

Guidelines For The Development Of Academic Competencies In The New Normal For Lecturer Of Rajabhat University, Thailand

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ABSTRACT: Competency refers to the ability of a person to express himself to perform the duties for which he is responsible. University lecturers play four important roles: teaching and learning, research, academic service, and art and culture preservation. Rajabhat University is considered to be among the universities for the development of local communities according to their service area. However, if the personnel of Rajabhat University have high performance, it will be beneficial to completely drive the mission of the university. The objective of this research is to study the guidelines for the development of academic competency of Rajabhat University lecturers. Research sources providing key information including experts, academics, and experts, totaling 10 people. The tools used for collecting were questionnaires and interview records. The data analysis using systematic analysis. The results of the research were as follows: Guidelines for academic competency development of Rajabhat University lecturers are as follows: (1) Principles of academic competency promotion development are as follows: Finding the need for development, strategic planning of development, driving development projects, monitoring, and evaluation of human resource development projects. (2) The guidelines for competency development include self-development, training and study visits, higher education, strategic management, operational processes. Performance evaluation. (3) Urgent development policy, including Establishing human resource development plans, managing operational barriers, and Driving human resource development.

Keywords: Guidelines, Development, Academic Competencies, Lecturer

INTRODUCTION

Rajabhat Institute has evolved from a teacher training school which is a college-based higher education institution and a complete higher education institution in the form of a multidisciplinary institution. Rajabhat University has shifted its direction from focusing on rural and local benefits to becoming a more complete institution of higher education and aiming to be a higher education institute for local development, adjusting, increasing its role from a single teacher production mission. To the same main mission as the university, there is to the provision of education, research, academic service, and the maintenance of art and culture. It also integrates the unique mission of the institute, which is to promote teacher education and to improve technology transfer and development. Rajabhat University is also a higher education institution that seeks academic excellence based on local wisdom, Thai wisdom, and international wisdom to build and develop knowledge, build graduates with knowledge and virtue, create a sense of the values of local and national cultures, strengthen their professions. Besides, there is a collaboration between universities, communities, and other organizations for local development, as well as education to seek ways to develop local technology and modern technology to suit the livelihoods and occupations of local people. (Ministry of Higher Education., 2018: 6). However, professors play an important role in local development, which will be a key driver in the process of creating graduates to have desirable characteristics as specified by courses, departments, faculties, and universities. It is also extremely important in the development of people. It is the person who makes the objective, principle, structure of the course, or the objective of the abstract study in concrete. Therefore, things that need to be taken into account are the quality of the teachers and the development of teachers to have more knowledge and expertise.

Hence, the importance of human resource development has become increasingly important in the development of social, economic, cultural, and educational provision, in particular the movement and rapid change in various areas. These have led the world to a globalization era, the age of a knowledge-based society. Mechanisms of educational cooperation, the development of competencies and human potential in the quest for, the transfer of academic knowledge, and the learning of various sciences, these are, therefore, an important turning point to be able to adapt and develop themselves to keep up with any situation that arises. However, from the study of concepts, theories, and research results related to factors affecting the academic performance of Rajabhat

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University lecturers, it can be concluded that the competencies of the lecturers of Rajabhat University are as follows: Teaching and learning management, research, academic service, and preservation of arts and culture. And Factors affecting the academic performance of Rajabhat University lecturers are The acquisition of knowledge, Achievement motivation, Future-oriented and self-control, Attitudes towards professional university lecturers, Relationships with supervisors and colleagues, Perception of the role, Performance satisfaction, Morale and morale in performance, Teamwork, Salary and benefits, Self-confidence, Atmosphere of the organization, Stability in work, and career expectations (Office of the Basic Education Commission, 2014; Chotika Raso, 2012; Naridrumpa Suppaiboon, 2013; Benjawan Intawong, 2010; Chang, J.J. and Yeh, T.M, 2017; Grangeat, M. and Gray, P., 2015; Wu, J. M. and Lin, C. S., 2015).

