

# Situation and Trends of Educational Management in Thailand to Meet the Country Development Needs 2019

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**Abstract---** *The main objectives of the study are the current situations and trends of Thai education management to link the country needed in 2019 is 1) study current situations and trends of education management according to Education Development Plan (2017-2036) and National Strategy (2018-2037) and 2) make a policy suggestion through education strategy (2017-2037) and education reforming. This research is a Future or Foresight Study with three steps through a mixed method with four stages is Bibliometric, Gap Analysis, Priority Needs Index (PIN), and Trend Analysis. There are three stages in this research. 1) Analysis of the relation, gaps, goals of the national strategic plan and Thailand's 20 - Year National Education 2) Analysis of the Thai educational situations in 2019 according to the research framework. 3) Analysis of the policy and also the suggestions to develop Thai education.*

*The research findings were as follow:*

*1. The results of the analysis of relation and gap between goals of National Strategy (2018-2037) and Education Development Plan (2017-2036) found it links between target goals of National Strategy (2018-2037) indicators and Education Development Plan (2017-2036) in strategy, goal and indicators relate to each other without weak points.*

*2. The results of the analysis of Thai education situations according to goals and indicators of Education Development Plan (2017-2036). It found that Goal 1 (Access) and Goal 2 (Equity) were successful, but Goal 3 (Quality), 4 (Efficiency), and 5 (Relevancy) must be seriously developed.*

*Summary of comments and suggestions for education policy from the seminar about education trends to develop the country in 2018, seminar runs through a Focus group with three levels of experts; policymakers from the central, regional and schools, including the suggestions from experts and participants who join the seminar that can be synthesized through the urgent policy to promote education management in Thailand.*

**Keywords---** *The situation of Educational management in Thailand , Trends in Educational management in Thailand , Educational management in Thailand to Meet the Country Development Needs*

## 1. INTRODUCTION

In this day and age, Thailand is in the period of national reform to solve the country's basic problems and objections that have accumulated for a long time in the rapidly changing and more closely connected world situation. Including technological advances are changing and developing rapidly, which greatly affect the social life and economic activities. In Thailand, there are limitations to almost all strategic fundamentals and obstacles in development. Therefore, it is a challenging time for Thailand to develop science, technology, research and development, and innovations as the main factors driving development in all areas to increase Thailand's competitiveness in the world's leaders in technology.

The Ministry of Education has announced the implementation of the National Education Plan (2017-2036). Thailand has also adopted the National Strategy (2018-2037) and the country's educational reform plan. The three important policies focus on human development or human capital to be perfected persons of all ages to manage the living environment changing by raising the education quality, learning, skills development because of Thai people's quality in many areas still lower than the targets and not consistent with the economic and social development direction based on knowledge. The main problem is the Thai people's education and learning quality. Early childhood quality still develops later because of families with a lack of knowledge and time.

Conversely, Thailand's Education is still low in quality and lacks skills training that transforms knowledge into sufficient skills, so the laborers produce stunted quality products. Thai society will step towards a complete aging society in 2021, while the labor population has decreased since 2015. Therefore, the labor shortage in which the productivity of Thai workers still low. It needs to prepare human resources and empower the population of all ages to have a high potential to develop high skills, knowledge, and abilities. People have to develop Their skills congruous to each age for the future quality people and develop the skills that serve the needs and necessary skills for life in the 21<sup>st</sup> century.

The Secretariat of the Council of Education as an agency as the policymaker and National Education Plan focuses on the need to study the educational situation and trend to develop the country and to use it as a direction to manage education to catch up with the rapid changing in the present and the future. Nonetheless, it needs to be relevant to the 20 -year National Strategy (2018-2037) to adapt the result and the data in policymaking and National Education Plan. Therefore, it prepares flexibility according to changes in the country in any context. The important goal is to promote Thai Education quality to meet international standards that lead to the development of the country's high competitiveness.

## 2. The essence of National Education Plan (2017-2037), National Strategy (2018-2037), and education policy reform plan

The Ministry of Education announced the use of the National Education Plan (2017-2037) with the vision of "All Thai people receive a quality education and lifelong learning. Live happily according to the sufficiency economy philosophy and changes in the 21<sup>st</sup> century", which set the goals of education in 5 areas: 1) All citizen access quality and standard education (Access). 2) All learners, all target groups, receive quality education services (Equity). 3) Quality education system can develop learners to reach their full potential (Quality). 4) Educational management system must be efficient for a worthwhile educational investment and achieve its goals (Efficiency). And 5) the Education system responds and reaches the dynamic world-changing and context change (Relevancy).

