



## **The process for enhancing the voluntary identities of vocational students under the Vocational Education Commission**

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### **Abstract**

The purposes of this research were to 1) synthesize the related documents and confirm the elements of the voluntary spirit of the vocational students, 2) survey the current states, problems, and guidelines to enhance the voluntary identities of the vocational students, and 3) develop and verify the process and a manual for enhancing the voluntary identities of the vocational students under the Office of Vocational Education Commission. The instruments used were a synthesis table, a confirmation form, a questionnaire, an in-depth interview form, and a verification form. The statistics used for analysis were frequency, percentage, mean, standard deviation, and content analysis. The results of the research were as follows: 1. The voluntary spirit of the vocational students after confirmation comprised of 7 elements as follows: 1.1) decision-making, 1.2) planning, 1.3) operating or doing, 1.4) evaluating, 1.5) reporting, 1.6) acting, and 1.7) showing and sharing. 2. The current states and the current problems of the voluntary spirit of the vocational students were overall at a high level and the guidelines for enhancing the voluntary identities of the vocational students comprised of attitudes, additional support teachers' attitude, vocational service activities, desirable characteristics, awareness of social service activities, participation in vocational volunteer activities, and supervision and follow-up. 3. The process for enhancing the voluntary identities of the vocational students comprised of 8 elements and the manual for implementing the process for enhancing the voluntary identities of the vocational students comprised 7 elements. The correctness and appropriateness of the process were overall at a high level. The correctness and appropriateness of the manual for implementing the process were overall at the highest level.

**Keywords:** Voluntary identities, the vocational students, Vocational Education Commission

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### **1. Introduction**

According to SEAMEO VOCTECH Regional Centre Brunei Darusalam [ 7 ], the Thai Office of the Vocational Education Commission (OVEC) stipulated the goals to instill in students the principles of being good citizens and to increase their stability against non-traditional threats; prepare the Technical and Vocational Education and Training (TVET) students with the competences demanded by the industries, and enhance qualifications, research, and innovation; encourage students to aware of environments as a component of TVET education, expand the network and system for vocational management, and create a system for quality assurance.

As the analysis of findings, Ferm [ 4 ] revealed identity creation was seen as a social learning process that involved the participation of communities of practice. To provide a fuller understanding of concerns relating to status, power, and keeping the relation to the building of vocational identity, the ideas of familiarity, gender, and society were also used as analytical instruments.

In accordance with the previous identity development theory, Erikson [ 3 ] defined identity as essential to self-understanding and participation in social systems, comprising of purposes, values, and beliefs to which a person was engaged, and believed that the development of identity was the main psychosocial task of adolescence. Identity development was a process that affected both individuals and society.

Similarly, Tipyan, C. [ 8 ] defined volunteerism as helping others and society voluntarily, voluntarily, thinking of the common good over the personal benefit. Without expecting anything in return there was a volunteer work process that comprised of planning, doing, monitoring and evaluation. Characteristics of volunteers who had a self-sacrificing heart, generous, and did not think that it was a task, but out of satisfaction and volunteer.

One definition of a volunteer is the idea of giving time to charity, educational, or other beneficial endeavors and efforts to others in society as a social responsibility. Volunteering is a fantastic way to make new friends, develop your community, and get exposed to others who share your interests. You may improve your social skills while volunteering as well.

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However, the author as a vocational administrator in charge as a deputy administrator under OVEC realized the significance of enhancing the voluntary identities of the vocational students to create a volunteer mind for the public benefit and greater social responsibility. It is also the development and refinement for giving people the experience of learning to change themselves to enhance the value of life positively. The process for enhancing the voluntary identities of the vocational students will encourage their development of the vocational students.

## 2. Research Questions

2.1 What are the elements of the voluntary spirit of the vocational students under OVEC?

2.2 What are the current states, problems, and guidelines to drive for enhancing the voluntary identities of vocational students under the OVEC?

2.3 What are the development and verification results of the process and a manual for implementing the process for enhancing the voluntary identities of the vocational students under the OVEC?

## 3. Research Objectives

3.1 To synthesize the elements of the voluntary spirit of the vocational students under OVEC.

3.2 To survey the current states, problems, and guidelines to drive for enhancing the voluntary identities of the vocational students under OVEC.

3.3 To develop and verify the process and a manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC.

## 4. Materials and Methods

The research process was divided into three phases as follows:

**Phase 1:** To synthesize and confirm the elements of the voluntary spirit for the vocational students under OVEC. There were two steps as follows:

**Step 1.1:** The researchers synthesized elements of the voluntary spirit of the vocational students under OVEC from the relevant documentary research. A synthesized record form has been used as an instrument. The statistics used were classified by issues.

