



Kasetsart Journal of Social Sciences

journal homepage: <http://kjss.kasetsart.org>



A proposed policy for Thai Teachers Management (TTM)

Phiyapa Sirivedin

Human and Community Resource Development Department, Faculty of Education and Development Sciences, Kasetsart University (Kamphaeng Saen Campus), Nakhon Pathom 73140, Thailand

Article Info

Article history:

Received 9 November 2023

Revised 18 January 2024

Accepted 29 January 2024

Available online 27 December 2024

Keywords:

human resource,
management,
policy,
teachers

Abstract

This study aimed to (1) investigate Teacher Management in the contexts of Thailand and Vietnam, (2) generate policy proposals for improving Thai Teacher Management (TTM) to enhance the country's global engagement, and (3) test the selected proposed policy for teacher management in Thailand. Research tools included semi-structured interviews and attitude questionnaires with IOC 0.6 to 1.0. In a three-phase data collection study, the research initially investigated teacher management in Thailand and Vietnam by in-depth and focus group interviews with sixty-eight teachers and experts. Subsequently, the findings were utilized to create policy proposals for TTM in Thailand, drawing from successful practices in Vietnam. Afterwards, a selected proposed policy was implemented with six Thai teachers. The collected data were analyzed using content analysis and mean scores. A matrix analysis of TTM compared to Vietnam teacher management, highlighting strengths, weaknesses, success factors, practices, and mechanisms, indicated positive feasibility. The findings revealed policy proposals: revision of decentralized policies and criteria for TTM at the school levels; optimization of the TTM organizational structure to reduce bureaucratic red tape, review of TTM criteria for educational leaders at all levels, establishment of an online TTM information center for stakeholder engagement, and formulation of policies based on research findings from a unified research agency. The selected proposed policy for establishing an online information center received a positive feedback from research participants, with a mean score of $\bar{X}=4.83$.

© 2024 Kasetsart University.

E-mail address: s_phiyapa@hotmail.com.

<https://doi.org/10.34044/j.kjss.2024.45.4.09>

2452–3151/© 2024 Kasetsart University.

This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Introduction

The study investigates the decline in Thailand's PISA test scores from 2000 to 2018 in comparison to Vietnam's impressive performance, highlighting the crucial role teachers play in shaping educational quality. The consistent pattern of Thai students scoring below 450 points in science, reading, and mathematics underscores the imperative to address inefficiencies in the teachers' human resources management system. The inefficiencies in Thailand's teachers' human resources management system negatively impact PISA test scores by contributing to an imbalanced distribution of qualified teachers, a lack of targeted professional development, inadequate recruitment and retention strategies, and insufficient communication channels between educators and authorities. Aligned with the National Strategic Framework (2017–2036), the research aims to contribute both theoretically and practically by exploring and comparing best practices in teachers' personnel management policies between the two nations. The focus of the study is on prioritizing the development of teachers' human resources in Thailand, with the goal of establishing a knowledge foundation for policymaking and strategic improvements in education quality. Ultimately, the research represents a crucial step towards bringing Thai education to international standards, fostering collaboration among ASEAN member states, and enhancing the overall quality of both teachers and learners.

The following Figure 1 exhibited test results of students in Thailand with scores below 450 points in all years of assessment in science, reading, and mathematics, as part of the Program for International Student Assessment (PISA) from 2000 to 2018.

To emphasize, this accelerated to the motivation of a concern in emphasizing the priority of the need in teachers' development in Thailand with the research principles. This motivated Thai researchers to explore and compare the best practices teachers' management policies and strategies between Thailand and Vietnam. Thailand intended to build a knowledge foundation for policymaking and strategy development in teachers' personnel management and enhancement to inspire Thai teachers to nurture high-quality learners, akin to Vietnam.

Developing an effective teacher' management system in Thailand is crucial, as it can enhance their motivation leading to the creation of high-quality learners. As Mr. Andreas Schleicher stated, *"It's easier to deal with material resources but harder to deal with quality resources. How do you make it attractive for great teachers to take on difficult tasks or work in challenging schools?"* (Schleicher, 2020).