The promulgation of the National Strategy (2018-2037) sets the vision for developing the country that "Thailand is stable, prosperous and sustainable, is a developed country through the sufficiency economy philosophy." In the implementation to achieve the vision, the country must develop strategic fundamentals in 6 areas, which are 1) security 2) competitive ability 3) development and promoting human resources capacity, 4) creating opportunities and social equality 5) creating growth on the quality of life that's good for the environment and 6) being balance and development of public management system. The development strategy and enhancing human resources capacity focus on human development in every dimension and every age to be good citizens, smart and quality, allowing Thai people to be ready in physical, mental, and intellectual. Thai people must have good health in their age and have public – spines mind, be responsible, love saving, be kind, and be good citizens. Thai citizens must-have skills needed in the 21<sup>st</sup> century, such as communication skills in English and the third language and preserving the local language. Moreover, Thai citizens should have a habit of love to learn and develop themselves to be innovators, thinkers, entrepreneurs, and modern farmers with their skills.

Moreover, the country educational reform plan has set a plan for seven educational reform topics are 1) reform of overall education and learning system of the country 2) reform of the development of young children and pre-school children 3) reform to reduce educational inequality 4) reform of production system, screening and development teachers and professors 5) reform of teaching management to respond to changes in the 21<sup>st</sup> century 6) restructuring of the agencies in the education system to achieve the goals in teaching improvement and promote the quality of education management and 7) education and learning reform with the digital.

### **3. Objectives of Research**

The main objectives of the study on the situation and trend of educational management in Thailand to meet the needs for national development in 2019 are 1) studying the situation and trends of educational management according to the National Education Plan (2017 - 2036) and National Strategy (2018 - 2037) and 2) make a suggestion policy on educational management according to National Strategy (2018 - 2037) and educational reform in the country.

### **4. Research Methodology**

This research is a Future or Foresight Study with three steps through the mixed method with four stages is Bibliometric, Gap Analysis, Priority Needs Index (PIN), and Trend Analysis. There are three stages in this research. 1) Analysis of the relation, gaps, goals of the national strategic plan and Thailand's 20 - Year National Education 2) Analysis of the Thai educational situations in 2019 according to the research framework. 3) Analysis of the policy and also the suggestions to develop Thai education with details as follow.

#### **4.1 Data Providers**

4.1.1 Group of information about current situations and trends of Thai education management according to National strategy and Education Development Plan (2017-2036) consists of data and information from various departments related to educational management in the country.

4.1.2 Information providers about educational trends according to National strategy and Education Development Plan and creating policy suggestions by three time-national reform plan to approve the data by using Triangular design with three target groups (12 persons per each), 36 people in total who can be divided to;

- (1) Experts at the central policy who have at least five years of experience working in educational administrative departments hold four levels in education management: pre-primary education, basic education, vocational and higher education.
- (2) Experts at the local police who have at least 5-year experience working in educational administrative departments hold four levels in education management: pre-primary education, basic education, vocational and higher education.
- (3) Experts at the corporation policy who have at least 5-year experience working in educational administrative departments hold four levels in education management: pre-primary, basic, vocational, and higher education.

#### **4.2 Tools and Tools Quality**

4.2.1 Record of Bibliometric to study situations and trends on education management according to Education Development Plan (2017-2036) and National Strategy (2018-2037). These are steps and methods to create and find quality tools as follows:

- (1) Study data on goals and indicators of National Strategy (2018-2037) by focusing on developing and enhancing human resources' capacity in 2015-2017.
- (2) Develop the table to analyze the goals and indicators of National Strategy (2018-2037) by focusing on developing and enhancing the capacity of human resources in 2015-2017.
- (3) Specify the situation and trends analysis on education management through Education Development Plan (2017-2036) and National Strategy (2018-2037).
- (4) According to Education Development Plan (2017-2036) and National Strategy (2018-2037), experts analyze the situations and trends on education management to find content analysis.

4.2.2 Focus group recording from the study the trend of education management through Education Development Plan (2017-2036) and National Strategy (2018-2037). These followings are steps and methods to create and find quality tools.

(1) Study goals and indicators of National Strategy (2018-2037) by focusing on developing and enhancing human resources' capacity in 2018-2037.

(2) We are defining discussion points based on goals and indicators of National Strategy (2018-2037) by focusing on developing and enhancing the capacity of human resources in 2018-2037.

(3) According to Education Development Plan (2017-2036) and National Strategy (2018-2037), experts analyze the situation and trends on education management to find content validities.

