

# The Model of the Competency of the Head Program of Education Hub Thailand

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## Abstract

This study was a research and development (R&D) which aimed to collect information and develop a Model of the Competency of the Head Program of Education Hub Thailand. The population of this research were students, parents, teachers/staff, and directors. A simple random sampling method was used to get 3,998 samples. The research tool was a questionnaire in Thai and English about Competency of the Head Program of Education Hub in 5 aspects: Personal Characteristics, Personnel Management, Allocation of Budget, Academic Management, External Correlation Management respectively.

The results showed that 1) A total of 198 respondents were females, accounting for 56.41% of the sample. Additionally, 157 respondents were students and parents, comprising 44.73% of the sample, and 231 respondents held a high school educational level, making up 65.82% of the respondents. 2) Based on the survey, the population sample generally agreed with all aspects, with a mean ( $\bar{x}$ ) of 4.38 and a standard deviation of 0.40. After considering all aspects, the core competencies for the head of the Education Hub program in Thailand are as follows: Personal Characteristics, Personnel Management, Allocation of Budget, Academic Management, and External Correlation Management, respectively. 3) The

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researcher has developed the 'Model of the Competency of the Head Program of Education Hub Thailand,' which includes its name, purpose, guidelines for its use, definitions of keywords, and a diagram.

**Keywords:** Competency, Head Program of Education Hub, Education Hub

## 1. Introduction

The quality of education should be the primary focus of Thailand's education development as we aim to usher in a new educational paradigm for this decade. Looking ahead to the late 21st and 22nd centuries, it is imperative that the quality of governmental schools in Thailand matches that of private schools.

This underscores the notion that education serves as a powerful tool to enhance the capabilities of all learners and contributes significantly to a nation's reputation (Chuenpraphanusorn, 2019, p. 8). To compete on the international stage, it is crucial to emphasize the importance of the English language in this program. English is a global language used worldwide. In Western countries, English is the primary language, particularly in America and Europe. Moreover, in many countries, English serves as the second language, such as India and the Philippines

Conversely, in the Thai context, English has remained a foreign language for many centuries, and the majority of Thais struggle to communicate in English with foreigners. Consequently, Thailand has witnessed the proliferation of international schools, such as the American International School, the Singapore International School, and the Denla British School. The key to the success of these international schools lies in their ability to attract high-quality teachers by offering competitive salaries and effective staff management. It's worth noting that these international schools come with a hefty price tag, which might necessitate substantial financial resources from parents.

Fortunately, there is an alternative that closely approximates the international school experience and can be more cost-effective: the schools under the Education Hub. These schools offer three programs: 1)

the International Program or IP 2) the Multilingual Program school or MP and 3) the Science-Math's Bilingual Program or SMBP.

The management direction and administrative framework of all schools will fall under the control of the heads of the program, who follow the 4Ms1E principle (Man, Material, Machine, Method, and Environment). Despite the Education Hub's existence for more than 14 years and its similarities to other programs in Thailand, such as the English Program (EP) and the Mini English Program (MEP), there exists no competency model for the program staff to adhere to, particularly in relation to the competencies of the program heads.

While the Education Hub is affiliated with the Ministry of Education of Thailand, it is typically overseen by the directors of each governmental school or the heads of the Education Hub Program. Consequently, as experienced staff members retire, they often transition to international schools. When a new individual is appointed as the head of the program, they may encounter challenges and difficulties in managing the program due to the absence of a progressive model or clear guidance for their responsibilities and functions. As a result, the absence of a progressive model for the head of the Education Hub position can result in a decline in the school's quality control.

