

## The success factors of vocational education management in private enterprises

### องค์ประกอบความสำเร็จของการจัดการอาชีวศึกษาในสถานประกอบการขนาดใหญ่

Korarat Pipatpol<sup>\*</sup>

#### Abstract

The objectives of this research were to: 1) study success factors of vocational education management in Private Enterprises; 2) study guidelines for success of vocational education management in private enterprises. This research was conducted by using mixed method. The populations used in this research were 18 administrators, 309 teachers, 5,571 students, and 5,571 parents from five educational institutions. Research instruments used in this research were semi-structured interview conducted with 5 administrators, 30 students, 30 parents and questionnaires for 327 administrators and teachers. There were 239 complete questionnaires returned to the researcher calculated to be 73.08%. The results showed that there were seven success factors effecting the vocational education managed by private enterprises including: 1) management on teachers who were performing their duties in each educational institute; 2) strategic management; 3) marketing communication; 4) courses and instructional management; 5) occupational motivation; 6) environment facilitating learning; and 7) human resource management. The 14 guidelines for promoting vocational education management in private enterprises was proposed in the study. It is hoped that 1) administrators of educational institutes must have true knowledge and understanding on organization; 2) building practices of culture that was mutual agreement; 3) consisted of system for selecting teachers in order to gain skillful teachers on organizational operation, etc.

**Key Words :** Success factors, vocational education management, private enterprises

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<sup>\*</sup> A student of Doctor of Education in Lifelong Education and Human Development program, Faculty of Education, Silpakorn University, Thailand Email: Korarat\_14@yahoo.com

## บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาองค์ประกอบความสำเร็จของการจัดการอาชีวศึกษาในสถานประกอบการขนาดใหญ่ และ 2) ศึกษาแนวทางการส่งเสริมความสำเร็จของการจัดการอาชีวศึกษาในสถานประกอบการขนาดใหญ่ ใช้ระเบียบวิธีวิจัยแบบผสม สำหรับประชากรที่ใช้ในการวิจัยคือผู้บริหาร จำนวน 18 คน อาจารย์ จำนวน 309 คน นักเรียน จำนวน 5,571 คน และผู้ปกครอง จำนวน 5,571 คน จากสถาบันการศึกษา 5 แห่งได้แก่ วิทยาลัยปัญญาภิวัฒน์เทคโนโลยี วิทยาลัยเทคโนโลยียานยนต์โตโยต้า วิทยาลัยเทคนิคอุตสาหกรรมยานยนต์ วิทยาลัยเทคโนโลยีโออาร์พีซี และศูนย์การเรียนรู้เอสแอนด์พี เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบสัมภาษณ์กึ่งโครงสร้าง เป็นการสัมภาษณ์ผู้บริหาร 5 ท่าน นักเรียน 30 คน ผู้ปกครอง 30 คน รวมทั้งสิ้น 65 คน และแบบสอบถามเก็บข้อมูลกับผู้บริหารและอาจารย์ จำนวน 327 คน ได้รับแบบสอบถามที่สมบูรณ์คืนจำนวน 239 ฉบับ คิดเป็นร้อยละ 73.08 ผลการวิจัยพบว่า องค์ประกอบความสำเร็จของการจัดการอาชีวศึกษาในสถานประกอบการขนาดใหญ่ มีทั้งหมด 7 องค์ประกอบ ได้แก่ 1) การบริหารครูอาจารย์ที่ปฏิบัติหน้าที่ในสถาบันการศึกษา 2) การบริหารเชิงกลยุทธ์ 3) การสื่อสารการตลาด 4) หลักสูตรและการจัดการเรียนการสอน 5) แรงจูงใจในการประกอบอาชีพ 6) สภาพแวดล้อมที่เอื้อต่อการเรียนรู้ 7) การบริหารทรัพยากรมนุษย์ สำหรับแนวทางส่งเสริมการจัดการศึกษาระดับปวช.-ปวส.โดยสถานประกอบการ มีทั้งหมด 14 แนวทาง เช่น 1) ผู้นำของสถาบันการศึกษาต้องมีความรู้ความเข้าใจอย่างแท้จริงเกี่ยวกับองค์กร 2) การสร้างแนวปฏิบัติของวัฒนธรรมที่เป็นข้อตกลงร่วมกัน 3) มีระบบการคัดเลือกครูอาจารย์ให้ได้ครูอาจารย์ที่มีความเชี่ยวชาญเกี่ยวกับการปฏิบัติงานในองค์กร เป็นต้น

