

Competency Assessment for Administrators Under Jurisdiction the Office of Vocational Education Commission

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Abstract

This research aimed to assess the competency for vocational education administrators under Jurisdiction the Office of Vocational Education Commission, Ministry of Education by using the Needs Assessment Process to assess their 5 core competencies and 11 functional competencies. The samples were 201 vocational education administrators. The questionnaire was used for data collection. The statistics were percentage, mean, and standard deviation, respectively.

The findings were summarized as follows:

1. In overall, the vocational education administrators had high levels for core and functional competencies.

2. The competencies were ordered based on its mean as follows:

2.1 Core competencies: moral and ethics, good governance, team work, achievement motivation and expertise

2.2 Functional competencies: self confidence, leadership, empowering others, organization awareness, human resources development, vision, self control, works control and monitoring, analytical thinking, communication and strategic orientation.

Key words: competency assessment, core competency, functional competency

1. Introduction

The significant issue of the development of national vocational educational and training management was the Vocational Educational Act B.E. 2551(2008) [1] which aimed at managing vocational education in accordance with the National Economic and Social Development Plan and the National Educational Plan to develop the manpower at skill, technique, and technology levels and upgrade national vocational education in line with market demand [2]. Modern knowledge body and Thai local wisdom had been integrated applied for implementing the mentioned mission to develop the students to be skilled manpower with competency to be employees or self-employed.

The vocational education management regulations had been also revised in accordance with the National Education Act, Rules of Administration of Ministry of Education Act, Teacher Civil Service and Educational Personnel Act, and current roles and responsibilities of vocational education institutions, respectively. As the result, the vocational education institutions had been restructured into 4 affairs namely Human Resource Management affairs, Planning and Cooperation affairs, Educational Development affairs and Academic affairs[3]. The revised roles and responsibilities of these institutions were to manage the vocational education, provide vocational trainings, and promote the vocational occupation for Thai people in line with the National Educational Act and other related laws, the Government policy, and the National Economic and Development Plan.

The Office of the Civil Service Commission [OCSC] had developed the core and functional competency model as the basic requirements for Thai officials[4]. Upon the try-out of core competencies which included achievement motivation, service minds, expertise, morality and ethics and team work, it was found that the achievement motivation and service minds were the most significant competencies. Regarding the functional competencies, some limitations for the officials in same positions but

different job assignment were found; therefore, it was expected that the use of functional competency for performance evaluation could face some obstacles, resulting the Office of the Civil Service Commission in postponing the utilization of functional competency [5].

The researcher was interested in vocational human resources development because the vocational education management context was different from other educational management. The vocational education was highly important to the national manufacture sector because the vocational education institutions were the main suppliers of manpower for this sector. The vocational education management could be done in various aspects such as formal education, informal education and dual vocational education. However, the most crucial issue to be taken consideration was the vocational education personnel whose performance was still in bureaucratic manner. It was timely to reform human resources development of vocational education institutions to enhance their performance effectiveness. The competency-based human resources management could be applied for formulating the management competency model which required for administrators to properly perform their tasks. Such competency could be also the mechanism for competency development of the administrators by taking account with vocational education context of Thailand and demands of all parties concerned based on educational human resources development principles and trends in order that the vocational education human resources could be the effective and valuable capital of sustainable vocational education of Thailand.

2. Research Objectives

To assess the competency for vocational educational administrators under Jurisdiction the Office of Vocational Education Commission, Ministry of Education.

