise the quality of themselves. Educational institution administrators set clear policies for teacher development and learning management. Promote collaborative learning between teachers and business establishments. Encourage teachers to design, develop teaching, and learning activities aimed at developing students. Promote the development of action-oriented learning to strengthen teachers' potential to have the ability to manage learning. Learn and collaborate among experts' teachers and administrators successful people copy good things and develop systems for continuous development.

2. Administrators and teachers should build knowledge and learn skills for living in the 21st century. Educational administrators support teachers in the 21st century to become more well-rounded people. Be professional for having high abilities and potential as a person with teaching innovations. Prepare students to enter the world of work in the 21st century. Teacher training and development at the Center of Vocational Manpower Networking Management. Teachers join the project to develop centers of vocational excellence. Administrators and teachers adjust their thinking. Change methods and continually evaluate their learning. And teachers respond to the development of educational quality in an era of competition for student potential.

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