4.2.3 Experts' interviewing recording form to study trends of education management according to Education Development Plan (2017-2036) and National Strategy (2018-2037) with the same procedure in development and tools quality as in 4.2.2.

### 4.3 Data Analysis

4.3.1 Analyze target data providers' data to study education management trends through Education Development Plan (2017-2036) and National Strategy (2018-2037) by the percentage and presented through tables.

4.3.2 Analyze Thai educational situation according to Education Development Plan (2017-2036) and National Strategy (2018-2037) by the frequency (f), average (X) and standard deviation (S.D.) and future or foresight study which presented through tables with description under the tables.

4.3.3 Analyze consistency and development need to find the trend of Education Development Plan (2017-2036) and National Strategy (2018-2037) by gap analysis methods to find Priority Needs Index (PNI) and presented through tables with description under the tables.

4.3.4 Analyze education trends according to Education Development Plan (2017-2036) and National Strategy (2018-2037) by Future or Foresight Study, which presented through tables with description under the tables.

4.3.5 Analyze policy suggestion on educational management through National Strategy (2018-2037) and educational reforming from Focus group and interview (besides) by Trend Analysis, which presented through tables with the summary.

Table 1: The Analysis research methodology is summarized in the following table.

Research Objectives	Method of research	Research techniques
1. To study education through Education Development Plan (2017-2036) and National Strategy (2018-2037).	1. Arrange KPI matrix Of Education Development Plan (2017-2036) and National Strategy (2018-2037) 2. Study consistency (Match) between the indicators of National Strategy (2018-2037) and Education Development Plan (2017-2036)	Bibliometric
2. To study trends of Education Development Plan (2017-2036) and National Strategy (2018-2037).	1. Analyze consistency and gaps (Gap Analysis) between target and results of the performances through Education Development Plan (2017-2036) and National Strategy (2018-2037) 2. Analyze Priority Needs Index of education management through National Strategy (2018-2037) and Education Development Plan (2017-2036)	Trend analysis Priority Needs Index (PNI) Focus group
3. To create feedback in educational management according to the reformed educational plan.	1. Analyze results of education management trend through National Strategy (2018-2037) and Education Development Plan (2017-2036) by dividing into 7 groups through educational reforming. 2. Synthesize the suggestions on education management trends.	Focus group Content analysis Consensus

## 5. Research results

The research results through the three steps of research can be summarized as follows:

1. The results of the analysis of relation and gap between goals of National Strategy (2018-2037) and Education Development Plan (2017-2036) found it links between target goals of National Strategy (2018-2037) indicators and Education Development Plan (2017-2036) in strategy, goal and indicators relate to each other without weak points.

2. According to goals and all 53 indicators of Education Development Plan (2017-2036), the results of the analysis of Thai education situations are divided by target goals. It found that Goal 1 and Goal 2 were successful, but Goal 3, Goal 4, and Goal 5 must be seriously developed; the details as follows:

**Goal 1:** Access to education opportunities. It found that everyone gets quality and standard education equally. All 6-14-year population has enrolled in the primary and lower secondary program or an equivalent that the government must provide without collecting expenses. There is a growing number of students enrolling in compulsory education nationwide. In the academic year 2017, 90.6 percentages of students enroll compulsory education.

In contrast, some don't have opportunities to enroll in the program, such as disabilities or children with special needs. They should be developed and served the appropriate program that suits them both formal and non-formal, including providing them rights and opportunities for at least 12-year basic education, supporting them to higher education up to their abilities. Like in 2017, 99.05 of them were supported by career skills. According to the average academic year of the population is 15-59 years. The average academic year of the population from 2013 – 2017 is 8.90 years, 9.00 years, 9.33 years, 9.44 years, which relates to providing all citizens opportunities to access education both formal and non-formal education.

**Goal 2:** All learners and all target groups are provided quality and standard education services (Equity). The important indicator is all basic education learners have supported 15 years of education fee, quality 15-year fee education policy. Equity occurs in the education system by providing budgets through educational institutes or the managers to pay for 15 years of basic education from pre-primary, primary to Mattayom 6 or vocational certificate (vocational certificate 3) or equivalent, including special education and housing. In 2017, 11,716,809 vocational graduates, which are 95.28 percentages of 12,297,779 learners, were supported with education fees.

