

Thailand's Private Vocational College Administrator's Competencies in the 21st Century

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Article History

Received: 13 July 2021 **Revised:** 6 September 2021 **Published:** 7 September 2021

Abstract

This article is intended to present an analysis of Thailand's Private Vocational College Administrator's Competencies in the 21st Century that affecting to the effectiveness of educational administration in Private Vocational College in Thailand. The analysis found that the competencies of Thailand's Private Vocational College Administrator's Competencies in the 21st Century consisted of 6 factors: Results-Based Management (RBM); Teamwork; Transformational leadership; Synthetic analytical thinking; Personnel potential development and Moral and ethical aspects.

Keywords: Private Vocational College, Administrator, Competencies, 21st Century, Thailand

Introduction

As the contexts of the world and each country have dramatically changed by leaps and bounds in the 21st century, there has been a use of Digital Technology in various sections of the business. Accordingly, it affects the employment and demands of workers in both quantity and quality. Thus, it becomes a challenge for every section concerning preparing the worker and enhancing their skills in order to adapt for the development of the country in the future. Education has become an important role in terms of production to develop people with full potential and help to contribute them to be skilled workers with proper qualifications. Recently, there was a mismatch between a number of workers and professions for as field production does not correspond to the demand of the labor market and the production of human resources does not serve its capacity to match with the entrepreneur's demand. The government, therefore, hastens in developing a human resource to be qualified workers by cultivating their properties and skills to fit the work in this modern world. It can be seen that Vocational College increases its role, especially in the economic system, as the saying "Vocational Education builds the people, people build the nation." Thanks to Vocational education, students can get into the profession, earn a living, and finally lead the nation to survive. So, there should be support for Vocational education in every profession along with the use of technology and innovations adapted to an existing teaching method to help to make it better and better for preparing Thais for an era of the 21st century. (Sophonpanich, 2019).

Important person in education who brings about high-quality educational institution is an administrator who has competencies in administration which is a key to develop and push an educational institution forward to success. (Alexander, 2013) To this extent, it is absolutely necessary for the educational administrator in the 21st century to catch up with the rapid change of technology, information, and learning method and plan to administer with professionalism.

Educational Administrator is a key to the success of their institutions. Due to that, they have to be qualified, knowledgeable, and skillful as being the head of all educational staff. Moreover, they should be able to append parents and community to cooperate and help the institutions achieving their goals, which all these properties could be defined as “Competency”. It can be said that private Vocational College administrator who has high competencies will be able to induce a good turnover for the institution, which is effectiveness of private Vocational College’s administration.

Guidelines on Thailand’s Private Vocational College Administrator’s Competencies in the 21st Century

Vocational College’s administration is a duty of the Office of the Vocational Education Commission, which is a government sector affiliated with the Ministry of Education. To succeed in administrating a Vocational Education in the 21st century, Vocational College must employ the country’s Development policy for analyzing and setting the guidelines on Vocational College’s administration effectively and accordingly with producing workers conforming to employment while they can work confidently and overtake modern technologies at the same time. The main principle consists of 1) Educational Administration’s guidelines according to National Education Act 1999, Amendments (Second National Education Act 2002 and Third National Education Act 2010) which set a guideline of Vocational College Administration in Section 9 that is, In organizing the system, structure, and process of education, the following principles shall be observed: Unity in policy and diversity in implementation, together with Setting of educational standards and implementing system of quality assurance. 2) Country Development Policy guideline according to The Twelfth National Economic and Social Development Plan (2017-2021) which sets out a goal that the country will appropriately adjust to the change and sets development directions and strategies to achieve the objectives of “Security, Prosperity, and Sustainability” conforming to the principles of “Sufficiency Economy Philosophy” (Office of the National Economic and Social Development Board, 2016) 3) Educational Administration guideline according to The National Scheme of Education 2017-2036 which frames out that education must develop learners to gain knowledge, skills and have high qualifications to adjust themselves and respond to the dynamic of global change and challenges in 21st Century with “Aspirations” composed of Access, Equity, Quality, Efficiency, and Relevancy. (Office of the Permanent Secretary, Ministry of Education, 2016) 4) Educational Administration guideline according to Vocational Education Act of 2008 which determines the framework of educational administration conforming to the National Economic and Social Development Plans and National Education Plans, to produce and develop manpower at the skilled level, technical level and technological level. (Office of the Vocational Education Commission, 2020)

