



The Participation in Management Dual Vocational Education.¹

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Abstract :

The research on participation in management Dual Vocational Education aim to study participation in management dual vocational education. By studying the population involved in management dual vocational education together with a vocational college. Samples include school administrators, faculty, students, parents students, local administration and the establishment, total of 184 people. The result found that there was an overall high leach of participation by respondent in the management of Dual Vocational Education, with an average mean of 3.86. The results obtained from group meetings and interviews showed that information about the management of Dual Vocational Education should be provided in order to enable the sharing and mutual exchange of information and ideas. The government should encourage organization to collaborate in developing Dual Vocational Education equally.

Keywords: : Participation; Dual Vocational Education; Management.

Introduction

The Management of Dual Vocational Education which emphasizes participation requires the cooperation of all parties. The government sector agency, Samutprakan Polytechnic College, is tasked with lesson planning in accordance with the needs of workplaces and local society. The private sector, which uses the labor of graduates from the Dual Vocational Education system, has to determine the qualifications, skills and working capacity. In addition it has to provide advice and support by providing modern resources, materials , tools , and machinery that will be used in Vocational Education, so that students will achieve the skills and capacity according to workplace demand. Furthermore, cooperation is needed from Local Administrative Organizations, Communities, Parents, and Police Officers who will provide resource support such as property, school buildings, and specialized classrooms for conducting experiments. It is necessary for participants to help think, plan, and develop the Management of Vocational Education to be sustainable and as modern as higher level institutions. This will make workplaces more confident in recruiting graduates and the population more confident in studying Vocational Education. With the current background, the researcher is interested in studying the participation in managing dual vocational education, with the purpose of studying such topic to provide actual benefits to the management of dual vocational education, as well as building the learning capacity for students so

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that when they graduate they will be able to provide income for themselves , work efficiently in the work place , and provide prosperity for the society.

Objectives

To study the participation in Dual Vocational Education. Literature Reviews

According to Preeyaporn Wonganutrohd's Theories and Concepts related to participation in managing dual vocational education (2005) , Vocational Education refers to the process of managing education both inside and outside the school system, which is both theoretical and practical knowledge so that it is useful in the workplace and for living in the society.

The Vocational Education Act B.E. 2551 Article 6 states that Vocational Education Management and Occupational Training need to be Educational Management the Vocational field. Article 8 states that Vocational Education Management and Occupational Training can be established in the model of Dual Education created by agreement between vocational educational institutions or between such institutions and workplaces, government enterprises or agencies, regarding curriculum planning , learning and assessment . Students would study theoretical knowledge in Vocational Institution and practical knowledge in Workplaces. Dual means “Two parties” which refer to the workplace and the school .Each person who participate in the occupational training under the Dual Vocational Education project will hold 2 statuses which are Student and Trainee. In other words, Dual Vocational Education Management is a model of Education Management system in which the trainee must study General subjects in the educational institution 1-2 days a week, and Occupational Subjects in the workplace 3-4 days a week. That being said, these arrangements would be under the agreement between the school and the workplace. Cohen, J.M., & Uphoff, N.T. (1980, p.222) Have described the dimensions of participation as behavioral and environmental factors as follows.1) How participation Occurs 1.1) Whether the participation comes from above or below , 1.2) Whether participation is voluntary or coerced, 1.3) The organizational Structure , which affects participation. This means that members of a group that participate will have more leadership roles and use the organization to their personal benefit. The categorization of participation behavior will be based on 8 principles: 1) Level of Willingness 2) Method of Participation 3) Intensity and Frequency 4) Level of Effectiveness 5) Scope of Activity 6.) Level within the Organization 7) Paticpants 8) Planning. 2) Environmental factors that affect participation 2.1) Physical and Biological factors 2.2) Economic Factors 2.3) Political Factors : To what extent will local administration allow local people to participate. 2.4) Cultural factors. 2.5) Historical factors. 2.6) Social Factors. 2.7) Family 2.8) Roles and Social Status. 3) Everyday life factors that influence living behavior. Social characteristics which consists of reference groups , family , roles , and consumption patterns of local people . 4) Personal factors: the decisions of people influenced by different personal characteristics such as age, family life cycle , occupation, income , and lifestyle .It can be concluded from the literature about participation that: “participation” refers to how a person is involved in the operation , benefits , assessments , decision-making or in other areas such as conferences , leadership , interviews , persuasion, Initiating the Dual Vocational Education Management , and conducting studies and analyses to obtain a model of Dual vocational Education management in the following ways. 1.



Study the needs and policies of all sectors. 2. Analyzing schools using the SWOT Analysis 3. Creating a Vision and Mission by teachers and college staff. 4. Determining the model of Dual Vocational Education Management of vocational Institutions. 5. Creating a school development plan in which all parties are involved, such as schools, work places. The community will determine the model of Dual Vocational Education Management and then schools and workplaces will jointly and continuously create lesson plans and job training plans in the work place. During their job-training at the workplace in the semesters 3, 4 and 6, students must return to the schools to join seminars every Saturday of the month to report the results of their job training. The teachers will provide advice and supplementary lessons in certain areas of job skills. 6) Create a system to supervise students by holding 2-week camps. 7) Assessing the process of education management for continuous development, and a final assessment when the student has graduated. The college will follow up the graduate's progress after 3 months and 1 year to create feedback data for improving and adjusting the Dual Vocational Education Management to best match the demands of the workplace. Workplaces have shown satisfaction and admiration for the graduates which are the product of Samut Prakan Polytechnic College.

