

A PREPARATION OF THE EDUCATION DEVELOPMENT MODEL USED FOR TEACHERS AND EDUCATION PERSONNEL IN HIGHER EDUCATION TO SUPPORT THE POLICY “THAILAND 4.0”

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ABSTRACT

The main purpose of this research was to prepare the education development model used for teachers and education personnel in higher education to support the policy “Thailand 4.0”. The researcher has employed Qualitative Research Methodology and collected the data by conducting in-depth interviews with distinguished instructors and university officers in business administration department. The data analysis has been emphasized in content analysis by studying human resource management in educational system in Thailand. There are three approaches found, which are formal, informal, and semi-formal respectively. These approaches are to be consistent with four dimensions in educational management, which are Economic Stability, Environment Protection, Well-being Society, and Individual Knowledge Enhancement.

The results show some significant points towards Personnel Enhancement in complying with Balanced Development towards four-dimensional Thailand 4.0 policy as follows: 1) Economic Stability needs to emphasize on Workshops in enhancing necessary skills, Field trips to learn about new technology and innovation, Study about economic status to adapt into the current situation, and Research Support on interested field of study. 2) Environment Protection needs to emphasize on seminars about housing and environment development. enhance some ways to learn how to adapt in a real world. 3) Well-being life quality needs to emphasize on the cooperation between locals and institutions and the recognition in morals and work ethnics of their career. 4) Individual Knowledge Transfer should highlight the development in techniques used in teaching and learning materials following Thailand 4.0 policy, online lessons, computer and laboratory learning, English language and any other foreign languages, and educators development skills

Keywords: Preparation, educational human resource, Thailand 4.0 policy

Background and Statement of the Problems

Education is a significant dimension in developing the country. If people in the country have been provided education properly, the country will succeed in economic aspect, political aspect, social aspect and cultural aspect. (Makeng, 2004) Regarding the importance of receiving proper education, education given to people in the country is considered as an important tool in human resource management as well as an indicator to see whether a country has aimed and shaped in a prosperous way of administration and management in the country. Therefore, government has to pay attention to both human resource management and life-long learning development.

Since human resource management is an important key in driving the country forward, the institutions, schools, universities are considered as a vital tool in order to create a good standard of living for people in the country. The educational institutions are responsible for the transfer of knowledge and to provide necessary skills for people so that they can learn and create their potentials and value to be a good citizen for the society they live in. It is a fact that we are now living in a highly competitive world and high competition often leads to the need of adaptabilities in catching up with the flow. Therefore, educational sectors need to be highly prepared for the competitive situation.

In response to the need of adaptabilities in competitive environment, educators are the first to be considered in action. Most schools and institutions need to prepare their teachers the common knowledge of educational reform and management.

This includes the drastic change to be Thailand Digital Economy in 21st century era. In regards to the coming of sudden changing era, most countries are actively encouraged in providing appropriate ways to practically handle with unexpected risks and threats. They have recently taken action of the demolition in economic policy and restructured the social infrastructure, social value, people's way of live, and educational reform with an aim of enhancing the social standard of living to be closely similar to the living quality of the first world countries. Thailand 4.0 policy significantly stated about some major mechanics in moving the country forward to be compared with the world countries. It has clearly announced that the whole population income has to be upgraded from the medium to the higher income, and the economy system has to be an effective-driven innovation following Thailand 4.0 policy. As the educators are the crucial key in support Thailand 4.0 policy, the researcher is interested in studying the model effectively used in educational development in higher education of business administration.

Objective

To study the model effectively used in education personnel development in higher education of business administration.

Research Questions

Are there any models of education personnel development in higher education, used in complying with the three approaches following Thailand 4.0 policy?

