

CHAPTER 1

Introduction

1.1 Background and Significance of the Problem

“Learning: The Treasure Within” is an ideology of education administration declared by UNESCO in 2011 to be a 21st century educational principal for all country members (UNESCO, 2011). Learning is important to create a good quality of life and prosperity in the world of globalization, which is quickly gaining in its influence on ways of life and working. Therefore, society needs Knowledge. Workers now have knowledge for work, not for labor as in former times. Thus, knowledge is a precious treasure that needs to be acquired for a lifetime (Vichai Tunsiri, 2007, p. 289). Additionally, UNESCO proposed four pillars of education: 1) Learning to Know, which is education administration focused on getting understanding more than memorizing the content, so learners can apply their learning experiences to develop occupational skills both at present and in the future; 2) Learning to Do, which means education administration that supports learners to realize how to apply academic learning to practice, or to practice linking learning in the world of occupations to the world of textbooks; 3) Learning to Live Together, which means education administration that is an instrument for global discipline of all human beings in every race, every culture, and every class in order to accept and honor individual differences and to be able to live in society peacefully; and 4) Learning to Be, which means education administration to support learners to improve themselves to be a qualified person with a healthy life, intelligence, good morals, good relationships with other people, and who is a good citizen.

Education can be an important tool to have sustainable development that brings various subsequent learning, such as a community development, health care, participation in environmental concerns, ethical issues, laws, human rights, values, and so on. Education for sustainable development is comprised of three main parts: society, environment, and economy, which are basically based on culture. When combining these

three parts, education for sustainable development can enhance the improvement of knowledge, vision, values, and necessary skills in people's decision-making skills. This affects the development of people's quality of life in a community, a country, and the world. The vision of education for sustainable development is that all people can receive the benefits of a qualified education and learn the values, behavior, and essentials for sustainable future lives in this quickly changing society (UNESCO, 2006). The aim and ideology mentioned was determined to be the education policy of Thailand. In the education reform shown in the 1999 National Education and the 2002 amendment (second edition) stated that education means the process of learning for the growth of people and society through the instruction, practice, training, cultural maintenance, academic sustenance, and construction from an environmental setting, learning society, and factors supporting people in lifelong learning. The principle of learning management is provided to develop Thai people to be complete in having good health, minds, intelligence, knowledge, and virtue with morality and culture in living with others happily; it is similar to the national education plan (2002-2016), which specifies its policy based on "people" as the center of a surrounding and balanced development (Office of the Education Council, 2552, p.1).

Although the educational organizations at both the policy and practical level would conduct education reform based on the National Education Act and the national education plan, Thai education management, in an overall image, still lacks real life and community involvement. It still places emphasis on recitation and imitation and lacks knowledge and skills in applying learning to real life work. This corresponds with Prawase Wasi (2013) who stated that the importance of education management, linked to work and practice, was significant in integrating education and living to learning through experience and an honest livelihood. Because education in getting an honest livelihood can help learners experience many things which are not shown in the textbooks, it can help reduce the problem of unemployment from occurring. Education management for work is also newly defined as educational quality beyond educating students in schools, and it evaluates them from whether they get a job or not. Besides, it is consistent with the Office for National Education Standards and Quality Assessment (ONESQA), which identifies that the graduate must have a space in society, or can work, not only for attaining admission to a university. Thus, the future for all Thai children needs to be

adjusted, and they need to think outside the box in order to foresee various future careers and be entrepreneurs themselves (Chinnapat Bhumiratout, 2011).

However, according to the results of the education management problem in work by the Office of the Basic Education Commission of Thailand (2011 p.14 –21), it was found that school administrators and teachers still lack understanding of the concept of education management for work, and schools focus on strengthening the academy for supporting the assessment from the government, which mainly emphasizes the students' learning achievement. Hence, the quality of education is to further the students' study. This results in less production of curriculum and instruction for work. Also, parents aim at their children's academic achievement. Schools, then, create school curriculum focusing more and more on containing basic subjects for a university. This makes the students lack opportunities to work, which can be helpful for students to make decisions and realize what they are actually an expert in. Furthermore, the lack of cooperation and the relationships among schools and learning resources in a community for work is one of the problems. In vocational schools, the lack of sufficient funds and resources can be in trouble. The result of a study in 2000 revealed that the proportion of learners who study in high schools and have further study in vocational school was 64:36, from this it can be stated that the goal has not been reached. Besides, the study suggested that the ministry of education should stipulate basic education for earning a living as a national agenda and also to drive the participation of every organization to become involved. To provide opportunities and quality of learning management, all children should learn through real practice and be brought up seeking knowledge, including working for the public and making a living at last, in order to respond to the needs of labor in each region and in the whole country as shown in the national education plan of 2009- 2016 (edition version) (Office of the Education Council, 2013), and the main policy driving education reform for the second decade (2011-2018) has specified the proportion of students in high schools and in vocational school at 60:40 (Office of the Education Council, 2555 p. J).

