

## THE DEVELOPMENT OF MANAGEMENT AND ADMINISTRATION STRATEGIES FOR THE EXCELLENCE OF FACULTIES OF EDUCATION

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**Abstract:** The objectives of this research were to 1) study and analyze the management of education faculties in Thailand which are rated in the good level by Office of National Education Standards and Quality Assessment (Public Organization); 2) develop administration strategies for the excellence of Faculty of Education, Chulalongkorn University; and, 3) propose measures on how such administration strategies can be implemented for the excellence of Faculty of Education, Chulalongkorn University and the education faculties of other institutions. Data was collected on the administration of education faculties and analyzed using the SWOT analysis, the TOWS matrix technique, focus group and survey questionnaire on how the administration strategies for the excellence of Faculty of Education, Chulalongkorn University can be applied to the education faculties of other institutions.

The research has found that the administration strategies for the excellence of education faculties are based on the vision that education faculties are the source of intellect and the leader in the areas of moral correctness and research capability. Their missions are 1) to produce intellectual, high-potential and morally correct graduates; 2) to develop creative educational innovations and provide academic services to the society; 3) to develop networks for production of graduates, research, academic services and preservation of arts and cultures; and, 4) to promote an administration model where authority is distributed down the chains of command and where the community is involved in the efficient administration. Their main objectives are 1) to produce quality education personnel; 2) to develop researches and provide the best possible academic services; 3) to develop a network of academic collaboration with other institutions; 4) to serve as an educational center for research and reference; 5) to have an excellent administration; and, 6) to have an accurate evaluation system. The strategies are 1) proactive strategy for the production of graduates; 2) strategy for network building; 3) strategy for the development of high quality output; 4) strategy for the development of the country's wisdoms; 5) strategy for involved and transparent administration; and, 6) strategy for organizational evaluation.

These administration strategies can be applied to the operation of other education faculties provided

that they adapt them to suit the particulars of their circumstances.

**Keywords:** Office of National Education Standards, Quality Assessment, Administration Strategies, SWOT Analysis, the TOWS Matrix Technique, Chulalongkorn University

### Introduction

Due to the impacts of the rapid changes of environments on Thai universities, strengthened human resource has thus become an indispensable element in enabling the country to take the leading role in global competition and in enhancing the country's potentials. In particular, teacher training institutes are the key player in country's human resource development; therefore, clear-cut planning along with wise strategies and comprehensive operational plans are required for enabling public agencies to realize efficient solutions and effective development in the midst of such complexity and diversity (Office of the Permanent Secretary for Ministry of University Affairs, 1996). Besides, universities are also affected by rapid changes of Thailand at the present time. This corresponds with the claim of Kasem Watanachai (2008) who argues that the education should be holistically developed into good governance system for all sections in the educational system. It can then be said that faculty-level management lies at the heart of higher education institutes' move towards academic excellence, which is a universal value of higher education affairs. In this regard, a faculty may be comparable to a small university or college so the strength of the faculty may indeed imply the strength of the university itself (Kittiphong Thongket, 1991). According to Frank Buytendijk (2006), excellence organization is integral to organizational development. It consists of 5 key elements: 1) setting the ambitious targets and pursuing actions for achieving them continually; 2) seeking the coordination between the internal and external stakeholders; 3) setting common strategies and directions in the way that allows the personnel to know what should be taken for the benefits of the organization; 4) being agile to promptly respond or adapt to changes; and 5) arranging simple organizational structure with good coordination. Hence, the awareness of changes may be necessary for the universities in order to achieve effective management and to deal with those impacts attributable to such changes. This agrees with McKinsey's 7s framework: (1) structure, (2) strategy, (3) systems, (4) styles, (5) staff, (6) skills, and (7) super ordinate goals (Waterman, Robert H., Peters, Tom J., and Phillip, J.R., 1980). According to this framework, strategies pursued by the

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organization should cover all managerial functions and conform to organizational culture. Similarly, Paitoon Sinlarat (2009) also argues that teacher education management for excellence should include (1) output-oriented management, (2) management for excellence, (3) change-oriented management, (4) participatory management, and (5) data-oriented management.