Research Framework

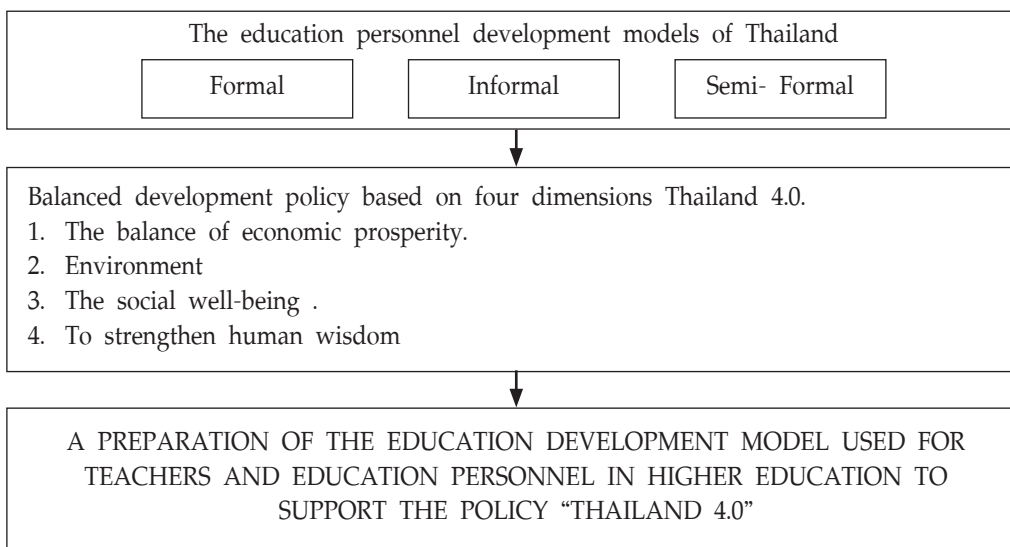


Figure 1: Research framework

Literature Review

The education personnel development models can be categorized in three as follows:

1. Formal (Government sectors)

Formal model is appointed by the government sectors. Generally the formal model comes in a form of annual report conducted by schools and educational service areas. To strengthen the educational reform and human resource development, the government has proposed the budgeting plan in order to help support the schools to administrate with in the working hours through seminars, academic conferences, school activities concerning educational administration and management, research productions, and academic services.

2. Informal (Private Sectors)

The informal model run by private sectors emphasizes

on the important need of individual development. They have to use their own budget and the procedure can be made at their leisure. Most of them go through their own budget and schedule in self-studying, participating in social events, performing as a member of professional association etc.

3. Semi-formal

It is a mixed model in combining both government sectors and private sectors, in a more lenient way, as a main part of human resource administration and development. The budget is possibly appointed by the government or individual and it can be a full budget or some partials. The activities can be done on either working business days or overtime period. The main sample is the teacher’s evaluation and course overviews to reflect on teacher’s performance to self-development model.

Table 1 The models used in many countries in terms of human resource management of educational reform and development in higher education

Development Model	Japan	U.S.A.	France	Finland	Australia	New Zealand	Thai	Indonesia
Individual	×	×	×	×	×		×	×
Government Support	×			×		×	×	×
Forced	×						×	×

The Concept of Thailand 4.0 policy

It is obvious that the global changes in human resource management has resulted in a highly competitive working environment in every organization around the world. It is a need to create a proper educational reform and human resource development in order to adjust in the real world. Most countries have adapted by restructuring the economy section and stressing the effectiveness in risk management of all administrative sections. The basic structure has to be improved in terms of quality in standard of living, social values, and individual potentials and skills. For example, the United States has laid the economic development model in A Nation of Makers, whereas England has made it to Design of Innovation. In China, it is labeled as Made in China 2025, similarly with Made in India, like in India. In South Korea, it emphasizes Creative Economy. In Thailand, we had Thailand 1.0 in the past which aimed to growth in agriculture, and later Thailand 2.0 which focused on Industry Growth, leading closely to Thailand 3.0 policy which dramatically stressed on a drastic industrial growth. At present, we have struggled with Thailand 3.0 policy in many ways such as 1. Tension of population income trap, 2) Growing regional disparities in economic prosperity, and 3) Imbalanced economic development trap. Hence, the goal and vision here is to actively enhance economic development and administration in Thailand to exceed our expectation of becoming the first world country within 2032.

There are 6 characteristics of a first world country standard.

1. Pride and respect in country identity.
2. Individual's full excellence in knowledge and skills
3. High quality of life
4. Nice and healthy environment
5. Stable economic structure
6. Big role in regional and international levels

In Thailand, we can track down to Thailand 1.0 policy. It significantly focused on agriculture growth preparing to Thailand 2.0 policy which later aimed on industry sectors. This policy complied with an idea of using cheap labors and materials along with natural resources in developing the industrial size. Meanwhile, it clearly showed that education dimension had been achieved so we headed on Thailand 3.0 policy. In Thailand 3.0 policy, we aimed on big industry about hardware, car engine production, and electronic parts which all imported and investors from other countries. In this era, export business was the main production of the whole country. In 21st century, Thailand sees the need of upgrading the previous policy to the Thailand 4.0 policy that the main income of the whole population has to be improved from the medium average to higher income. Also, the economic system is significantly enhanced from typical effective movement to a new era of innovations.