**Step 1.2:** The derived elements confirmed the voluntary spirit of the vocational students under OVEC, an instrument used was a focus group discussion of nine experts. The statistics used for analysis were frequency.

**Phase 2:** To survey the current states, problems, and guidelines to drive for enhancing the voluntary identities of the vocational students under OVEC. There were two steps as follows:

**Step 2.1:** The survey of the current states and problems of the voluntary spirit of the vocational students

under OVEC, key informants were 1,186 administrators, teachers, staff, educational personnel, and students. An instrument used was a five-rating scale questionnaire. The statistics used for analysis were mean and standard deviation.

**Step 2.2:** The survey of the driving guidelines for enhancing the voluntary identities of the vocational students under OVEC, key informants comprised of nine experts involved with policy and voluntary spirit. An instrument used was an in-depth interview form. The statistics used for analysis were frequency.

**Phase 3:** To develop and verify the process and a manual for enhancing the voluntary identities of the vocational students under OVEC. There were two steps as follows:

**Step 3.1:** The development of the process and a manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC, an instrument used was a workshop of nineteen experts. Data were analyzed by using content analysis and classified into issues.

**Step 3.2:** The verification of the correctness and appropriateness of the process and a manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC, key informants comprised of nineteen experts. (The same experts as Step 3.1). An instrument used was a verification form. The statistics used for analysis were frequency and percentage.

## 5. Results and Discussion

The research procedures were divided into four phases as follows:

**Phase 1:** Results of synthesizing the elements of the voluntary spirit of the vocational students under the OVEC. This phase was divided into two steps as follows:

**Step 1.1:** Results of synthesizing elements of the voluntary spirit of the vocational students under OVEC from the relevant documentary research comprising of 7 elements as follows: 1) decision-making, 2) planning, 3. operating or doing, 1.4) evaluating, 1.5) reporting, 1.6) acting, and 1.7) showing and sharing

**Step 1.2:** Results of confirming the derived elements of the voluntary spirit of the vocational students under OVEC, nine experts had a consensus of 100.00 percent. (as cited in Yaaop, Poungkaew, Puthaprasert Tammachai) [ 9 ]

**Phase 2:** Results of surveying current states, problems, and guidelines to drive for enhancing the voluntary identities of the vocational students under OVEC were divided as follows:

**Step 2.1:** Results of surveying the current states and problems of the voluntary spirit of the vocational students under OVEC were as follows:

The research framework was as shown in Figure 1.

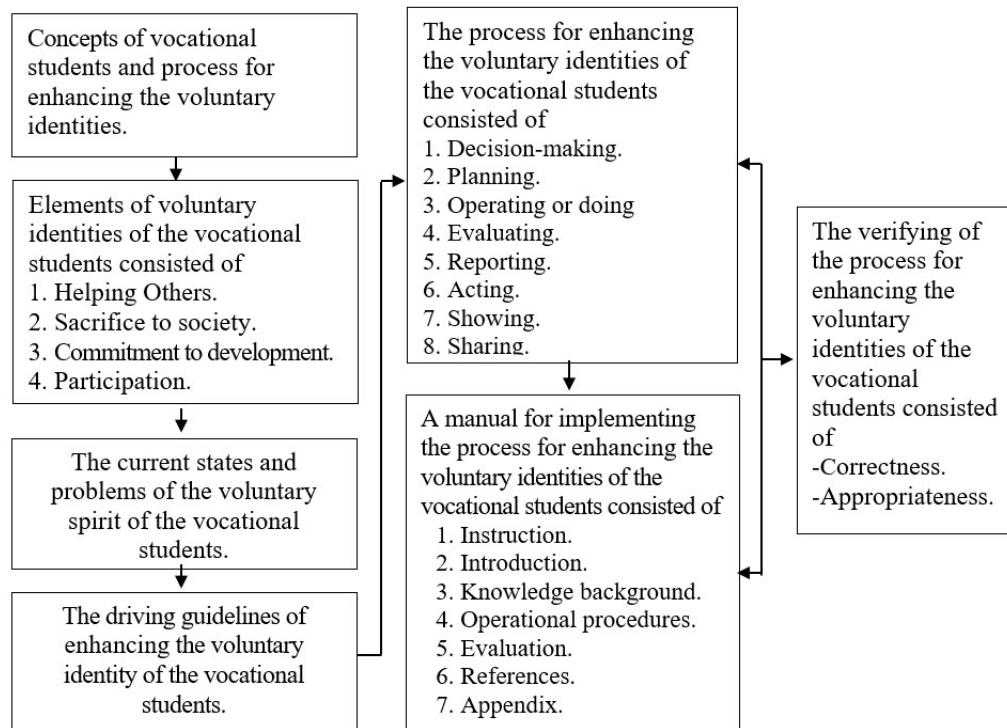


Figure 1: Research framework.

