



บทความวิจัย

สมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา
Graduate Competencies under the Thai Qualifications Framework for Higher Education in
Educational Administration

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บทคัดย่อ

การวิจัยครั้งนี้ ผู้วิจัยมีวัตถุประสงค์เพื่อ 1) ศึกษาสมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา 2) พัฒนาตัวบ่งชี้สมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา และ 3) สร้างคู่มือการพัฒนาสมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสัมภาษณ์กึ่งโครงสร้าง ใช้เก็บรวบรวมข้อมูลและข้อสรุปที่ได้จากการสัมภาษณ์ผู้ทรงคุณวุฒิ มาพัฒนาเป็นตัวบ่งชี้แล้วสร้างเป็นแบบสอบถามเพื่อนำไปให้ผู้ทรงคุณวุฒิประเมินความเหมาะสม และการประชุมสัมมนา ผู้วิจัยได้กำหนดขั้นตอนการดำเนินการวิจัยออกเป็น 3 ระยะ ได้แก่ ระยะที่ 1 การศึกษาองค์ประกอบสมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา ระยะที่ 2 การพัฒนาตัวบ่งชี้สมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา และ ระยะที่ 3 การสร้างคู่มือพัฒนาสมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา ผลการวิจัย พบว่า 1) องค์ประกอบสมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษามี 4 ด้าน ได้แก่ ด้านความรู้ ด้านทักษะ ด้านจริยธรรม และด้านลักษณะบุคคล 2) ตัวบ่งชี้สมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา มี 80 ตัวบ่งชี้ ได้แก่ ด้านความรู้ ระดับปริญญาโท 10 ตัวบ่งชี้ ระดับปริญญาเอก 10 ตัวบ่งชี้ ด้านทักษะ ระดับปริญญาโท 10 ตัวบ่งชี้ ระดับปริญญาเอก 10 ตัวบ่งชี้ ด้านจริยธรรม ระดับปริญญาโท 10 ตัวบ่งชี้ ระดับปริญญาเอก 10 ตัวบ่งชี้ และด้านลักษณะบุคคล ระดับปริญญาโท 10 ตัวบ่งชี้ ระดับปริญญาเอก 10 ตัวบ่งชี้ และ 3) ผลการประเมินคู่มือการพัฒนาสมรรถนะผู้สำเร็จการศึกษาตามมาตรฐานคุณวุฒิระดับอุดมศึกษา สาขาวิชาการบริหารการศึกษา โดยแยกเป็น 4 ด้าน ได้แก่ ความถูกต้อง ความเหมาะสม ความเป็นไปได้ และความเป็นประโยชน์ โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายข้ออยู่ในระดับมากที่สุดทุกข้อรายการ

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Abstract

This research aimed to 1) study graduate competencies under the Thai Qualifications Framework for higher education in educational administration; 2) develop indicators for developing graduate competency for higher education in educational administration, 3) create a competency development manual for graduates under the Thai qualifications framework for higher education in educational administration. Research instruments included a semi-structured interview form for collecting data and experts interview conclusions to develop indicators and create the questionnaire for evaluation and focus group. There were three stages of the research procedures: 1) studying competency components of graduates under the Thai Qualifications Framework in educational administration; 2) developing competency indicators for graduates under the Thai Qualifications Framework in educational administration; and 3) creating a manual for developing graduate competency for higher education in educational administration. The results revealed that 1) there were four competency components of graduates under the Thai Qualifications Framework in educational administration (knowledge, skills, ethics, and character); 2) there was a total of eighty indicators for graduates under the Thai Qualifications Framework in educational administration (40 each for master's degree and doctorate's degree). The indicators for each degree comprised 10 knowledge indicators, 10 skills indicators, 10 ethnics indicators, and 10-character indicators; and 3) manual evaluation of graduate competency for higher education in educational administration was divided into four aspects: righteousness, appropriateness, possibility, and benefits. The overall evaluation was found to be at the highest level, and each measured item was found to be at the highest level.

