

THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT CAREER SKILLS MODEL FOR SECONDARY SCHOOL UNDER THE OFFICE OF THE BASIC EDUCATION COMMISSION

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Abstract

The purposes of this research were 1) to study the components of educational management career skills model for secondary school under The Office of The Basic Education Commission, 2) to develop the model of educational management career skills model for secondary school under The Office of The Basic Education Commission, 3) to evaluate the model of educational management career skills model for secondary school under The Office of The Basic Education Commission. The study used a research and development: R&D design consisting of 3 phases. Phase 1: study the documents, textbooks and theories as well as semi-structured interviews with 9 experts and survey study by 310 participants. Phase 2: construct and develop a model by in-depth interview and focus group discussion by 18 experts. Phase 3: school experimental and evaluate by 9 experts.

Results

- 1. There were 6 main components of educational management career skills model for Secondary School under The Office of The Basic Education Commission; problem solving skill, process skill, participation and human skill, Inquiry skill, management skill and communication skill.*
- 2. The model of educational management career skills model for Secondary School under The Office of The Basic Education Commission consists of 4 components; input, output, process and condition of achievement.*
- 3. The evaluation of the model in 4 aspects; accuracy propriety, feasibility and utility were at the highest level in all aspects.*

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1. Introduction

1.1 Background and Signification of the Study

Today's society has changed in every aspect all the time including the economy, politics and government, social context, science and technology in education. Although Thailand has continued to reform education. The education budget allocated by the government increases every year but the results of the assessment of the quality of education in Thailand are reversed. It can be seen that education is not only learning at the basic level but also learning to promote basic life skills develop human beings to become citizens. Therefore, preparing students to be able to live happily in society have a good quality of life Having a stable career and being ready to cope with global changes in the 21st century will lead to the development of Thailand to be stable, wealth and sustainability in the future. The National Education Development Plan 2017-2036 has mentioned learner aspirations, it aims to develop every learner to have characteristics and learning skills in the 21st century including 3Rs8Cs It consists of the following skills and attributes: The 3Rs : Reading, Writing and Arithmetics. The 8Cs are: Critical Thinking and Problem Solving, Creativity and Innovation, Cross-cultural Understanding, Collaboration Teamwork and Leadership, Communications Information and Media Literacy, Computing and ICT Literacy, Career and Learning Skills and Compassion. The aforementioned are the basic skills for developing students to become 21st century learners to enhance knowledge skills to cope with ongoing social changes and to adapt to new situations and able to live in the present day to prepare students for the 21st century (Suwit Meesinsee, 2560: 28-32)

Career Skills is essential to living in the 21st century this can be seen from the government policy that the Prime Minister announced to the National Assembly on July 25, 2019 by establishing 12 main policies. No. 8: Reforming the learning process and developing the potential of Thai people of all ages promotion of learning and developing professional skills for all ages (Office of the Permanent Secretary, Ministry of Education, 2563: 21) this is in line with the National Education Development Plan 2017-2036, which has a plan to develop education to increase the ratio of education to vocational education to be higher compared to the rate of education to general education to meet the demand for professional workforce in line with economic development in all regions of the country (Office of the Education Council, 2560: 87). In addition, guidelines operations in driving education development strategies in curriculum development

teaching process and evaluation by setting curriculum standards according to grade levels and professional competency standards that corresponds to the needs of educational institutes and establishments to organize the teaching and learning process for students to develop professional skills in life in the world society emphasizing the importance of knowledge, virtue, learning process and integration as appropriate for each educational level in knowledge occupational skills and happy living at the same time. The Office of the Basic Education Commission has set a policy focusing on students career motivated gain knowledge appropriate skills for future employment it is an important manpower in the development of the nation.

The Ministry of Education has placed importance on supporting and promoting education management to develop the professional skills of the students as the top priority. According to Ms. Treenuch Thienthong, Minister of Education which has announced the government administration policy of the Ministry of Education for the fiscal year 2021. It consists of 12 normal policies and 7 quick win policies which wants to achieve concrete performance within 5 months or the 4th quarter of the fiscal year 2021, consisting of 1) student safety especially safety in educational institutions, 2) Competency-based courses focus on providing a variety of learning based on the abilities of the learners and develop learners to achieve desired competencies, 3) Big data, in addition to establishing a systematic and non-duplicate national educational data collection system must design a system that can process information accurately up-to-date including information that requires developing platforms or content for online learning in parallel, 4) The Center of Excellence in Vocational Education (Excellent Center) may need to adjust the work plan, 5) Develop professional skills promote education management to develop the professional skills of learners build a suitable career and income enhance the competitiveness of the country. Long life education learning for people of all ages to have quality and standards full potential from childhood to old age develop appropriate curriculum to prepare for entering the aging society with the mechanism of community learning centers across the country to help provide education for people of all ages, 7) Education management for people with special needs by the special education center as the main operation to decentralize and increase availability of special education teachers

