A model of work-integrated learning to prepare educational administrators for Thailand

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Abstract

This research aimed to 1) synthesize components of work-integrated learning, 2) investigate current conditions, problems, and factors supporting to success, and 3) develop and verify a model of work-integrated learning to prepare educational administrators for Thailand. Instruments used in this research were a component synthesis, an open-ended question, and a 5 rating-scale questionnaire. Data were analyzed by mean and standard deviation. Results of the research were found that the work-integrated learning consisted of 5 components. The current conditions were overall at a high level, problems were overall at a moderate level, and all factors supporting to success were overall at a high level, especially factors concerning curriculum and learners. The developed model of work-integrated learning was named "POSO (ria) CDEM" model, consisting of 8 components. The model used for the development had the processes of developing knowledge and experiences to prepare educational administrators for Thailand consisted of 5 steps as follows: 1) creating basic knowledge, 2) practicing how to teach thinking, 3) bringing thinking skills to the classroom, 4) exchanging work reflections, and 5) organizing the sustainable work system. As regards the model verification, it was found all experts had verified the accuracy and suitability. Therefore, the developed model could be used as a master model to publish all over Thailand.

Keywords: Model, work-integrated learning, educational administrators

1. Introduction

As we knew that, quality education is an indicator of social-well-being to support the goals of Thailand 4.0 and enhance human values with educational opportunities thoroughly across a global network. Likewise, Thai higher education institution has played an important role in Thailand's development, politics, and society, Thai Qualifications Framework for Higher Education, TQF: HEd, Royal Thai Government Gazette [13] determined students' qualifications covering the domains of learning at least 5 aspects as follows: 1) morality and ethics, 2) body of knowledge, 3) cognitive skills, 4) interpersonal relationship and responsibility, and 5) numerical analysis skill, communicative and informative technology skills.

Regarding the term of work-integration education in accordance with 20-Year Long Range Plan on Higher Education of Thailand, B.E. 2561 – 2580 (2018 – 2037) Bureau of Policy and Planning, Office of the Higher Education Commission (OHEC) [3] was reported the impact of dimension analysis on higher education quality if it was compared to trends of demand in the future development of the country. It was found that the quality of Thai education was the most important factor to define a new concept of educational quality as well as the concept of educational standards should be considered the importance of the determination of new higher education standards by focusing on the learners' potential which consisted of knowledge, skills, and desirable characteristics of graduates that met the needs of national development in various dimensions. An important issue, therefore, involved with the determination of new higher education standards, learning outcomes, curriculum standards, including educational measurement and evaluation. Moreover, the reform of teaching and learning, creating a new standard for Thai higher education quality depending on ability to reform teaching and learning with new learning concepts or theories in the 21st century and the influence of digital technology with the systemic building to support professional development in terms of teaching and new student development, it would make the faculty lecturers had to learn and develop themselves in accordance with international standards in higher education, including work-integration education management or providing students with the opportunity to work with the private

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sector, and do the research to find the manufacturing sector (Talent Mobility), it would make graduated production did not aim for degrees but focusing on working and job creation leading to sustainable development for Thailand.

Likewise, M. Andy and H. Helen [7] stated concerning work-integrated learning experiences was to supply a bridge for the students between the scholarly show, and their proficient future - an opportunity to apply and combine theoretical knowledge gained in scholar studies to world of practical experiences, and to plan the students for a career by giving an opportunity to create significant proficient skills. Therefore, work-integrated learning (WIL) referred to university initiatives in fieldwork.

Concerning the announcement of Teachers' Council of Thailand, Royal Thai Government Gazette [11] defined the curriculum standards in section 2.2 stipulated the following criteria: 1) course description compulsory consisted of standards of knowledge and competencies in each standard, not less than that specified by Teachers Council of Thailand, 2) there was a plan of activities for work-integrated learning to promote educational administrative leadership of educational administrators periodically throughout the curriculum, and 3) the practicum management of school administration and educational administration was not less than 3 credits.

Additionally, the desirable characteristics of students studying major in Educational Administration should follow the Regulation of the Teachers Council of Thailand on Professional Ethics B.E. 2562 (2018), Royal Thai Government Gazette [12] announced in article 3 concerning standards of working, referred to the requirements of characteristics or performance behavior, and job development which educational professions including those who wanted to work in the educational profession must follow to achieve the objectives and learning goals or educational management including the need to self-practice and self-development to have skills or increased expertise continually.

