

THE INTERMEDIATE-LEVEL TRAINING COMPETENCY DEVELOPMENT OF ACADEMIC ADMINISTRATORS AT RAJABHAT MAHA SARAKAM UNIVERSITY, THAILAND

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ABSTRACT

Human resources are considered the most essential administrative resource, as people are the driving force behind everything in an organization from designing systems and administrative mechanisms to driving missions to success. However, the indicator of how well or how low a human resource was "competency". The executives are considered one of the people who play a role in directing the organization and guiding the way the team works. Therefore, this research aimed to (1) to explore the competency of Intermediate academic executives, (2) to develop indicators and curriculum for the development of mid-level academic executives, and (3) to study the performance development of Intermediate academic executives. This research was studied in the area of Rajabhat Maha Sarakham University, Thailand. The research was divided into 3 phases, consisting of; phase 1: Competency survey of Intermediate academic executives, targeting nine experts, data collection using records and assessments, and analyzing content analysis methods. phase2, indicator development and creation of a competency development course for Intermediate academic executives, the target group of 9 experts, data collection in a record and assessment using MACR: Multi-Attribute Consensus Rating, and Focus Group Discussion. phase3: The study of the performance development of Intermediate academic executives, target groups of 40 Intermediate academic executives, the research instruments consisted of two assessments: a success evaluation form, a satisfaction assessment form, and a project performance report, the data were analyzed using the following statistics; Percentage, Mean, Standard Deviation, Mode and interquartile range. The research results found that;

1. Intermediate academic executives' competencies There are 2 types: (1) Interpersonal Competency has 9 aspects, (2) Job Competency has 5 aspects.
2. Indicators of Intermediate academic executives competencies were found that (1) Interpersonal Competency has 46 indicators, (2) Job Competency has 27 indicators, which experts have evaluated overall suitability at the highest level in all areas, (3) Curriculum structure for middle management competency development consists of (a) rationale, (b) course objectives, (c) course structure, (d) development processes and activities [pre-development activities, early development activities, post-development activities], (e) Media and Innovation Development, (f) period of development, (g) evaluation, (h) the qualifications of the developer, and (i) Lecturers by experts assessing the suitability of the overall curriculum are appropriate at a high level.
3. The results of the development of the Intermediate academic executives can be divided into 5 steps; (1) Establishment of an Intermediate academic executive's development course, (2) Self-study and group work as assigned, (3) a successful university field trip, (4) Seminar after course-based training, and (5) monitoring the development of 18 projects

The results of the development of Intermediate academic executives' competencies were found (1) The success of the training program was at a high level with 39 trained people, (2) the overall satisfaction of the trainees was at a high level, and (3) the results of putting the project into practice in each department to achieve the highest level.

Keywords:

Competency, Intermediate Academic Executives, Indicators

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INTRODUCTION

Higher education management was regarded as an important educational provision for the development of human resources of the country to be able to compete with other countries. Therefore, the mission or mission of higher education institutions was important for all stakeholders to be aware of because they are the direction of the country. Members of higher education institutions of the United Nations Educational Organization, or UNESCO, define the mission of higher education, namely the mission of teaching, research, training, and disseminating research results to people of all ages, provide equal educational opportunities for all, Mission in academic activities, adhere to ethical norms and professional ethics, management mission to be independent and strengthen the system, a mission to build a network of alliances at all levels from local, regional and international. And the government's mission to allocate budget thoroughly (Office of the National Education Commission. 2000: 11). In addition, Chulalongkorn University (2003: 75) said that the mission of higher education institutions has been defined in 5 main areas: 1) producing graduates, 2) research to create new knowledge, 3) academic service to society, 4) promote arts and culture, and 5) analyze, warn, solve problems and suggest alternatives for society, community, and country. and Somjet Phusri (2009: 2 - 4) In conclusion, the main missions of higher education institutions consist of four aspects: teaching and learning, research, academic service to society, and the preservation and promotion of art and culture to reach the set goals.

However, competency refers to what the worker expresses during his / her performance as a result of the motivation or motivation within the mind that will influence the success of the performance of their duties in the position of responsibility good (Office of the Civil Service. 2008: 43). The competencies according to the meaning in the 2525 edition of the Royal Institute dictionary

mean the ability (Royal Academy. 1996: 799), means versatility (Capable) (Academic Department. 2001: 58). The Office of the Basic Education Commission (2010: 24); McClelland (1973), a psychologist at Harvard University who described it as "Competency was the attribute of a person in relation to performance were Knowledge, Skills, Ability, and other characteristics which was a behavioral trait that allows people in an organization to perform better than others in a wide range of situations caused by motives, traits, self-image, and role that expresses social different roles show different behavior.