Therefore, this research tended to explore key aspects of managing teacher human resources in both Thailand and Vietnam examining teacher management conditions and best practices from both nations, paving the way for explicit and effective policy proposals. These policy proposals will address the need for modern, international, and efficient management of teachers, which can contribute to the development of education systems and public sector personnel management in Thailand. This aligned with the 20-year National Strategic Framework (2017–2036) (Office of the National Economic and Social Development Council, 2016), advocating the integration of research findings into practical implementation to enhance education quality and contribute to national development.

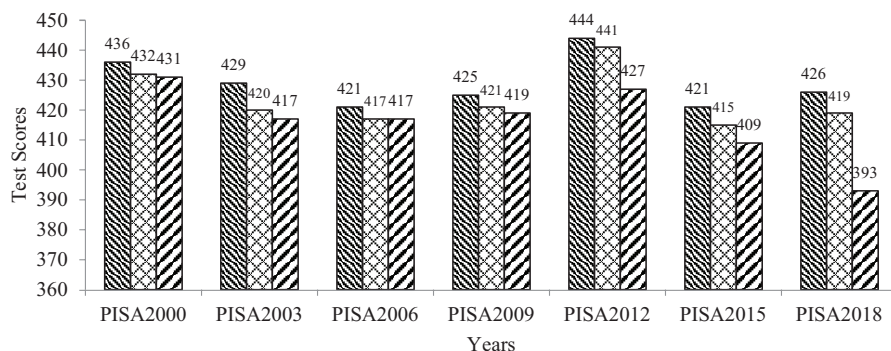


Figure 1 Results of PISA assessment from 2000 to 2018: Thai students test scores

Source: PISA Thailand (2019)

The study is intricately designed to illustrate the correlation between PISA scores and the potential improvement of teacher management, with a specific focus on the divergent educational landscapes of Thailand and Vietnam. Thus, this study aims to (1) investigate the teacher management in the contexts of Thailand and Vietnam; (2) generate policy proposals for improving Thai Teachers Management (TTM) to enhance the country's global engagement; and (3) test the selected proposed policy for TTM development in Thailand.

The first objective explores teacher management within the unique contexts of the two countries, delving into the variation and intricacies that contribute to their differing PISA scores. That is to identify and analyze the strengths and weaknesses of TTM and the best practices of Vietnam including the key success factors, success practices, and success mechanisms, influencing teacher management to contribute to the variation in PISA scores between the two countries.

The second objective seeks to formulate policy proposals targeting the enhancement of Thai Teachers Management (TTM), strategically aligning these policies to foster Thailand's global engagement in education. That is to develop specific policy recommendations aimed at improving TTM in Thailand to enhance global engagement and address deficiencies reflected in PISA scores.

The third objective involves a comprehensive evaluation of the proposed policies for TTM development in Thailand, ultimately aspiring to elevate the quality of education and align it with international standards. That is to implement and evaluate the effectiveness of the proposed policies for TTM in order to assess the impact of these policies on teacher performance to consequently enhance PISA scores in Thailand.

In summary, the study aims to first understand the factors contributing to the variation in PISA scores between Thailand and Vietnam by investigating Teacher Management in both contexts (Objective 1). Then, it seeks to address this variation by formulating specific policy proposals for Thai Teachers Management, aligning them strategically to enhance Thailand's global engagement in education (Objective 2). Finally, the study aims to test the selected policies to evaluate their impact on the development of Thai Teachers Management and, ultimately, on the improvement of PISA scores in Thailand (Objective 3).

Thus, this research is able to be a part of a step towards ensuring Thai education international standards, improving the quality of teachers and learners while fostering collaboration among ASEAN member states in the future. The research objectives are to investigate

Teacher Management in the contexts of Thailand and Vietnam in order to generate policy proposals for improving TTM.

Literature Review

The following comprises a review of the context of educational human resources management in Thailand and Vietnam, the effectiveness of the development and implementation of human resource policies, and relevant studies.

