Essential competencies analysis of a training model development for non-formal vocational teachers under the office of the non-formal and informal education in Thailand

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Abstract. Non-formal vocational education provides practical experiences in a particular occupational field to non-formal semi-skilled learners. Non-formal vocational teachers are the key persons to deliver particular occupational knowledge. The essential competencies enhancement for non-formal vocational teachers will improve teaching performance. The question of the research is what the essential competencies for the non-formal vocational teachers are. The research method was 1) to review related literature, 2) to collect a needs assessment, and 3) to analyse the essential competencies for non-formal vocational teachers. The population includes non-formal vocational teachers at the executive level and non-formal vocational teachers. The results from the essential competencies analysis found that the essential competencies for non-formal vocational teachers consist of 5 capabilities including 1) Adult learning design capability, 2) Adult learning principle application capability, 3) ICT searching capability for teaching preparation, 4) Instructional plan development capability and 5) Instructional media development capability.

Keywords: non-formal vocational education; non-formal vocational teachers; teaching performance; essential competencies

1 Introduction

In the 21st century, change is explored in the globalized context associated with the worldwide economy. The worldwide economy has been driven under the knowledge-based economy. Competitive advantage of the knowledge-based economy emphasizes on technology advancement and innovation. Competitive advantage in the 21st century differs totally from the previous century. The production of economically valuable new ideas is an

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important foundation of the 21st century economy. Knowledge is not only the main factor for the economic driving dimension but the social dimension also. When knowledge is the important factor in all dimensions, knowledge development for human resources is a must [4].

Thailand has been affected by the change in both the economy and society in general. To take competitive advantage, the development in technology advancement and innovation is unavoidable [5]. The Eleventh National Economic and Social Development Plan of 2012-2016 stated the strategy and direction associated with the worldwide economy was the formulation of a strategy and direction that focuses on accelerating building the strength of the country's foundation to reduce potential risk to the country. The two main elements of the Eleventh National Economic and Social Development Plan are "people at the central of development" and "life-long learning". "People at the central of development" is to improve our lives from being at an individual level to a broader social level as a whole. "Life-long learning" is to encourage Thai citizens of all ages to be able to manage risks and adapt to changes efficiently [5].

Human resource development is the main factor for developing the country [1]. Human resource development using the education system can be considered sustainable development [3]. Efficient educational management must produce high quality learners in order that they may live and work in the knowledge-based economy with confidence.

Education management in Thailand gives priority to holistic education in which learners are prepared to meet the challenges of living and working. Vocational Education is a type of education that provides the particular skills required for a job and usually includes producing semi-skilled labourers to an industrial field. In Thailand, there are two types of vocational education which are formal vocational education and non-formal vocational education [10]. From the high demands for semi-skilled labourers worldwide, it is essential to develop and produce quality semi-skilled learners to keep up with the demand [6]. Non-formal vocational education is an alternative for non-formal low-skilled learners to upgrade themselves to be non-formal semi-skilled learners. Non-formal vocational teachers are the key persons in non-formal vocational education [9]. This means that the teaching quality of non-formal vocational teachers has a direct effect on the learning quality of non-formal semi-skilled learners.

From reviewing literature regarding educational management in Thailand, it was found that there are some issues as listed below:

Teaching Issue. The teaching of the non-formal vocational education is an issue because it cannot produce enough semi-skilled non-formal learners to keep up with the industrial demand of the country. This makes the country short of quality semi-skilled learners [2].

No Official Formulated Competencies for Non-Formal Vocational Teachers Issue. After reviewing the Third National Education Act B.E. 2011 There are no official formulated competencies for non-formal vocational teachers. The direction of the teachers' development is not followed-up continuously. This leads to non-formal vocational teachers' development being inefficient and ineffective [8].

Lack of Instructional Plan Development Skill Issue. From the self-assessment report of the non-formal vocational teachers review, it was found that non-formal vocational teachers lack instructional plan development skills. The recruitment of non-formal vocational teachers mentions that the qualification of the non-formal vocational teachers must graduate in the same faculty that non-formal vocational education provides to the learners. Most of the non-formal vocational teachers have not graduated from the educational field which makes them lack instructional plan development skills [7].

Insufficient Instructional Media Issue. The knowledge of non-formal semi-skilled learners must be consistent with the working process and technology advancement of the industry. The teaching media must reflect the dramatic changes of the industrial process

and technology in order to gain a competitive advantage. But the fact, the instructional media of non-formal vocational education that should support these requirements is currently inefficient [7].

No Competency Enhancement Training for the Non-Formal Vocational Teachers Issue. After the training course for the non-formal teachers review, it was found that there is no training to enhance the competencies for non-formal vocational teachers directly [12].