From the foregoing, it can be seen that competence was essential for organizational leaders to effectively drive the organization's mission to success. At present, the preparation for the competency development of the middle-level academic staff was unclear, causing those who will enter the position to use educational methods, self-learning from experience, or telling This may not cover the competence they deserve as an intermediate academic executive. These may result in the lack of performance of duty affecting the progress of the School. Therefore, due to such problems and necessities. The research team, as responsible for the administrative functions, sees it as important and necessary to develop the intermediate academic executives' competency to be readily available to perform the Intermediate academic executives in order to develop the faculty to achieve the missions set by the university continually.

Research objectives

This research aims to survey the intermediate academic executives' competencies, to develop the indicator and development course of the intermediate academic executives' competencies, and study the development results of the intermediate academic executives' competencies

Research methodology

The research was held at Rajabhat Mahasarakham University, Thailand and conducted in three phases as follows:

Phase 1 to survey the intermediate academic executives' competencies; starting from the documentary analysis, then, focus group discussion for survey the competency, and confirm the intermediate academic executives' competency by 9 experts. And analysis data by descriptive statistics.

Phase 2 to develop the indicators and course for developing the intermediate academic executives' competence: these were divided into two steps were; the first was to develop the indicators and the second was to develop the course for developing the intermediate academic executives' competencies by using MACR (Multi-Attribute Consensus Reacting) and Focus Group Discussion. The target population was 9 experts with purposive sampling consist of; 1) rector, 2) vice-rector, 3) dean, 4) deputy dean, 5) chair of the curriculum administration committee. The instruments were the evaluation form and the record. Statistics were Mean and Standard deviation, then, consider an indicator with a mean of 3.50 or more and a standard deviation of not more than 1.50. (Arayan Saengnikul. 2013: 125). The expert's concurrence was considered by using the criteria for determining the consistency of the analysis results, which were: Median 3.51 and above, the inter-quartile range is not more than 1.5, and the difference between the median and the mode is not greater than 1.00 (Chumpol Poolpatarachewin. 2005: 28)

phase 3 Study results for the development of the intermediate academic executives' competencies: to operate the project of developing the intermediate academic executives' competencies as follows; Step 1: Training, Step 2 Study, research, self-study, and group work as assigned, Step 3 Field trips on successful university operations, Step 4 Post-training seminars, and Step 5: Implementation of the program/project proposed by the trainee. The target group in this research is 40 people. the research instruments included (1) Project efficiency assessment form, with individual discretionary power between 0.38 - 0.83 and the confidence value of 0.97. (2) The

satisfaction assessment questionnaire had individual discretionary power between 0.38 - 0.85 and the confidence value of 0.98, and (3) Project performance report form.

Research Results

The development of intermediate academic executives' competencies can be summarized as follows:

1. The intermediate academic executives' competencies consist of 2 aspects;

1.1. The Interpersonal Competency has nine components: 1) Teamwork, 2) Communication, 3) Leadership, 4) Integrity, 5) Human Relation, 6) Self-Management, 7) Pro-activeness, 8) Achievement Motivations, and 9) Service mind.

1.2. The Job Competency consists of 5 components: 1) Administration Management, 2) Academic and Research Management, 3) Social service, 4) Culture Heritage, 5) Student Management.

2. The intermediate academic executives' competencies indicators appear as follows:

2.1 Interpersonal Competency

2.1.1 Teamwork consists of 6 indicators: 1) Create an environment conducive to work, 2) Build trust with personnel, 3) Build morale of work, 4) Listening to opinions from different reasons, 5) control, supervise, monitor, supervise, work of personnel to achieve goals and 6) Recruitment, Personnel Selection, and Job Assignment

2.1.2 Communication consists of a total of 6 indicators consisting of 1) Be able to work effectively with others, 2) Efficient transmission and listening of information, 3) use of various media in communication, 4) summarizing key points from the listening, 5) use of feedback in work, and 6) Establishing effective internal communication systems and mechanisms

2.1.3 Leadership consists of 6 indicators as follows 1) Planning, 2) making rational decisions, 3) coordination, 4) good leadership and follower, 5) Inspiring people to work efficiently, and 6) consistent self-development

2.1.4 Integrity consists of four indicators as follows 1) honesty, 2) transparency and

accountability, 3) Discipline and respect the law, and 4) virtue, adhere to good things.

2.1.5 Human Relation consists of 5 indicators as follows 1) building relationships with others, 2) Be honest with your colleagues, 3) listen to different opinions constructively, 4) appropriate admiration of the other person, and 5) Creating an efficient working environment.