## Introduction

Rapid changing under the complex relationship structure of globalization's current drives several countries throughout the world, as well as Thailand, to have more competitions with other countries on politics, trading, society, populations, environment, etc. To achieve such goal, there must be several factors but the most important one is personnel who will help to drive and develop their countries to be stronger and more competitive in current world (Competitiveness Development Office, 2012). As a result, there are several policies on developing personnel nationally and organizationally including section 8(2) of National Education Act B.E. 2542 (1999) and Amendment (No.) B.E. 2545 (2002) supporting every sector to participate in educational management. In addition, section 12, 20 of such Act also provides the private sectors the right to manage their own education. From survey on labor demand of Thailand, it was found that labors graduated in vocational education were mostly required for industrial sector calculated to be approximately 70%. However, there were only 25% of them enter the labor market (The Federation of Thai Industries, 2010, and National Education Plan (Amendment) B.E. 2552-2559 (2009-2016). For quality of labor, it was not different from 24 years ago, i.e., their skills were inconsistent with labor demand because of the lack of capability of educational institutes, for example, removal of administrators/teachers in

vocational colleges was based on political factors and hidden agenda, complicated rules and regulations, long duration of course opening, impossibility of course opening, lack of motivation of teachers, out-of-date course, etc. (Thailand Development Research Institute, 2012).

Simultaneously, the attitudes of private sectors reflected labor problems with similar reasons, i.e., manpower production of educational institutes were insufficient and failed to meet with demands. Quality of graduated students was poorer than job requirement and production of skillful labors was lower than that required by private sector's technology therefore the company had to provide them further training. With these problems, there was an occurrence of evolution of modern lifelong education management that the private sectors managed their education by establishing their own educational institutes in order to produce some labors with knowledge, and specific skills of the businesses, as well as to instruct their personnel to have values required by the organizations leading to sustainable human resource management. From the important of those problems, it was necessary for the researcher to conduct this research on the success factors of vocational education managed by private enterprises. The research was conducted by studying on some good case studies of the educational institutes managed by five private sectors including Panyapiwat Technological College, Toyota Automotive Technology School, Automotive Industry Technical College (Honda), IRPC Technology College, and S&P Learning Center. This research will be a guideline for application and further study of other private sectors wishing to manage their own education.

### Research Instruments and Methodologies

This research was conducted by using mixed method divided into 3 steps as follows:

**Step 1:** Review related concept, theories and practices on vocational education

The researcher synthesized some Thai and foreign papers through studying on concepts and theories related to concepts of vocational education managed by private enterprises as well as interviewing with some experts and conducting a field study in order to conduct the observation in the educational institutes of private sectors. The obtained data was analyzed and synthesized to determine framework and outline basic factors of educational management as well as to interview with related persons such as administrators, students, parents.

The results obtained from analysis and interview provided the concept of success factors of vocational education managed by private sectors.

**Step 2:**Analyze on success factors of vocational education managed by private enterprises

Data was collected from interview conducted with 65 administrators, students, and parents and questionnaires completed by 239 administrators and teachers. The obtained data was analyzed by analyzing Factor Analysis and content to obtain the success factors of vocational education management in private sectors

**Step 3:**Develop guidelines for promoting vocational education management in private enterprises and confirmation of factors analysis

The results of analysis on success factors of vocational Education Management in private enterprises were developed as the guidelines for promoting vocational education managed by private sectors by holding the connoisseurship with 7 experts.

