

## The Relationship of Administration in Accordance with Good Governance in Higher Education Institutions and Graduate Competencies in the 21<sup>st</sup> Century of St Theresa International College

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### ABSTRACT

The objective of this research was to study the level of administration in accordance with good governance in higher education institutions. Levels of graduate competencies in the 21<sup>st</sup> century and the relationship of administration in accordance with good governance in higher education institutions and the graduate competencies in the 21<sup>st</sup> century of St Theresa International College. The sample consisted of 113 lecturers from St Theresa International College. The research instrument was a questionnaire created by the researcher. The statistics used were mean, t-test, Pearson's simple correlation moment. The results showed that the level of administration in accordance with good governance of St Theresa International College, overall and in every aspect which are effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, rule of law, equity, consensus oriented, has a high level of administration. The research results of the level of graduate competencies in the 21<sup>st</sup> century of St Theresa International College found that, overall and in every aspect which are core subject's competences, life and career competences, learning and innovation competences, information, media, and technology competences, there is a high level of competency. The study of the relationship between level of administration in accordance with good governance in higher education institutions and the level of graduate competencies in the 21<sup>st</sup> century of St Theresa International College found that there was a very high correlation, statistically significant at a .01 level with a correlation coefficient of .966. The study also found that the college has a new administrative model known as administration in accordance with good governance to develop graduate competencies in the 21<sup>st</sup> century which focuses on the participation of all departments to produce the results that society expects.

**Keywords:** Good Governance, Graduate Competencies, 21<sup>st</sup> Century Skills

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### Background

Administration in accordance with good governance was initially set by OECD: Organization for Economic Co-Operation and Development with the aim of reforming government administration in countries that require assistance from international organizations (OECD, 2004). Subsequently, the concept of

implementation according to dimensions of administration or elements of good governance has spread to developed countries and has been used in the private business sector, it is also known as corporate governance (UNESCAP., 2009; OECD., 2009; Municipal Association of Victoria, 2008; Graham John and Others, 2003; Villadsen Soren and Others, 2007).

Thailand started applying administration in accordance with good governance to government agencies, with adaptations of the elements of implementation to be appropriate and consistent with the context of Thailand (Office of the Public Sector Development Commission, 2555). Good governance is divided into 10 categories, which consist of effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, rule of law, equity, consensus oriented (The Prime Minister's Office, 2546; Office of the Public Sector Development Commission, 2552). Later, it has been applied in the private sector as well for the development of the agencies' administration to keep up with the changing trends of the world (Nata and Rooyueng, 2020).

For Thai educational agencies, good governance is applied to educational administration for all levels of education. Examples of application to basic educational administration such as the study of Phungduang (2017) which found that educational administrators under the Samut Sakhon Primary Educational Service Area Office have applied good governance overall at a high level. With each aspect into consideration, it has been found that moral, ethics, and equality have been applied in the highest level. For the remaining aspects, which are transparency, decentralization, rule of law, participation and consensus oriented, effectiveness, efficiency, responsibility/accountability and responsiveness are at a high level respectively. The study also found that administration in accordance with good governance is related to the effectiveness of the educational institutions at a statistically significant level.

Applying good governance to higher education administration such as in the study of Nata and Rooyueng (2020) which studied the application of good governance in the Office of the President of Rajamangala University of Technology

Isan, found that at the current condition, the overall use of good governance was at a moderate level. The aspects that are used the most in administration are responsiveness and responsibility, on the other hand, the aspect that is used the least in administration is consensus oriented for desirable conditions. Personnel want the application of good governance the most for the aspects of participation and equality. On the other hand, personnel want the application of good governance the least for the aspect of responsiveness.

There is an important role in educational administration at each level which is administration to create desirable characteristics in learners. The characteristic essential currently is 21<sup>st</sup> century skills, which are necessary skills that need to be created for learners at all levels of education. Educational administrators at all levels must adjust their educational management approaches to not only focus on learners' understanding of the contents of specific sciences but possess content knowledge and skills to apply specific knowledge to changing situations (Punreobutr, Dhamasiri, Suwnaruji, Singh, 2018). This is a skill that combines many essential skills known as 21<sup>st</sup> century skills which include 1) core subject's skills 2) life and career skills 3) learning and innovation skills 4) information, media, and technology skills (Partnership for 21<sup>st</sup> Century Skill, 2007; Bellanca & Brendt, 2010).