In conclusion, Guidelines for Vocational College’s administration in Thailand in the 21st century is required to adapt from the Country’s development framework in order to achieve learners’ goals, produce students who are knowledgeable, skillful, able to create an innovation according to the principles of “Sufficiency Economy Philosophy”, able to balance between using natural resources, conserving and making the most out of them, preserving the nation and having realization on the internal security, willing to be a part of developing the nation towards stability, prosperity, and sustainability. In doing so, it is important to

administrate Vocational Education in accordance with the 21st century for every concerned section to proceed on working and driving Vocational Education with efficiency.

Context of Private Vocational Education

Private Vocational Education was initially under the supervision of the Office of the Vocational Education Commission which is a government section subsidiary to the Office of the Permanent Secretary, Ministry of Education. Later, on 12th February 2016, the Government Gazette announced an order from the head of The National Council for Peace and Order (NCPO) No.8/2016 to transfer the authorities from the Office of the Private Education Commission concerning vocational education to be under the Office of Vocational Education Commission, appending both public and private Vocational education together as a result, effective from 13th February 2016. The purpose is to conform to the policy of the Ministry of Education in terms of merging an administration of both public and private Vocational Education to meet a quality standard with more agility and will provide benefits in the reformation of education. Moreover, there is another section that is crucial to the development of Thailand's Private Vocational Education at the present which is The Association of Private Colleges of Technology and Vocational Education of Thailand under the Patronage of Her Royal Highness Princess Maha Chakri Sirindhorn. The association was established by the administrators of Vocational Colleges since 1974 and continually develops the operation through time. In the present, there are 457 Private Vocational Colleges in total under the authorities of the Office of Vocational Education Commission divided into regions accordingly: 69 in Bangkok, 109 in Central and Eastern regions, 181 in North-eastern region, 51 in the Northern region, 47 in Southern region.

Roles of Educational Administrator in the 21st Century

Educational Administration nowadays is required to be consistent with the change of global society, especially the society of learning in an era of technology in which all information is connected from every part of the world. An administrator must perform his duty fully and employ strategy and high-level administrative techniques that will lead an organization to success. From the study of principles and theory of an educational administrator in the 21st century can be concluded that roles and duties of educational administrator in the 21st century consist of the role of academic leader, the role of discipline chief, the role of evaluator, the role of institutional policy and procedure reviewer, the role of academic program developer, the role of schedule setter, the role of learning environment enhancer, the role of teacher and staff supporter, the role of Public relations officer, the role of the delegator. (Meado, 2016); DoDEA21, 2014)

Characteristics of Educational Administrators in the New Generation

According to the synthesis of characteristics of Educational Administrators in new generation by Maxine Driscoll (2015) and George Couros (2010) who wrote Top 10 Characteristics of Successful 21st Century School Leaders: 21st Century Administrators: New Roles; New Responsibilities and the 21st Century Principal, accordingly. It can be concluded that educational administrator who will work successfully and efficiently in the 21st century should be composed of these characteristics as follows:

- 1) Creative-An effective administrator will have an approach to push forward educational staff to allow them to produce work with high quality and standard for the best results and they are also innovative in a way that the management will continuously flow as in the "Flow Theory".