Context of Educational Human Resources Management in Thailand and Vietnam

Thailand - The “Civil Service Regulations for Teachers and Educational Personnel, B.E. 2547” establishes a comprehensive framework overseen by the Office of the Teacher Civil Service and Educational Personnel Commission, led by the Minister of Education. This framework manages teacher civil servants, covering position determination, recruitment, performance enhancement, disciplinary actions, and grievance procedures. The committee includes key officials, appointed experts, and elected representatives, aiming for efficient administration (Office of the Council of State, 2004).

Between B.E. 2552–2563, human resource policies focused on social and quality of life aspects in education. Policies prioritized elevating the teaching profession's status through reforms like improved salary systems, continuous training, and debt relief. There was an emphasis on developing quality teachers with technology integration and enhanced assessment methods. Urgent policy addressed teacher recruitment and certification standards for system improvement. General policies aligned teacher status with student performance and promoted welfare. Specific Focus Policy targeted educator development through recruitment, performance assessment, and training, emphasizing a commitment to quality education.

Human Resource Management Strategies for Teachers, outlined by the Office of the Teacher Civil Service and Educational Personnel Commission across various periods, emphasized ethical principles, decentralization of authority, and technological integration. These strategies aimed to enhance organizational efficiency, improve compensation and benefits, and use research and innovation to elevate personnel management in education, empowering stakeholders to address evolving sector needs effectively.

Vietnam - Since the Vietnam War, Vietnam has significantly transformed its education system through reforms initiated in the 1986 Doi Moi policy, resulting in outstanding global academic performance (Hanh & Vinh, 2021). Evidenced by its exceptional performance in global academic competitions, such as PISA and the Global Gender Gap Index, Vietnam has emerged as a highly competitive nation in education (VietnamPlus [VNA], 2022). The government's commitment to inclusive education, cultural diversity, and a learner-focused approach reflects its dedication to modernizing education. Despite political decentralization positively impacting education management, financial decision-making, and personnel capacity remain centralized, hindering full educational empowerment. Vietnam's efforts include creating a people-centered, competitive education system to meet post-war workforce needs (BBC, 2004).

Vietnam's forward-looking ICT policy, emphasized by a visionary government, integrates technology into education for enhanced value and efficiency, evident in initiatives like the "Friendly School, Active Students" project. Collaborating with the World Bank, Vietnam introduces innovative evaluation tools like the Fundamental School Quality Level (FSQL) to enhance resource allocation in education. Legislative mandates also foster international partnerships for universities offering postgraduate programs, further expanding the educational network (Peeraer & Petegem 2011; Southeast Asian Ministers of Education Organization [SEAMEO], 2014).

The Vietnamese government prioritizes visionary and open-minded educational leadership, emphasizing the importance of high qualifications, knowledge, and adaptability to global changes. The Doi Moi education reform policy underscores the role of technology-savvy leaders in shaping contemporary education. The Vietnam Institute of Educational Sciences established by the Ministry of Education and Training, is a pivotal research institution in Vietnam with a 61-year history. It serves as the central hub for educational policy formulation, strategic development, and curriculum planning at all levels. The institute actively engages in diverse research areas, including special education centers, curriculum development, and teacher training. It plays a crucial role in translating research findings into practice, involving collaboration with educators and experts (Lê, 2005).

The Effectiveness of the Development and Implementation of Human Resource Policies

There is no one-size-fits-all approach in human resource policy development and implementation effectiveness. Designing poor policies may lead to poor outcomes whereas good policies may not guarantee successful implementation (Gold, 2014). Policy development phases are crucial for understanding how policies are enacted effectively. Therefore, policymakers and operation level agents must participate in the entire process to enhance policy effectiveness. This mutual understanding is crucial for successful policy enactment, as it is related to the feasibility of policy translation (The Centre for Effective Services [CES], 2022). According to The Organisation for Economic Co-operation and Development [OECD] (2006), various mechanisms are available to endorse and advance the national human resource development policy. The following are the mechanisms for developing and implementing policies to enable the effective execution of human resource development.