2.1.6 Self-Management consists of four indicators as follows 1) analyzing and understanding oneself and others, 2) patience, 3) being mindful, able to express themselves in an appropriate direction and control their emotions well, and 4) accept individual differences.

2.1.7 Pro-activeness consists of 5 indicators as follows 1) Knowledge and ability to anticipate future events, 2) be creative, 3) have a broad vision in organizational development, 4) constant monitoring of changes in the cycle, and 5) cognitive skills.

2.1.8 Achievement Motivations consists of 5 indicators as follows 1) a clear understanding of the corporate goals, 2) knowledge and understanding of the measure of success in the workplace, 3) have the skills to mobilize resources to work wisely, 4) knowledge and ability to use information in work for the benefit of the organization, and 5) concrete performance measurement and evaluation skills.

2.1.9 Service mind consists of 5 indicators as follows 1) knowledge and ability to develop personnel in the organization to have mental service, 2) good skill and role model in service, 3) skills in organizing information systems within the organization systematically, 4) knowledge and organization in order to design work in the organization as quickly as possible and reduce work processes, and 5) knowledge and ability in arranging an office to facilitate appropriate visitors to work.

2.2. The Job Competency

2.2.1 Administration Management consists of 5 indicators as follows 1) organizational planning skills such as strategic planning, financial strategy department, annual operational plan, risk

management plan, 2) general management skills such as human resource management, budget management, administrative administration, resource management, effective management of internal and external environments, 3) basic legal skills in practice, 4) Understanding and have a good attitude towards management according to good governance principles, and 5) ability to set up a mechanism for educational quality assurance.

2.2.2 Academic and Research Management consists of 5 indicators as follows 1) the ability to implement systems and mechanisms for developing graduates to meet the quality standards such as research, curriculum quality assurance, learning management, curriculum development, measurement and evaluation, organizing learning support Efficient, 2) Have knowledge and ability to organize information to facilitate effective academic and research work, 3) the ability to effectively integrate research into teaching and learning and knowledge management, 4) Promote and support research for comprehensive development, as well as developing research competencies and building a network of researchers both at home and abroad continuously and 5) Seek funding sources to support both internal and external research.

2.2.3 Social service consists of 5 indicators as follows 1) knowledge and ability to set up systems and mechanisms for effective academic service, social and project management, 2) skills to initiate, create and apply academic works to the needs of society and communities effectively, 3) knowledge and skills to explore and analyze community / social needs, 4) ability to build networks both inside and outside the university to create cooperation in community development and 5) ability to properly integrate academic, social service work with teaching and research.

2.2.4 Culture Heritage consists of 5 indicators as follows 1) Knowledge, understanding, and good attitude in local arts and culture, 2) knowledge and ability to disseminate and create cultural standards, 3) knowledge and ability to set up a system and mechanism for the preservation of

local arts, culture, and natural resource and environment conservation, 4) ability to network with local wisdom and related organizations in the preservation of local arts and culture, and 5) ability to integrate local arts and culture work with teaching and learning, research and student activities.

2.2.5 Student Management consists of a number of 7 indicators as follows 1) Knowledge and ability to develop desirable characteristics of the students, 2) Knowledge and capability in

organizing extra-curricular activities for student development, 3) knowledge and ability in planning development in student affairs, 4) Awareness and ability to provide appropriate welfare and welfare for students, 5) good attitude and ability to provide students with academic and life skills counseling services, 6) systematization skills information for student services, and 7) Knowledgeable, capable of planning and developing students to acquire quality assurance and 21st century learning skills.



Figure 1: intermediate academic executives' competencies indicators

3. The course of development of the intermediate academic executives' competencies of 9 elements as follows; 1) background, 2) course objectives, 3) course structure, 4) development processes and activities [pre-development activities, early development activities, post-development activities], 5) media and development innovation, 6) development period, 7) Evaluation, 8) Qualifications of the trainees, and 9) Lecturer.

4. Results of the implementation of the project in 18 work units, which achieved the results at the greatest level, the success of the training program is very appropriate ($\bar{X} = 4.15$), consider it an aspect found that all aspects were at a high level, and overall satisfaction with the training program was at a high level ($\bar{X} = 4.33$).

Discussion

The results of the research revealed the following points to be discussed.

1. the indicator of the intermediate academic executives' competencies consisting of 2 competencies as follows: (1). Interpersonal Competency has 9 aspects and (2). Job Competency has 5 aspects. This may be because the research team has studied relevant papers and research, and the professionals who are directly involved in performing their duties with administrative experience in higher education institutions assess their performance through focus group discussions. The results of the expert assessment were of the opinion that it was appropriate and consistent with the staff in performing their duties as mid-level executives in all faculties. Which corresponds to the writing of Office of the Civil Service (2005: 11-13) has created a competency model for the Thai civil service by specifying a competency model consisting of two parts: (1) Core competencies for all civil servants. It consists of 5 competencies,

and (2) competencies in a total of 20 competencies.