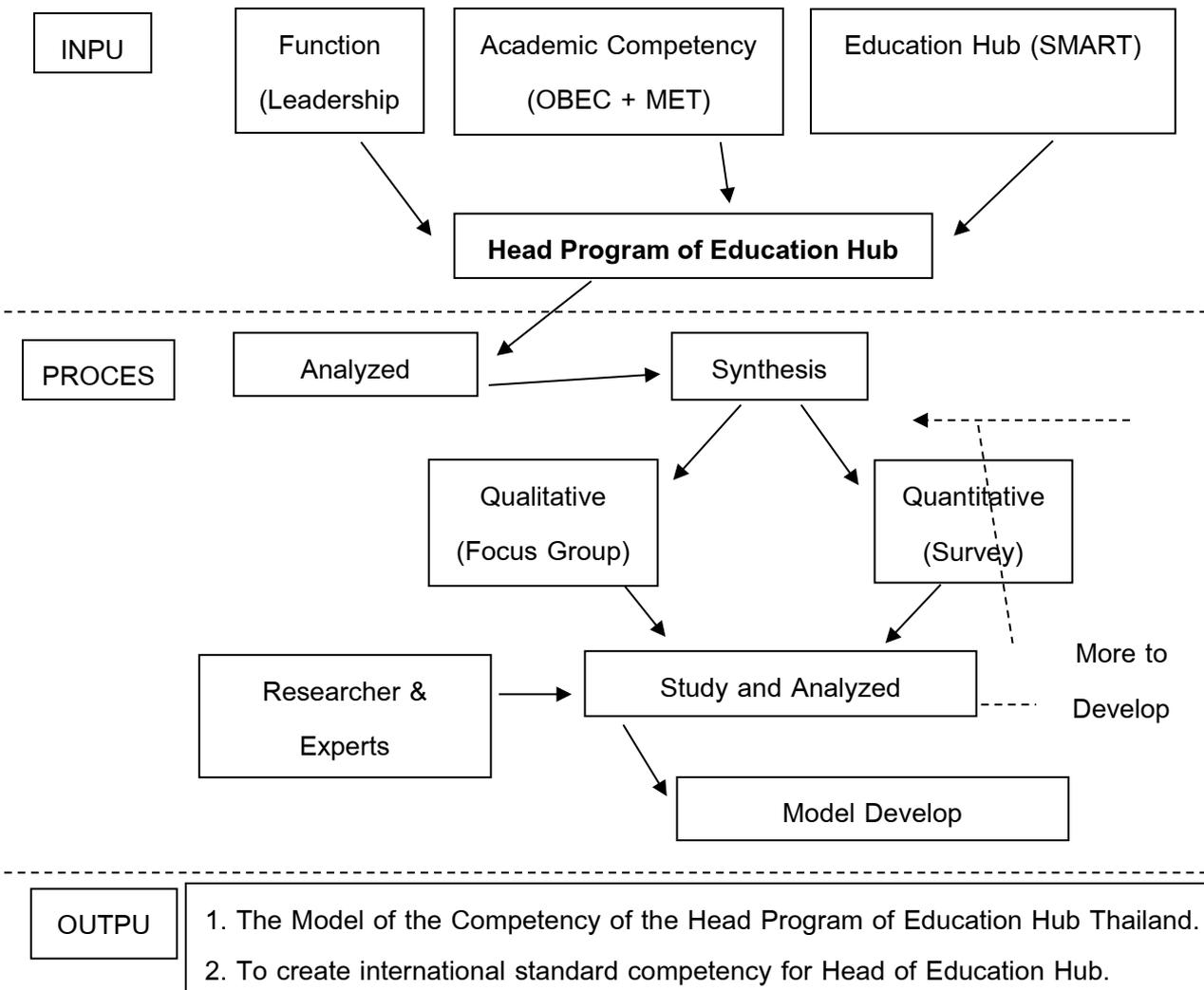
These factors serve as both reasons and inspiration for the researcher to develop a model for the competency of the head of the Education Hub Program. It is crucial to address this issue promptly before it becomes a critical problem. Fortunately, this issue can be rectified by understanding both the core competencies and the functional competencies required for the Head Program of the Education Hub.

## 2. Objectives

1. To study and analyze the data about the competencies of the Head of Education Hub Program in Thailand.

2. To develop a Model for the Head of Education Hub Program in Thailand.
3. To evaluate the Model for the Head of Education Hub Program in Thailand.

### 3. Conceptual Framework



### 4. Methodology

The Methodology was designed to be mixed research between the quantitative research method and qualitative research method.