From the above issues, it was found that they should be followed-up on and improved quickly because the performance of the non-formal vocational teachers directly impacts the non-formal semi-skilled learners and indirectly impacts the competitive advantage of the country. Thus, development for non-formal vocational teachers is important and essential. The essential competencies enhancement for the non-formal vocational teachers improves the quality of education provided by the non-formal vocational teachers. The essential competencies analysis for non-formal vocational teachers serves to guide in developing the performance of non-formal vocational teachers. The essential competencies enhancement not only improves the teaching performance of the non-formal vocational teachers, but also the learning performance of the learners.

2 Research objective

The objective is to analyse the essential competencies for non-formal vocational teachers.

3 Research methodology

The research method of analysing the essential competencies for non-formal vocational teachers was 1) to review the literature, 2) to collect a needs assessment, and 3) to analyse the essential competencies for non-formal vocational teachers.

3.1 To review the literature. The literature review is shown below:

3.1.1. Formal vocational teachers' competencies in Thailand

After reviewing the formal vocational teachers' competencies in Thailand, it was found that it consists of 3 competencies including 1) Core competencies, 2) Functional competencies, and 3) Professional competencies. Core competencies are composed of communication capability, numeric analysis capability, ICT capability, problem solving capability, team work capability and self-directed capability. Functional competencies compose the curriculum development capability, instructional media development capability, instructional plan development capability, classroom research capability, and counselling capability. Professional competencies are composed of the needs assessment capability, learning process management capability, educational psychology capability and teacher professional capability [13].

3.1.2. Non-formal vocational education

From reviewing the aim of non-formal vocational education, it was found that non-formal vocational education must produce non-formal semi-skilled learners consistent with the industrial section's demand. Additionally, it focuses on the non-formal vocational teachers' performance. Meanwhile, non-formal vocational education application emphasizes how to deliver knowledge consistent with the changes of the industrial sector.

3.1.3. Non-formal vocational teachers

After reviewing the qualification and role of non-formal vocational teachers, it was found that the recruitment conditions for non-formal vocational teachers is that they must have an educational background in the same faculty that the non-formal vocational education provides to the non-formal semi-skilled learners. They must also take ownership in managing the classroom efficiently.

3.2 Non-formal semi-skilled learners

After reviewing the qualification of the non-formal semi-skilled learner, it was found that the learners are required to graduate at least grade 9 and currently work in the industrial section. Most of them are adults.

3.3 Teacher opinion survey for teacher performance enhancement

After reviewing the teacher opinion survey for teacher performance enhancement, it was found that the top three factors that improve a teacher's performance are 1) training, 2) ICT self-development and, 3) office workload reduction [11].

3.4 To collect the needs assessment

The tools used to collect the needs assessment were a questionnaire and an interview. The interview form was used to collect the needs assessment of the non-formal vocational teachers at the executive level while the questionnaire form was used with the non-formal vocational teachers.

3.5 To analyse the essential competencies for non-formal vocational teachers

After the literature review and the needs assessment collection, it was found that the essential competencies consist of 5 capabilities including 1) Adult learning design capability, 2) Adult learning principle application capability, 3) ICT searching capability for teaching preparation, 4) Instructional plan development capability and 5) Instructional media development capability.

4 Result

The research indicated that essential competencies for non-formal vocational teachers consist of 5 capabilities as listed below:

1. Adult learning design capability. Adult learning design capability is the capability that involves 1) adult activities, 2) practice for adult learners, 3) adult learner atmosphere creation and 4) andragogy principle.

2. Adult learning principle application capability. Adult learning principle application capability is the capability of 1) self-directed learning and 2) ICT literacy.

3. ICT searching capability for teaching preparation. ICT searching capability for teaching preparation is the capability that involves 1) ICT searching technique and 2) ICT download utility.

4. Instructional plan development capability. Instructional plan development capability is the capability that involves 1) the instructional plan components, 2) curriculum and topic links, 3) learning activities and 4) measurement and evaluation

5. Instructional media development capability. Instructional media development capability is the capability of 1) the instructional media, 2) how to create attractive instructional media and 3) how to implement animation in the instructional media

5 Conclusion

Human resource development is closely related to the country's development because human resources is as the central of development in all dimensions. The teacher is the heart of education. Teacher development not only impacts educational dimensions, but also the economic and social dimensions. Non-formal vocational teachers are important persons to develop both the quality of life and career path growth of the learners. Developing non-formal vocational teachers will indirectly enhance the competitive advantage of the country. The performance development of non-formal vocational teachers needs to proceed via the competencies enhancement. Therefore an essential competencies analysis for non-formal vocational teachers is necessary. After the literature review and need assessment collection, it was found that the essential competencies of non-formal vocational teachers consists of 1) Adult learning design capability 2) Adult learning principle application capability 3) ICT searching capability for teaching preparation 4) Instructional plan development capability and 5) Instructional media development capability.

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