**Goal 3:** Quality of education (Quality). Learners must be developed to achieve their potential. The indicator to show results from the Ordinary National Education Test (O-Net), whether each subject meets expected goals. In the academic year 2018, the test scores that can meet the goal in Thai in Prathom 6 and Mattayom 6 but other subjects haven't (less than 50 percentages). Also, the average scores of the Programmer for International Student Assessment (PISA) of 15 -year students who assess every three years, comparing the evaluation results in 2012 and 2015, it found that the evaluation results in 3 subjects; science, mathematics, and reading have reduced and did not reach 500 points target. However, the educational institutes with External Quality Assurance through the 3<sup>rd</sup> time of evaluation (2013-2015) are at 83.47 percentages, higher than the target goal (80 percent).

**Goal 4:** An efficient education management system for education investment achieves the goal (Efficiency). The important indicator is the percentage of small schools that do not achieve the goals, and External Quality Assurance results are reduced. Assessment education efficiency must focus on the quality assurance system, especially the small schools having difficulties managing various factors, such as not enough teachers and fewer budgets, which might be an obstacle to developing schools. It is different from large schools that are well prepared and standard in human administrative, teachers, and educational officers. There are also changing the structure of operations in central, regional, and local areas. Besides, there is a strategy to support all sectors to manage education following government policy. In the academic year 2014, the numbers of small schools that do not pass External Quality Assurance criteria of 3.79 percentages increased to 10.78 in 2015 but do not still achieve the target goal at 30 percent.

**Goal 5:** Answering a changing context. The education system must go along with world-changing dynamic and context changing and education competition. The Secretariat report in the Council of Education shows the competitive ability in education in 2018, which is on the 56<sup>th</sup> while it was on the 54<sup>th</sup> in 2017 (reduces two places) by International Institute for Management Development (IMD). It means Thailand's ability in international competition is reduced.

3. Summary of comments and suggestions for education policy from the seminar about education trends to develop the country in 2018, seminar runs through Focus group with three levels of experts; policymakers from the central, regional, and schools, and 12 persons in each group. Including the suggestions from experts and participants who join the seminar that can be synthesized as follows:

**Issue 1: Reform of the education and learning system of the country.**

Before updating the National Education Act B.E. 2542, it should analyze the results from the previous National Education Act. To improve the National Education Act, we should focus on guidelines and goals to reform national education and reflex the needs and ways to develop the country. The government should provide education to respond to community and regional. It provides chances for the community to manage the education, adjust quality assurance system, and education strategy that suits strengths to achieve the goals. There should be national institutes to set the policy, goals, and standard of education to unite and drive the policy to practice and be successful through the cooperation of all.

**Issue 2: The development of young children and pre-school children.**

To successfully reform and develop young children and early childhood, we should encourage them to understand policy, goals, and guidelines that suit relevant departments; families, sitters, teachers, administrators, and education institutes to develop children with quality in body, mind, disciplines, emotion, society, and intellect that suits for their ages. It should begin with mothers' pregnancy and sitters, teachers, and educational officers, including providing them with a good environment to support their development and learning. Besides, encourage the community to manage education itself with other's support. Therefore, to integrate cooperation effectively, clearly define roles and responsibilities can reduce redundancy to share resources to take care of and develop children.

**Issue 3: Reform to reduce inequality in education.**

Reducing overlapping is to let every one of all ages access knowledge and education services from the government. It should be urgent to develop a basic school structure. Small schools and communities should be independent to set up their development, also Non-Formal Education and all three levels of educational institutes. Therefore, providing them budgets to support education development, including the disabled and persons with special needs.

**Issue 4: Reform of mechanism and production system, screening and professors, and teachers' development.**

Quantity and quality of teachers' production should suit the country's needs. The system and mechanism must be clear to motivate good and diligent persons to the teacher program to select them with high knowledge and abilities to enter the teaching profession. Collaboration between professional organizations and teachers' agencies is important and creates a teacher's screening system without changing criteria and methods in promoting teachers' academic positions. It should go along with the quality of the learners. Compensation and benefits must be relevant to their performance and should control teachers, administrators, and educational officers follow professional standards.

**Issue 5: Reform of teaching management for the changing in the 21<sup>st</sup> century.**

To be successful, it should reform the curriculum and focus on learners' life skills and career skills with morality and necessary competencies in the 21<sup>st</sup> century. Moreover, develop learners for the country needs by the like of basic, vocational, and higher education to increase their competitive abilities in the nation, international, especially in ASEAN. The national education quality assessment results are important but should not focus on the same standards throughout the country, like N.T. and O-Net. In contrast, it should be relevant to a Competency-Based in the curriculum. There should be various tools for educational measurement and evaluation. National Institute of Educational Testing Service (NIETS) should design and create tests to cover all education management aspects.