#### **Populations and samples of the research**

1. Populations and sample group for interviewing were selected by using purposive sampling.
2. Populations and sample group for questionnaire were obtained by using sample size calculation according to concept of Comrey N.& Lee A. (1992). For analyzing factors from 300 samples, it could be concluded as details; 18 administrators, 309 teachers, 30 students from 5,571 students, and 30 parents from 5,571 parents. Total population are 11,562 people and samples are 480 people.

There are 5 study institutions; 1) Panyapiwat Technological College; 2) S&P Learning Center; 3) Toyota Automotive Technology School; 4) Automotive Industry Technical College; and 5) IRPC Technology College

#### **Research Instruments**

1. Questionnaires for teachers on success factors of educational management that was 10-rating scale questionnaire
2. Semi-structured interview for executive administrators or lower
3. Semi-structured interview for students
4. Semi-structured interview for parents
5. Supporting documents of the Connoisseurship

#### **Data Analysis**

1. Quantitative data obtained from questionnaires were analyzed by using the following Statistical Packages for Social Sciences (SPSS):

1.1 Analysis on general data of sample group was conducted by using basic statistics including frequency, percentage, mean ( $\bar{X}$ ) for explaining basic data of respondents.

1.2 Data analysis for explaining the success factors of vocational education managed by private enterprises of variables in each item and dimension by finding mean ( $\bar{X}$ ) and Standard deviation (S.D.).

1.3 Data analysis for finding the success factors of vocational education managed by private enterprises was performed by choosing the results of data analysis with KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) over than .50, and Bartlett's Test of Sphericity with significance of .05. Factor analysis was performed by using principal component analysis or PCA. Orthogonal Rotation was performed by using Varimax Method at 25 rounds with Factor Loading in the range of -1 to +1. Each factor should have eigenvalues from 1 and over (Kalaya Wanitchbancha, 2005:34-35)

2. Data obtained from interviewing was analyzed by using content analysis.

3. Data obtained from the Connoisseurship was analyzed by using content analysis.

## Results and Discussion

The research results were as follow:

1. The researcher concluded data on success factors of vocational education management in private enterprises as follows:

1.1 Analysis on mean and standard deviation of each dimension of success factors of vocational education management in private enterprises

Success factors on motivation and benefits of students had the highest mean ( $\bar{X}$  = 8.06, S.D. = 1.50) while success factors on budget management had the lowest mean ( $\bar{X}$  = 7.30, S.D. = 1.73).

1.2 Analysis on mean and standard deviation of each item of success factors of vocational education Management in private enterprises

Each item of success factors with the highest mean was educational background exhibiting success ( $\bar{X}$  = 8.3096, S.D. = 1.58391) while each item of Success Factors with the lowest mean was employees authorized with sufficient decision making power for working as well as receiving sufficient budget for supporting academic activities, for example, research, academic meeting, etc. ( $\bar{X}$  = 7.2050, S.D. = 1.98201)

1.3. Analysis on factor analysis of vocational education Management in private enterprises

The researcher analyzed success factors of vocational education management in private enterprises that could be divided into 7 factors as follows :

1.3.1 Success factor 1: **Management on teachers who are performing their duties in each educational institutes** It was consisted of Eigenvalues=66.928 with weight of factors from .791-.458. There were 37 variables in this set of factors and variable with the highest weight was clear occupational advancement of personnel in the educational institutes (.791). It could be seen that the variables on this dimension was motivation building in order to attract and keep teachers to work with the institute. Besides teachers who taught theories according to government regulations, teachers are the important element because he/she passed on knowledge of the institute that was not only practical knowledge and skills but also organizational culture was also passed on to students in one generation to other generations. As a result, teachers from the private sectors were important. Consequently, educational institutes of private sectors should have the system to supervise teachers to have motivation on working continuously in order to keep this worthwhile resource. This fact was consistent with the concept of Weerapan Sitthipong (1998) stated that teachers of vocational education had much influence on quality of vocational education management. They must have the proper qualities of persons who were able to teach theoretical knowledge and able to manage systems and practices to provide learners professional expertise. Teachers who taught theories must be trained in one manner while teachers who taught practical fields had to have high level of expertise and skills on practice. From the research of Pipat Chummeangpak (2008), it was stated that: To manage personnel, administrators must support personnel to be developed on their operation and responsibilities.