Therefore, the management and administration of faculties of education should be consistent with institutional policies; while, the important missions at faculty level include: arranging the instructions, doing researches, providing academic services publicly and preserving arts and cultures. In particular, one may assume that, currently, training a person for being a teacher should also take into consideration life-long learning concept. Consequently, the responsibility of faculties of education is not limit to 'teaching' alone. Rather, they should play a role in the development of teachers, faculty members and educational personnel as well. Such development is beyond normal instruction since it concerns research works and academic service provision. Further, the awareness of management in the midst of increasingly intense educational competition is also crucial for faculties of education. Due to the changes towards knowledge transition, the organizations are needed to pursue their operations for excellence by means of 'new management' in order to enhance their competitiveness. This corresponds to the claim of Peters (1992) who says that new management consists of (1) flexibility, (2) shorter line of command for higher compact and suitability – new organizations tend to follow this process for maintaining their future competitiveness, (3) participatory operations – the organization should bear in mind the search for new knowledge as well as the internal and external feedbacks, (4) creativity and entrepreneurship, (5) creation of network, (6) steering towards the organization's desired goals and the objectives of strategies and tactics, and (7) use of technologies as the main resource for the operations.

### **Research Methodology**

1. The state of problems on the management and administration of faculties of education has been analyzed by examining documents, namely, plans, policies, missions, vision, annual report, SAR report, and report of the Office for National Education Standards and Quality Assessment (Public Organization) on the assessment of faculties of education. Said documents also include the data on concepts, theories, principle of management and administration for excellence of faculties of education. This is to reflect the principles and concepts on the management and administration of faculties of education in Thailand and overseas. 2) Content analysis has been made to extract the essence of documentary data concerning the frameworks of

different aspects of the excellence of faculties of education. The content analysis results have then been synthesized; while the data on the current state of management and administration for the excellence of faculties of education are presented. There are 6 faculties of education in this research; they are under the auspices of the following higher education institutes: 1) Srinakharinwirot University, 2) Chulalongkorn University, 3) Naresuan University, 4) Kasetsart University, 5) Chiang Mai University, and 6) Prince of Songkla University.

2. The interview form is devised in order to summarize the issues regarding the management and administration for the excellence in the Faculties of education. The research is pursued by 1) developing the interview form to identify the guideline for the management and administration for the excellence in the Faculties of education. Such guideline reflects the management and administration of faculties of education on the basis of conceptual frameworks, principles of management for excellence and issues derived from the analysis of documents; 2) collecting the data on the management and administration of faculties of education through the interviews; and 3) doing content analysis based on the data collected from the interviews on the management and administration of faculties of education.

3. SWOT analysis has been made by 1) analyzing the internal and external environments in the development of management and administration for the excellence of faculties of education. This aims to reflect the strength, weakness, opportunity and threat in the development of management and administration for the excellence of the faculty of education, Chulalongkorn University. Meanwhile, TOWS has also been used in clarifying the direction of strategies. In this regard, (draft) strategies in developing management and administration for the excellence of Faculties of education, Chulalongkorn University has been presented.

4. (Draft) strategies in developing management and administration for the excellence have been verified and the transfer of strategies is presented. Such verification has been made by arranging the focus group consisting of deans of those 6 higher education institutes, while the transfer of management and administration strategies for the excellence of the faculty of education, Chulalongkorn University has been presented.

5. The guideline for applying management and administration strategies for the excellence of the faculty of education, Chulalongkorn University to other higher education institutes has been presented. In addition, the strategies derived from Process 4 have also been presented together with the questionnaire on the application of strategies management and administration for the excellence to other 71 faculties of education. Then, the guideline for applying management and administration strategies for the excellence of the faculty

of education, Chulalongkorn University to other higher education institutes has been summarized.