Keywords: competency, Thai qualification framework

Introduction

It is undeniable that higher education management is essential to national development, but it also depends on government awareness. According to the Constitution of the Kingdom of Thailand 2560 B.E., the government must prepare to reform the country's education system. Such reform aims to develop national education, including developing and solving various problems of higher education management such as mismatch between graduates and labor market needs, human development, research, disassociation of innovation with national needs, educational inequality in higher education, and current governance problems in higher education institutions. National reforms in education have produced tangible output through promulgation of the Higher Education Act 2562 B.E., which provides objectives and principles for higher education management, and creates mechanisms for higher education promotion and supervision to achieve those objectives. In addition, law enforcement is significant to education reform outcomes.

Higher education is being continuously developed, so the management of higher education has diversified. Additionally, with the establishment of a large number of higher education institutions,

a framework for higher education management should be established along with governance principles, clearly specifying the duties and responsibilities of higher education institutions. There also should be effective frameworks to promote, support and supervise higher education for competitive, standardized and excellent academics. Furthermore, the framework has to encourage higher education institutions to play an essential role in promoting research and development for the national economy and social progress as well as to reduce inequality and address social problems (Office of the Council of State, 2019).

Dr Sirirerk Songsiwilai, Permanent Secretary of the Ministry of Higher Education, Science, Research and Innovation, said that The Higher Education Act 2562 B.E. stipulates the establishment of higher education frameworks, which are the minimum requirements for qualifications, quality, and other criterion for the management of higher education, the minimum requirements for a study course, and the minimum application requirements for academic positions in a higher education institution as well as other standards prescribed in the ministerial regulations. Those requirements provide a basis for promotion, supervision, inspection, monitoring, evaluation and quality assurance in higher education. The determination of a higher education framework must follow the main principle of complying with global and societal trends, and realizing the diversity of higher education institutions under the laws. The Thai qualifications framework sets the learning outcomes for graduates in 4 areas -- knowledge, skills, ethics, and personal characteristics -- which transforms the traditional learning system to one in which not only is knowledge measured, but also personal skills. After completing a degree program, graduates are able to work under modern economic and social systems and utilize learning outcomes or experience for credit transfer and accumulation (Matichon Online, 2022). Therefore, the learning outcomes of graduates are important indicators of educational quality in the future.

The higher education qualification framework includes undergraduate degrees, and post graduate degrees with four qualifications. The learning outcomes of graduates at all qualification levels include knowledge, skills, ethics, and personal characteristics aspects, though additional learning outcomes may be prescribed in other areas based the academic or professional necessities of each study field. Therefore, higher education in educational administration is able to rely on professional council associations to independently create a common professional qualification framework. There should be a need to enhance or refine the learning outcomes of graduates in educational administration programs. For example, such refinements might address the specific knowledge requirements of the field, the skills needed by administrators, or the personality that is best suited to being an educational administrator. If those aspects of educational administrators can be analyzed and synthesized, a clearer image and solutions can be perceived (Nuchanapa Ruen-obchey, 2022).

According to this Ministerial Regulation, educational institutions are challenged to provide learning activities at the graduate level for graduates in educational administration. A framework is required for developing competencies that meet the Thai qualification framework for students and curricula. Therefore, the researcher is interested in studying the graduate competencies of the Thai qualifications framework for

higher education in the area of educational administration to determine which components are important and which indicators should be utilized as criteria for developing learners to achieve learning outcomes.

Objectives

1. To study the composition of graduate competencies under the Thai qualifications framework for higher education in educational administration
2. To develop indicators for graduate competencies under the Thai qualifications framework for higher education in educational administration
3. To create a competency development manual for graduates under the Thai qualifications framework for higher education in educational administration

Methodology

Samples

1. Phase 1 - The study composition of graduate competencies: experts provide information to study the components and the necessary frameworks for developing graduate competency indicators. (The researcher applied a purposive sampling method for the 10 people selected based on the qualification criterion specified by the researcher.)
2. Phase 2 - Develop indicators for graduate competency: experts provide information to develop graduate competency indicators. (The researcher applied a purposive sampling method for the 20 people selected based on the qualification criterion specified by the researcher.)
3. Phase 3 - Provide a development manual for graduate competency: experts, lecturers at higher education levels, and educational administrators provide information for competency manual development. (The researcher applied a purposive sampling method for the 20 people selected based on the qualification criterion specified by the researcher.)