1.3.2 Success factor 2: **Strategic management** - It was consisted of Eigenvalues = 42.697 with weight of factors from .791-.537. There were 17 variables in this set of factors and variable with the highest weight was policy of educational institutes that were consistent with major policy of the organization (.776). Strategic management was important for educational institution management in determining the guidelines for implementing vision and strategies to plan short-term and long-term strategic plans, and action plan. All personnel in the educational institutions were able to understand the same vision and demanded direction. In addition, all personnel were responsible for complying with these strategic plans and most educational institutions had some strategic plans. According to the results of managing Hamburger University (HU) to be successful, it was started from consistency of principles of educational institution's operation and principles that were the key of the business. HU emphasized on the importance of human resource, customers, and culture (Galagan P.:2011).

1.3.3 Success factor 3: **Marketing communication**- It was consisted of Eigenvalue = 41.133 with weight of factors from .791-.537. There were 13 variables in this set of factors and variable with the highest weight was having professional salespersons and using direct sale with target group of the organization (.791). This was consistent with qualitative data as shown in the interview stated that

“When working outside the institution, all personnel (including administrators, teachers, and employees) must help to mention education of the institute and publish institution’s goodness as the method for publicizing the institution. Even the President of the institution must always publicized educational management of the institution as well. Moreover, some articles and journals are published to the society and some scholarships are provided as well. (Interview with the administrators on October 11th, 2013) This was consistent with the results of Lancaster D. (2004: 1-13) who studied on vocational college and schools. For economic demands, its structure was adjusted through customer focus and such structure was consisted of Sales Department and manager of Sales Department playing the roles on building relationship and coordinating with local institutions for finding educational demands. In addition, selection of media and attractive contents were also able to build the efficiency of communication.

1.3.4 Success factor 4: **Course and instructional management**-It was consisted of Eigenvalue = 57.218 with weight of factors from .812-.540. There were 13 variables in this set of factors and variable with the highest weight was that teachers had good theoretical knowledge and skills related to organizational operations with good attitudes toward the organization (.812). It showed that it was necessary to design curriculum and instructional management to be consistent with organization’s operation. This was consistent with data obtained from the interview stated that:

“Learning management emphasized on field working to gain actual experiences. The utilized learning technique was work-based learning teaching (interview with an administrator on October 11th, 2013).

The results were consistent with the concept of Weerapan Sitthipong (1998:51) stated that teachers were the important personnel who were able to pass on theoretical knowledge properly as well as able to manage system, strategies, and practices to provide learners expertise.

1.3.5 Success factor 5: **Occupational motivation**- It was consisted of Eigenvalue = 37.031 with weight of factors from .834-.612. There were 15 variables in this set of factors and variable with the highest weight was educational background exhibiting success

(.834). Students decided to study in the institutes of private sectors because they could gain educational background presenting success. This was consistent with the results obtained by the study of Smith J. and Spurling A. (1990) stated that one strategy to succeed lifelong learning management was providing qualifications obtained from learning in order to build reliability. Simultaneously, most qualitative data considered on motivation to learning in order to have some opportunities in working and gaining some income as shown in the interview stated that:

“Unlike other schools, students can learn along with working and they also gain some allowances for such working and learning. After graduation, they don’t have to find any new work as well” (interview with a parent on September 29th, 2013).

1.3.6 Success factor 6: **Environment facilitating learning**- It was consisted of Eigenvalue = 33.384 with weight of factors from .828-.515. There were 11 variables in this set of factors and variable with the highest weight was having modern media, devices, and technologies for working (.828). It was the important element for environment facilitating learning and it was also consistent with the concept of Pratya Vesarat (2003) stated that building, location, classroom, and environment used in educational management were necessary. Administrators and educational managers should pay attention on sufficiency, appropriateness, safety, and environment facilitating learning while teachers had to be responsible for providing appropriate atmosphere of the classroom. Furthermore, Khemanut Mingsiritham (2013) also gave the opinion on social media that be used to be one of the learning channel of students.