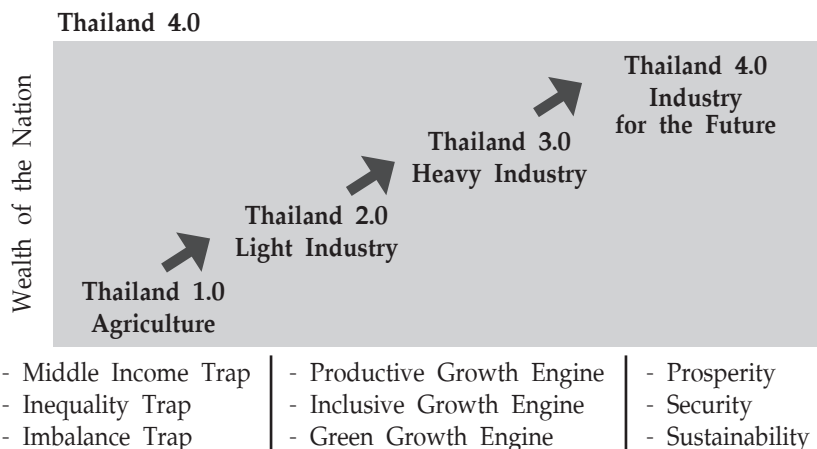


Figure 2 Thailand 4.0 policy model (Source: BrandAge-Dr.Suvit-Thailand-4.0)

This figure shows the three important mechanisms for the New Growth Engine as follows:

1. Productive Growth Engine which aims for the production of the whole country
2. Inclusive Growth Engine which distributes to individual equally
3. Green Growth Engine which stresses on sustainable friendly environment

By following Thailand 4.0 policy, the previous “Comparative Advantage” has to be reformed to the new “Competitive Advantage”. The industrial economic structure plan also needs to be upgraded from “increasing value” to “creating value”. There are five sections mainly as follows:

1. Biotechnology Industry
2. Renewable Energy Industry
3. Engineering Design Industry
4. Quality of Life Industry
5. Creative Economy Industry

All five industry sections are based on Natural Advantage and Cultural Advantage that Thailand previously obtains. However, we continue to find out how we comply with the Global Community movement. It develops Knowledge Management into Life Quality Improvement.

The new direction of domestic industry in Thailand’s strategy – based management prepared by Ministry of Commerce for the next 20 years has four major changes as follows:

1. The change from Supply-Driven to Demand-Driven
2. The change from Regulator to Facilitator
3. The change from OEM to Value Creation
4. The change from Trade in Goods to Trade in Services

In order to maintain significant country strategy, the country needs to be ready in all dimensions. However, Thailand now still lacks stability and

readiness to be the first world country. Most of the problems are pointing to the country’s chronic problems particularly the violence and disparities in society, high rate corruption, and unemployment. Therefore, the first mission is to bring harmony and normality back to the country. After all chronic problems have been solved, the further mission will be heading on developing to the first world standard.

Scope of the Study

1. Population Scope

The population participated in this research is education personnel administration in higher education level.

2. Content Scope

2.1 Education Personnel Enhancement

2.1.1 Formal development model

2.1.2 Informal development model

2.1.3 Semi-formal development model

2.2 Balanced Development in four dimensions

by Thailand 4.0 policy

2.2.1 Economic Stability

2.2.2 Environment Protection

2.2.3 Well-being society

2.2.4 Individual Knowledge Enhancement

Methodology

The researcher has employed Qualitative research Methodology as a main to analyze the data by in-depth interviews. The research interviewed 12 participants including teachers and education personnel in higher education level in Bangkok and Eastern region. The data analysis and result discussion will be effectively used in education personnel enhancement in a response to Thailand 4.0 policy in the future.

Conclusion and Result Discussion

The result shows in Table 2: Models in Education Personnel Enhancement Preparation

Development Models	Participants											
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Formal												
1. Seminars												
1.1 Workshops in enhancing necessary skills												
1.2 Seminars among housing environment development												
1.3 Seminars between locals and institutions												
1.4 Seminars for teachers in Thailand 4.0 policy												
1.5 Seminars in moral and work ethics												
1.6 Teaching development following Thailand 4.0 policy												
2. Field Trips												
2.1 to learn about new technology and innovation												
2.2 to learn to adapt in a current situation												
3. Further Study												
3.1 Study about economic status to adapt into the current situation												
3.2 Study all curriculum used in efficiency												
4. Research Papers Production												
4.1 Research on solutions in response to Thailand context												
4.2 Research on PDCA or System Approach												
4.3 Research Support on interested field of study												

The result shows in Table 3: Models in Education Personnel Enhancement in complying with balanced development towards four-dimensional Thailand 4.0 policy