- 2) Communicator-An effective administrator not only communicates by sharing information through several mediums, but it is also essential for administrators to be effective communicators with all stakeholders.
- 3) Critical Thinker-An administrator should consider all opinions from every possible source especially when these ideas evaluate the long-term impact on schools and students and should focus on how those opinions will ultimately benefit them. It is essential for administrators to take all information and thoughts into consideration.
- 4) Builds Community-An administrator can connect groups of people appropriately and allow them to exchange their strengths to build opportunities and help in their further learning. It is essential that it does not only develop leaders in school, but also gives opportunities for others to see their leadership.
- 5) Visionary-An effective principal has a vision of how they will prepare their students for the future as they expect to be and are able to effectively share it with the community.
- 6) Collaboration and Connection-An administrator should openly seek and share information and knowledge, seek to be understood and to understand others, connect with the world via blogging and social media, and be able to collaborate with others
- 7) Positive Energy-Always present a positive, pro-active, and caring approach, take the time to speak with students, teachers, and parents, develop authentic relationships, and manage health, well-being, and energy levels.
- 8) Confidence-Be confident and approachable. As in difficult situations, an administrator should stay calm and confident to maintain morale in the school community. Ensure the focus and return to the strategic goals in order to keep everyone working and moving ahead.
- 9) Commitment and Persistence-Displaying genuine commitment and dedication is essential for motivating teachers and students. Being committed to the achievement of the school improvement goals. Adapt when unforeseen situations occur and then persist till the important goals are achieved. Never give up.
- 10) Willingness to Learn, Unlearn and Relearn-Never stop learning. The opportunities and possibilities of the 21st Century are exciting and can empower the competency of an administrator, school, and community. An educational administrator should be a lifelong learner.
- 11) Entrepreneurial, Creative and Innovative-The ability to think outside the box is powerful. Creativity and innovation are great ways to manage the disruptions and complexities of the 21st Century. An institution itself should be developed as an entrepreneurial organization.
- 12) Intuitive-An administrator should learn to trust an instinct, ability to become a thinker or innovator. An administrator should be able to successfully solve problems intuitively which comes from a wise.
- 13) Ability to Inspire-An administrator should address, highlight the school's vision and mission, and create an enthusiasm and optimism to work together in creating future directions for the school.
- 14) Be Humble-An administrator is an important key in educational institution, not only a noble position but the job is to make sure that they can be accessible if staff or the community want to cooperate with.
- 15) Good Model-An educational administrator needs to be qualified as knowledgeable, creative, having good communication skill, full of critical thinking, able to employ technology effectively, cultivating innovative skill, able to adjust and prepare a learning environment.

In conclusion, the characteristics of an educational administrator in the new era should consist of being a leader with vision, academic skills, systematic creativity, communication

skill, technological skill, being confident, having a positive inspiration, being able to create a learning community, and being a good model.

Theoretical Background of Competency

According to Dictionary, the definition of Competency is various and can be replaced in English with words that share similar meanings such as Capability; Ability; Proficiency; Expertise; Skill; Fitness; Aptitude.

Background of Competency

David C. McClelland, a psychologist at Harvard University, was the first person who initiated the idea of “Competency”. In his article, Testing for Competence Rather than for Intelligence, from the American Psychologist journal in 1973, he developed a personality questionnaire called Behavioral Event (BEI) as a tool to evaluate the quality of a person with high-level performance. In another word, McClelland called it “Competency”. The idea of adopting competency as a crucial key to propel an organization has become widespread in North America. In 1982 Boyatzis wrote the book called The Competent Manager: A Model of Effective Performance and defined “Competency” as a work capability or underlying attributes of a person, the personality traits, motives for action, and experience and behavioral characteristics that influence their success in work. Moreover, in 1994 Gary Hamel and C.K. Prahalad, coauthors of the Competing for The Future, presented the concept of Core Competencies which is a combination of resources and skills such as fundamental knowledge, production skills, and integration of multiple streams of technologies. They also suggest the criteria to evaluate the competencies in each level that will contribute to the efficiency of production in accordance with the organization’s expectations.