Developing 21<sup>st</sup> century skills of students in higher education is the responsibility of higher education institutions, to produce quality graduates equipped with characteristics to enter the profession, the world of work, along with preparedness to live in a changing society in the future (Punreobutr, Dhamasiri, Suwnaruji, Dwiptendra, 2018). Thai higher education institutions have continuously developed 21<sup>st</sup> century skills of students, for instance, in the study of Baimai, Khayai, and

Wanluprare (2019) which studied students in Maejo University. The study found that students possess 21st century skills in the group of 1) life and career skills 2) learning and innovation skills 3) information, media, and technology skills at a high level except for core subject's skills which is at a moderate level. The study of Turner et. al, (2015) which studied nursing students of Boromarajonani College of Nursing, Chonburi and the study of Chantra and Sarakshetrin (2017) which studied nursing students of Boromarajonani College of Nursing, Suratthani found consistent results, that is, the students had high level 21st century skills in all aspects.

In addition, the study found that educational administration with appropriate methods can improve the quality of learners, for example, educational administration using STEM Education Management can develop 21<sup>st</sup> century skills of Thai secondary school students (Puncreobutr, Panacharoensawad, Wongwai, Suwannaruj, 2018). The administration of educational administrators who assume appropriate administrative roles allows for the development of lecturers' skills in learning management to enable learners to develop 21<sup>st</sup> century skills better (Marina, Thomas, Pornputtkul, Surungkapiprat, 2018) as well as the administrative processes of the administrators of higher education institutions enabling development of graduates' career competencies and ability to work across cultures in the ASEAN community (Puncreobutr, 2014).

St Theresa International College is a private higher education institution that emphasizes administration with good governance and focuses on the use of good governance in administration according to the higher education mission to achieve results according to the goals, both student outcome and mission-based outcome by stipulating that every work system discloses the work processes honestly.

Additionally, the processes used to control, monitor, and evaluate the performance of all departments are in accordance with effectiveness, efficiency, responsiveness, responsibility, transparency, participation, decentralization, rule of law, equality and consensus oriented since the academic year 2012 onwards and has been continuously developed. Therefore, the college required the planning and research department together with qualified individuals to study the relationship of administration in accordance with good governance in higher education institutions and graduate competencies in the 21<sup>st</sup> century. This will be beneficial for the college's educational administrators at all levels, acknowledging the results of administration and results of administration in accordance with good governance as well as beneficial for the college in using the results of the study as information for the development of administration and personnel management to be prepared to cope with the changes in society.

### Research objectives

1. To study the level of administration in accordance with good governance in the higher education institution of St Theresa International College
2. To study the level of graduate competencies in the 21<sup>st</sup> century of St Theresa International College
3. To compare the level of administration in accordance with good governance in higher education institutions classified by nationality
4. To compare the level of graduate competencies in the 21<sup>st</sup> century of St Theresa International College classified by nationality
5. To find the relationship of administration in accordance with good governance in higher education institutions and graduate

- competencies in the 21st century of St Theresa International College
- To study the model of administration in accordance with good governance in higher education institutions for the development of graduate competencies in the 21st century

### Research Methodology

This research is mixed-method research.

#### 1. Quantitative research

The study population is 160 lecturers at St Theresa International College. The sample groups are obtained from simple random sampling and the number of samples is obtained using the Krejcie and Morgan Table, in which a total of 113 samples were obtained.

#### Variables

The independent variable is nationality, consisting of Thai and other nationalities.

The dependent variable is

- Administration in accordance with good governance in higher education institutions consisting of 10 aspects which are effectiveness, efficiency, responsiveness, accountability,

transparency, participation, decentralization, rule of law, equity, consensus oriented.

- Graduate competencies in the 21<sup>st</sup> century consisting of 4 competences which are core subject's competences; life and career competences; learning and innovation competences; information, media, and technology competences.

The research instrument was a questionnaire created by the researcher, with a discrimination index of .34-.86 and a reliability of .84. The statistics used were mean, t-test, Pearson's simple correlation moment.