From the study of concepts related to work-integrated learning (WIL) model, it could be concluded that the integrated education and work-integrated learning (WIL) for learners by linking learning in the classroom or educational institutions with work experiences in learning resources in the real situation which was designed in the course systemically for learners to achieve the determined learning outcomes. It is believed that the model of work-integrated learning to prepare educational administrators for Thailand will be very useful for the education industry, especially the educational administration program including building a network management in order for the collaboration in school administration to be the modern progressive institutions.

2. Research Questions

2.1 What are the components of work-integrated learning to prepare educational administrators for Thailand?

2.2 What are current conditions, problems, and factors supporting to success of work-integrated learning to prepare educational administrators for Thailand?

2.3 What are the results of developing and verifying a model of work-integrated learning to prepare educational administrators for Thailand?

3. Research Objectives

3.1 To synthesize the components of work-integrated learning to prepare educational administrators for Thailand.

3.2 To investigate current conditions, problems, and factors supporting to success of work-integrated learning to prepare educational administrators for Thailand.

3.3 To develop and verify a model of work-integrated learning to prepare educational administrators for Thailand.

4. Materials and Methods

The research process was divided into three phases as follows:

Phase 1: Synthesize the components of work-integrated learning to prepare educational administrators for Thailand was divided into 2 steps:

Step 1.1: The researchers synthesized the theoretical components concerning work-integrated learning from 14 educators. Nine key components were determined the criteria by selecting to be the components of work-integrated learning and were consensus by at least 7 theoretical educators concerning work-integrated learning, so it was considered to be components for work-integrated learning.

Step 1.2: Synthesis results were verified and confirmed the components with the Delphi technique for 2 rounds by 21 experts as key informants, consisting of educational administrators and school administrators selected by purposive sampling. Instruments used were divided as follows: the first round: an open-ended question was used to ask for opinions, to verify the suitability or unsuitability, and to give reasons, the second round: a 5 rating-scale questionnaire was used to ask for opinions based on the importance of the questions with IOC = 1.00. Median and Interquartile Range were used to synthesize data.

Phase 2: Investigate the current conditions, problems, and factors supporting to success of work-integrated learning to prepare educational administrators for Thailand, the sample group was derived by multi-stage sampling from former students/current students, and lecturers of educational administration

major. There were 13 key informants from each university consisting of 10 former students/current students and 3 lecturers of educational administration major. Instrument used was a questionnaire with reliability at 0.93, dividing into 3 parts:

Part 1: The investigation of current conditions were analyzed by using mean and standard deviation.

Part 2: The investigation of problems were analyzed by using mean and standard deviation.

Part 3: The investigation of factors supporting to success were analyzed by mean and standard deviation.

Phase 3: Develop and verify of a model of work-integrated learning to prepare educational administrators for Thailand were as follows:

Step 3.1: As regards the development of a model of work-integrated learning to prepare educational administrators for Thailand, the researcher used the results from phase 1 and phase 2 to draft or develop the model by applying the concepts of R. Teera [10], and A. Saman [1] to be 8 model components as follows: 1) principles, 2) objectives, 3) system and mechanism, 4) procedures, 5) guidelines for operational methods, 6) definitions, 7) successful conditions of model implementation, and 8) manual of model implementation.

Step 3.2: As regards the verification of a model of work-integrated learning to prepare educational administrators for Thailand, the model draft was verified by specialists and improved according to the specialists who were selected by purposive sampling consisted of director or deputy director of educational area, regional education, personnel from Teachers Council of Thailand, and school directors who were concerning the practicum of educational administration.

The research framework was as shown in Fig. 1.

5. Results and Discussion

The results of this research were as follows:

Phase 1: The components of work-integrated learning to prepare educational administrators for Thailand were divided into 2 steps:

Step 1: Nine key components were synthesized from the theoretical concepts concerning work-integrated learning by 14 educators, it was found that 1) policy, 2) the preparation of agencies or establishment, 3) instruction, 4) the acquired knowledge, 5) career skills, 6) curriculum, 7) organizations/educational institutions, 8) learners, and 9) lecturers.

Step 2: The results of verification and confirmation of components were divided into 2 parts:

Part 1: Synthesis results were verified and confirmed the components with the Delphi technique for 2 rounds by 21 experts as key informants, consisting of educational stakeholders selected by purposive sampling. The first round was used to ask the experts' opinions, it was found that the experts' con-

sensus to collapse the key components from 9 components to 5 components and renamed as follows: 1) educational policy, 2) the preparation of production agencies/practicum agencies/educational agencies, 3) curriculum/knowledge/career skills/instructional management, 4) the learners' competencies, and 5) lecturers' competencies.