Definitions of Competency

McClelland (1973) suggested that competence in work is a better indicator than intelligence, as people with high level of work efficiency are likely to succeed in work. That is due to the fact that they can integrate various concepts, skills, and their own characteristics that suit the most for each task. Competency is a combination of knowledge, skills, and perspectives that will lead to personal or organizational success.

The Royal Institute provides the meaning of competency as an ability that appears through behavior and action by means of accomplishing the task with the integration of knowledge, skill, and appropriate properties that conform to a social and cultural context in a diverse situation. For Independent Committee for Education Reform (2562) define competency as a person’s ability in adopting knowledge, skills, and attitude to make practical use of any kind of task or circumstance. Competency appears on behavior that can be evaluated according to performance criteria. The seven compositions of competency are 1) Knowledge 2) Skill 3) Attribute/Attitude 4) Application 5) Performance 6) Tasks/Jobs/ Situations 7) Success Other scholars from other countries also give various definitions to the word “competency”. Firstly, Boyatzis (1982) views competency as the underlying attributes of a person, their collective skills, motives for action, and experience and behavioral characteristics that influence oneself to the success of their needs. Boam and Sparrow (1992) describe it as a series of behavioral properties that a person needs for functioning in any task in order to accomplish it. While Spencer and Spencer (1993) state that competency is an individual characteristic that can predict behavior and performance in the work situation. Each competency can be assessed from indicators that reflect the behavior of these competencies. Parry (1997) suggests the definition of competencies as a cluster of related knowledge, attitudes and, skills that affect a major part of one’s job. It correlates with performance on the job. It can also be measured by well-accepted standards; and improved via training. Mcshane and Von Glinow (2000), note

that competencies are skills, knowledge, aptitudes, and other personal characteristics that lead to superior performance comparing to others which can be spotted from behaviors revealed. Apart from the above definitions, competency can be divided into two major compositions as 1) Knowledge, skills, an ability that can be evaluated 2) Knowledge, skills, an ability that identify and differentiate between worker with superior performance from others. While Shermon (2004) gives two parts of the definition that competency is 1) A specific ability of a person that concerns with efficiency in working and 2) An underlying characteristic of a person, which enables him to deliver superior performance in a given job, role or situation via actions, thoughts, and feelings towards organization. Spencer and Spencer (1993) also suggest that in underlying properties of a person such as Motive, Trait, Self-Concept, Knowledge, and Skill, will be a driving force and relate to Causal Relationship for a person to propel a person to deliver superior performance in a given job or circumstances according to Criterion-Reference.

In conclusion, competence refers to the use of the knowledge, abilities, skills, and attributes of a person. The person will manifest in observable ways of thinking and behavior in work that will affect performance and continuous self-development. This will result in the success of following the standard or an expectation that the organization has set.

Classifications of Competency

Competency has been described in various classifications. Firstly, Samithikrai (2009) has divided the types of competencies into (1) Core Competency, which is the competency that personnel in an organization is required whether in any field or at any level (2) Functional Competency which consists of knowledge, capability, skills that are necessary for one to perform the tasks according to the area of expertise (3) Management Competency which is the competency that personnel at the level of administrator is required to be able to perform tasks and manage efficiently as possible. Some organizations may call it Role Competency. Saentong (2003) also classifies competency into 3 types: 1) Personal Competencies, an ability that is unique to an individual or group of people only, which is difficult to learn or imitate; 2) Job Competencies, which are individual abilities specifically for the position or role to achieve the results as anticipated; 3) Organization Competencies, unique abilities that contribute to an organization's success and help to make it become a leader in the field.

For Kongkasawas (2005), competency can be divided into 5 types accordingly, 1) Core Competency, which refers to the basic qualities or attributes that every position in the organization, or in any department, must share as a common feature in the organization; 2) Social Competency, which refers to qualifications or attributes that are emphasized in the matter of cooperation, focusing on the relationship of people in the organization to work together smoothly; 3) Personal Competency, which refers to qualifications or specific characteristics of each individual with special abilities that will help promote the achievement of the work efficiently; 4) Leadership Competency, which is attributes or general leadership qualifications that are required for consideration in management position or supervisors position; 5) Functional Competency, which is Qualifications or characteristics of a person holding a position that should have in that position.