### **Step 1: Studying and Analyzing the Data**

Step 1 involved quantitative research to analyze data and information related to the competency of the Head of Education Hub program in Thailand by the following details;

#### **Population**

The population of the research was from the 47 schools in the Education Hub Program around Thailand. It was divided into four groups as;

- a) 39 teachers
- b) 47 directors or heads of the Education Hub
- c) 1,781 students
- d) 1,781 parents

The total of population = 3,998 persons

#### **Research Instrument and Reliability**

The research instrument was a questionnaire created through the following steps:

1. Studying, compiling, and searching relevant documents related to the competencies of school directors, project leaders, or school leadership.
2. Analyzing and identifying relevant questions by extracting major and minor issues related to the dissertation.
3. Developing a demographic data checklist for respondents, including Gender, Status, and Highest Education Level.
4. Compiling the 48 questions into 5 aspects: Academic Management, Personnel Management, Allocation of Budget, Correlation Management, and Personal Characteristics External. These were rated on a 5-point scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree).
5. Subjecting the questionnaire to review by three experts in educational management and educational personnel competency to evaluate content validity, question clarity, and language, using the Index of Item-Objective Congruence (IOC) formula, with an IOC value of more than 0.5 for each question being required.

6. Testing the questionnaire's reliability through a Try-Out with 30 similar samples to assess the confidence level of all questions, achieving a value of 0.95.

### **Data Collection**

The data collection was based on the simple random sampling method by the following details as;

Collecting the data from 4 sampling groups as; teachers, heads of the program, students, and parents by the purposive sampling method. (The sampling group came from the suggestion of the OBEC (the Office of the Basic Education Commission, Thailand).

Then, the researcher took the questionnaires back and checked all the questionnaires, and analyzed the data with the Statistics for Basic Data Analysis.

### **Step 2: Developing the Model**

Step 2 involves developing the model for the Head of the Education Hub program in Thailand through the following steps:

1. Classifying, categorizing, and selecting the results obtained from Step 1. This selection process requires that the mean for each item in the five categories (Academic Management, Personnel Management, Allocation of Budget, External Correlation Management, and Personal Characteristics) is greater than 3.50.

2. Reviewing, selecting, and analyzing relevant documents pertaining to academic competencies, leadership, 21st-century competencies, and related topics.

3. Utilizing the results from Step 1 to create the model. The new model comprises:

- Title
- Principles
- Objectives
- Guidelines
- Key Definitions

- Framework of the Model

4. Subjecting the model to evaluation by seven experts who are involved in the field of Education Hub. Further details of this evaluation can be found in Step 3.

### **Step 3: Model Evaluation**

The model was titled 'The Model of the Academic Competency of the Head of Education Hub Program in Thailand' and underwent evaluation by seven experts, including the Director of Education Hub, educational institution administrators from OBEC, an executive from an international school, the Assistant Head of Teacher's Potential Development at the Princess Maha Chakri Award Foundation, the Head of Education Hub and English Program, an expert in education development, and an in-house scholar. Following the feedback and suggestions from these experts, the model was resubmitted to the advisor and co-advisor for final validation.

## **5. Data analysis results**

### **Step 1: Demographic data analysis**

Most of the respondents were females, students, and parents, with a high school educational level. From the survey, the population sample showed agreement with the overall aspects:

Aspect No. 1: The highest-ranked aspect is related to personal characteristics. Within this aspect, the data follows a logical order:

First, the ability to be fluent in English in listening, speaking, reading, and writing.

Second, proficiency in using Information Communication Technology (ICT).

Lastly, the Head of Education Hub should consistently focus on personal development.

Aspect No. 2: The aspect related to personnel management also received a high rank. Within this aspect, the data is organized as follows:

First, the ability to create participation and teamwork.

Second, the capacity to provide a healthy work environment, both physically and mentally.

Lastly, the Head of Education Hub should be capable of offering training and orientation to teachers and staff before they commence their roles.

Aspect No.3: The aspect related to the allocation of the budget received a high rank. Within this aspect, the data is organized logically as follows:

First, the ability to effectively manage budgets in response to resource demands.

Second, the capacity to manage budgets independently, without influence from external departments outside the Education Hub.

Lastly, the Head of Education Hub should possess the knowledge of how to allocate and withdraw budgets.

Aspect No.4: The aspect related to academic management received a high rank. Within this aspect, the data is logically structured as follows:

First, a good understanding of creative and innovation-based learning.