Research Procedure

The research is divided into 3 phases as follows:

Phase 1: Study the components of graduate competency

The researcher studied background information and a literature review in order to develop guidelines for constructing a semi-structured interview form to use with selected experts (the purposive sampling method of 10 people). Then, the obtained information was used to define the main components and sub-components for further indicator development.

Phase 2: Develop indicators for graduate competency

The researcher evaluated the sub-component indicators from the obtained components in Phase 1 using the following research methods:

1. The researcher drafted performance indicators to cover all competency components obtained in the Phase 1 research.

2. The researcher provided the drafted indicators to experts for objectives, content, and language usage consistency verification by analyzing the IOC value with a consistency index greater than or equal to .50, indicating appropriateness, and organized the analyzed data into a complete questionnaire for data collection from the sample group.

3. The researcher conducted indicators verification to create a questionnaire, assessed by the experts and used for focus group.

Phase 3: Provide a development manual for graduate competency

1. The researcher drafted the development manual for graduate competency to cover all competency components obtained from Phase 2.

2. The researcher provided the competency development manual to experts for objectives, content, and language usage consistency verification by analyzing the IOC value, with a consistency index greater than or equal to .50 indicating appropriateness.

3. The researcher verified the competency development manual to create a questionnaire, assessed by the experts and focus group.

Research Instruments

The research instruments were divided into 3 categories as follows:

1. Phase 1: a semi-structured interview for data collection from experts
2. Phase 2: instruments for data collection included a questionnaire assessed by experts; and expert opinion meeting minutes obtained from the focus group.
3. Phase 3: The researcher conducted development manual competency assessment by experts.

Data Collection

Data collection in this research is as follows:

Phase 1 - Interview 10 experts: the interviewing process started with a request for participation by the experts. Upon acceptance, interview date and time were set. The researcher asked for permission to take notes and record audio during the conversation. After obtaining data, it was analyzed for further steps.

Phase 2: The researcher sent the questionnaire to 20 experts via mail or electronic mail. After obtaining data, the researcher calculated average and standard deviation, then considered the indicators that had an average of 3.50 or more and a standard deviation of no more than 1.50. Furthermore, expert conformity was considered by applying the consistency criterion for statistical results, including median, interquartile range and mode. The median criterion was set at a high level (3.5), while the interquartile range could not exceed 1.5, and the difference between the median and the mode was to be no more

than 1, which is used as an indicator in the second round. The researcher conducted a focus group to confirm the obtained data from the first round using content analysis.

Phase 3: The researcher sent the questionnaire to 20 experts via mail or electronic mail. After obtaining data, the researcher analyzed the data by calculating mean and standard deviation, then considered the items with a mean of 3.50 or more and a standard deviation of not more than 1.50 to summarize the experts' opinions.

Data Analysis

Data analysis and the statistics used in the data analysis are as follows:

Phase 1 - Data collection, divided into 2 parts:

1. Documentary Study: the researcher applied content analysis.
2. Semi-Structured Interview: The researcher applied content analysis.

Phase 2 - Data collection, divided into 2 parts:

1. Questionnaire: the researcher calculated mean and standard deviation, then considered indicators that had an average of 3.50 or more and a standard deviation no more than 1.50. Furthermore, expert conformity was considered by applying consistency criteria for analytical results, which included median, interquartile range and mode. The median criterion was set at a high level (3.5), while the interquartile range could not exceed 1.5, and the difference between the median and the mode was no more than 1, which was used as an indicator in further processing.

2. Conference data analysis: the researcher utilized data collection instruments such as meeting recordings and audio recording equipment to proceed to content analysis and transcription, completely summarized as a performance indicator to create a competency development manual.

Phase 3 - Information from the questionnaire: the researcher analyzed the data by calculating the mean and standard deviations.

Conclusions and Discussion

Conclusion

Documentary analysis and related research studies of both domestic and international competency components of institution administrators revealed that the graduate competency components under the Thai qualifications framework for higher education in educational administration consist of: 1) knowledge 2) skills 3) ethics, and 4) character.