Models	Balanced development towards four dimensions			
	Balanced in Economic Stability	Environment Protection	Well-being Society	Individual Knowledge Enhancement
1. Formal				
1.1 Seminars	- Workshops in enhancing necessary skills	- Seminars among housing environment development	- Seminars between locals and institutions - Seminars in moral and work ethics	- Teaching development following Thailand 4.0 policy - Necessary skills in career development - online materials - Computer use, English or other foreign languages - Other creative skills enhancement - Teaching development following Thailand 4.0 policy
1.2 Field Trips	- Innovation	- Research on future context		
1.3 Further Study	- to learn to adapt in a current situation		- work ethnics and moral	- useful curriculum
1.4 Research Papers	- Encouragement on research production towards interested field of study	- Research on solutions in response to Thailand context		- Research on PDCA or System Approach
2. Informal				
2.1 Self study			- More opportunity to collaborate useful activities	- Self development
2.2 Participation	- Participate in innovation use	- Social connection and environment	- Participation in career development and skills	- Participation in career development and skills
3. Semi-formal				
3.1 Peer Observation	- Excellent in sharing opinions and problem-solving skills		- Self-disciplines	- Morning talk
3.2 Observation by a mentor	- Work link		- Follow the tradition and customs	- Communicate with people from different levels
3.3 Observation by an executive	- Risk Management in current and future change		- Rewarding and Respect - Self-discipline and time management	

Discussions

The results show some significant points towards Personnel Enhancement in complying with Balanced Development towards four-dimensional Thailand 4.0 policy as follows:

1. Economic Stability

The researcher sees some areas in formal model that need to be stressed. The formal model needs to emphasize on Workshops in enhancing necessary skills, Field trips to learn about new technology and innovation, Study about economic status to adapt into the current situation, and Research Support on interested field of study. However, the informal model needs to work on more shared opinions towards current situations and some solutions to creative systematic work connection in relation with the Office of the Basic Education Commission, Ministry of Education (2011, p. 22) stated that the transfer of knowledge and academic research in all aspects are vital tools in enhancing learner's development for successful coming of ASEAN.

2. Environment Protection

Formal model needs to emphasize on seminars about housing and environment development. However, informal model needs to enhance some ways to learn how to adapt in a real world. (Ministry of Education, 1996). In relation to the Ministry of Education, it states that the virtue of education is to acquire the real understanding in each social context thoroughly in order to develop the life quality, economy, and society.

3. Well-being life quality

The formal model needs to emphasize on the cooperation between locals and institutions and the recognition in morals and work ethnics of their career. However, the informal model needs to focus on creativity in learning beneficial for individual and society. The organization also needs to give more opportunities to collaborate useful activities in social development. Lastly, semi-formal model is essential to the activeness of self-discipline, traditions, social value, rewarding, and time management skill. (Mongkolwanich, 2012, p. 230) He significantly encompasses that the cooperation among family, school, institution, and society is the most important

factor in moving the country forward.

4. Individual Knowledge Transfer

The formal model should highlight the development in techniques used in teaching and learning materials following Thailand 4.0 policy, online lessons, computer and laboratory learning, English language and any other foreign languages, and educators development skills. While informal model needs to emphasize on the participation of individual development, career development, and other necessary skills. Lastly, semi-formal model should be focusing on the shared opinions among educators such as Morning Talk or communicating with people from various levels and social backgrounds in order to constructively help develop the society in a prosperous way. This result is consistent with Brostating that authentic learning materials are preferable because of the need to adapt to current world. Furthermore, teachers also need to strengthen their English communication skills and explode into foreign cultures regarding English language is mainly used in the ASEAN countries. In addition, Committee of Basic Education Commission crucially encompasses the main characteristic of Thai children in ASEAN merge era, stating that Thai children need to be efficient in at least two foreign languages.

Recommendations

The result of this research shows that three models are used in education personnel development in an effective response to Thailand 4.0 policy. As the education personnel in higher education is a core factor in country development, we need to pay extra attention to prepare some models in the teacher skill enhancement by bring more innovations and create more opportunities to successfully comply with competitive advantage in the international business forum.

Recommendations for Further Study

The next research topic should be focusing on more study about the approaches used in education personnel development in order to be consistent with economic status in the country, previously Comparative Advantage to Competitive Advantage.

Likewise, the economy structure needs to be improved from “Increasing Value” to “Creating value” in terms of five categories of industry as the following: Biotechnology Industry, Renewable Energy Industry, Engineering Design Industry, Quality of Life Industry, and Creative Economy Industry. All of the five industry categories are mainly based on Natural Advantage and Cultural Advantage.

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