Second, knowledge of career-oriented learning.

Third, familiarity with mobile learning (M-learning).

Lastly, the Head of Education Hub should be knowledgeable about STEM education.

Aspect No. 5: The aspect related to external correlation management is highly ranked. Within this aspect, the data is logically structured as follows:

First, the ability to collaborate with international schools.

Second, the capacity to cooperate with national schools.

Lastly, the Head of Education Hub should be able to work effectively with other schools within the Education Hub network.

In conclusion, the core competencies of the head of Education Hub program in Thailand are Personal Characteristics, Personnel Management, Allocation of Budget, Academic Management, External Correlation Management respectively.

### **Step 2 and Step 3: Developing and evaluation of the model of the model of the Competency of the Head of Education Hub Program in Thailand;**

#### **The PAPAE's results.**

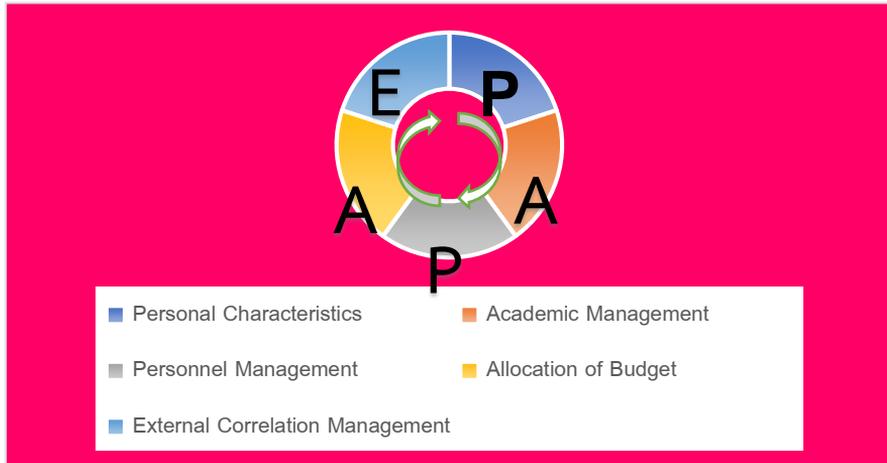
First, the highest rank of Personal Characteristics is 'be fluent in English listening, speaking, reading and writing'. Second, the highest rank of Personnel Management is 'be able to create patriation and teamwork'. Third, the highest rank of Allocation of budget is 'be able to manage budgets effectively by the demand of resources'. Fourth, the highest rank of Academic Management is 'be most benefit when they are able to be creative and innovation-based learning'. And last, the highest rank of External Correlation Management is 'be able to cooperate with other schools internationally'

**Title is** PAPAE's Five Core Competencies for the Head of Education Hub.

#### **The Principle and Background**

The Education Hub project was established with its main purposes as to improve and develop better-quality educational system for the country so it can attract foreigners to come and study in Thailand and gain some income for the country as well. These programs are usually run by each governmental school Director or the Head of the Education Hub Program. However, if they are newly appointed as the heads, they might find various challenges. Therefore, a guideline would be useful for them. This model emphasizes on the competencies the heads of Education Hub should have.

**Framework:** The PAPAE's model competency of the head of Education Hub.



## THE CORE COMPETENCIES FOR THE HEAD OF EDUCATION HUB

Personal Characteristics	<ul style="list-style-type: none"> <li>• Believe that all students can learn</li> <li>• Love and care for students</li> <li>• Respect the diversity</li> <li>• Collaboration, sharing and team spirit</li> <li>• Passion for continuous learning and excellence</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Rapport with Students</li> <li>• Pastoral Care for Students</li> <li>• Students Different Learning Experiences</li> <li>• School Vision and Mission, Culture and Ethos</li> <li>• Policies, Procedures and Practices</li> </ul>
Allocation of Budget	<ul style="list-style-type: none"> <li>• Knowing Students Diverse Needs in School</li> <li>• Teachers' Professional Development</li> <li>• Involvement in Policies Related to Education</li> <li>• Commitment and Dedication to Profession</li> </ul>
Academic Management	<ul style="list-style-type: none"> <li>• Subject Matter Knowledge</li> <li>• Curriculum and Pedagogical Content Knowledge</li> <li>• Teaching Strategies and skills, Use of Language and Multi-Media</li> <li>• Assessment and Evolution</li> </ul>
External Correlation Management	<ul style="list-style-type: none"> <li>• Home School Collaboration</li> <li>• Responsiveness to Social Values and Changes</li> <li>• Collaborative Relationships with in the school</li> <li>• Education related Community Services and Voluntary Work</li> </ul>