Many schools in highland and in remote areas, which are comprised of many of hill tribe villagers having strong beliefs and multiple cultures, are located in foothills or in valleys to which transport is difficult. Those mountainous areas are in the northern and western frontiers covering 1,434 schools in 24 educational areas. The educational problems concerned are as follows: 1) 38% of children in the mentioned areas were

missing from the survey; 2) because they are facing many troubles, 15% of children in the whole country quit school, and 3) 48.85% of students who graduated from lower secondary school would not further their study at the high school level. Poor conditions are the cause of leaving school for children. Their parents give priority to earning a living more than being educated, so when their children are old enough to leave school, they will leave school and help their parent's work, such as raising animals, farming, or working as employees to support their family. According to a study by Buadang, Kwanchewan (2007), who studied the improvement of public education management for ethnic groups in highlands, the government had limitations in providing essential education management, such as the rising educational expenses, inappropriate curriculum and its production methods, and learning procedures, so the quality did not respond to the local needs. Meanwhile, current education still does not consider the diversity of ethnic groups, and education management has been provided as ordinary basic education (Santi Buranachat, 2009 p. 282-306).

The model of education management that emphasizes learners having career skills and coordination with the community is one of the models that might be a path of support and supervision for students' improvement, including finding alternatives in order that educational services reach students in highland and remote areas. This is not meant to separate students from leaving schools to earn a living, but to help them gain more earnings during their studies. Besides, the rate of the amount of students who quit school will decrease, and this can help students who graduate from a basic education level have a career skill appropriate to their community and to live happily with other people in spite of having differences of races, religion, and culture. For schools, it supports the potential of learning quality development for students, and correlates to the standard of learning appearing in the curriculum. Also, schools are able to develop their curriculum and manage learning appropriately and concordantly with community and social needs as well as all changes. Moreover, the schools' staffs are able to improve their knowledge, skills and experience in doing learning activities, and the performance of their work advances. It also causes schools to reform their management system by inspiring all people to participate in thinking, joining, making decisions, and appreciating products. Finally, coordination and cooperation in education quality development has many aspects: community, society, cultures and professions (Ministry of Education, 2002 p. 13).

According to the educational management concept for sustainable development, basic education for careers, the state of problems in highland and remote areas, and the significance of education supervision, the researcher was interested in developing education management for career education in highland and remote areas in order to make a new education management method for highland and remote area schools. Also, the research questions of the study were how the career education model for highland and remote area schools was suitable and how efficient that model could be applied when to career the education model for highland and remote area schools. The results of this study were expected to support administrators and teachers involved to understand the education management method clearly and apply it to education management, and to observe both the highland and remote area school and other common ones. This is to say that the benefits of students were the main purpose of education management and Thai education development followed in the Four Pillars of Education, which could become the purpose and the ideology of education management in civilized countries.

1.2 Research Questions

- 1) How are the conditions, problems, and career education methods for highland and remote area schools being approached?
- 2) How do the highland and remote area schools achieve good practice for students' career education?
- 3) How does a suitable career education model for highland and remote area schools look?
- 4) How good can a standard career education model be for highland and remote area schools?
- 5) How can we employ the experimental results of applying career education model to highland and remote area schools?
- 6) How do the results of using career education model for highland and remote area school conclude?
- 7) How are visualized lesson plans of career education model for highland and remote area schools appearing to help?

1.3 Purpose of the Study

Major Purpose

To develop a career education model for highland and remote area schools.

Minor Purpose

- 1) To study the conditions, problems and career education methods for highland and remote area schools.
- 2) To study career education models for highland and remote area schools with good practices.
- 3) To create and develop a career education model for highland and remote area schools.
- 4) To examine the results of career education models for highland and remote area schools.
- 5) To visualize the lessons learned in using a career education model for highland and remote area schools.

1.4 Scope of Study

1) Content Scope

In this study, the contents were as follows:

1.1) The conditions, problems and career education methods for highland and remote area schools covered the potential of the area for education management, participation and synthesis of education development, management of resources and learning resources, school curriculum development, learning management, and supervision, tracking and assisting.

1.2) The career education model included the study of concepts, principles, purposes, relevant factors, strategies, procedures, and methods of career education, and tracking and evaluation to monitor the quality of the model in six aspects: 1) Feasibility, 2) Appropriateness, 3) Adequacy, 4) Utility, 5) Agreement, and 6) Propriety.