1. **Decentralization Mechanism:** According to Chaichom et al. (2021); Ketthong (2020), decentralization encounters a significant challenge in the form of excessive regulations and criteria rooting in uncertainty and skepticism of those responsible for policy implementation. This situation leads to inefficiencies in policy implementation, hindering genuine local development and potentially impeding operational effectiveness. This highlights the impact of excessive legal complexities, procedural obstacles, and legal processes in the public sector on management difficulties and reduced adaptability to change (Rauf, 2020). Excessive regulation often referred to as overregulation, burdens practitioners by compelling them to rigidly adhere to directives and guidelines, resulting in operational complexity and reduced autonomy (Kaewsawat, 2019). These issues have significant implications for the international competitiveness of organizations. Furthermore, bureaucratic framework in Thai organizations, responsible for policy formulation, regulations, and criteria, appears to lack authentic practitioner involvement, especially in the processes like selection and development. These observations raise fundamental questions whether the distribution of power is primarily a facade created by the state for purposes beyond improving the education system alignment through democratic ideals (Chaichom et al., 2021; Kaewsawat, 2019; Ketthong, 2020; Rauf, 2020).

2. **Regulatory Mechanisms:** Within OECD member countries, demonstration of government efficiency is remarkably affected by both the creation and application of regulations and practices. These regulations and practices, particularly those related to rule-making, can significantly impact economic and societal well-being. The strength and seriousness of regulations are crucial factors in determining their effectiveness. Weak or ineffective regulations may lead to calls for more regulations, underscoring the importance of thorough evaluation in understanding the causes of regulatory failure (The Centre for Effective Services [CES], 2022).

3. **Leadership Mechanisms:** Effective leadership indicates essential at all levels of the policy implementation process in supporting the achievement of policy intentions. The appropriateness and consistency of leadership play important role in shaping resources, structures, and plans, which contributes to successful implementation. Leadership may demonstrate in various forms, such as fixed-term positions for high-ranking government officials to ensure continuity and foster strong relationships. The “Craftsman style” of leadership focuses on relationship-building, managing complexity, interdependence, and diverse responsibility (Gold, 2014).

4. **Communication Mechanisms:** Communication is critical for ensuring the convenience of policy implementation and the achievement of desired outcomes. Effective communication should be integral throughout policy development and implementation, as it aids information sharing and feedback on operational progress at the organizational level. Sharing successes and vital policy objectives helps maintain benefits and motivates all stakeholders (Gold, 2014).

5. **Public Engagement Mechanisms:** Public engagement at all levels remains vital in shaping the relationship between policy formulation and implementation. The active involvement of policy recipients is a significant factor influencing policy acceptance. This highlights the importance of involving the public in the policy-making process (Pytlík-Zillig et al., 2018).

6. **International Cooperation Mechanisms:** Contracting and partnerships cooperation exhibit varying practices globally which have different impacts on both success and failure due to the contextual differences. However, these differences can serve as strengths leading to success even when cooperation partners differ in terms of their environment or conditions. Shared comprehensive goal and mutual objectives can also lead to diverse, context-specific collaborations, strengthening local governance, democratic processes, and fostering effective

communication channels within and between various sectors. Clear vision and mutual understanding among the parties significantly contribute to the success of all stakeholders. Generally, parties should establish a shared vision for long-term partnership development by creating values and aspirations as well as inspiring other partners and fostering a dynamic network that connects diverse interests. This shared vision also mitigates short-term conflicts as tools help overcome obstacles and improve collaboration between partnership efficiently and effectively including comprehensive description of the system, showcase of strategic capabilities and functions of management units and partner participation, performance management systems and total quality management processes, written memorandum of understanding between partners, locally appropriate measures, and training programs for the local area (OECD, 2006).

In conclusion, human resource policy development and implementation effectiveness is not a one-size-fits-all endeavor. Designing policies was not an assurance of successful implementation. Meanwhile, understanding what is essential to all phases of the policy development is crucial. The recommendation is that policymakers and operation-level agents must be actively involved in the entire process to enhance policy effectiveness and ensure successful enactment. Mutual understanding among stakeholders is essential for successful policy implementation and its feasibility. OECD (2006) has highlighted various mechanisms for endorsing and advancing national human resource development policy, such as encompassing decentralization, regulatory mechanisms, leadership, communication, public engagement, and international cooperation mechanisms.