Compositions of Competency

McClelland (1973) described a person's competencies as an iceberg; so, to speak, dominant characteristics are similar to the surface above the water and recessive characteristics are the part underwater. Iceberg Model advocated five ingredients of competency including revealed knowledge and skills as it can be seen from the surface. So, these revealed parts can be practiced and developed. And those hidden under the surface such as social roles, self-concept, individuality, and motivation are untouchable and difficult to transform or develop. (see Figure 1)

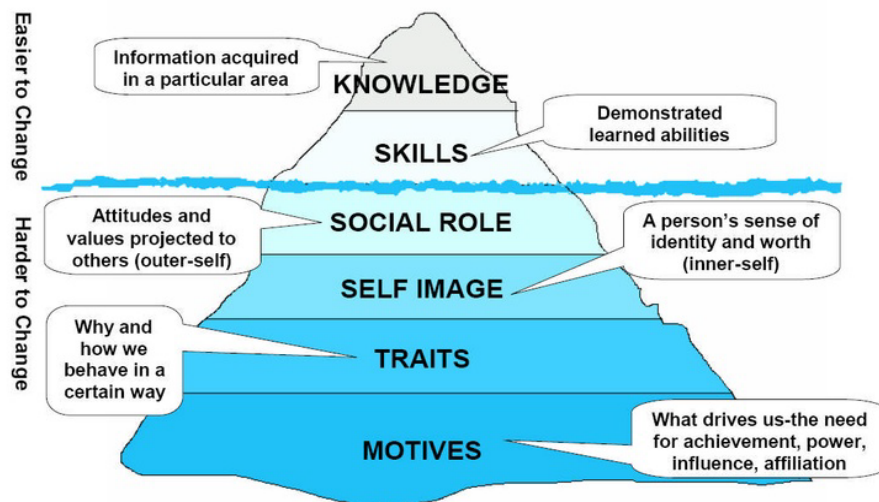


Figure 1 The Iceberg Model of Competencies

Source: McClelland (1973)

Spencer and Spencer (1993) state that Competencies are underlying attributes of a person and ingrained as a line of behavior concepts that can be used in various situations, which can be divided into 5 characteristics, including 1) Motive, which refers to the internal drive that causes a person to act towards the intended purpose; 2) Traits refers to the personal characteristics of a person, 3) Self Concept, which means attitudes, values, and opinions about one's self-image; 4) Knowledge, which is what oneself has learned in specific aspects; 5) Skill, which is what a person has practiced until reaching expertise.

Characteristics and Competencies of School Administrators

Thailand's educational organization has set the characteristics and competencies of administrators of educational institutions for the selection of persons to be the director of the educational institution as follows:

1) The competencies of the educational administrators according to Regulation of the Teacher Council of Thailand on Professional Standards and Ethics 2013 are as follows:

1.1) Competencies in professional development consist of

1.1.1) Acquire management ideology and guidelines for professional management development

1.1.2) Able to conduct research studies for professional development

1.2) Competencies in academic leadership consists of

1.2.1) Able to mobilize resources for education

1.2.2) Able to manage education and build relationships with communities and localities

1.3) Competencies in educational institution administration consist of

1.3.1) Able to formulate policies, plans, strategies and implement them in accordance with school context

1.3.2) Select theories, principles, and processes of management in accordance with the regional and social context

1.3.3) Able to manage academic affairs, manage learning resources and environment to promote learning efficiency

1.4) Competencies in teaching, measuring, and evaluating learning outcomes consist of

1.4.1) Able to develop curriculum and manage teaching and learning in a new way.