#### 2. Qualitative research

The researcher conducted the study by in-depth interview with 11 administrators at an institutional level and faculty level, 42 lecturers and 48 fourth year students resulting in a total of 101 key contributors. The technique used for selecting the sample is the snowball technique. The interview results which have been audited using the triangulation method will be analyzed with the document analysis technique and used for further conclusions.

### Research Results

#### 1. Study of the level of administration in accordance with good governance

The research results of the level of administration in accordance with good governance in administration of higher education institutions of St Theresa International College as shown in Table 1

Table 1 shows the level of administration in accordance with good governance overall (N=113)

Aspects	Mean	S.D.	Level of Administration
Effectiveness	4.303	.6036	High
Efficiency	4.296	.5423	High
Responsiveness	4.157	.6188	High
Accountability	4.190	.5808	High
Transparency	4.172	.6715	High
Participation	4.084	.6859	High
Decentralization	4.340	.5240	High
Rule of Law	4.340	.5229	High

Equity	4.261	.6127	High
Consensus Oriented	4.236	.5053	High
Administration in accordance with good governance overall	4.238	.4989	High

From Table 1, it was found that the level of administration in accordance with good governance of St Theresa International College has high administration results (Mean 4.238). When considering each aspect, it was found that the administration in accordance with good governance of all aspects were of high level, with rule of law being the highest used in administration followed by decentralization, effectiveness, and efficiency respectively.

## 2. Study of level of graduate competencies in the 21<sup>st</sup> century

The research results of the level of graduate competencies in the 21st century of St Theresa International College as shown in Table 2.

Table 2 shows the level of graduate competencies in the 21st century overall (N=113)

Graduate Competencies in the 21st Century	Mean	S.D.	Level of Graduate Competencies
Core Subjects Competences	4.238	.5349	High
Life and Career Competences	4.119	.6555	High
Learning and Innovation Competences	4.221	.6194	High
Information, Media, and Technology Competences	4.090	.7676	High
Graduate Competencies Overall	4.167	.5667	High

From Table 2, it was found that the overall graduate competencies in the 21<sup>st</sup> century of St Theresa International College was at a high level (Mean 4.167). When considering each aspect, graduates' 21st century competencies was at a high level in all aspects, with core subjects competences being the highest, followed by learning and innovation competences, life and career competences, and information, media, and technology competences respectively.

## 3. Comparison of level of administration in accordance with good governance in higher education institutions classified by nationality

The comparison results of administration in accordance with good governance of St Theresa International College in line with the viewpoint of lecturers of different nationalities as shown in Table 3.

Table 3 Comparison of level of administration in accordance with good governance in higher education institutions classified by nationality

Aspect	Other Nationalities (N=62)		Thai (N=51)		t	p
	Mean	S.D.	Mean	S.D.		
Effectiveness	4.145	.5627	4.495	.6010	3.190**	.002
Efficiency	4.161	.5261	4.460	.5205	3.026**	.003

Responsiveness	4.008	.5355	4.338	.6686	2.853**	.005
Accountability	4.056	.4905	4.352	.6426	2.709**	.008
Transparency	4.044	.6065	4.328	.7184	2.279*	.025
Participation	3.883	.5862	4.328	.7236	3.542**	.001
Decentralization	4.201	.4914	4.509	.5171	3.240**	.002
Rule of Law	4.193	.4863	4.519	.5144	3.455**	.001
Equity	4.096	.5227	4.460	.6583	3.204**	.002
Consensus Oriented	4.100	.4352	4.402	.5387	3.220**	.002
Good Governance Overall	4.100	.4352	4.419	.5387	3.602**	.001

\*p<.05 \*\*p<.01

From Table 3, it was found that in the overall administration, Thai lecturers viewed that administrators have a higher level of administration in accordance with good governance than foreign lecturers ( $t = 3.602$ ) statistically significant at the .01 level. When considering each aspect, almost all aspects, consisting of effectiveness, efficiency, responsiveness, accountability, participation, decentralization, rule of law, equity, consensus oriented, Thai lecturers viewed that administrators have a higher level of administration in accordance with good governance than foreign lecturers

statistically significant at the .01 level, except for transparency which Thai lecturers viewed that administrators have a higher level of administration in accordance with good governance than foreign lecturers statistically significant at the .05 level.