Decentralization mechanisms may encounter challenges in regard to excessive regulations and uncertainty, hindering policy implementation and local development. Regulatory mechanisms are pivotal in determining government efficiency, with their effectiveness directly influenced by their rigidity and significance. Effective leadership is crucial at all levels of policy implementation, especially in shaping resources, structures, and plans. Communication is essential in facilitating policy implementation and achieving the desired outcomes, aiding information sharing and progress tracking. Public engagement is crucial in shaping the relationship between policy formulation and implementation, influencing policy acceptance. International cooperation mechanisms, such as contracting and partnerships, exhibit varying practices globally,

impacting success and failure differently. Mutual understanding and the development of tools are keys for successful partnerships, which include comprehensive system descriptions, performance management systems, written memorandums of understanding, locally appropriate measures, and training programs (OECD, 2006).

Relevant Studies

Scholars have undertaken studies that involve the synthesis of diverse theories pertaining to the human resources management for teachers, with a specific emphasis on leadership within administrative roles. These investigations delve into the potential development, both adverse and beneficial, on the professional development of teachers and the academic advancement of students. The comprehensive objective is to discern the multifaceted influences that these theories exert on instructional efficacy and various facets of educational development, as follow.

Great Man Theory: This theory posits that leadership abilities are inherent and not developed later in life. Leaders are considered to be born with qualities such as heroism, mythical attributes, and destiny, which propel them into leadership when the need arises. The term ‘Great Man’ was traditionally associated with male leadership qualities, especially in military leadership (Ololube, 2013).

Behavioral Theory: This theory emphasizes that leadership is not solely innate but can be learned through training and observation. It focuses on the actions of leaders rather than intellectual or internal traits. Behavioral theorists believe that individuals can learn to be leaders through necessary training. Naylor (1999) noted that interest in leadership behavior is systematically stimulated, and individuals can learn to lead through systematic training and observation. The comparison of leadership patterns in autocratic and democratic leadership reveals differences. Autocratic leadership functions well as long as the leader is present, but group members may be dissatisfied. In democratic leadership, group members tend to work almost as efficiently even when the leader is absent. Importantly, members of a democratic-led group feel more positive, less hostile, and, most crucially, continue to perform their tasks even in the absence of the leader.

Participative Leadership Theory: This theory is characterized by an inclusive and collaborative leadership approach. It suggests that leaders guide by conveying information from other group members

to decision-makers. Participative leaders promote involvement, and group members feel connected and committed to the decision-making process. This theory values collaborative efforts and encourages members to be engaged and dedicated to the decision-making process. Participative leadership leads to higher quality decisions and greater success (Lamb, 2013).

Methodology

The methods used were qualitative and quantitative study.

Phase 1: Investigating Teacher Management within the contexts of Thailand and Vietnam through in-depth and focus group interviews with forty-eight teachers, as well as twenty educational executives and teacher management experts in both Thailand and Vietnam. Teacher management conditions were summarized, highlighting the strengths and weaknesses in Thailand, and lessons learned from success factors, practices, and mechanisms in Vietnam.

Phase 2: Developing policy proposals for the development of TTM in Thailand, categorized into two aspects: areas for improvement, and aspects to maintain and create based on lessons learned from Vietnam. This was achieved through the matrix data analysis of results from Phase 1.

Phase 3: Testing the selected proposed policies; by implementing them with teachers in Thailand. Utilizing both attitude questionnaire and semi-structured interviews reflect case studies feedback in implemented activities.

Participants

Participants 1: Target group in operational level

In Thailand, stratified sampling was employed, involving the categorization and selection of individuals from various educational levels, including educational administrators, school administrators, and human resources personnel, such as teachers. This process was further stratified based on Thailand’s five regions: Northern, Southern, Central (including Bangkok), Eastern, and Northeastern regions. Additionally, the study utilized a purposive sampling technique to choose 50 informants from both primary and secondary education sectors in Thailand, ensuring a comprehensive and diverse representation, with 10 individuals selected from each region.