From the reasons and importance of the above occupational skills researchers as personnel in secondary schools has realized and foreseen such importance. Therefore, the study of the components and conditions of the management of vocational skills in secondary schools was studied to develop a model for career skills education management for secondary school under the Office of the Basic

Education Commission. This is to be a guideline for the development of vocational skills for learners in secondary schools Under the Office of the Basic Education Commission. This leads to the development of learners to have knowledge and abilities, which is an important intellectual cost in skill development, characteristics and competencies in conducting a livelihood as well as living happily with others in society In the midst of the rapid and continuous change of the 21st century world.

2. OBJECTIVES OF THIS STUDY

1. To study the components of educational management career skills for secondary school under The Office of The Basic Education Commission.
2. To development of educational management model career skills for secondary school under The Office of The Basic Education Commission.
3. To evaluate of educational management career skills model for secondary school under The Office of The Basic Education Commission.

3. DELIMITATION OF THIS STUDY

1. The populations in this research consisted of 1,513 the administrators school of under the Office of the Basic Education Commission in Northeastern Thailand.
2. The samples in this research consisted of 310 the administrators school of under the Office of the Basic Education Commission in Northeastern Thailand by Krejcie and Morgan's table.

4. METHODS IN THIS STUDY

In this study, the research was divided into 3 phrases according to objectives.

The first phase: Context studies to obtain components for educational management career skills for secondary school under The Office of The Basic Education Commission.

The first step: The researcher studied the information about educational management career skills for secondary school under The Office of The Basic Education Commission.

The second step: Interview with specialists one-to-one (Individual Interview) using the information obtained from Step 1 to create a semi-structured questionnaire (semi-structured interview). Then,

presented to the Chairman of the Thesis Committee and the Thesis Advisory Committee to examine the content validity and use of language (Wording), and interviewed the 9 experts with the semi-structured questionnaire to confirm the elements.

The instrument used for data collection

The semi-structured interview was composed of three parts: 1) the condition of education administration in career skills, 2) a skill required for teaching career skills in secondary schools and 3) guidelines for the management of career skills education for secondary school.

Data collection

The researcher conducts interviews with experts by prepared the topics and issues for the

interview in advance. The interview was based on a clear questionnaire but was flexible in conversation.

Data analysis

The researcher analyzed the data obtained from the interviews using content analytical

methods.

The third step: to study the current of educational management career skills for secondary school under The Office of The Basic Education Commission.

Population

The 1,513 school administrators offered at the basic education level under the Office of The Basic Education Commission, These schools were located in the Northeast region of Thailand.

Samples

The 310 school administrators offered at the basic education level under the Office of The Basic Education Commission. The researcher performed stratified random sampling, calculated the sample proportionally, and handling simple random sampling.

The instrument used in this study

Tools used in this research as a questionnaire consisting of a 5 rating scale that we created.

Data collection

The questionnaire is put in a stamped envelope and sent to the sampling group, so it is

convenient to return the questionnaire by mail.

Data Analysis

The gathered data were analyzed by using software program.

Statistics used in data analysis

1. The researcher analyzed the general data of the respondents from Part 1 with statistical distribution of frequency and percentage.
2. The researcher analyzed general data of the respondents from part 1 with frequency and percentage distribution statistics and analyzed the current condition data by using mean and standard deviation.

Phase 2: Creation and Development of educational management career skills model for secondary school under the Office of Basic Education Commission.

The first step: Creation of educational management career skills model. The researcher created a model from multi case study by In-depth Interview 9 experts from 3 schools with good practices total 15 people each by purposive sampling.

The instrument used in this study

The instrument used in this study was a questionnaire created in part 2 that describes the current of educational management career skill for secondary school under the Office of Basic Education Commission.

Data collection

The researcher conducts interviews with experts by prepared the topics and issues for the interview in advance. The interview was based on a clear questionnaire but was flexible in conversation.

Data analysis

The researcher analyzed the data obtained from the interviews using content analytical

methods and summarized in an essay.

The second step: Development of educational management career skills model. The researcher developed a model from focus group discussions by 9 experts.

The instrument used in this study

The meeting recording form and the meeting summary form.

Data analysis

The researcher interpreted by using content analysis method.

The third phase: The researcher determined the effectiveness of the educational management career skill model for secondary school under the Office of Basic Education Commission.

The first step: The researchers determined the effectiveness of the educational management career skills model for secondary school under the Office of Basic Education Commission from the assessment of accuracy, suitability, feasibility and usefulness by 9 experts.