### 6. Discussions

#### Step 1 From quantitative method

Aspect No. 1: The overall with the personal characteristics is the highest rank. The highest needed competency is 'be fluent in English

listening, speaking, reading, and writing’ which is about the English proficiency. This is in accordance with the Education Hub ‘SMART’ guideline which stated that the first ‘s’, referring to ‘study skills’, is vital. (The operating guidelines for special classroom Education Hub project, pp.34-35, 2558). If the head holds strong study skills in English, others in the organization, teachers and students, see a good role model and follow. Also, applying communication skills professionally would bring positive outcomes. (Macdougall. A, 2021, pp. 4-5). Moreover, according to Ministry of Education Thailand guideline for English program and Mini English program (2016, pp.2-8), managing the program needs good English Proficiency (TOFEL, IELTS, TOEIC, SAT).

Aspect No. 2: The overall with the personnel management is the high rank. The highest needed competency is ‘be able to create participation and teamwork’. This is in accordance with the research done by Eaunjit (2021), Sawetkachakul (2019), and Chaisirithanya (2021). They all agreed that even though teamwork was not the most concerned aspect related to leaders’ competencies, it still played a key role in educational management.

Aspect No.3: The overall of the allocation of budget is the high rank; The highest needed competency is ‘be able to manage budgets effectively by the demand of resources’. This is in accordance with the Thailand National Education Act. B.E. 2542, Section 42 that the Ministry shall prescribe the criteria and procedure for assessing the readiness of the local administration organizations to provide education. The Ministry shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required. It shall also advise on the budgetary allocations for education provided by local administration organizations. (Thailand National Education Act. B.E.2542, 1999, p.13) and Section 60 that The State shall allocate government budget to an education due to the utmost importance for a sustainable development of the country by

allocating the budget for education (Thailand National Education Act. B.E.2542, 1999, p.26). Therefore, after receiving the budget from the Ministry, the head of Education Hub must be able to manage budgets effectively by the demand of resources.

Aspect No.4: The overall of the academic management is the high rank. The highest needed competency is ‘know about creative and innovation-based learning’. This is in accordance with the Education Hub guideline mention that it is important to recruit more teachers that graduated in English to teach creative English to student (The operating guidelines for special classroom Education Hub project, pp.34-35, 2015). Also in MET: Ministry of Education Thailand (2017, p.3), Ministry of Education New Zealand (2007, p. 16), Ministry of Education Canada and British Columbia (2004, p. 8), Ministry of Education Science Technology Korea (2008, p.7), to Ministry of Education England (2017, p. 8), agreed that all the learners need to have 21<sup>st</sup> century characteristic and the 8’c, which one of the c’ characteristic refers to creativity.

Aspect No. 5: The overall of the external correlation management is in high rank. The highest needed competency is ‘be able to cooperate with other schools internationally. This is in accordance with the research done by OBEC: Office of the Basic Education Commission (2018, p.8), all learners competency needs to have 7 Characters; which one of the characters is able to compete in the international scale. William Russell (2013, p.6), International education learners should learn from different countries teachers to bring international attitude, awareness and developing international-mindedness for positive attitudes.

## **Step 2 From qualitative method**

1. The only thing that all the experts are not so happy about it the model’s name. Since they all wanted to play it big and use this as an official guidance, then I could not agree more, to change the name to The Model of the Academic Competency of the Head of Education Hub Program in Thailand. Because, it is probably a bit too narrow, especially

the term ‘Academic’ because the project head has to perform more than just academic administration. This was consistent with the Assistant Head of Teacher’s Potential Development of Princess Maha Chakri Award Foundation and Head of Education Hub and English Program experts saying that the head's mission also includes taking care of Thai and foreign personnel, budget management and learning environment management. Therefore, the researcher has changed the name of the model to ‘The Competencies of the Head of the Education Hub in Thailand’. This change was submitted at the meeting after which all of the experts agreed that it was suitable.