Part 2: The analysis results of the second round from asking for opinions from the 5 rating-scale questionnaire analyzed by Median and Interquartile Range in order to verify and confirm 5 components of work-integrated learning to prepare educational administrators for Thailand, the suitability was from a high to the highest level and the consistency was overall lower than 1.50 (Mdn. $= 4.00 - 5.00$, IQR $= 0.00 - 1.00$) according to the criteria as shown in Table 1:

From Table 2, the 21 experts verified and confirmed 5 components of work-integrated learning to prepare educational administrators for Thailand, the suitability was from a high to the highest level and the consistency was overall lower than 1.50 (Mdn. $= 4.00 - 5.00$, IQR $= 0.00 - 1.00$) according to the criteria.

Regarding the finding components of work-integrated learning, it was also similar to J. Sarah and M. Margaret [5] studied 'Work Integrated Learning (WIL): Integrating Frameworks for Education and Practice', it was found that appraisal of their curriculum model which focused on transformative learning, demonstrated that it was characterized by elements consistent with problem or practice-based curricula and WIL: 1) the use of stimulus material that reflects the dilemmas that represent nursing issues and contexts for learning, 2) a focus on higher order thinking skills, 3) aspirations for integration of knowledge, skills and behaviors, 4) learning in groups and working as a team member, and 5) self-directed learning, particularly through a range of media including online.

There was different from Miller's (1990 as cited in Higher Education Quality Council of Ontario) [4], this was a conceptual model that that's particularly well known within the learning evaluation of students in the well-being sciences, but could be connected to any organized work involvement. Miller's Triangle distinguished the components of clinical competence as: Information (i.e., knows), Competence (i.e., knows how), Performance (i.e., appears how), and Activity (i.e., does)

Phase 2: The investigation of current conditions, problems, and factors supporting to success of work-integrated learning to prepare educational administrators for Thailand, the sample group was derived by multi-stage sampling from former students/current students, and lecturers of educational administration major all over Thailand. There were 13 key informants from each university consisting of 10 former students/current students and 3 lecturers of educational administration major, for a total of 390 key in-
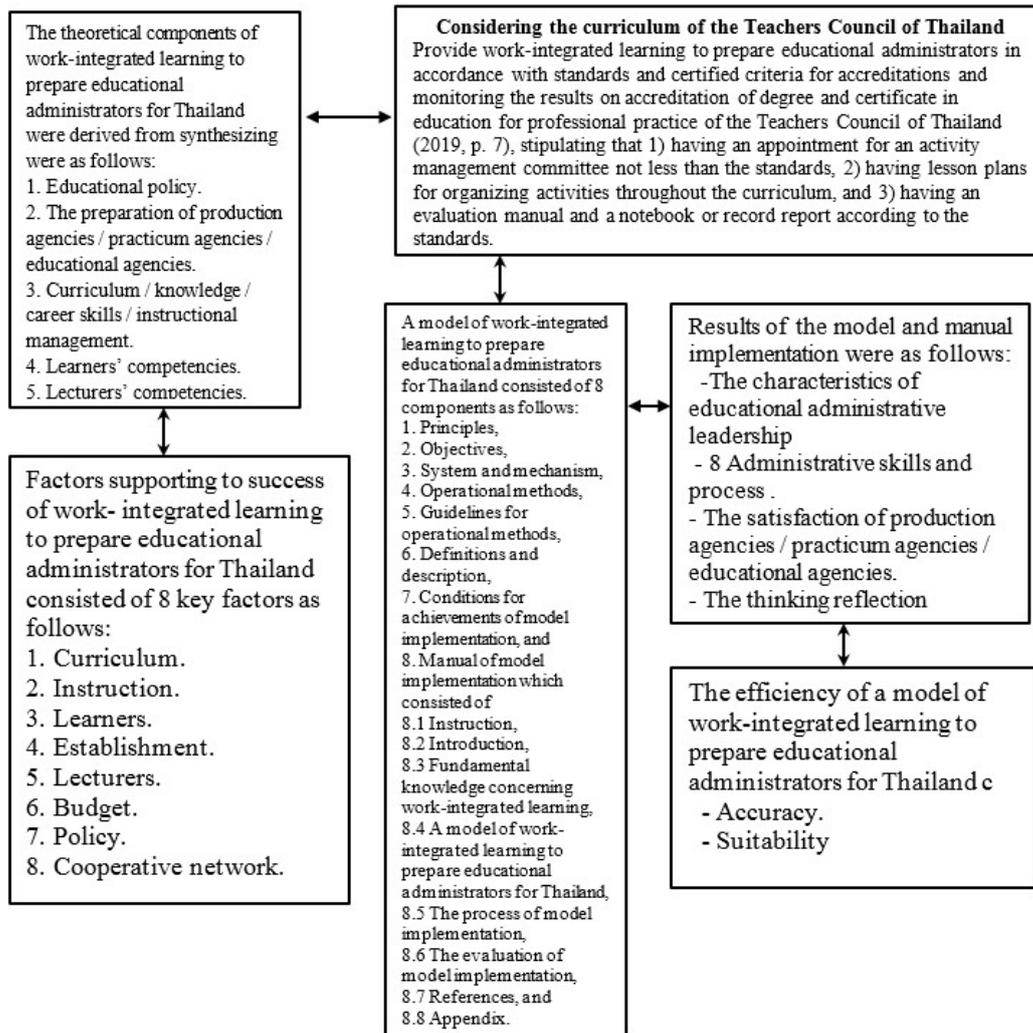
The theoretical components of work-integrated learning to prepare educational administrators for Thailand were derived from synthesizing were as follows:
1. Educational policy.
2. The preparation of production agencies / practicum agencies / educational agencies.
3. Curriculum / knowledge / career skills / instructional management.
4. Learners' competencies.
5. Lecturers' competencies.