The instrument used in this study

Tools used in this research as a questionnaire consisting of a 5 rating scale that we created.

Data collection

The questionnaire is put in a stamped envelope and sent to the sampling group, so it is

convenient to return the questionnaire by mail.

Data Analysis

The gathered data were analyzed by using software program. The qualitative data was analyzed by content analysis and the results were summarized in an essay.

The second step: Field Trials the sample model trial by co-researchers at Pathumthep Wittayakarn School, Nong Khai Province 189 people.

The instrument used in this study

Manual of the educational management career skills model for secondary school under the Office of Basic Education Commission and project participant satisfaction assessment form.

Data collection

The researcher contact for cooperation in trying and end of the trial period send assessments to event participants by the researcher on the date when and where to return the assessment.

Data Analysis

1. The researcher analyzed the general data of the respondents from Part 1 with statistical

distribution of frequency and percentage.

2. The researcher analyzed the general data of the respondents from Part 1 with statistical

distribution of frequency and percentage analyzed data.

5. CONCLUSIONS

According to 3 objectives of this study, the conclusions were as follows:

5.1 The components of education management in terms of career skills for secondary school under the Office of the Basic Education Commission.

Consisting of 6 components as follows: 1) Management of problem solving skill refers to the process for people who have the ability to observe, analyze, find solutions, choose methods and evaluate, 2) Management of process skill means Imparting a person with the ability to analyze Set goals, plan, and execute effectively, 3) The management of participation and human skill means the process of making people aware of their roles and responsibilities in a group have leadership, 4) The management of Inquiry skill refers to actions that allow individuals to identify problems make a plan to search for information and analyze the information obtained from the search. The results can be summed up and applied in the most cost-effective and efficient manner, 5) The management skill means the process of giving people the ability to manage work systems (single) and manage people systems (groups) well and 6) The management of communication skill means that people have the ability to coordinate have creative ideas have the ability to calculate able to use digital technology in their work and have a positive career attitude.

2. The created and developed a model for career skills education management for secondary school Under the Office of the Basic Education Commission

The educational management model career skills for secondary schools under the Office of the Basic Education Commission get advice from experts focus group discussions, consisting of 4 elements: inputs, processes, outputs and success conditions. The details are as follows: component 1 the input factor consists of sub-components, the educational management of career skills for secondary school under the Office of the Basic Education Commission There are 4 administrative tasks: Academic Administration (curriculum for Integration), Personnel Administration (personnel for career), Budget Administration (Resource Allocation) and General Administration (Learning Resources Engagement). Component 2 the process factor of the educational management career skills for secondary schools under the Office of the Basic Education Commission the quality management cycle has 5 steps and a network is built as a driving mechanism consisting of; step 1: Plan is a setting educational management goals with the participation of all sectors determine work plans, projects, curriculum, activities to support the teaching of career skills in line

with the community context, student needs and demands of the labor market cover all 4 areas. Step 2: Do this steps which are integrate work with network partners who have a duty to support schools in various fields so that students can acquire knowledge and skills in a variety of occupations according to their own interests. Develop a curriculum that is flexible and consistent with the context of the area in line with local occupations and responds to changes in society. Integrate the teaching of career skills with other subjects etc. Step 3: Check; creating the participation of all sectors to have follow-up every step of the work. Performance reports are systematically reported every period. Step 4: Act; there is a periodic evaluation of the work and the results of the evaluation are used to improve and improve as well as systematic performance reports at every stage. Component 3 the output consisting of teacher quality, efficiency of educational management and community participation and component 4 the conditions for success including awareness of sustainability.

3. The effectiveness of the educational management model of career skills for secondary school Under the Office of the Basic Education Commission

In finding model effectiveness the researcher used the model obtained from the development in Phase 2 to be evaluated by 9 experts. It was found that the overall average was at the highest level ($\bar{x} = 4.96$, S.D. = .10) from highest to lowest as follows: usefulness the average is at the highest level ($\bar{x} = 4.99$, S.D. = .04). Suitability has the average level at the highest level ($\bar{x} = 4.96$, S.D. = .10). Possibility the average is at the highest level \bar{x} (= 4.96, S.D. = .11). And accuracy is average at the highest level ($\bar{x} = 4.93$, S.D. = .16)

6. DISCUSSION

6.1 Components of education management in terms of career skills for secondary school under the Office of the Basic Education Commission