However, in the present time loop, the new normal situation in the global social context is changing rapidly in the economic, social, political, environmental, and technological aspects, as well as the intensifying competition that affects the work of Rajabhat University is inevitably faced with such change. Therefore, the operation of Rajabhat University pursues its goals by driving Rajabhat University from individuals, which is a valuable asset and is an important factor for the success of the organization and creating competitiveness, the faculty of Rajabhat University must have the Can, or the capacity, or performance at a high level.

However, when analyzing the competencies used to evaluate the competencies of Rajabhat University teachers, it was found that they were not fluent with the current situation, due to the low academic achievement and local development management, teachers lack awareness of student development and local development. Therefore, it is necessary to study the tools that can transform the organizational strategy to develop the necessary competencies for lecturers at Rajabhat University. Therefore, the achievement of academic competencies in the management of education to develop localities to work more efficiently and responsibly, to raise the level of performance to better meet the needs (Wu, 2011; Grangeat and Gray, 2007; Naridrumpa Suppaiboon, 2013; Suradech Anantasawat, 2011; Wachareporn Lo-utai, 2011; Wilaiwan Janthip, 2009). However, Wathana Wongkietiratt et al (2003: 50) outlined the key aspects of human resource development: a mission, a clear corporate objective, a concrete goal, an action that must be involved by all parties. To achieve efficient and responsible work, to raise the level of performance to better meet the needs. Focusing on academic achievement as a professional requires a proactive and policy plan as a strategy and master plan to set up a system of monitoring, performance appraisals. The strategy and standardization of the quality of competency following the operational goals in all dimensions will create the quality of education management for local development of Rajabhat University effectively.

Therefore, the quality of Rajabhat University depends on the competencies of the university's personnel, especially the academic competencies of the professors. Which will affect the driving of the mission of Rajabhat University, which are Quality teaching and learning, research that leads to excellent knowledge, academic service that responds to the needs of the community, and the preservation of appropriate arts and culture.

RESEARCH OBJECTIVE

This research aimed to study the guidelines for the development of academic competencies of Rajabhat University lecturers

RESEARCH METHODOLOGY

This research was conducted under a qualitative research process, the target population was the key contributors, namely the academic personnel from Rajabhat University, 10 people, and 10 experts who use a specific method of sample selection. In this tool for collecting interview data, the researcher used an interview with academic staff and experts of Rajabhat University, which was a guided interview. The analysis using interview data was performed to analyze the data which had the following processes; (1) Preparing or organizing information by organizing the collected data before analyzing it to answer the objective questions. (2) checking the information that the obtained information is sufficient or not And can the objective be answered or not, if the information does not match It will have to come to check what the true information is. (3) Once the data has been examined, the data will be collected along with the analysis of the data used to test the hypothesis and once the data has been analyzed, a preliminary summary is obtained. Conduct analysis and synthesis, link data to form abstract conclusions to explain the research study phenomena presented in a descriptive, analytical manner.

RESULTS AND DISCUSSIONS

Guidelines for the development of academic competencies in the new normal for teachers of Rajabhat University can be separated into important topics as follows;

1. Principles of academic competency promotion development, can be summarized as follows:

1.1 Finding the Necessity for Development: Finding practical development needs is mostly individual needs and the need for a change in the structure, rules, regulations, or regulations of the university. Finding low-level operational development necessities, from interviews, concluded that finding low-level development needs means determining

what groups, groups, or levels of personnel need to be developed. There were as follows: (1) necessity analysis using information from the level of knowledge, competence, expertise, or educational background of personnel. (2) meetings or seminars to identify the necessity of human resource development. (3) prioritization of the priorities in personnel development, and (3) participation of personnel in considering the priorities of human resource development.

1.2 Strategic Planning Development: Development planning with a high level of activity, that is, plans and programs for human resource development, are accepted by the stakeholders and are in line with the needs of the personnel. Low operational development planning includes: (1) the budget allocation to support appropriate human resource development projects or programs, (2) the planning to control or supervise the implementation of the plan, and (3) the formulating cooperation and coordination with relevant persons or agencies.

1.3 Driving development projects: The following are some of the more common implementations of development projects: (1) Group personnel development by operating meetings. (2) Individual human resource development by providing them to study in the country. (3) Flexibility in the implementation of the plan by adjusting the plan so that it can lead to its implementation and achieve its objectives. (4) Group personnel development by organizing training meetings, implementing self-development projects, attending training sessions or academic seminars, academic seminars, inviting experts to give lectures, excursions, and see work abroad. (5) Personnel development in groups through academic conversation, with individual personnel development, such as writing academic articles or textbooks, providing research results, providing further education, and studying abroad.