#### 4. Comparison of the level of graduate competencies in the 21st century classified by nationality

The comparison results of the level of graduate competencies in the 21st century of St Theresa International College in line with the viewpoint of lecturers of different nationalities as shown in Table 4.

Table 4 Comparison of the level of graduate competencies in the 21st century classified by nationality

Competences	Other Nationalities (N=62)		Thai (N=51)		t	p
	Mean	S.D.	Mean	S.D.		
Core Subjects	4.104	.4823	4.402	.5547	3.045**	.003
Life and Career	3.939	.5519	4.338	.7085	3.284**	.001
Learning and Innovation	4.137	.5388	4.323	.6969	1.564	.121
Information, Media, and Technology	3.883	.7095	4.343	.7664	3.308**	.001
Graduate Competencies Overall	4.016	.4728	4.351	.6194	3.181**	.002

\*p<.05 \*\*p<.01

From Table 4, for the overall graduate competencies, Thai lecturers viewed that St Theresa International College graduates have a higher level of graduate

competencies in the 21<sup>st</sup> century than foreign lecturers ( $t = 3.181$ ) statistically significant at the .01 level. When considering each competence,

almost all competences, consisting of core subjects competences; life and career competences; information, media and technology competences, Thai lecturers viewed that graduates have a higher level of graduate competencies in the 21<sup>st</sup> century than foreign lecturers statistically significant at the .01 level, except for the learning and innovation competences which both Thai lecturers and foreign lecturers viewed that graduates have different levels of competencies which are statistically insignificant.

**5. Finding the relationship between administration in accordance with good governance and graduate competencies in the 21st century**

The comparison results of the relationship between the level of administration in accordance with good governance in the administration of higher education institutions and the level of graduate competencies in the 21<sup>st</sup> century of St Theresa International College as shown in Table 5.

Table 5 The relationship between administration in accordance with good governance and graduate competencies in the 21st century

Competences	Core Subjects	Life and Career	Learning and Innovation	Information, Media, and Technology	Competencies Overall
Effectiveness	.732**	.678**	.774**	.566**	.779**
Efficiency	.873**	.745**	.752**	.581**	.831**
Responsiveness	.876**	.908**	.774**	.622**	.899**
Accountability	.712**	.886**	.937**	.620**	.899**
Transparency	.709**	.802**	.861**	.866**	.936**
Participation	.526**	.644**	.573**	.940**	.791**
Decentralization	.596**	.596**	.611**	.524**	.664**
Rule of Law	.684**	.682**	.698**	.719**	.791**
Equity	.566**	.621**	.644**	.740**	.746**
Consensus Oriented	.668**	.613**	.646**	.520**	.694**
Good Governance Overall	.824**	.862**	.872**	.814**	.966**

\*\* p < .01

From Table 5, it was found that the overall administration in accordance with good governance of administrators was very highly correlated to the overall graduate competencies in the 21<sup>st</sup> century, statistically significant at the .01 level with a correlation coefficient of .966. When considering each aspect, it was found that the administration in accordance with good governance aspects of transparency (.936), responsiveness (.899) and accountability (.899) have very high correlation with the overall graduate competencies in the 21<sup>st</sup> century statistically significant at the .01 level. In addition, the graduate

competencies in the 21<sup>st</sup> century aspects of learning and innovation (.872) and life and career (.862) have very high correlation with the overall administration in accordance with good governance statistically significant at the .01 level.

6. The model of administration in accordance with good governance in higher education institutions for the development of graduate competencies in the 21st century

This stage of the study has resulted from the discovery that administration in accordance with good governance of

administrators was very highly correlated to the graduate competencies in the 21<sup>st</sup> century. Therefore, a qualitative study was conducted by using the in-depth-interview technique with related parties, namely administrators, lecturers and fourth year students at St Theresa International College. The implementation results led to the following findings:

1) St Theresa International College administrators, administration in accordance with good governance by emphasis on participation of all departments in every work system, in the drive for continuous development with responsiveness, accountability, transparency, decentralization, rule of law,

equity, and consensus oriented, aim for the college's important goal, which is for graduate competencies in the 21<sup>st</sup> century to be consonant with effectiveness and efficiency to achieve the results of graduates with characteristics that society expects.