1.4.2) Conduct assessment and improve curriculum management and learning management

1.5) Competencies in student affairs consist of

- 1.5.1) Able to manage to bring about student's development activities and student care
- 1.5.2) Able to promote discipline, morality, ethics and unity among the faculty
- 1.6) Competencies in educational quality assurance consist of
 - 1.6.1) Able to prepare a self-assessment report of the educational institution to support the external assessment
 - 1.6.2) Apply the results of educational quality assurance to develop educational institutions.
- 1.7) Competencies in morality, ethics, and code of conduct consists of
 - 1.7.1) Act as a role model and have public consciousness and dedication to society
 - 1.7.2) Comply oneself in accordance with professional ethics
- 2. The competencies of the educational administrators according to the Independent Committee for Education Reform (2562) concluded into two major parts which are Core Competencies and Functional Competencies as follows:
 - 2.1) Core Competencies consist of Learning Leadership, Brain & Behavior Leadership and Change & Challenge Leadership
 - 2.2) Functional Competencies of educational administrator consist of Strategic Thinking and Innovation, Management Efficiency, Academic Leadership, Personal excellence and Engagement with Stakeholders
 - 2.3) Competencies of Civil Service (Office of the Civil Service Commission, 2010)
The Office of the Civil Service Commission has specified the competencies of Civil servants for three parts as follows:
 - 2.3.1) Core competence which refers to the behavioral attributes that are defined as the attribution of the civil service system as a whole to forge values and desirable behaviors together by the core competencies in the civil service sector consisted of 1) focusing on results; 2) good service; 3) accumulating knowledge and expert in professional work; 4) Adherence to integrity and ethics; and 5) Teamwork.
 - 2.3.2) Administrative competency refers to behavioral characteristics defined as Common characteristics of administrator and other management positions to create the most potential executive in the government sector. The administrative competence in the civil service sector consists of 1) Leadership; 2) Vision; 3) Public Sector Strategies; 4) Potential for Changes, 5) Self-Control; 6) Teaching and assigning tasks
 - 2.3.3) Specific competence according to classifications of work refers to the behavioral characteristics that are determined as specific characteristics according to the functions performed, which may differ according to fields of works, government, or agencies in order to be able to perform duties and responsibilities appropriately and with maximum efficiency. The specific competencies according to fields of works that are set as standards in the civil service sector include: 1) Analytical Thinking; 2) Conceptual Thinking; 3) Caring for others; 4) Holding People Accountable; 5) Information Seeking; 6) Cultural Sensitivity; 7) Interpersonal Understanding; 8) Organizational Awareness; 9) Proactiveness; 10) Concern for Order; 11) Self Confidence; 12) Flexibility; 13) Communication & Influencing; 14) Aesthetic Quality; 15) Organizational Commitment; 16) Relationship Building.
 - 2.4) Competencies according to the regulation of The Office of The Teacher Civil Service and Educational Personnel Commission divided according to the framework of school administration in 4 areas which can summarize the important competencies as follows:
 - 2.4.1) Core Competency which consists of 1) Achievement Motivation: ACH; 2) Service Mind: SERV; 3) Expertise: EXP; 4) Teamwork: TW
 - 2.4.2) Functional Competency which consists of 1) Analytical Thinking & Conceptual Thinking: AT-CT; 2) Communication & Influencing: CI; 3) Caring & Development Others: DEV; 4) Visioning: VIS.

Synthesis of competency components of administrators of private vocational schools in Thailand in the 21st century

From the literature review both domestically and internationally about the competency components that are related to the effectiveness of the organization To determine the competency component of the administrators of private vocational school in Thailand in the 21st century, the results of the synthesis of the competency components of the administrators of the private vocational school in Thailand in the 21st century can be presented as shown in Table 1.