Considering the curriculum of the Teachers Council of Thailand
Provide work-integrated learning to prepare educational administrators in accordance with standards and certified criteria for accreditations and monitoring the results on accreditation of degree and certificate in education for professional practice of the Teachers Council of Thailand (2019, p. 7), stipulating that 1) having an appointment for an activity management committee not less than the standards, 2) having lesson plans for organizing activities throughout the curriculum, and 3) having an evaluation manual and a notebook or record report according to the standards.

Factors supporting to success of work- integrated learning to prepare educational administrators for Thailand consisted of 8 key factors as follows:
1. Curriculum.
2. Instruction.
3. Learners.
4. Establishment.
5. Lecturers.
6. Budget.
7. Policy.
8. Cooperative network.

A model of work-integrated learning to prepare educational administrators for Thailand consisted of 8 components as follows:
1. Principles,
2. Objectives,
3. System and mechanism,
4. Operational methods,
5. Guidelines for operational methods,
6. Definitions and description,
7. Conditions for achievements of model implementation, and
8. Manual of model implementation which consisted of
8.1 Instruction,
8.2 Introduction,
8.3 Fundamental knowledge concerning work-integrated learning,
8.4 A model of work-integrated learning to prepare educational administrators for Thailand,
8.5 The process of model implementation,
8.6 The evaluation of model implementation,
8.7 References, and
8.8 Appendix.

Results of the model and manual implementation were as follows:
 -The characteristics of educational administrative leadership
 - 8 Administrative skills and process .
- The satisfaction of production agencies / practicum agencies / educational agencies.
- The thinking reflection

The efficiency of a model of work-integrated learning to prepare educational administrators for Thailand c
  - Accuracy.
  - Suitability

Figure 1

formants. Instrument used was a questionnaire dividing into 3 parts:

Part 1: The current conditions of work-integrated learning to prepare educational administrators for Thailand were indicated as shown in Table 2:

From Table 2, the findings of the level of current conditions of work-integrated learning to prepare educational administrators for Thailand: five aspects were overall at a high level, the first current conditions was learners' competencies, followed by lecturers' competencies, and educational policy was at the last, respectively.

Part 2: The problem conditions of work-integrated learning to prepare educational administrators for Thailand were indicated as shown in Table 3:

From Table 3, the findings of the level of problem conditions of work-integrated learning to prepare educational administrators for Thailand: five aspects were overall at a moderate level, the preparation of production agencies / practicum agencies / educational agen-

cies was the first problem condition, followed by curriculum / knowledge / career skills / instructional management, and learners' competencies was at the last, respectively.