1.4 Monitoring and evaluation of human resource development projects: to develop the evaluation of the personnel development project as follows: (1) Return the assessment results as feedback to improve the human resource development model or method. (2) clearly define the scope and objectives of the assessment and the objectives of the personnel development evaluation. (3) Using the evaluation results as feedback to allow the regular committee to improve the policy, work plan, or human resource development project for the next time.

2. The guidelines for competency development, can be summarized as follows.

2.1 Self-development: Personnel needs to develop themselves in the field of research for teaching and learning, funding for self-development, development and transforming themselves for the better. Develop yourself to be able to use modern technology materials. Education, research, learning from the media all the time, people have thought about their development, most of them want to develop in the area of teaching materials, promote and raise funds for research. The development of computer English and the provision of knowledge resources within the university for personnel to study.

2.2 Training and study tours: Personnel needs to develop training and study tours. Would like to have cooperation in training and study tours for all disciplines and to create a network to exchange experiences with various organizations both at home and abroad. Need to be equal and fair in supporting personnel to attend training and study tours. Need public relations and provide opportunities for personnel to thoroughly study. Need to participate in planning, organizing training, and study tours. Need that the university faculty allocate sufficient annual human resource development budget. The training policy should be established and the job is clearly marked and there is a responsible agency. Training and work visits should be provided both at home and abroad to receive training and visit work, and results must be developed for work development and continuous monitoring of the work. Should be distributed to all personnel in the university to train and see the work thoroughly.

2.3 Education at a higher level: (1) Faculties of universities encouraging personnel to pursue higher education, (2) obtain sufficient scholarships, seek cooperation with universities for various studies, (3) encourage further study in areas of shortage of subjects, and (4) The policy on further education should be clearly defined and publicized to be known thoroughly.

2.4 Strategic management: (1) Funding to build morale. (2) Organization of the teaching and research database system. (3) participation in teaching and learning planning. (4) Developing an internet network for exchanging learning among universities and providing opportunities to develop skills in using technology to keep up with the changes. (5) Integration management eliminates unnecessary steps. And (5) Managing work with participation in the same direction, ready to regularly listen to the opinions of personnel.

2.5 Result-oriented work process: (1) Developing knowledge, expertise, and experience in specific tasks that are clearly practiced. (2) Opportunity to express competence and express opinions fully in thinking, analyze

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problems and solve problems, jointly participate in planning, implementation, and building knowledge and understanding. (3) Systematic implementation of the monitoring and evaluation. (4) Establishing standardized operating rules by raising awareness for personnel will provide people suitable for the job. (5) Distribution of work, building morale, creating a working atmosphere, and providing welfare for personnel.

2.6 Empowerment performance appraisal: (1) Evaluation of project workload, project portfolio, and teaching evaluation results every time. (2) Establishing rules for measuring academic competence. (3) Participating in the formulation of rules and evaluation methods to analyze weaknesses, strengths, and opportunities for performance improvement. (4) Establishing standardized and clear evaluation criteria based on truthfulness, fairness, and continuous evaluation. (5) Public relations on assessment criteria, which has an internal audit unit establishing clear operational indicators and also sets up an evaluation committee for the organization.

3. Urgent development policy: The policy of urgent development in human resource development of operations and human resource development guidelines covering all six needs can be summarized as follows:

3.1 Determining the human resource development plan: providing the Strategic Planning, and Master Plan in the aspect of human resource development of the university, especially the support of the human resource development fund, is in line with the academic master plan and provides opportunities for personnel to study. It is encouraged to study both locally and internationally to increase the qualifications of master's, doctorate, and increase academic achievement by 10% per year. This will increase new vision and knowledge constantly, encouraging personnel to write academic articles and publish in academic journals regularly, encouraging personnel to participate in academic activities with external agencies such as being Speakers to educate the community. Funding supports classroom and community research to align with local development universities. Strategic operational strategies are planned.