3. Research Framework

The following concepts had been integrated applied for doing research:

3.1 The concept of Competency of David Mc Clelland [6]

3.2 The concept of Needs Assessment of Altschuld, J.W. and Witkin, B.R., [7]



Figure 1. Research Framework

4. Scope of Research

4.1 To assess the competency for vocational education administrators under Jurisdiction the Office of Vocational Education Commission (VEC) who had been acting as the Directors of vocational Colleges

4.2 The following issues had been included in the scope of research:

4.2.1 Core competencies of vocational educational administrators who had been acting as the Directors of Vocational Colleges in the field of core behavior on organizational administration and implementation to achieve the goals in line with vision and mission of the Office of Vocational Education Commission (VEC)

4.2.2 Functional competencies of vocational educational administrators in field of functional behavior in organizational administration and management to achieve the goals in line with plan, project and mission of the institution

4.3 Sample applied for the research was 201 directors of vocational colleges were selected by Stratified Random Sampling which using Krejcie and Morgan's table [8]

5. Research Methodology

The researcher had applied the survey descriptive method for this research. The needs assessment had been used to assess the needs identification of

vocational education administrators and prioritized their competency by mean. It had been noted that the competency with lower mean had required more development than the competency with higher mean.

6. Research Instruments

The questionnaire on competency assessment of Directors of vocational colleges was developed as the research instrument for this research. The questionnaire was divided into five-rating scaled questions (Highest, High, moderate, Low, Lowest) on competency assessment of the respondents.

7. Data Collection

The Faculty of Industrial Education, King Mongkut's Institute of Technology Ladkrabang (KMITL) had issued the letters together with the questionnaires to directors of vocational colleges for requesting their cooperation in filling up the questionnaire and mailing back to the researcher. The researcher had contacted the officials in charge of such institutions by telephone and e-mail to follow up the late questionnaires.

8. Data Analysis

The data analysis on competency assessment of directors of vocational colleges was analyzed the means (\bar{X}) and standard deviation (S.D.)

9. Research Findings Summary

This research aimed at assesses the competency of vocational education administrators under Jurisdiction the Office of Vocational Educational Commission, Ministry of Education in 5 core competencies and 11 functional competencies. A total of 189 copies (94.03%) of the questionnaires were returned. The data analysis had been implemented as follows:

Data Analysis on Competency of VEC

The data analysis of core and functional competency of 189 vocational education administrators was analyzed for

mean and standard deviation seen in Table 1 and 2 as follows:

Table 1 Mean and standard deviation of core competency of vocational education administrators

Core competencies	\bar{x}	S.D.	Levels
1. Achievement Motivation	4.2963	0.6634	High
2. Moral and Ethics	4.5807	0.6227	Highest
3. Team Work	4.4638	0.6247	High
4. Expertise	4.2712	0.6163	High
5. Good Governance	4.5820	0.5715	Highest
Total	4.4388	0.6197	High

From Table 1, it was found that the vocational education administrators had high level (\bar{x} =4.4388) of overall behavior indicator of core competencies. Viewing in items, it indicated that the vocational education administrators had highest level of competency in good governance (\bar{x} =4.5820) and moral and ethics (\bar{x} =4.5807) whereas they had high level of competency in the remaining 3 core competencies namely teamwork (\bar{x} =4.4638), achievement motivation (\bar{x} =4.2963) and expertise (\bar{x} =4.2712).

Table 2 competency of vocational Mean and standard deviation of functional educational

Functional competencies	\bar{x}	S.D.	Levels
1. Analytical Thinking	4.2343	0.6408	High
2. HR. Developing	4.3354	0.6456	High
3. Work Control and Monitoring	4.2346	0.6280	High
4. Organization Awareness	4.3633	0.6499	High
5. Self Confidence	4.5009	0.6189	Highest
6. Communication	4.2180	0.6275	High
7. Leadership	4.4286	0.6254	High
8. Vision	4.3267	0.6337	High
9. Strategic	4.2046	0.6641	High
10. Self Control	4.3060	0.6616	High
11. Empowering Others	4.3677	0.6456	High
Total	4.3200	0.6401	High

From Table 2, it was shown that the vocational education administrators had high level (\bar{x} =4.3200) of overall competencies of functional competencies. Viewing in items, it revealed that the vocational education administrators had highest level of competencies in self confidence (\bar{x} =4.5009) whereas they had high level of competencies in the 10 remaining functional competencies namely leadership (\bar{x} =4.4286), empowering others (\bar{x} =4.3677), organization awareness (\bar{x} =4.3633), human resources development (\bar{x} =4.3354), vision (\bar{x} =4.3267), self control (\bar{x} =4.3060), work control and monitoring (\bar{x} =4.2346), analytical thinking (\bar{x} =4.2343), communication (\bar{x} =4.2180) and strategic orientation (\bar{x} =4.2046).