After the researcher collected data from 10 experts' interview to draft sub-components of graduate competency, the interview results were examined by using content analysis to draft indicators for graduate competency for both the Masters and Doctoral levels. Furthermore, an opinion questionnaire was developed with a 5-point rating scale. The opinions from 20 experts led to appropriateness analysis with respect to graduate competency. The results of the questionnaire in the first round from all four main components (10 indicators per component for each degree level; 80 indicators in total), revealed that all

indicators were at the highest level in all aspects. In addition, experts provided suggestions for improving the indicators, language use and clarity. In the second round, there was an interview by 20 experts using a focus group to develop the indicators. The experts reached consensus ($IR. \leq 1.50$; $Mo - Md. \leq 1.00$) for all indicators, summarized as follows:

Knowledge for a Master's Degree

1) knowledgeable in management methods and educational organization development and able to analyze, synthesize, and apply theories in order to propose guidelines for the development of educational organization management in various contexts; 2) knowledgeable in management methods and educational organization development for implementation in various contexts; 3) knowledgeable with respect to roles, duties, paradigm shifts, leadership of educational administrators, adaptation, and up-to-date quality of education, innovation and technology; 4) knowledgeable about preliminary laws to properly apply and understand the approach to driving and creating the success of policy implementation, which is necessary for the administration of education; 5) knowledgeable of educational quality assurance for implementing quality assurance systems in educational institutions; 6) knowledgeable about administration and the use of technology in curriculum development, including the provision of learning support for learners in the 21st century, with different educational environments in terms of both quantity and quality for the learners; 7) knowledgeable in personnel management and development; able to work efficiently and effectively; 8) knowledgeable with respect to financial management and the financial system of educational institutions with proper implementation; 9) knowledgeable about the creative research process, classroom research, and academic contributions to problem-solving and social development; 10) knowledgeable in politics, economy, and society, both domestic and international; also able to understand the impact of any current situation from different views, beliefs, and attitudes.

Knowledge for a Doctor's Degree

1) knowledgeable in profound principles, concepts and theories in educational administration, combining methods and positive processes leading to the creation of new knowledge or creation of innovation in educational administration; 2) knowledgeable of thorough and profound approaches to management and educational organizational development for the management of innovation creation; 3) knowledgeable about the roles and responsibilities of educational administrator leadership and in-depth teamwork management for development based on findings from recognized research and appropriate application in various contexts; 4) knowledgeable about necessary laws for educational administration and other relevant laws to properly implement thorough management; 5) knowledgeable of quality assurance in educational institutions and in-depth new quality management processes for concrete improvement of the quality of educational institutes through modern forms and technologies; 6) knowledgeable about curriculum administration and thorough and deep provision of necessary learning support for learners of the 21st century, and for the development of the academic quality of international standards; 7) knowledgeable in the management and development of educational personnel in order to help them become high-performance academic personnel, with such knowledge leading to systematic management

and an excellent organizational culture creation based on findings from recognized research, and appropriate application in various contexts; 8) knowledgeable of the in-depth application of economic principles in managing budgets and financial systems of educational institutions for the development of a standardized, verifiable and acceptable management model; 9) knowledgeable in advanced research usage and research processes to create new and accepted knowledge for solving problems or appropriate adaptation in other contexts; 10) knowledgeable about politics, economics, and society, both domestic and international, and also able to understand the impact of any current situation, allowing for prompt preparation for change.

Skills for a Master's Degree

1) Capable of systematic data analysis for decision-making in the management of an educational institution; 2) capable of analyzing and solving problems with appropriate methods and with the appropriate implementation to achieve objectives; 3) capable of the use of language for communication; capable of listening, speaking, reading and writing both Thai and English to understand meeting operations, negotiation and professional public presentations; 4) capable of cooperating, building interpersonal relations, and developing and maintaining good relationships, both internal to the educational institution and in cooperation networks with all stakeholders; 5) capable of using technology and digitalization systematically for the benefit of educational institution management, including communication, networking, and storage; 6) capable of the application of diverse knowledge related to management, including the efficient and systematic management of project resources; 7) capable of team building and facilitating cooperation in operations and an excellent corporate culture; 8) capable of applying knowledge to assess the success of various projects, activities, and evaluate performance effectively; 9) capable of policy plan formulation, including action plans, educational quality development plans, and strategic plans for the development of educational institutions at present and for future sustainably; 10) capable of adapting to world-changing situations for self-development and organizational development.