The current states of the voluntary spirit of the vocational students were overall at a high level ( $x = 4.07$ , S.D. = 0.66) and the current problems of the voluntary spirit of the vocational students were overall at a high level ( $x = 3.71$ , S.D. = 0.88). It was like Ferm, Persson-Thunqvist, Svensson, Gustavsson [ 5 ], the vocational students' identity, findings revealed that the development of the vocational students' identities was not only a particular linear process. On the opposite, three learning paths occurred that correspond to three relevant various student groups. In summary, the recommendations of this article were to build a better understanding of the types of vocational identities, it was important to study and comprehend the ideas of social categorization and learning paths in connection to the environment of upper secondary schools.

**Step 2.2:** Results of the survey of the driving guidelines for enhancing the voluntary identities of the vocational students under OVEC of nine experts through the meeting of relevant teachers, staff, and students comprising of 1) build good attitudes towards vocational volunteer activities by organizing extracurricular activities to promote students' voluntary spirit, 2) administrators provide the additional support, 3) the adjustment of teachers' attitude in organizing volunteer activities, 4) build vocational service activities by integrating teaching and learning management in all courses, 5) define the desirable characteristics of the learners in the field of voluntary identities as a part of the attitude scores, 6) create awareness of social service activities and vocational volunteers through var-

ious media channels, 7) create motivation to participate vocational volunteer activities by recording in the official honored report, 8) there was supervision and follow-up from the affiliate agencies at every stage regularly in accordance with Chairattanawan [ 2 ] who presented the guidelines for driving and developing Thai vocational education that there should be a guideline for driving and developing Thai vocational education through the collaboration among the government agencies, educational institutions that provided vocational education, teachers, students, and the private sectors with the establishment and workplace.

**Phase 3:** Results of developing and verifying the process and a manual for enhancing the voluntary identities of the vocational students under OVEC as follows:

**Step 3.1:** Results of the development of the process for enhancing the voluntary identities of the vocational students under OVEC, the experts separated the elements of the show and share to be 2 elements as follows: 1) decision-making, 2) planning, 3) operating or doing, 1.4) evaluating, 1.5) reporting, 1.6) acting, and 1.7) showing and sharing. In terms of the manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC comprised 7 elements as follows: 1) instruction, 2) introduction to the principles of voluntary identities, 3) the basic knowledge background, 4) operational procedures, 5) evaluation of the process of the promotion of voluntary identities, 6) references, and 7) appendix.

**Step 3.2:** Results of the verification of the correct-

ness and appropriateness of the process and a manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC were as follows: The correctness of the process for enhancing the voluntary identities of the vocational students under OVEC was overall at the highest level (96.48 percent) and the appropriateness of the process for enhancing the voluntary identities of the vocational students under OVEC was overall at the highest level (97.45 percent). The correctness of the manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC was overall at the highest level (96.48 percent) and the appropriateness of the manual for implementing the process for enhancing the voluntary identities of the vocational students under OVEC was overall at the highest level (97.45 percent). The process for enhancing the voluntary identities of the vocational students under OVEC after verifying was as follows:

### **1. Decision-making (D)**

1.1 There is an activity for investigating the community needs and coordinating with the community to conduct the vocational volunteer project by the responsible teachers.

1.2 The analysis of obtained data for investigating the community needs and coordinating with the community are used to prioritize the problems and urgent necessities from descending.

1.3 Publicize information on the vocational volunteer project to students to apply for the project by identifying how to conduct activities according to students' aptitudes, such as students of the automotive mechanic course to fix motorcycles, etc.

### **2. Planning (P)**

2.1 Determine the roles and duties of everyone involved in the vocational volunteer project by taking into account the students' aptitude and appointed to work as duties.

2.2 Organize a brainstorming meeting for everyone involved with the vocational volunteer project, and define plans, activities, dates, and hours of working.

2.3 Determine the procedures for operational activities, the preparation before conducting the activities, during performing the activities, and after completing the activities.