Part 3: The factors supporting to success of work-integrated learning to prepare educational administrators for Thailand were indicated as shown in Table 4:

From Table 4, the findings of the level of factors supporting to success of work-integrated learning to prepare educational administrators for Thailand: eight aspects were overall at a high level learners had factors supporting to success at the first, followed by curriculum had factors supporting to success, and financial had factors supporting to success at the last, respectively.

Concerning the investigation results of current conditions, problems, and factors supporting to success of work-integrated learning to prepare educational administrators for Thailand, Higher Education Quality Council of Ontario [4] recommended for enhanced

Table 1. Median and interquartile range and meaning by 21 experts.

No.	Experts' opinions	Mdn.	Meaning	IQR	Meaning
1	Educational policy	4.00 – 5.00	The most suitability.	0.00 – 1.00	Consensus
2	The preparation of production agencies/practicum agencies/educational agencies	5.00	The most suitability.	0.00 – 1.00	Consensus
3	Curriculum/knowledge/career skills/instructional management	5.00	The most suitability.	0.00 – 1.00	Consensus
4	Learners' competencies	5.00	The most suitability.	0.00 – 1.00	Consensus
5	Lecturers' competencies	5.00	The most suitability.	0.00 – 1.00	Consensus

Table 2. Mean, standard deviation, and level of current conditions by 390 key informants.

No.	Current conditions	Mean	S.D.	Meaning	Level
1.	Educational policy	3.64	0.83	High	5
2.	The preparation of production agencies/practicum agencies/educational agencies	3.78	0.85	High	4
3.	Curriculum/knowledge/career skills/instructional management	3.82	0.82	High	3
4.	Learners' competencies	4.00	0.82	High	1
5.	Lecturers' competencies	3.91	0.82	High	2
	Total Average	**3.83**	**0.82**	**High**	

integration included: integrated learning as a shared obligation between all relevant partners; faculty lecturers built integration into organized work-integrated learning through learning results and evaluation; graduate students might create an action plan that reintroduced theoretical or practical factors to solidify learning from the field.

Phase 3: Results of the development and verification of a model of work-integrated learning to prepare educational administrators for Thailand were as follows:

Step 3.1: Results of developing the model of work-integrated learning to prepare educational administrators, the development model was named "POSO (ria) CDEM" model, consisting of 8 components.

1. P = Principles: Model principles were activities management on work-integrated learning.

2. O = Objectives: Model objectives were to development activities of work-integrated learning to prepare educational administrators.

3. S = System: Model system and mechanism concerning committee was appointed to manage activities according to standards.

4. O = Operational methods were as follows:

4.1 r = requirement analysis: Analyze the development requirement of educational administrative leadership was for planning analysis for development of educational administrative leadership and operational guidelines for integrating with work.

4.2 i = integration: Knowledge combination of educational administrative leadership and activities of work-integrated learning in terms of knowledge management / practicum/ activities of work-integrated learning in schools and knowledge conclusion of educational administrative leadership.

4.3 a = assessment: Results assessment was to improve and development.

5. C = Conditions: Conditions for achievements of model implementation was concerning the students passed the criteria of educational administrative leadership.

6. D = Definitions: Model definitions and description.

7. E = Evaluation: Model evaluation and measurement were to develop of educational administrative leadership and activities of work-integrated learning to prepare educational administrators for Thailand.

8. M = Manual: Manual of model implementation

The findings of these steps were similar to the concepts of R. Teera [10], and A. Saman [1] to be 8 model components as follows: 1) principles, 2) objectives, 3) system and mechanism, 4) operational methods, 5) guidelines for operational methods, 6) definitions and description, 7) conditions for achievements of model implementation, and 8) manual of model implementation. It was similar to N. L. Chawinnawat [6] found that the integrated administration model for enhancing quality of world class standard schools was composed of principle, objectives, system, mechanism and operational methods. It was different from M. Clayton [8] had received 5 key components of model development, implementation, and use as follows: 1) model definition and requirements, 2) model design, 3) data management, 4) analysis of results, 5) continuous feedback and improvement.

Additionally, there were 21 activities of work-integrated learning throughout the course. The model used for the development had the processes of developing knowledge and experiences for educational administrators consisted of 5 steps as follows: 1) creat-

Table 3. Mean, standard deviation, and level of problem conditions by 390 key informants.