1.3.7 Success factor 7: **Human resource management**- It was consisted of Eigenvalues = 16.587 with weight of factors from .791-.537. There were 23 variables in this set of factors and variable with the highest weight was managing the educational institute of the organization to be a strategic tool of HR Department (.914). This was consistent with qualitative data on the connection of HR Department. Educational institutes should be managed as the strategic tool of HR Department for producing personnel and students should be supervised from the upstream in order to produce organization’s manpower as shown in the interview stated that “HR Department must be a main host to supervise the college, otherwise, the operation of the private sector may be failed” as shown in the sentence stated that “It was not the responsibility of the teachers to teach students only but HR Department of the parent company must participate in such instruction as well, for example, establishing orientation course, volunteer camp, courses for student training, during 3 years of learning in order to make them absorb organizational culture.” (Interview with an administrator on October 11th,



2013) It could be seen that HR Department of the organization had strong relationship with policy on educational institution managed by the private enterprises.

**2. The guidelines for promoting vocational education management in private enterprises.** To promote vocational education, the private enterprises should:

2.1 Develop the leader of educational institutes to be the change leader by providing them to have true knowledge and understanding on organization, business operation, educational management, and human resource management as well as promote them through classroom training and field training.

2.2 Create cultural practices that were mutual agreement, establish conditions or punishment and inherit culture through a leader who was the good model.

2.3 Develop teachers working in educational institutions to keep pace with the changes.

2.4 Manage educational institute in line with the vision and educational development of private enterprises.

2.5 Communicate and publicize educational institute via staff who be trained to be publicists

2.6 Promote the participation of networks, society, and community by establish some activities for participation of networks, for example, booth exhibition, study visit, some activities of educational institutes that could be participated by networks. Moreover to develop dual system and tripartite system, for example, signing in contracts made with some schools in other provinces, providing scholarship, etc.

2.7 Develop the specific evaluation system for the workplace. The educational institutes should establish a professional agency to evaluate organizational performance in order to develop evaluation form of private enterprises' educational institutes and determine the duration of annual follow-up for utilizing the obtained results for improving strategies and operations of educational institutes.

2.8 Provide personnel future scenario on occupational advancement for students and encourage personnel to have service mind by providing them advancement of life through clear career path.

2.9 Establish assistance system for parents on educational expenses.

2.10 Encourage organization's experts and administrators to create courses or appoint some personnel of the organization as the consultant including support all students to have some opportunities in field and classroom training prior actual instruction.

2.11 Create an occupational motivation by Establishing a welfare plan that was interesting and attractive for students and parents.

2.12 Develop environment to be similar to the future working environment. Provide sufficient instructional equipment to students.

2.13 Create the strategic human resource management system by connecting strategy on manpower demand of HR Department with that of educational institutes. Moreover students of the educational institutes had the rights equal to those of organization's employees in welfare system and count years of service of students continuously since they were students.

2.14 Set the domestic laws supporting private enterprises to manage education in dual system. Government shall provide financial supports such as long-term loan, tax deduction, etc.

## Conclusion

Private enterprises that want to establish their own educational institute should consider the finding of the seven success factors including the 14 guidelines of promoting vocational education management in private enterprises. The additional suggestions should be concerned in three main groups; 1) educational institute management in private enterprises. The budget should be transparent and should be supported by the organization sufficiently. Some strategies on marketing and public relation should be established through word of mouth of graduated students to their acquaintances and further; 2) educational management of private enterprises. There should be sufficient, modern, and practical media and devices for instruction supported by parent organization. The procurement system should be compatible for actual operations; 3) human resource management of private enterprises related to educational institute. HR Department of the organization should create salary structure of teachers separately as well as provide them attractive welfare and integrate training of organization with educational management, for example, develop working skills of students, utilize techniques on training organizing (e.g., on-the-job training, coaching, demonstration, work shadow) for development and integrating with theoretical principles of educational management. There should be unique evaluation system of educational institutes in private enterprises as well.

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