3. Operating or Do (O) Before conducting the activities.

3.1 Dress modestly and appropriately for the activities.

3.2 Plan to go to the establishment and arrive there at the appointment time.

3.3 Choose the activities that be suitable for students and their aptitude.

3.4 There is an orientation before conducting the activities with the vocational volunteer project.

3.5 Have a meeting to prepare the activities, and assignments as well as share operational duties.

3.6 Set up 'Fix it Center' for communities, voca-

tional service points, and volunteerism. -Repair and maintenance activities for electrical cooperation, engines, agricultural machinery, etc. -Prepare the services according to the context of the educational institutions and various disaster situations. -Foster to work by career starter activities. -Share knowledge through creative activities.

3.7 Doing public relations with the community concerning the vocational volunteer project.

3.8 Prepare the place and equipment.

### **During performing activities.**

3.9 Organize to work at various points according to the assigned duties.

3.10 Cooperate in working as a unity, be kind to one another, and take into account the safety in working.

3.11 If working and encountering problems and obstacles, notify the responsible teachers.

3.12 Do not force yourself to work beyond your capacity. If you cannot do the work, notify the responsible teachers.

3.13 Conduct activities according to the action plan.

3.14 Noting volunteer activities in a record form of good people of vocational institutions. After completing activities.

3.15 Keep relevant materials, tools, and equipment in order.

3.16 Maintain and keep clean the workplace and mechanical equipment.

3.17 Review what you have done, your impression, and your happiness.

### **4. Evaluating**

4.1 Determine assessment criteria by project stakeholders.

4.2 Prepare the volunteer behavioral assessment form for the vocational students.

4.3 Observation form of students' behavior while doing activities.

4.4 Volunteer activity in the logbook for good people of vocational institutions.

### **5. Reporting**

5.1 Apply the recommendations from the project satisfaction assessment form.

5.2 Prepare the post-service satisfaction assessment form.

5.3 There is an interview with service users on the vocational volunteer project and bring proposals for improvement.

5.4 Summary of opinions from stakeholders for the lessons learned from the vocational volunteer project.

### **6. Acting**

6.1 Bring the summary of opinion issues, and suggestions to propose in the meeting of the Board of Directors to find a way for further improvement.

6.2 There is a follow-up to solve problems, including sharing feedback after receiving services.

6.3 There is service after the completion of the project according to the request from the commu-

nity by providing a mobile car for service or tracked through the information system (online application)

### 7. Showing

7.1 Propose a summary of project performance reports.

7.2 Report the project performance notifying the project committee.

7.3 Present the project results to be easy to understand in terms of images, infographics, or video clips.

### 8. Sharing

8.1 Presenting project results through various media channels such as Facebook, websites, etc. for the community and society to be informed the of operational results.

8.2 Share the academic papers and present the project implementation through academic conferences.

8.3 Report the project implementation through meetings with the heads of the local government agencies, etc.

It was quite different from the findings of Gill [ 6 ], these exemplars attempted five types of social influence, frequently unintentionally: encouraging, invoking, edifying, enacting, and exemplifying. Coworkers' micro-processes of working with ethical identity, through which they asserted voluntary identities. Similarly, Alinea [ 1 ] stated that the identification of personality qualities that may be associated with a particular professional setting is a need of the Holland theory. He assumed that people have different personalities and tend to gravitate toward occupations that fit their lifestyles. Therefore, it was essential for TVET schools to provide internship and career programs that were in line with the personality traits of the individual.

## 6. Conclusion

Not only the development of the quality of Thai vocational education focuses on vocational manpower but also promoting the voluntary identities of the vocational students has to drive enhancing the voluntary identities of the vocational students in active and obvious results. The important point that the government by OVEC must take action on is adjusting the values and attitudes of people in Thai society in order to turn to more vocational students' characteristics in terms of good manners with excellent skills and knowledge for working and to be the mechanism of the developing country in the future.

## 7. Recommendations

7.1 The process for enhancing the voluntary identities of vocational students can be applied to educational management with a quality process.

7.2 Educational institutions can adopt guidelines to drive the promotion of the voluntary identities of the

vocational students, enhancing morality and ethics for students in active and obvious results.

## 8. Recommendation for Further Research

8.1 There should be a studying the development of a strategy for enhancing the voluntary identities of vocational students all over the region.

8.2 There should be a studying of an integrated model of vocational education management for enhancing voluntary identities of vocational students all over Thailand.

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