No.	Problem conditions	Mean	S.D.	Meaning	Level
1.	Educational policy	2.91	0.97	Moderate	3
2.	The preparation of production agencies/practicum agencies/educational agencies	2.94	0.94	Moderate	1
3.	Curriculum/knowledge/career skills/instructional management	2.92	0.92	Moderate	2
4.	Learners' competencies	2.78	0.88	Moderate	5
5.	Lecturers' competencies	2.79	0.86	Moderate	4
	Total Average	**3.83**	**2.86**	**Moderate**	

Table 4. Mean, standard deviation, and level of problem conditions by 390 key informants.

No.	Factors supporting to success	$\bar{x}$	S.D.	Meaning	Level
1.	Curriculum	4.24	0.66	High	2
2.	Instruction	4.12	0.69	High	7
3.	Learners	4.29	0.61	High	1
4.	Establishment	4.22	0.64	High	4
5.	Lecturers	4.21	0.66	High	5
6.	Financial	4.04	0.68	High	8
7.	Policy	4.15	0.68	High	6
8.	Cooperative network	4.23	0.64	High	3
	Total Average	**4.18**	**0.65**	**Moderate**	

ing basic knowledge, 2) practicing how to teach thinking, 3) bringing thinking skills to the classroom, 4) exchanging work reflections, and 5) organizing the sustainable work system.

It was similar to M. Windschitl (2002 as cited in P. Elize) [9] suggested administrator teachers/mentors utilized an assortment of evaluation techniques to get it how students' thoughts were advancing and to provide input on the forms and the items of their considering.

Regarding this, Upper Southern Cooperative Education Network, Office of the Higher Education Commission (OHEC), Thailand [14] concluded that the integrated education and work-integrated learning (WIL) for learners by linking learning in the classroom or educational institutions with work experiences in learning resources in the real situation which was designed in the course systemically for learners to achieve the determined learning outcomes. Similarly, B. Nicolene, and S. Nico [2], the finding of the study resulted in the development of the following integrated model in terms of higher education institutions and centres for cooperative education to attempt to move forward a student's self-confidence and self-concept, create student's social aptitudes, develop world information, and steps to work openings to be an vital perspective within the nation. Step 3.2: As regards the model verification, it was found all experts had verified the accuracy and suitability. Therefore, the developed model could be used as a master model to public.

It might be because of the developed model had the process of building with the research procedures in the right methods systematically, all experts strongly agreed and guarantee to use for educational manage-

ment in a variety of Thai universities.

6. Conclusion

It is therefore obvious that another important role of universities is to provide opportunities for students to practicum in their educational institutions so they can use their learning experiences into the future career. Work integrated learning isn't new to university education, but it accesses in Thai universities because students have to adapt themselves to keep on the future era, so practicum should be the compulsory as one course of their studies in Thailand.

7. Recommendations

From this research, the recommendations are made as follows:

7.1 This developed model is used for work-integrated learning to prepare educational administrators for Thailand, the author has suggested that the faculty lecturers/staff who are responsible with the curriculum of educational administration major should study concerning this model in order to understand roles and duties of stakeholders in each part, desirable characteristics, and competency including how to evaluation educational administrative leadership in preparation for Thailand in the further operations.

7.2 The responsible committee for the practicum project and/or activities for the preparation of work-integrated learning should analyze and plan for development of educational administrative leadership, guidelines for work-integrated learning, preparing learning processes/practicing experiences/organizing

integrated activities with school work and summarizing the knowledge of being an educational administrative leadership in order to organize development activities in various parts to cover all aspects, all issues both the integration with the learning process and practicum with normal work and develop students' self-diversity to be complete and arrange for periodic assessments and after the end of development, And meetings and seminars should be provide to relevant stakeholders.

7.3 All faculty lecturers/staff Instructors in each course should analyze the course descriptions, objectives, knowledge, skills, competencies and desirable characteristics of educational administrators to emphasize on the preparation the work-integrated learning for graduate students in the field of education administration.

8. Recommendation for Further Research

8.1 To ensure that the model of work-integrated learning to prepare educational administrators for graduate students in the field of education administration in the maximum efficiency and effectiveness, there should be a study of competency as an innovator in educational administration to be an organization of innovation to catch up with changes.

8.2 There should be the studying of a model using the operational network process to evaluate the basic competency before and after practicum in order to be linked to the desirable characteristics of graduate students who will be educational administrators in the disruptive era and ensure that graduate students in the field of educational administration will have the competencies in accordance with announcement of the Teachers Council of Thailand on accreditation of degree and certificate in education for professional practice for Thailand.

Acknowledgment

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