10. Conclusion

1. Core Competency

It revealed that the core competencies of vocational education administrators consisted with namely achievement motivation, moral and ethics, team work, good governance, and expertise. In overall, the administrators had high level of competencies for core competency. Considering each competency, the levels of core competencies were ordered based on its mean namely good governance, moral and ethics, team work, achievement motivation and expertise. The vocational education administrators had highest level of core competency for good governance and moral and ethics whereas the rest core competencies were at high level. The core competency for expertise was recommended to be improved.

The findings showed that the core competency in achievement motivation, expertise, and teamwork of these administrators was relevant with criteria and processing to promote in position of Office of the Teacher Civil Service and Educational Personnel Commission [9]. Regarding core competencies for achievement motivation, expertise, morality and ethics, and team work, it was found that it was line in with core competencies of Office of the Civil Service Commission (OCSC) [10].

The core competency for good governance was regarded as the result of the Good Governance Act targeting Thai bureaucracy to be justice and transparent [11]. It was expected that the administrators with core competency at acceptable extent would implement the organizational administration and management to achieve the goal in accordance with the vision and mission of the Office of Vocational Educational Commission.

2. Functional Competency

The findings revealed that the functional competencies of vocational education administrators were comprised with analytical thinking, human resources development, work control and monitoring, organization awareness, self confidence, communication, leadership, vision, strategic orientation, self control, and empowering others. It was found that the administrators had high level of functional competencies. Viewing in items, the functional competencies could be ordered by its mean namely self confidence, leadership, empowering others, organization awareness, human resources development, vision, self control, work control and monitoring, analytical thinking, communication and strategic orientation.

It was noted that the vocational education administrators had highest level of functional competency for self confidence whereas they had high level for the remaining functional competencies. The functional competency for strategic orientation was suggested to be developed.

The functional competencies for vision, leadership, strategic, and work control and monitoring was relevant with Vocational Educational Standards in standard 6(6): Leadership and Management, specification 6.1 which required the administrators to have vision and leadership as well as to formulate the administrative planning based on the participation of vocational education community and to be responsible for the achievement [12].

The functional competency for human resources development was in accordance with Assessment Criteria and Indicator of External Quality Assessment of the Office of Vocational

Educational Commission, standard 6: Management, specification 6.3 which required the teachers to be acquired with the professional advancements and knowledge management [13].

The functional competencies which were relevant with vocational education administration and management and in line with Vocational Educational Standards and External Assessment Indicators were strategic planning, empowering others, work control and monitoring, organization awareness, and human resources development. It was because the administrators had put more emphasis on administration and management to upgrade the quality of the graduates.

The functional competencies for analytical thinking, communication, human resources development, and vision were relevant with functional competency requirements of criteria and processing to promote in position. It was because the performance of administrators had direct affects to the achievements of institutions and all stakeholders concerned. It was said that the administrators with required functional competencies would implement their institutions effectively.

Considering the Office of the Civil Service Commission functional competencies [10], it was found that it was relevant because it was the competencies required for supporting and enhancing the officials to perform properly and smartly in accordance with their roles and responsibilities.

11. Recommendations

1. Recommendations from the research

1.1 The formulation of core competency development guidelines and assessment criteria should be done for further study on competency of vocational education administrators.

1.2 The grouping of functional competencies with similar or relevant behavior indicators should be considered for further proper utilization. The formulation of functional competency development guidelines and assessment criteria should be

done for further study on functional competency of vocational education administrators.

2. Recommendations for further research

2.1 More research on competency assessment of vocational education administrators at all levels should be done for further application for human resources developing of all vocational education institutions nationwide.

2.2 The research on effects of vocational education management context towards the competency of vocational education institution administrators should be implemented.

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