Table 1: Synthesis of Competency Components of School Administrators in the 21st Century

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Frequency
strategic thinking skills								✓			✓					2
analytical, synthetic					✓	✓		✓	✓						✓	5
vision	✓	✓	✓		✓	✓			✓							7
adaptability and flexibility									✓							1
communication and motivation			✓						✓	✓				✓		4
service mind	✓								✓						✓	3
the ability to coordinate			✓													1
Knowledge of change management	✓							✓			✓					4
efficient resource management			✓											✓		2
Achievement Management	✓				✓	✓			✓						✓	6
leadership	✓		✓	✓						✓						5
decision-making skills			✓											✓		2
Reinforcement to encourage colleagues to work.			✓													1
Networking for Development		✓			✓											2
Analyze, synthesize, solve problems			✓	✓								✓				3
Self and Personnel Development		✓	✓						✓	✓	✓	✓				7
Knowledge of cultural management	✓															1
Knowledge of the processes administration	✓			✓								✓				3
morality, ethics	✓	✓	✓	✓	✓			✓			✓	✓		✓		10
teamwork	✓							✓	✓					✓		5
English for Communication			✓												✓	2
learning organization						✓										2

Notes: 1) Office of the Civil Service Commission (2010) 2) Office of the Teachers Council of Thailand (2017) 3) Secretariat of the Education Council (2014) 4) Ketpranimit (2017) 5) Kijvithi (2018) 6) Yongyai (2018) 7) Education Reform Committee (2019) 8) Khaminkeaw (2019) 9) Areesawad (2019) 10) Busabok (2019) 11) Hona (2020) 12) Buasiri (2020) 13) Hoy and Hoy (2006) 14) Aneya (2018) 15) Henderson (2008)

Competencies of Thailand's Private Vocational College Administrator's Competencies in the 21st Century

From the study of Thailand's Private Vocational College Administration guidelines in the 21st century, roles of educational institution administrators in the 21st century, and characteristics of educational administrators in the 21st century, along with the synthesis of concepts, theories related to performance which is an element that influences organization administration and effects on an organization, and the competency component of executives that is appropriate for educational institutions that will determine the guidelines for effective operations and organizational development, competencies of Private Vocational College's Administrator in the 21st Century can be concluded into 6 major areas consisting of Results-Based Management (RBM); Team work; Transformational leadership; Synthetic analytical thinking; Personnel potential development; Moral and ethical aspects. (see Figure 2)

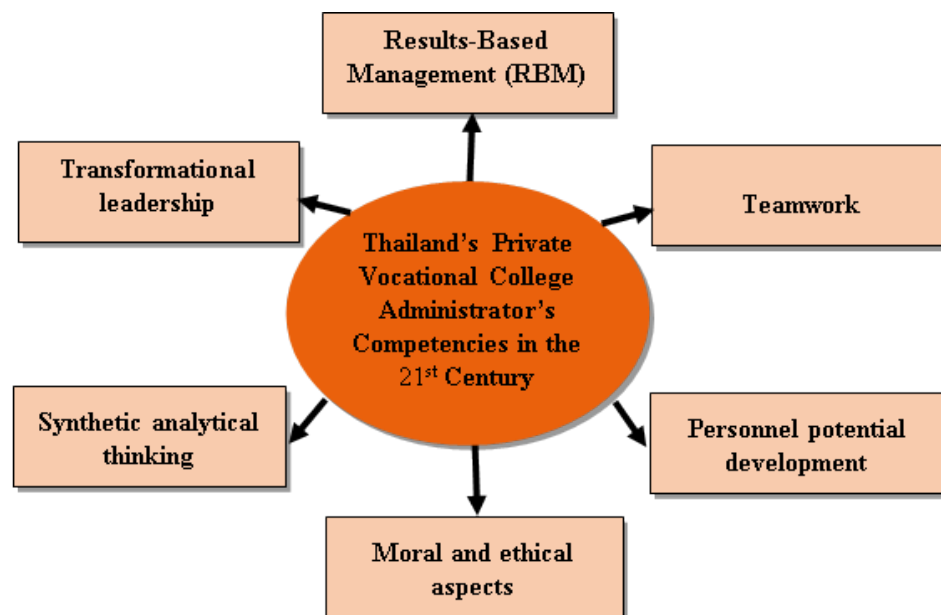


Figure 2: Competencies of Thailand's Private Vocational College Administrator's Competencies in the 21st Century