Results: A study of elements of educational management in career skills for secondary schools under the Office of the Basic Education Commission, it can be concluded that it consists of 6 components; problem solving skills, process skills, participation and Human skills, inquiry skill, management skill and communication skill. It can be seen that the six components of education management in terms of career skills have a consistent relationship leading to the development of learners to have basic skills for Thai citizens and necessary skills in the 21st century corresponds to Christina Evans (2008) who mentioned the occupational skills employers need to recruit people from both the organization's point of view an entrepreneurial perspective and an academic perspective. Its consists of process skills adaptive skills,

analysis, criticism, synthesis; skills in finding and seizing opportunities strategic thinking skills coordination skills problem solving skills and skills to learn through practice and be ready to learn the risks. Consistent with the research of Soradet Lertwattanavanich (2017) mentioned that professional skills that it's a necessary basic skill used in basic occupations it consists of skills such as communication and human skill, process skill, problem solving skill, Inquiry skill and management skill which each component plays a very important role in enhancing the efficiency and quality of the school corresponds to the World Economic Forum (2020) which has summarized the skills that workers will need to increase in the next 5 years as consisting of analytical thinking to create innovation, strategizing and learning solving complex problems thinking and analyzing problems in depth. While Rattanasri Phromjairak (2012) stated that the basic skills necessary for occupation consist of work process skills, collaboration skills, problem-solving skills, and knowledge-seeking skills. The skills in managing the work system and the human system, enabling the operation to achieve the goals efficiently corresponding to the Ministry of Education (2008) and the research of Janpen Suwanakorn (2015) mentioned that the basic skills needed for a career that consist of work process skills, problem-solving skills, work skills, and knowledge-seeking skills and management skills. Samut Sakhon Provincial Labor Office (2017) has summarized the skills of workers expected by enterprises that includes foreign language skills, computer skills, math and calculation skills, communication skills, management skills and specific skills in the profession. The development of students in these skills will result in students having the opportunity to develop themselves in order to be well prepared to enter the labor markets.

2. The education management career skills model for secondary school Under the Office of the Basic Education Commission

The educational Management model of career skills for secondary schools under the Office of the Basic Education Commission it consists of inputs, processes, outputs, and success conditions are awareness of sustainability. Corresponds to Narong Aphaijai (2017) has studied about the model of educational management to promote careers for underprivileged children school in the Royal Project found It consists of 4 components: inputs, processes, outputs and environment. The results of creating an educational management model consisted of 3 components. Input factors consisting of 4 aspects of educational institute administration: academic, personnel, budget and general administration. The process consists of 5 steps: planning, implementation, inspection, improvement and reporting. There is coordination as a driving mechanism. Productivity quality of learners and efficiency management success 2 condition continuous support

from the parent agency and regular support from external organizations. Consistent with research by Wanrudee Puyati (2019). Studied about the development of a career management model towards school excellence in the child and youth development program in the wilderness. It was found that the career management model had 5 components it was found that the career management model had 5 components; management, curriculum and learning activities management, student quality, network participation and results and success. Each area is managed by Deming circle; Plan, Do, Checking & evaluating and improving and preventing problems.

3. The results of the effectiveness for educational management career skills model for secondary school Under the Office of the Basic Education Commission

Evaluating the effectiveness of the model it was found that the educational management model of career skill for secondary schools under the Office of the Basic Education Commission an accuracy, suitability, possibility and usefulness at the highest level. Because the development of the pattern has gone through various processes come step by step and appropriately. Consistent with research by Narong Aphaijai (2017) found model evaluation results, there is a high level of implementation possibility and the highest level of usefulness. And Wanrudee Puyati (2019) research found that the generated model is suitable and feasible to implement and has the same steps as the model frog created according to expert opinions. Consistent with the research of Saringkarn Jaipantha (2020), it was found that experts had the same opinion that the overall feasibility and usefulness of the model were at a high level in all aspects.

7. SUGGESTIONS

Suggestions based on research results

Based on results from this study, the obtained information of decision into practice therefore, the recommendations aim to provide suggestions to educational institutions and to higher agencies in applying the research results.

1.1 Administrators teachers and stakeholder should study the details of the model from the format manual to understand the details of each issue before applying it in real situations.

1.2 The format should be applied according to the context of the school availability of personnel raise awareness of cooperation for all parties including administrators, teachers, students, parents and stakeholders.

1.3 The educational management model of career skills for secondary schools under the Office of the Basic Education Commission can be used to develop other educational institutions to develop vocational skills for students.

Suggestions for further research

2.1 There should be qualitative research on the development of education management in terms of vocational skills to bring the results to be analyzed for application in accordance with spatial management.

2.2 There should be evaluative research to bring the results to develop and improve the model and expanding the results to be used in other educational institutions to be more efficient.

2.3 There should be an approach to develop effective vocational education management in the next decade.

2.4 There should be research to propose management strategies for vocational skills as a guideline for proactive development leading to the management of professional skills that meet the needs of the market even more.

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