In Vietnam, key informants comprised five educators from two distinct levels, including education district-level, the educational authority in Ba Đình district was selected; for insights into educational institutions level, Hanoi Experimental School was chosen due to its affiliation with the Ministry of Education and Training. This strategic decision aimed to attain a comprehensive understanding of the educational landscape in the specified regions. Furthermore, the selection facilitates the extraction of valuable information to synthesize effective best practices for practical application. A semi-structured interview was employed as the research tool to examine the teacher management context in Thailand and Vietnam.

Participants 2: Expert group

Purposive sampling method was employed to select a total of seven educational experts in Thailand, consisting of two from the state sector, three from the private sector, and two from the non-profit sector. In Vietnam, six key informants in high-level management positions were selected from the National educational sectors under the Ministry of Education and Training of Vietnam. Data collection was carried out using semi-structured interviews.

Participants 3: Implemented group

Purposive sampling method was utilized to select six target teachers from two secondary schools. They participated in the activities related to the proposed policy implementation of establishing and online information center for the potential development of Thai teachers. These implemented activities followed PDSA adapted from the Deming's PDCA cycle, consisting of four key steps: the Planning Step, Doing Step, Study Step, and Action Step. The research initially involved designing activities, including a needs assessment workshop, the utility of a mockup online information center, and the extensive data analysis based on teacher feedback. Data collection tools included an attitude questionnaire and semi-structured interviews with the IOC, ranging from 0.6 to 1.0.

Data Collection

1. Conducting the documentary study about laws, regulations, and strategies in human resources management for teacher of Ministry of Education.

2. Conducting in-depth interviews with key informants, as well as group interviews and discussions (Face-to-Face), involving 1–5 participants for approximately 1 hour each.

3. Recording audio and taking detailed notes to capture thoughts, comments, and suggestions.

4. Noting lessons learned from the issues discussed during the interviews.

5. Organizing a panel discussion on proposed TTM development policies.

6. Transcribing the conversations, summarizing the results, and drafting policy proposals for TTM development.

7. Presenting the proposed policy draft to experts and considering their suggestions for improvement.

8. Selecting the proposed policy for implementation.

9. Organizing implemented activities with the target participants.

10. Distributing attitude questionnaires and conducting RECAP in-depth interviews with the participants.

Data Analysis

This study employed content analysis for interview data and calculated the mean for data from attitude questionnaires.

Results and Discussions

Findings are reported in three parts: (1) the summary of Thailand and Vietnam's teacher management investigation; (2) the proposed policies for TTM; and (3) the implementation of selected proposed policy as follow.

Part 1 Summary of Thailand and Vietnam's Teacher Management Investigation

The evolution of education policy and strategy in Thailand has been continuous, starting from Education 1.0, where teachers were central, to Education 2.0, which prioritized individualized learning. Education 3.0 emphasized knowledge creation, and Education 4.0 integrates technology for innovative and competitive learning environments. Education 4.0 strategies focus on science and technology development, aligning with global changes and aiming to enhance human resource efficiency. Despite challenges, these strategies hold potential to support the country's competitive edge in agriculture, industry, and services.

In 2547 B.E., Thailand enacted the Royal Decree on Teacher Civil Service Regulations, offering comprehensive guidelines for teacher management, covering planning, recruitment, appointment, promotion, and disciplinary actions. Simultaneously, the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) was established under the Ministry of Education to oversee

these functions. Aligned with this, Teacher Development and Qualifications policies emphasize producing high-quality teachers with subject-aligned qualifications, advocating for the integration of information technology, and addressing teacher shortages with necessary adjustments to recruitment and certification. Complementary efforts include Welfare and Well-being Policies focusing on educators’ holistic health and Policies on Effective Use of Teacher Workforce and Technology Integration, which underscore the importance of quality and efficiency, forming a cohesive strategy to enhance the education system in Thailand. Despite these policies, the success and failure of their implementation are reflected in the following results from interviews.

Table 1 reveals the summary of Thailand and Vietnam’s teacher management investigation including the condition of TTM in regard to strengths and weaknesses; and Vietnam teacher management in regard to its success factors, practices, and mechanism. The investigation of Thailand’s teacher management indicated three strengths to be maintained and another five challenges to be improved. TTM strengths consisted of 1) the policies and strategies at ministerial levels support TTM improvement; 2) the existence of TTM legal framework and specific TTM office; and 3) teachers are dedicated and committed to their goal of student development.