2. The overall achievement of the intermediate academic executives' competencies development program has been achieved at a high level ($\bar{X} = 4.15$) The satisfaction of the Intermediate academic executives towards the overall course management training program was at a high level ($\bar{X} = 4.33$) This may be because the development of intermediate academic executives' competencies is carried out on the principle of participation of stakeholders at all levels, together with the trainees as co-investigators, providing an overall understanding of the overall development objectives of the system. Additionally, the development program participants already have a portion of their original work experience when they are engaged in a set of program-specific activities that offer a wide range of activities to develop intermediate academic executives' competencies, along with monitoring and reporting on the results of the project. It can be seen that the development project participants have gained experience through exchanging knowledge with project participants and speakers, as well as study visits from real areas. And it was also put into practice in the agency where the project participants actually performed their duties, causing the participants to see that the results of the project implementation were very successful. Consistent with the research of Wittaya Jansiri (2008: 118-119) It was found that 1) Trainees self-assessed and assessed by supervisors} subordinates and colleagues had a high level of overall pre-development core competencies, and after development, there was a statistically higher mean of core competencies than before the development of .01. 2) The trainees had a high level of satisfaction with the program as a whole and individually. 3) The assessment of the achievement of the overall core competency development course was at a high level, and has the core competencies at the highest level are teamwork. And 4) The trainees had a

good overall evaluation of the early development activities.

3. The job performance indicators are suitable at the highest level of all 5 performances. This may be because the Intermediate academic executives' competence has been developed on the basis of concepts such as the documentary analysis which align with the role of Intermediate academic executives, as well as being in line with the mission of the university, which all departments in the university must adhere to as a practice guideline. It was also evaluated by experts who are directly involved in the performance of the role, with focus group discussions, so the indicators were considered to be most appropriate. This corresponds to the writing of Somjet Phusri (2009: 2-4) In conclusion, the main mission of higher education institutions consisted of 4 aspects: teaching, research, academic service to society, and preserving and promoting art and culture to reach the defined goals. In addition, Nichet Sunthornpitak (2007: 160-162) said how the future of Rajabhat Institute will be, depends on the path that will be taken to help the Rajabhat Institute be ready to be able to perform its missions in accordance with the roles set out in Article 7 of the Rajabhat Institute Act.

As has been tried to clarify on the fundamental issues that should be the challenges to the Management of all Institutes Rajabhat University Intent and essence in the National Education Act 1999, which aims to create valuable research activities for local development. The quality of research and the diversity of research will contribute to a more research-based problem-solving culture, which will yield accurate local information. More systematic precision. These will be very helpful in planning, developing, and solving future local problems. Consistent with the research of Wakild, Eric (2009: 56-58) It was found that the response to nature and the community was a part of the program that most out-of-campus centers did well. Therefore, providing services that are responsive to nature and the community should therefore be part of the

course programs offered at out-of-university centers. However, this is not a prerequisite for evaluating the performance of a program. and Cao, Yingxia (2008: 183-185) found that private tertiary education institutions had to respond to market demand in China, which made great efforts to connect private tertiary education to the labor market, and some institutes even taught about jobs that do and what the graduates receive.

Suggestion

The results of the research, in which the research team created an indicator and the Intermediate academic executive's development course and put it into practice, the results have been shown to be beneficial for the development of university personnel and can be used as information in the Future application appropriately as follows

1. Suggestions for application:

1.1 Composition and indicators of Intermediate academic executives' competency consist of 1. Interpersonal Competency for 9 aspects, and 2. The Job Competency for 5 aspects, was developed from documentary analysis, and focus group discussion by the experts which covers the mission of Intermediate academic executives working in all public and private tertiary institutions.

1.2 The Intermediate academic executives' competency development course was evaluated by experts and found to be appropriate at a high level. Therefore, the intermediate academic executives' competencies development course covers the mission of Intermediate academic executives working in all public and private tertiary institutions which can be applied in each organization. However, for the application, it was desirable to study the details given in each course and adjust them in accordance with the context of your own organization.

2. Suggestions for the next research: There should be research and development of the Intermediate academic executives' competency assessment criteria in order to establish a standard for the evaluation of both personal and work performance, this will be useful for the annual

performance evaluation, or evaluation criteria for promotion, or take advantage of effective personnel management. Further research should be conducted on the causal factors that influence the intermediate academic executives to be interested, enthusiastic to enter the administrative duties which will lead to the improvement of systems and mechanisms that encourage good and talented people to take over the administration of the university.

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