In addition, the international school executive expert also thanked the researcher for conducting this research as it would greatly benefit the development of the heads of the Education Hub project. The second expert said that this research was beneficial to the management of education and personnel development of the Office of Basic Education (OBEC) as well.

At the same time, the fifth expert said that the developed model covered the heads' duties well and could also be developed as a strategy and development plan to train the heads of education hub in the short-term (3 years), medium-term (5 years), and long-term (10 years) well.

The Expert in Education Development said that the developing model was important for the development of heads to have suitable qualities at the international level in accordance with the mission of the Education Hub project operating three curriculum namely international curriculum, multi-lingual curriculum, and science-math curriculum. If the heads of the program are better qualified, the quality of education management in schools will improve as well.

That was consistent with the In-house scholar expert who said that the developing model was the key to the country's education management which everyone wanted to develop into an international system. Thus, this developing model would be an important structural framework for the development of the heads of the development of the heads of the programs to have equivalent international competence.

2. The researcher is strongly believed that The Head of Education Hub should focusing on **the Academics management** like 21th Century Competencies Characteristics; Critical thinking/ problem solving, Creative, Culture, Cross-Culture understanding, Collaborate/ team work/ leadership, Communication/ media literacy, Computer/ ICT literacy, Career/ learning skills, Compassion. In related with (IHUARULAM, M.; May, O., 2015, p.xiv), Academic Management will boost peaceful existence and team spirit. Also, this should prepare them ready for conflict management by training and guiding. This will help prevent any unnecessary problem and achieve educational goals and objectives much faster.

3. However, the three significant 21th Century Competencies Characteristics that really be focus on according to many countries are: 1. Culture and Cross-Culture understanding; Countries like America for example they are too confident in culture so they believed that their traditional teaching model are the most effective in the word or the country like Singapore; they know what their culture are lack of so they encourage people to have more self-awareness or the country like Japan; they know what they are too rich with their culture so they encourage people to have gain more relationship with other countries. 2. Communication/ media literacy and Creative and Innovation based learning; for some countries such as; Sweden, Hong Kong, Taiwan, etc., they focus on the teacher's communication skills, environment and learning equipment. In the other word, if the support in any way that the team of teachers, teaching material and tools are not ready and up to dated, how will the learner get the best education and see how far they can go. In related with (Movkebaieva, Z. & Oralkanova, I. & Uaidullakzy, E., 2013, p.553), From the results, it is indicating a lack of professional training of teachers, so specialists with not only deep knowledge and skills in the field of education, owning a modern interactive teaching methods and education of children, but also personality, patience and tolerance for people, regardless of their physical and other features are highly demanded nowadays. In this case, the turnover rate will be high, for some

school if the cost to hire the professional teachers could be high then the school should invest in some training for the cheaper cost. 3. Career/ learning skills; For some other countries such as; Finland, Denmark, Australia, New Zealand, etc., they don't need to study a lot they are only focus on the professional carrier and lifelong learning. Their thought is very simple and very effective, much like, you don't have to be good at everything, but be the best at one thing.

4. Similarly, the well-paid professional staff to be the Head of Education Hub or the executives like what the Education Hub are suggesting from the manual booklet, so they do not have to worry about the English skill and focusing on should be such as 3'R so they can contest with international students if they chose to go aboard, may be with a bit of help in **External Correlation Management** too. In related with (Warren & Cataldi, 2006, pp.113-143), if high school students focusing on the correlated rate of workplace, the higher chances that the student dropout rates. This replies that if the management team could set up some contest that could helping out student's finances, they won't have to look any further. By keeping the students busy on the school prizes, they will not be dropping out plus if they won the international contest the school can claimed it as well.

## 7. Recommendations

1. It can be used as a Model of the Competency of the Head Program of Education Hub Thailand.
2. It can be applied as international standard competency for Head of Education Hub.
3. It can be used as a Model of the Competency of the Head of EP MEP IEP and other Program.
4. It can be used as international standard competency for Head of EP MEP IEP and other program.

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