However, results revealed some points should be improved consisting of (1) unclear policies, rules, regulations, and conflicting criteria; (2) insufficient decentralization for schools’ decision-making participation; (3) mindset of executives at the policy level on lack of trust in lower levels; (4) the lack of coordination among teachers, related agencies, and experts; (5) the lack of understanding on diverse context within operational areas; and (6) the lack of coordination due to intricate teacher management organizational structure.

Table 2 exhibits the investigation of Vietnam’s teacher management indicating three success factors comprising of (1) mindset of executives at the policy setting level; (2) mindset of leaders or executives at the operational level; and (3) management style plus organizational structure and culture at all levels. Besides, four key success practices were revealed including (1) the decentralization of power and democratic principles in teacher management; (2) using technology to develop the potential of teachers at all levels; (3) using technology to facilitate teachers’ self-development; and (4) using research results from unified research agency for policy making. In addition, the indication of four success mechanism has also been suggested including (1) decentralization mechanism for self-management, (2) leadership mechanism, (3) international network mechanism, and (4) research mechanism.

Table 1 Summary of Thailand’s teacher management investigation

Thailand	
Strengths	ST1: The policies and strategies at ministerial levels support TTM improvement ST2: The existence of TTM legal framework and specific TTM office ST3: Teachers are dedicated and committed to their goal of student development ST4: Use research, innovation, and information technology as development base
Weaknesses	WT1: Unclear policies, rules, regulations, and conflicting criteria WT2: Insufficient decentralization for schools’ decision-making participation WT3: Mindset of executives at the policy level on lack of trust in lower levels WT4: The lack of coordination among teachers, related agencies, and experts WT5: The lack of understanding on diverse context within operational areas WT6: The lack of coordination due to intricate teacher management organizational structure WT7: The lack of decentralization of power and democratic principles in TTM WT8: Mindset of leaders or executives at the operational level

Table 2 Summary of Vietnam’s teacher management investigation

Vietnam	
Success Factors	SF1: Mindset of executives at the policy setting level on modernization and democratization SF2: Mindset of leaders or executives at the operational level on dedication and democratization SF3: Management style plus organizational structure and culture at all levels
Success Practices	SP1: The decentralization of power and democratic principles in teacher management SP2: Using technology to develop the potential of teachers at all levels SP3: Using technology to facilitate teachers’ self-development SP4: Using research results from unified research agency for policy making
Success Mechanisms	SM1: Decentralization mechanism for self-management SM2: Leadership Mechanism SM3: International network mechanism SM4: Research mechanism

Part 2 Proposed Policies for TTM

The report of proposed policies for TTM analysis generated into two aspects: things to get improved;

and things to be maintained and created from Vietnam lessons-learned. The results revealed five proposed policies in the following [Tables 3 to 7](#).

Table 3 Results of the 1st proposed policy analysis

I: Revise the decentralized policy and criteria for TTM at school levels	
Things to get improved	Things to be maintained & created from VN
WT1: Unclear policies, rules, regulations, and conflicting criteria	ST1: The policies and strategies at ministerial levels support TTM improvement
WT2: Insufficient decentralization for schools' decision-making participation	SP1: The decentralization of power and democratic principles in teacher management
WT7: The lack of decentralization of power and democratic principles in TTM	SM1: Decentralization mechanism for self-management

Table 4 Results of the 2nd proposed policy analysis

II: Optimize the TTM organizational structure to reduce bureaucratic red tape	
Things to get improved	Things to be maintained & created from VN
WT2: Insufficient decentralization for schools' decision-making participation	ST2: The existence of TTM legal framework and specific TTM office
WT4: The lack of coordination among teachers, related agencies, and experts	SF3: Management style plus organizational structure and culture at all levels
WT6: The lack of coordination due to intricate TTM organizational structure	SP1: The decentralization of power and democratic principles in teacher management