2) The college implements a model of administration which applies administration in accordance with the principle of good governance in education management. This new administration is known as administration in accordance with the principle of good governance for the development of graduate competencies in the 21<sup>st</sup> century as shown in Figure 1.

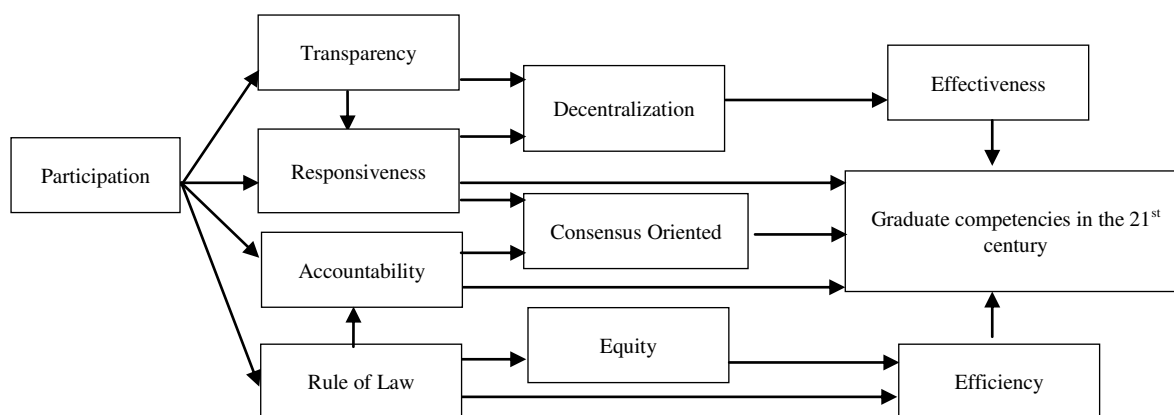


Figure 1 Model of administration in accordance with the principle of good governance for the development of graduate competencies in the 21<sup>st</sup> century

From the figure, it was found that administration in accordance with good governance, which affects the development of graduate competencies in the 21<sup>st</sup> century of St Theresa International College, starts with participatory management of all departments and has an indirect affect on administration of 9 other aspects of good governance, creating results that society expects which is graduates possess 21<sup>st</sup> century competencies in their careers and life.

### Summary of Findings

1. The overall level of administration in accordance with good governance of St Theresa International College has high administration results. Administration in every aspect which are effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, rule of law, equity, consensus oriented also has high administration results.
2. For the level of graduate competencies in the 21<sup>st</sup> century of St Theresa



International College, it was found that overall, there is a high level of competency and in every aspect which are core subject's competences; life and career competences; learning and innovation competences; information, media, and technology competences there is also a high level of competency.

3. Thai lecturers viewed that the level of administration in accordance with good governance of St Theresa International College is higher than foreign lecturers.

4. Thai lecturers viewed that the level of graduate competencies in the 21<sup>st</sup> century of St Theresa International College is higher than foreign lecturers.

5. The level of administration in accordance with good governance in higher education institutions is very highly correlated to the graduate competencies in the 21<sup>st</sup> century of St Theresa International College, statistically significant at the .01 level with a correlation coefficient of .966.

6. The college has a model of administration which emphasizes on the participation of all departments, producing results that society expects. This model of administration is known as administration in accordance with good governance for the development of graduate competencies in the 21<sup>st</sup> century.

### Recommendations

Recommendations for implementation

The study of the relationship of administration in accordance with good governance in higher education institutions and graduate competencies in the 21<sup>st</sup> century of St Theresa International College is a study conducted within the context of an international higher education institution, therefore, applying this research to Thai educational institutions may lead to a reduced limit of understanding with personnel. However, understanding must be established for personnel to create cooperation for the development of graduate competencies.

Recommendation for future research

The study, which led to the finding that the college has a model of administration known as administration in accordance with good governance for the development of graduate competencies in the 21<sup>st</sup> century, and it is qualitative research. Further study with path analysis should be conducted to confirm the correct administrative model for application of this research to other educational institutions.

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