1.3) The result of the career education model for highland and remote area schools included both before and after the implementation of the developed model for performance, practice, and satisfaction of school administrators, teachers, and school committee members regarding the potential of the area for education management, participation and synthesis of education development, management of resources and

learning resources, school curriculum development, learning management, and supervision, tracking and assisting together with the quality of students' knowledge, skills, and attitudes towards doing jobs and the students' work after learning career education.

1.4) Visualizing lesson plans includes the lessons of teachers and administrators in: 1) results of monitoring the model, 2) the strengths and weaknesses of the model, 3) instruments and mechanisms of support, and 4) the recommendation to modify and adjust the model in order to have complete career education for highland and remote area schools.

2) Population Scope

In this study, the population was the administrators, academic teachers, and career and technology teachers in highland and remote area schools under the Office of the National Education Commission. There were 4,302 people from 1,434 schools in 11 provinces in 24 education areas.

1.5 Definitions

Highland and remote area schools are schools located on high mountains, frontiers, or other areas which have difficulty in education management, following the school list of the Office of the Basic Education Commission.

Potential of the area means the schools' contexts, which can be strengths to have a chance in suitable career education management, such as the potential of natural resources comprising of climates, topography, and locations of each area, the potential of art and culture, traditions, and ways of life, and the potential of human capital in each area.

Participation and synthesis of education development is the schools' operation to support school staff, parents, and community, including both public and private organizations to help support schools to have efficient career education management.

Career Education Model means the operation of activities in highland and remote area schools in order to give students' the foundation of a career that includes the management of resources and learning resources, school curriculum development, learning management, and supervision, tracking, and assisting.

Management of resources and learning resources means the operation of policy, orientation, and aim of schools, the operation of personnel, budget, resources involved, and learning resources, which were comprised of buildings, school shops, and durable articles to be employed in career education.

School curriculum development means the operation to adjust the structure of curriculum, create additional subjects, and adjust course descriptions to be suitable for career education.

Learning management is learning operation through various methods in theory and practice as well as measurement and evaluation in order to enhance the students' career education.

Supervision, tracking, and assisting is school operation to support all personnel in the school so as to be able to efficiently provide learning management for students' career education.

Career education method is a procedure or suggestions relating to career education for highland and remote area schools covering the potential of the area for career education, participation, and synthesis of education development, the management of resources and learning resources, school curriculum development, learning management and supervision, tracking, and assisting.

Career education model is a relationship of elements and career education management process for highland and remote area schools.

Quality of career education model is defined as the results of monitoring the quality of the standard model in 6 aspects: feasibility, appropriateness, adequacy, utility, agreement, and propriety.

Quality of feasibility is the agreement of the model and utilizing conditions and contexts in highland and remote areas with the possibility of applying the model.

Quality of appropriateness is the agreement of the model and academic accuracy in suitability in following educational reform, principles of sustainable education, school-based development, career education methods, and the rights of students in highland and remote areas.

Quality of adequacy means the entirety of elements, involving factors, model purposes, development strategies, procedures, and career education methods for highland and remote areas.

Quality of utility is the ability of responding to the needs of accessories after employing the model to be beneficial for educational development for students, teachers, and administrators in highland and remote area schools in order to improve the students' quality and create efficiency in learning management.

Quality of agreement means clarifying the model that causes agreement with the accessories in these aspects: principles and purposes of the model, the relationship of elements and models, and procedures and career education methods in highland and remote area schools.

Quality of propriety is the ability of reinforcement in cooperation, assistance, responsibility, and sacrifice of the public for career education in highland and remote area schools.

Quality of students' knowledge, skills and attitudes means the evaluative opinions received from the administrators and teachers in career education.

Satisfaction relates to feelings of popularity of administrators, teachers, school committee members, and students towards career education.

Visualized lesson plans means to find the summary of employing career education model for highland and remote area schools. This can be comprised of the lessons of teachers and administrators in: 1) results of monitoring the model, 2) the strengths and weaknesses of the model, 3) instruments and mechanisms of support, and 4) the recommendations to modify and adjust in order to have a complete career education model.

1.6 Educational Advantages

1) To obtain a career education model for highland and remote area schools that passes assessment efficiently for which the school administrators, teachers, educational supervisors, and accessories can apply to education development directly and indirectly.

2) Teachers and administrators in highland and remote areas schools can apply the model to develop a career education management consistently with each school context.

3) Ministry of Education and other involved organization can apply the model to support, supervise, assist, improve, and promote career education for schools in order to be consistent with the education reform in the second decade (2011-2018), which specifies the proportion of high school students to further study in vocational schools more than undergraduate study at a 60:40 ratio.

4) Public organizations can adjust the model and determine the roles of participation in education development for highland and remote area communities appropriately.

5) For people interested and other researchers, this study can be effectively applied to further education management methods.