Skills for a Doctor's Degree

1) capable of high-level analytical thinking based on information from databases, and linkage of various knowledge for decision-making as part of effective educational management; 2) capable of advanced troubleshooting, prioritizing, and analyzing that leads to solutions; able to create an action plan to solve problems; 3) capable of listening, speaking, reading and writing in both Thai and English at an excellent level for a professional understanding of work operations, meetings, negotiations and public presentations; 4) capable of collaboration; has excellent interpersonal relations that help with the development and maintenance of good relationships, both internally to educational institutions and in cooperative networks with all stakeholders; 5) capable of using technology and digitalization in the development of innovations beneficial to the management of educational institutions, including communication, networking, and data storage in a systematic and modern way; 6) capable of the application and creation of knowledge related to management, including effective and systematic project resource management; 7) capable of team building for work cooperation and an excellent corporate culture by

applying research findings to develop new forms of collaboration; 8) capable of assessing knowledge and conducting research and development processes to effectively evaluate the success of various projects, activities, and performance; 9) capable of applying strategies for policy formulation, planning, action plans, educational quality development plans, and strategic plans for sustainable educational institution development; 10) capable of adapting to world-changing situations for self-development and organizational development as well as extensive learning for self-development, upgrading the organization, and wide-ranging dissemination of knowledge.

Ethics for a Master's Degree

1) honest and straightforward in professional performance, with awareness and a sense of duty and responsibility towards the educational institution; 2) friendly with other colleagues through proper verbal and physical manners; build mutual trust for harmonious relationships in schools and society; 3) sympathetic and merciful to others, expressing praise, giving help, and sharing resources for mutual benefit in schools and society; 4) self-disciplined, applying social rules and regulations, and behave as a good role model and educational leader; 5) responsible for and attentive to work management by prioritizing the common interest when performing duties; 6) patient and perform duties with perseverance to achieve all goals successfully; 7) impartial and concerned with equality; accept a variety of opinions by using the rule of law in management; 8) reasonable, and contemplate things mindfully and comprehensively using facts and sufficient information for decision-making; 9) resilient to overcome obstacles, and demonstrate dedication and sacrifice for the common interest; 10) do not break the rules, and be faithful to virtue by following moral societal convention

Ethics for a Doctor's Degree

1) honest and straightforward in professional performance, with awareness and a sense of duty and responsibility towards the educational institution; 2) friendly with other colleagues through proper verbal and physical manners; build mutual trust for harmonious relationships in schools and society; 3) sympathetic and merciful to others, expressing praise, giving help, and sharing resources for mutual benefits in schools and society; 4) self-disciplined, applying social rules and regulations, and behave as a good role model and educational leader; 5) responsible for and attentive to work management by prioritizing the common interest when performing duties; 6) demonstrate public consciousness and devotion to activities or situations for the common interest; 7) impartial and concerned with equality; accept a variety of opinions by using the rule of law in management; 8) reasonable and contemplate things mindfully and comprehensively using facts and sufficient information for decision-making; 9) resilient to overcome obstacles, and demonstrate dedication and sacrifice for the common interest; 10) do not break the rules, and be faithful to virtue by following moral societal conventions

Character for a Master's Degree

1) both physically and verbally, through gentleness and sincerity, build trustworthiness with a friendly personality; 2) demonstrate leadership through professional work and acceptance of responsibility; 3) have patience and restraint in professional work and exercise proper emotional control;

4) eager to learn and seek knowledge for self-development and to improve work and life quality; 5) have the self-confidence to express useful thoughts and take decisive actions based on reason and righteousness; 6) capable of utilizing digital technology for creative accessible output, and demonstrate social media literacy by appropriate and professional online expression; 7) demonstrate passion for teamwork; exercise leadership to create an excellent and cooperative working environment; 8) demonstrate professionalism in carrying out the role of administrator based on knowledge and experience; 9) demonstrate sufficiency and rational financial management, expressed by cost-effective budget management; 10) interested in the political, economic, and social events of the country and the world for both self-development and work development.