### **Research Results**

According to the research results, it is found that the universities' main missions are 1) curriculum-related works and instruction. The institutes' excellence being studied can be summarized as follows:

#### 1. Curriculum and instruction

1.1 The curriculum is diverse, comprehensive, profound and modern in order to train the excellence graduates in the field of teacher education such as honor program to meet the needs of the society and country and international curriculum.

1.2 The education is arranged in the way that graduates are trained into the knowledgeable and ethical persons and the educational leaders. Meanwhile, instructional innovations are used along with the provision of activities that support the instruction and strengthen students' academic potentials and necessary complementary competency such as personality development, moral and ethical development, and annual curriculum assessment.

1.3 Faculty members' high potentials in teaching

#### 1.4 Learner-centered instruction

1.5 Use of e-learning in the instructional development

#### 2. Research works, academic services and cultural preservation

2.1 Academic and research works are excellent and recognized by academic forums such as the research works that are domestically and internationally published as well as copyright and patent registration.

2.2 Faculty members have high potentials and capability in doing researches, providing academic and social services. They are able to play the role of society's intellectual leaders with domestic and international recognition such as the faculty members who are awarded or receive research grant.

2.3 There are the systems and mechanisms for supporting and promoting the dissemination of research works and the translation into practice such as the integration between academic works and researches.

2.4 Relevant activities are arranged with the emphasis on cultural preservation and coordination with external communities such as patent registration, commercial collaboration as well as integration between cultural preservation and instruction.

#### 3. General Administration

3.1 Good management system is available to support managerial potentials based on good governance. It conforms to the institutional context and is adaptable to the immediate changes.

3.2 High leadership in management, academic affairs, research works as well as academic and social services is necessary.

3.3 The external persons are allowed to engage in the institutional development: the appointment of external persons as the committee's senior experts (e.g. faculty management committee).

3.4 There are the systems and mechanisms for human resource management in order to develop and retain qualified and efficient personnel e.g. the recruitment of executives, knowledge management (KM), and public relations.

#### 3.5 Database for executives' decision making

#### 4. Planning and Budget

4.1 Strategic management is suitable to the organization along with the pursuit of management based on good government, transparency and accountability. This includes, for example, the swift and efficient responses to the claims

4.2 Financial database and quality assurance database have been developed in order to facilitate executives' decision making.

4.3 Quality assurance systems and mechanisms have been used in developing the quality of the agencies. Such systems and mechanisms can also be a reference for other organizations to observe.

4.4 There are the systems for promoting and disseminating the knowledge on quality assurance such as the development of SAR Online. After the assessment, all information is made available in the faculty's website.

4.5 The development of internal/external network for quality assurance is promoted.

### **The Development of Management and Administration Strategies for the Excellence of Faculty of Education, Chulalongkorn University**

Vision: Faculty of Education, Chulalongkorn University, is intellectual power source and research work leader as well as works ethically.

Missions: 1) To train potential graduates into knowledgeable and ethical persons; 2) to develop the creative educational innovations facilitating the academic service provision to the society; 3) to create the networks for graduate training, research works, academic services and cultural preservation, and 4) to enhance the management based on decentralization principle according to the line of command and community participation for the efficient management and administration.

Main Objectives: 1) to train the qualified educational personnel, 2) to develop research works and academic services to their maximum potentials, 3) to create the academic coordination networks with other institutes, 4) to serve as the source for educational references and research works, 5) to

achieve management for the excellence, and 6) to have reliable assessment system

**There Are 6 Strategies for the Management and Administration for the Excellence as Follows:**

1. Proactive strategies for graduate training: Curriculum: 1) efficient process for selecting and training the graduates, 2) faculty member development and teacher education planning
2. Strategies for high-quality work development Research Works: 1) promotion and development of internal / external research works and academic services, 2) supports for young-generation faculty members to produce quality research works via research mentor system
3. Strategies for the development of wisdom of the land Academic services and cultural preservation: 1) promotion and support for academic services as a source for internal/external academic research works
4. Strategies for participatory and transparent management General Administration: 1) decentralization in the management and administration for the excellence, 2) promotion and support for the development of personnel's potentials as a whole - both in the academic and support line, 3) organization-wide information technology system support for the reduction of working process
5. Strategies for network creation: Curriculum and Research Works: 1) support for the creation of networks in graduate training and research work production, 2) pursuit of teacher and student exchange program with overseas institutes
6. Strategies for organizational assessment: Planning and budget: 1) promotion of the dissemination of knowledge on planning and budget for budgetary planning, 2) development and promotion of the dissemination of knowledge to the personnel responsible for planning and budget, 3) the availability of database on planning and agency's budget allocation