In Theerawut Chomjai's research on the Development of the Collaborative Model for Triple Vocational Education Management (2011), It was found that cooperation in the Triple Vocational Education Management consists of 4 aspects 1) Policy and Responsibilities. 2) Structure and Management 3) Courses and Curriculum Planning. 4) Resource Gathering. Each aspect has a high level of possibility of applying the collaborative model for Triple Vocational Education Management into practice. From studying the documents and related theories, it can be concluded that Participation in Dual Vocational Education Management needs to be coherent with the basic concept in Managing Vocational Education in duties related to planning, policy, funding, learning activities, and course management. Such concept relies on the principle that shows the level of participation, such as information exchange, management, resource usage in management, learning activities. In addition the Dual Vocational Education Management Model requires participation from various parties to have a role in managing.

Research Methodology

1. The population used for this research was 184 people involved with Establishing Dual Vocational Education with Vocational Universities; those people include Local Administrative Organizations, Directors and Teachers, Parents, and Students of Dual Education Systems.

2. The tools used for this research were Quantitative, Closed-Ended Questionnaires. The first part asks about the status of the respondents. The second part asks about the participation in managing dual vocational education in 5 aspects. The questions are in the Likert Scale format, which uses the Rating Scale method by measuring data in the 5-level interval Scale.

3. Data collection is done by:

1) Requesting by letter asking for permission from the population to collect data.



2) Instructing Research Assistants about the data collection method and how to ask for cooperation in answering the questionnaires from the population in the area.

3) Collecting Qualitative and Quantitative data and conducting interviews.

4) Data Analysis is done by:

1) verifying the accuracy of all 184 questionnaires, which accounts for 100 percent.

2) Coding the data using computer Software.

3) Statistics used for analysis included percentage, average mean, Standard Deviation. The qualitative data was analyzed using content analysis, categorizing it into different questions or interview topics, and then analyzing the data in accordance with the purpose of the research, before finally putting the data in descriptive form.

Research Result

1. The Results revealed that the respondents showed a high level of participation in all aspects, such as in Learning Activities ($M = 3.89$), Management ($M = 3.83$), Information Sharing (3.78), Resource Usage in Management ($M = 3.77$) and Providing Mutual Advice ($M = 3.67$). The respondents viewed that the model of participations in managing dual vocational education needs to receive cooperation from people or organizations, such as Teachers (100%), Workplaces (97.82%), Local Administrative Organizations (95.65), Dual Education Students (89.67%), Parents (84.78%) and Social Media (66.84%).

2. The results from group meetings for brainstorming and interviews revealed that Workplaces, Parents, Students and Local Administrative Organizations viewed that Participation in Managing Dual Vocational Education requires data about Dual Vocational Education needs to be created and shared among all parties, so that they can be informed about the guidelines for education management and as well as solving or preventing problems of students taking internships at companies. In addition, conferences for exchanging ideas should be held continuously and become part of one's responsibilities, which would set a good example for the Dual Vocational Education System. Also, the government should implement laws and policies that encourage workplaces to set up Dual Vocational Education Systems, and should help hold activities so that signals the distribution of power to all parties that participate in establishing Dual Vocational Education Systems.

Conclusion and Discussion

The respondents had high levels of participation in the management of Dual Vocational Education. This is especially high in the aspect of Learning Activities which respondents found had the most progress, followed by the aspects of Management, Resource-Use in Management, Information Exchange respectively. The aspect of Providing Mutual Advice had the lowest level of participation, which may be due to Managing Dual Vocational Education still being a new concept to be applied in management in the current state of Vocational Education. Thus, there



needs to be some preparation and detailed study of basic information of every step for the benefit of all parties. It will fortify the capacity to accommodate more dual education students and produce graduates with the desired and satisfactory qualifications which is sought in the work place. This is in line with Sunee Boonduan's research (2004) which studies the opinions of students and Teachers' Assistants towards the Lesson Planning of High Vocational Certificate Level Dual Vocational Education in the Automotive Branch, Institute of Vocational Education: Central Region 1. The results found that both teachers and Teacher's Assistants felt that the lesson planning in the Dual Vocational Education System was highly appropriate.

Recommendation

1. Recommendation of the study

Implementation of Dual Vocational Education System which emphasizes the participation of all parties consisting of Directors and Teachers, Organizations, Local Administrative Organizations, Parents , and Students, especially in the aspect of Providing Mutual Advice, still show quite low levels of participation. Therefore, there should be a solid initiative to manage the Dual Vocational Education System immediately. This can be achieved by continuously holding Idea Exchange conferences. All parties also need to cooperate in building relationships and coordinate different responsibilities to set up good examples in Management of Dual Vocational Education, in order to share experiences which will lead to more efficient development of the Dual Vocational Education System.

2. Further study

There should be a study of the model of Participation in Managing Dual Vocational Education Systems of educational institutions regionally and nationally, in order to increase the participation of directors, and teachers, workplaces, students, and parents . The research results should then be used the solve the problems of Managing Dual Vocational Education according to Dual Education management policies.

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