Establishing new strategic plans, reducing work processes by MIS (Management Information System), ALSC (Active Learning System Center on the Web) to develop convenient, fast, and modern teaching practice. Encourage personnel to work as a team and divide the workload according to the department in charge, have a consultation meeting, an operational calendar, and a database of operations. Instructional Performance Assessment There is a form for students to assess teaching practice results. The application of professional management concepts to assist in the administration provides clear and fair tools and methods for assessing performance and creating cooperation with universities both at home and abroad, exchanging academic knowledge. Participatory management has a structure of work by dividing the workload, duties, responsibilities, systematically, appropriately, equitably, everyone is involved in setting the direction of the work.

3.2 Management of operational barriers: The results of the study found that obstacles and problems found were: (1) Personnel are not very cooperative, (2) Regulation and budget are very limited, (3) The university does not have a clear policy and is not concrete, (4) Lecturers do not have time to do academic work because they have a lot of regular workload on teaching in both regular and special sessions, (5) Highly responsible for the activities of the university, (6) The lack of a clear and uninterrupted human resource development system, (7) lack of personnel participation in management, (8) Lack of skilled and specialized personnel and personnel with qualifications inconsistent with the working position, (9) Systems and mechanisms, delayed operational procedures and ineffective coordination of each department, (10) Insufficient rate of personnel affecting work performance, (11) Lack of clear and transparent summary of performance of each department and tools used for performance evaluation.

Therefore, the things that the university has to do include; (1) Development of human resource development funds, (2) Development of central agency systems and mechanisms that directly support and supervise all matters, (3) Developing vision and knowledge and competence of personnel, (4) Supporting information technology for modern management,

(5) Developing vigorous cooperation within the university, (6) Developing a working system that clearly specifies the responsibilities and scope of administrative authority to the faculty in the management, personnel development, framing of the decision-making rates of the administrators, and Allocating people to suit the job, (7) the use of database software for management makes the work process more efficient, and (8) Continuous monitoring and evaluation of performance by using modern management information technology system.

3.3. Driving human resource development: (1) Creating a master plan for human resource development, (2) supporting more IT information technology, (3) promoting and supporting research, classes, and more academic work, (4) Developing student-centered teaching efficiency, (5) Revision of the regulations for the allocation of funds and establish clear and standardized policies, and (6) the support of a precise, clear and standardized performance evaluation tool using a balanced scorecard.

For driving the development of personnel, each faculty has a staffing framework that is sufficient for all personnel to thoroughly learn and return to work in their own departments. Regulations, technology, materials, media, and other equipment should be improved in personnel management work, should decentralize power to the lower level seriously by placing people for the job (Put the right Man on the Right Job), using Good governance for managing each department and finding ways to modify the operating system to be standardized. Universities have to build academic networks with both domestic and international universities to keep them academically practiced. Take the management approach of strategic management very seriously. Develop a centralized internal audit system to seriously examine and evaluate performance. The improvement of the merit criteria based on the workload that is properly performed and used for real evaluation, the modern and precise mobile tools are used to assess performance. Decentralization for supervisors to consider and evaluate subordinates and encourage everyone to participate in performance appraisals and express opinions transparently and fairly.



Figure 1: Guidelines for the development of academic competencies in the new normal for teachers of Rajabhat University

RECOMMENDATIONS

Guidelines for the development of academic competency in the new normal of Rajabhat University lecturers, from the research results, it was suggested to develop as follows:

1. Development Process Principle:

1.1 Finding the Necessity: finding practical development needs is mostly individual needs and the need for a change in the structure, rules, regulations, or regulations of the university. Personnel, groups, or levels that need to be developed a need analysis based on information from their level of knowledge, competence, expertise, or educational background. There are meetings or seminars to identify the need for development. There is a need to prioritize. And the involvement of personnel in determining the priorities of necessity,

1.2 Development planning: Development planning with a high level of practice, namely, human resource development programs and projects, is accepted by stakeholders and is in line with the needs of personnel: (1) appropriate budget allocation to support projects or human resource development programs, (2) Planning to control or direct the implementation of the plan, (3) determining the cooperation model, and (4) coordination with persons or agencies involved in the plan.