**Issue 6: Restructure education agencies to achieve goals to improve education management and quality of education.**

The administrative structure must promote collaboration and integration. There should be clearly defined roles and responsibilities to reduce redundancy. The system can promote each other, a committee or central agency, to make national policy directions for educational development. Including decentralization is good for local and schools to manage education themselves, encourage private sectors to participate in the duty, and improve the school

curriculum. Each province should have its educational development plan linked to the central and adjust suitable structures and administrators' roles as CEO, leading to real school-based management.

#### **Issue 7: Educational reform and learning by digital transformation.**

Reform whole teaching systems to suit the current world by developing a teaching system, evaluating system, and promoting learners to the digital system. Teachers should be promoted to the capacity to operate technology and innovation in classes. Schools should have an information system of learners and teachers' teaching, or local Big Data or national Big Data to imply information. It is urgent to reform education by setting goals and standards of the reformed plan. Teachers and learners should be developed to international competencies to compete in any level and educational officers. Learners must be promoted using technology for lifelong learning and using social media usefully and appropriately, and schools should use the digital system in teaching.

The results of the analysis of Thai Education and experts' suggestion are prioritized, and the urgent need to set policies to improve educational management as follows:

#### **6. The suggestion in Policy Level**

1. Set guidelines and road maps to drive the Ministry of Education's policy to be a new National Education Act that can be acceptable from society; educational officers are ready to be as soon as possible.
2. Adjust new national education plan to be relevant to the standard of national education to get the desirable results and achieve Thailand 4.0 characteristics by focusing on learners' morality and desirable characteristics following national strategy and national education reform plan that is already completed.
3. Develop indicators of Education Development Plan (2017-2036) from the single indicator, sets of indicators, or education index. They should collect the data, save, and real-time report it to be Big Data of the Ministry of Education.
4. Adjust criteria and standards for Ordinary National Education Test (O-Net) and National Test (N.T.) to reflect learners' quality and they should be flexible depending on school context and differences that might evaluate teachers' and administrators' performance.
5. Develop the quality assurance system focusing on its performance in educational development, including creating a criterion for the school identity that can be accepted from the community, regional, national, and international. It needs to solve competitive problems in education to push higher education at the first 200<sup>th</sup> globally with the proportion of undergraduate students studying science. Social science meets the target at 70:30.
6. Provide more innovation areas in any provinces through the primary and secondary level and urgently drive the policy to solve small schools' problems to reach the goals. Moreover, adjust the equality modeling and equality in education, focusing on accessing quality education of people who lack education opportunities.
7. The government should clearly define each educational agency's roles by integrating through the system in educational management for pre-school level (3 years old) and set laws for Local Administration to be able to promote education according to community needs.
8. There should be institutes to produce and develop special and standard teachers. They can manage themselves under government policy by adjusting the system and developing teachers through the collaboration of the Teachers Council, professional organizations, teachers' agencies, and educational agencies to promote teachers' production. Without often changing criteria and methods in promoting teachers' academic positions. It should go along with the quality of the learners. Compensation and benefits must be relevant to the performance and should control teachers, administrators, and educational officers follow professional standards.
9. Improve secondary, vocational, and higher education curriculum by reducing compulsory subjects and providing more elective subjects focusing on creating innovation.

#### **The suggestion in Area Level**

1. Support and develop Thai people to create innovation according to education standards to be Thai citizens' standards in the 20 years.
2. Support learning in all ages since during pregnancy to the elderly.
3. Support Digital System for educational management in all dimensions and levels.

4. Provide budgets to support educational management to suit for situations and needs of the institutes through various methods.
5. Adjust system, criteria, methods, and educational quality evaluations to suit each level of institutes' context and goals focusing on national standards.
6. Adjust system, mechanism, standards indicators of internal and external educational assurance, and others outside, to reflex and cover all goals.

#### **The suggestion on a practical level**

1. Adjust curriculum and teaching procedures focusing on life skills to career and skills needed in the digital age following each school's goals.
2. Adjust learner standards to relate to national standards; disciplines, responsibilities, sacrifice, volunteering, morality since knowledge they can learn themselves.
3. Adjust teaching procedures focusing on Output/Outcome, which is up to current situations and country needs.
4. Create teaching guidelines focusing on learners' capacity to use technology and create innovations.
5. Adjust teaching to encourage the learners to use technology and digital to get concepts themselves.
6. Design teaching methods to motivate learners to learn effectively and happily, not only in the classes. Thus, applying the concept of learning by doing principles.

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