The guideline for applying the management and administration strategies for the excellence of Faculty of Education, Chulalongkorn University to other institutes has been presented. In this regard, the questionnaires on the application of those management and administration strategies for the excellence to other faculties of education have been used. 46 copies are returned as follows (see table 1 in last page):

According to the questionnaires on the application of vision, missions, and main objectives to other faculties of education, it is revealed that most of vision, missions, and main objectives can be totally applicable to other faculties of education. This may partly be attributable to some similar missions shared by the teacher education institutes, for example, the instruction, research works, academic services, and cultural preservation. Meanwhile, teacher education,

quality research works or academic services may vary according to the individual institutional context. With respect to Rajabhat Universities, their main missions include the services and responses to the community's demands because most of these universities are located in the region across the country.

With regard to the application of proactive strategies for graduate training to other faculties of education, most of them are partly applicable. This is due to the fact that teacher education institutes pursue different processes in selecting and training high-potential students. This may include their difference in light of faculty member development and teacher education planning as well. One can say that each institute also has different environment, man power and budget; hence, those proactive strategies may be adjusted to suit the context of individual institutions. As some institutions may need to respond to certain demands, the number of students to be admitted is required to conform to the conditions and characteristics of each institute. Currently, the interest to pursue teacher profession is higher after the introduction of 'new-generation teacher scheme' because the students are provided employment assurance under this scheme. Further, Thailand Education Deans Council (TEDC) should thus encourage the network creation or introduce projects that support teacher education by taking into consideration the scale and viability of those projects together with the promotion of domestic/overseas cultural exchange programs for students of faculties of education and of the collaboration between universities and communities. Quality research and academic work development for dissemination and educational innovation creation can be pursued depending on the budget that each institute receives. Also, the support for academic services and use of universal wisdom to the maximum benefit should be enhanced.

**Recommendations**

One may argue that the application of strategies to other faculties of education should be based on the adjustment in conformity with the environment and context of the individual institutes. The institutes of any category or under the auspices of any original affiliates are thus able to move towards the excellence. The organizational development for excellence is achievable through the actions taken by the executives, faculty members and personnel of the faculty of education. This is to conform to social changes at the present time. Nonetheless, this is an overall research of teacher education institutes' excellence; therefore, in-depth study of each institute that reflects its specific characteristics and best practice should be made in the future. This is due to the fact the faculties of education are under the auspices of different

original affiliates: autonomous universities, Rajabhat universities, and private universities. As a result, the faculties of education should develop their own strategies for excellence in the way that suits their individual environments and contexts in order to achieve more concrete practice.

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**Table 1: 46 Copies Result**

The application of vision, missions, main objectives and strategies to other faculties of education	Totally Applicable		Partially Applicable		Unsuitable to the Organizational Context		Unsure	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	<b>Vision</b>	18	39.13	26	56.52	-	-	-
<b>Missions</b>	29	63.04	17	36.95	-	-	-	-
<b>Main Objectives</b>	28	60.86	18	39.13	-	-	-	-
Proactive strategies for graduate training	21	45.65	24	52.17	1	2.17	-	-
Strategies for high-quality work development	36	78.26	8	17.39	2	4.34	-	-
Strategies for the development of wisdom of the land	23	50	19	41.30	1	2.17	3	6.52
Strategies for participatory and transparent management	28	60.86	15	32.60	2	4.34	1	2.17
Strategies for network creation	24	52.17	19	41.30	3	6.52	-	-
Strategies for organizational assessment	34	73.91	10	21.73	1	2.17	1	2.17