1.3 Implementation of the development program: The following are some of the more common implementations of development projects: (1) Group personnel development by conducting workshops and inviting lectures, academic discussion, (2) Individual human resource development by providing domestic and international education, academic seminars, Field trips and study abroad, writing academic articles or textbooks, (3) Flexibility in the implementation of the plan by adjusting the plan so that it can lead to practicality and achieve the objectives of the plan.

1.4 Evaluation of human resource development projects : (1) Developing the evaluation of personnel development projects by using the evaluation results as feedback to improve the model or method of personnel development, (2) Determining the scope and objectives of the assessment and the objectives of the personnel development evaluation Clearly, (3) Using the evaluation results as feedback so that the regular committee can revise the policy, plan or human resource development project for the next time.

2. Development implementation

2.1 Self-development: Promote self-development in researching for teaching and learning. Funding for self-development to transform yourself for the better. To develop the ability to use modern media technology, study research, and learn from media all the time. Developing English and computer skills. Developing knowledge sources within the university for personnel to study

2.2 Training and study tours: Training and study visits to all sectors within the university. Building a network to exchange experiences with various organizations both at home and abroad. Participation in planning, organizing training, and study tours. Bring results to develop and monitor the work continuously. And distribution for all personnel in the university to train and see the work thoroughly

2.3 Higher education: Organizing funding and promoting teaching and learning. Providing opportunities for personnel to acquire additional knowledge and objectivity in considering supporting further education. The opportunity for personnel to participate in educational planning and cooperation with both domestic and foreign universities of study. Establish a clear policy on further education and publicize them thoroughly.

2.4 Strategic Management: Building morale in working. Organization of a database for teaching and research. Participation in teaching and learning planning. The development of the Internet network to exchange knowledge between universities and the opportunity to develop skills in using technology to keep up with the change. Appointment of a committee to brainstorm opinions in the administration, allowing personnel to participate in the administration and management of work in the same direction and to listen to the opinions of personnel.

2.5 Operational process: The development of knowledge, expertise, and work experience is clearly practiced. Allowing the opportunity to express one's talents and express opinions fully. Participation in problem analysis and problem-solving together. Participation in planning, implementation, and building knowledge and understanding of operations and systematic monitoring. Establishing a standard operating regimen. Building a good conscience in acting as a teacher. Job distribution creates morale and creates a working atmosphere and provides welfare for personnel.

2.6 Performance appraisal: Evaluating the workload with fair criteria. Participation in setting rules and methods of evaluation. Participation in the analysis of the biological environment to improve personnel performance. The evaluation is truthful, fair, and ongoing, with public relations on the evaluation criteria and the internal audit department establishing clear performance indicators and appointing an evaluation committee.

3. The human resource development approach, covering all six needs, can be summarized as follows:

3.1 Personnel development planning: The university has created the strategic planning and master plan for human resource development. Establish a human resource development fund. Encourage further study both within the country and abroad to increase the educational qualifications. Keep developing visions, positive attitudes, and new knowledge. Develop academic skills such as writing academic articles, publishing academic results. Encouraging personnel to participate in academic activities with external agencies. Human resource development to be competent as speakers to educate the community. Support for conducting classroom and community research following the university policy for local development. Application of information technology to the administrative process. Creating partnerships with universities both at home and abroad to exchange academic knowledge. The reform of the operational structure by systematically dividing the workload, duties, responsibilities, procedures, and equality, everyone is involved in setting direction for the work.

3.2 Obstacles to work in human resource development: Promote participation in management. Develop the competency of personnel to have expertise and expertise, promote higher education to qualify for work positions. Develop systems and operating procedures to be fast. Develop an efficient coordination system, and develop clear and transparent performance appraisal tools.

Hence, from the study of the method for the development of academic competency in the new normal for lecturers at Rajabhat University, the following recommendations were made.

1. Suggestions for the use of research results: Academic competency in the new normal of the lecturers of Rajabhat University in overall 4 areas, which found that the area of art and culture preservation is not very ineffective, therefore Rajabhat University should promote and find ways to promote teachers to have academic competency in maintaining More arts and culture.

2. Suggestions for further research: There should be less research involving multiple-level analyzes with regression equations, and more research involving multilevel analyzes should be promoted.

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