Characters for a Doctor's Degree

1) both physically and verbally, through gentleness and sincerity, build trustworthiness with a friendly personality; 2) demonstrate leadership through professional work and acceptance of responsibility; 3) have patience and restraint in professional work and exercise proper emotional control; 4) eager to learn and seek knowledge for self-development and to improve work and life quality; 5) have the self-confidence to express useful thoughts and take decisive actions based on reason and righteousness; 6) capable of utilizing digital technology for creative accessible output, and demonstrate social media literacy by appropriate and professional online expression; 7) demonstrate passion for teamwork; exercise leadership to create an excellent and cooperative working environment; 8) demonstrate professionalism in carrying out the role of administrator based on knowledge and experience; 9) demonstrate sufficiency, and rational financial management, expressed through cost-effective budget management; 10) interested in the political, economic, and social events of the country and the world for both self-development and work development.

After obtaining indicators of graduate competency under the Thai qualifications framework for higher education in Educational Administration, the researcher drafted a competency development manual. It consists of various components, including an introduction, a table of contents, and instructions as follows: Chapter 1 - Core Competency Framework of the Graduate Competency by the Thai Qualifications Framework for Higher Education in Educational Administration; Chapter 2 - Indicators of Graduate Competency under the Thai Qualifications Framework for Higher Education in Educational Administration; and, Chapter 3 - Development Guidelines for Graduate Competency under the Thai Qualifications Framework for Higher Education in Educational Administration. Moreover, competency development assessment results were divided into 4 aspects: righteousness, appropriateness, possibility and benefits. The overall assessment score was at the highest level for each item.

Discussion

Research on graduate competency according to the Thai qualifications framework for higher education in Educational Administration revealed the following:

1) The results revealed that the overall indicator average was at the highest level in all aspects, and each indicator was scored at a high level. In addition, most show the importance of defining competencies, with qualified experts, required for master's degree or doctorate degree learners (IR. ≤ 1.50 ; Mo – Md. ≤ 1.00) for all indicators. This demonstrates that those competencies are important as they provide a framework for determining the learning outcomes of learners in higher education with the Ministry of Higher Education, Science, Research and Innovation (2022). Results also indicate that the higher education qualifications framework comprises requirements concerning learners' learning outcomes arising from studying within the higher education curriculum framework established for each level of education under ministerial regulations in promoting supervision, monitoring, evaluation and quality assurance of all higher education institutions, including in the preparation or improvement of the educational curriculum. Furthermore, higher education institutions are required to manage curricula and design learning processes to achieve learning outcomes in concert with a higher education curriculum framework with respect to knowledge, skills, ethics, and personal characteristics. 2) The results revealed that graduate competencies under the Thai qualifications framework for higher education in Educational Administration indicators in terms of knowledge and skills are consistent with the Office of the Basic Education Commission (2017), which established guidelines for the selection and development of educational administrators' competencies. This is a mechanism to drive educational reform regarding the policy and direction of the Ministry of Education as follows:

Administrators are expected to be knowledgeable and competent in educational administration and management, including the ability to analyze and synthesize policies and educational missions as well as the roles and responsibilities of the institution director.

In addition, administrators are expected to be capable of strategic planning within the context of the educational institution, and to properly make decisions based on information and principles and apply governance principles in the management of educational institutions. They should also be capable of quality assurance system management within educational institutions and encourage and support government teachers and educational personnel to show academic competence as well as the management of the educational institution development network system, supervising, monitoring, evaluating and reporting results.

Finally, the laws, rules, regulations, criteria, and methods related to the performance of duties are also significant competencies for the director of an educational institution. Therefore, it can be seen that graduate competencies under the Thai qualifications framework for higher education in educational administration indicators in terms of knowledge and skills must be developed during study, especially at the Master's degree level. Selected candidates, especially those training for careers as educational administrators, are required to complete a Master's degree in educational administration with knowledge

and competency as well as qualifications, seniority, experience in educational administration and high leadership.