Competency in Results-Based Management (RBM): Administrators of Private Vocational colleges in the 21st century will acquire a clear vision, mission, objectives, and operational goals. Plans of the project are set and operational activities are assigned to responsible persons, systematically and continuously monitored, and followed up on performance. An administrator will provide opportunities for personnel to exchange opinions on the analysis of performance indicators. The action plan should cover the missions of the educational institutions. Tasks will be thoughtfully assigned to suit the potential of personnel and administrators are prepared to face problems and resolve conflicts.

Competency in Teamwork: Administrators of Private Vocational College in the 21st will give importance to working as a team, the opportunity for each person to exchange their opinions on work, have a plan on cooperating work, accept consultation, respect, and provide job opportunities.

Competency in Transformational leadership: Administrators of Private Vocational College in the 21st will encourage personnel to find problems with new perspectives and methods, encourage personnel to develop themselves, have the idea of developing the

organization with new innovations, pay attention to the success of the individual personnel, new systems, or better approaches and dare to take risks in creating or changing things.

Competency in Synthetic analytical thinking: Administrators of Private Vocational College in the 21st will use a variety of data to analyze various situations, determine problems, analyze issues and principles for clearly separating issues into smaller parts, carefully consider in the preparation of information, and systematically collect key points to summarize or answer the problem clearly.

Competency in Personnel potential development: Administrators of Private Vocational College in the 21st will constantly conduct a survey of personnel needs for self-improvement, establish a consistent strategy with the goals of the college, use a variety of techniques in personnel development, design activities to develop personnel, follow up supervision, conduct personnel development tasks according to indicators, and evaluate personnel development results according to the objectives.

Competency in Moral and ethical aspects: Administrators of Private Vocational College in the 21st will act as a good example according to the principles of morality and ethics, maintain justly, have an understanding of professions, create an atmosphere conducive to creative work practices, manage to decide with prudence, and assign tasks to responsible personnel for the success and goals of the institution.

Conclusion and Recommendation

From this study, it can be concluded that the Competencies of Private Vocational College's Administrator in the 21st Century mean the application of knowledge, abilities, skills, and characteristics of a person which expresses perspectives and behaviors that can be observed in the work and will affect the performance of the individual and self-development continually, which will result in success in accordance with or higher than the standards that the organization has set. Educational Administrators in the 21st Century must have theoretical knowledge, competence, skills, and experience in educational administration to suit the changes in the modern-day. Educational administrators in the 21st century will have important roles as academic leaders, discipline keepers, assessors, policy reviewers, managers in the area of curriculum and Instruction schedule. Plus, they will be able to create an atmosphere and culture of learning, promote teacher's and other personnel's capability, develop public relations, coordinate with the community, and conduct themselves as a good role model. The characteristics of an Educational Administrator in the 21st Century consist of being a visionary leader, possessing academic ability, having systematic creativity, having communication and technology skills, positive motivation, creating a community of learning, and being a good role model. And most importantly, the crucial characteristic for Private Vocational College's Administrator in the 21st Century is to acquire "Competency".

Competencies of a Private Vocational College Administrator in the 21st Century that influence the efficiency of Thailand's Private Vocational College consist of 6 major areas: Results-Based Management (RBM); Teamwork; Transformational leadership; Synthetic analytical thinking; Personnel potential development; Moral and ethical aspects. However, apart from the fact that competencies of Private Vocational College's Administrator in the 21st Century will have impacts on Private vocational college's efficiency, there are other factors such as

Organizational culture and environment in an organization also play an important role in indicating the efficiency of Private Vocational College.

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