The new selection process focuses on selecting people with knowledge, ability and experience in educational administration by considering the results of the written examination with the performance results assessment (Office of the Basic Education Commission, 2017, page 5). However, when taking on the role of an educational institution administrator, it is necessary to have the requisite knowledge and skills to perform the tasks. Indicators are in line with the Office of the Basic Education Commission (2017), which has defined the performance of administrators as follows: 1) Core Competencies comprise the ability of educational administrators to forge common values and promote desirable behaviors, consisting of performance achievement focus, good service, self-improvement, teamwork, ethics and professional ethics of management. 2) Functional Competencies comprise personal knowledge used in the performance of responsibilities, including curriculum administration, learning management, learner development, classroom management, analysis, synthesis, and research for administrators' leadership development with relationship building, and community collaboration for learning management. 3) Management Competency consists of leadership, vision, academic leadership in policy, strategic planning, ability to develop potential in using technology, and principles of quality management and moral ethics.

3. The results revealed that ethics indicators and characteristic indicators of graduates at both Master's and Doctorate levels are the same. This is in line with the Ministry of Higher Education, Science, Research and Innovation (2022), which details each aspect of learning outcomes at different levels of qualification, except for ethics and character. However, only the ethical structure for each qualification level is defined, namely: 1) actions under the rules and benefits to society; and, 2) not violating the rules of society or breaking the law.

In this regard, the curriculum must specify ethics that are appropriate to each field of study and identify professional ethics determined by the professional council, professional community, or professional ethics. Thus, the structure of the personal characteristics for each qualification level is as follows: 1) general personal characteristics; and, 2) professional personal characteristics.

It can be seen that the ethical indicators are consistent with the research results of Akhom Makmeesup (2013), who found that the ethical components of educational administrators consisted of 11 elements, namely: 1) compassion 2) goodwill 3) governance 4) justice 5) integrity 6) self-control 7) reasonableness 8) leadership 9) governance 10) discipline and 11) responsibility.

In terms of personal characteristics indicators, the characteristics are consistent with the Office of the Basic Education Commission (2017), which stated that the director of educational institutions is requested to provide excellent characteristics, including: 1) The desire to be a good administrator and to create benefits for education and national development and use ideology driving force for accomplishment; 2) Commitment, attentiveness, sincerity, sacrifice, and focusing on working management neatly, conveniently, quickly, flexibly, systematically, and responsibly in order to persistently achieve the expected goals; 3) Virtue, mercy, and forgiveness; being honest, fair, balanced, and sincere with colleagues with the

public good in mind; 4) High emotional intelligence, emotionally and mentally stable, polite in both personality and verbal communication (clear, stable, appropriate, not being selfish, and not hurting others), and providing appropriate assistance; 5) Humility to build good relationships with teachers and educational personnel as well as parents, and build community of friends and family; and, 6) Passion for progress, eagerness to learn and to value the exchange of learning in order to create new knowledge that can be applied to work; well-versed in management principles, rules, and practices.

Suggestions

Suggestions for applying research results:

1. The research results indicate a high level of graduate competency under the Thai qualifications framework for higher education in Educational Administration. Therefore, faculties, departments, and relevant institutions under the institution of higher education should use the guidelines for preparing or improving an academic curriculum to develop student quality for the outcomes of graduates to meet the specified higher education qualification framework.

2. The manual of graduate competency development under the Thai qualifications framework for higher education in Educational Administration is only an introductory guideline; thus, faculties, departments, and relevant institutions under the affiliation of higher education institutions can apply and develop the manual appropriately and consistently with the specified curriculum.

Suggestions for further study:

1. There should be follow-up assessment research conducted on the use of graduate competency indicators according to the higher education qualification framework in educational administration in the areas of application and development.

2. Research should be conducted on the use of graduate competency indicators according to the higher education qualification framework in educational administration for the curriculum development of faculties, departments, and relevant institutions under the affiliation of higher education institutions.

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