Table 5 Results of the 3rd proposed policy analysis

III: Review TTM criteria for educational leaders at all levels	
Things to get improved	Things to be maintained & created from VN
WT1: Unclear policies, rules, regulations, and conflicting criteria	SF1: Mindset of executives at the policy setting level on modernization and democratization
WT3: Mindset of executives at the policy level on lack of trust in lower levels	SF2: Mindset of leaders or executives at the operational level on dedication and democratization
WT8: Mindset of leaders or executives at the operational level	SM3: Leadership Mechanism

Table 6 Results of the 4th proposed policy analysis

IV: Establish an online TTM information center for stakeholder engagement	
Things to get improved	Things to be maintained & created from VN
WT4: The lack of coordination among teachers, related agencies, and experts	ST3: Teachers are dedicated and committed to their goal of student development
WT5: The lack of understanding on diverse context within operational areas	SP2: Using technology to develop the potential of teachers at all levels
WT6: The lack of coordination due to intricate TTM organizational structure	SP3: Using technology to facilitate teachers' self-development
	SM1: Decentralization mechanism for self-management
	SM3: International network mechanism

Table 7 Results of the 5th proposed policy analysis

V: Formulate policies based on research findings from unified research agency	
Things to get improved	Things to be maintained & created from VN
WT1: Unclear policies, rules, regulations, and conflicting criteria	ST4: Use research, innovation, and information technology as development base
WT5: The lack of understanding on diverse context within operational areas	SP4: Using research results from unified research agency for policy making
	SM4: Research mechanisms
	SM1: Decentralization mechanism for local self-management

The analysis identified areas for improvement by addressing weaknesses in Thailand, and identified elements to be maintained and created by drawing from strengths in Thailand and lessons learned in Vietnam, including the 3Ss, to formulate proposed policies. The content analysis reveals the emphasizing of decentralization, technology integration, and leadership mindset cultivation, for instance. This systematic analysis also involves identifying coding categories, assigning codes to text segments, quantifying occurrences, conducting contextual and thematic analyses, evaluating tone and emphasis, comparing codes, and drawing conclusive insights within an educational management framework.

Table 3 exhibits the analysis of proposed policies I: Revise the decentralized policy and criteria for TTM at school level. - In the past, Thailand faced numerous challenges in TTM, characterized by unclear policies, rules, regulations, and conflicting criteria. Additionally, limited decision-making authority at the local educational organization level hindered policy implementation. Nevertheless, Thailand has made occasional improvements in TTM policies and strategies at the ministerial level. Moreover, the Vietnam approach, emphasized the decentralization of power and the application of democratic principles in teacher management; offering valuable insights for enhancing the Thai educational system. This suggests that Thailand should conduct a comprehensive review of its existing centralized policies and criteria related to TTM to improve educational management at the grassroots level. This may further explore into how decentralization can empower schools and educators, ultimately leading to more effective educational outcomes in Thailand.

Table 4 exhibits the analysis of proposed policies II: Optimize the TTM organizational structure to reduce bureaucratic red tape. - The existing TTM legal framework and specific TTM offices in Thailand constitute significant advantages. However, it engages with challenges related to insufficient decentralization, which obstructs school decision-making, and a lack of coordination among teachers, related agencies, and experts. These challenges are further exacerbated by the complex TTM organizational structure. Valuable lessons from Vietnam's successful practices, encompassing management styles, organizational culture, and power decentralization, draw attention to the necessity for Thailand to undertake a thorough review of its organizational structure to reduce bureaucratic complexities.

Table 5 exhibits the analysis of proposed policies III: Review TTM criteria for educational leaders at all levels. - Thailand faces challenges with unclear policies, rules, regulations, and conflicting criteria, along with a prevailing mindset among policy-level executives that lacks trust in lower levels. These issues should be addressed and improved. Valuable insights from Vietnam's successful teacher management revolve around fostering a proactive mindset in both policy-makers and operational leaders, coupled with effective leadership mechanisms. In turn, this approach enhances the overall culture, instills a sense of patriotism, and strengthens the budget system. Implementing these lessons in Thailand could contribute to the sustainable success of its TTM development.

Table 6 exhibits the analysis of proposed policies IV: Establish an online TTM information center for stakeholder engagement. - While Thai teachers demonstrate dedication and commitment to their students' development, areas requiring improvement include enhancing coordination among teachers, related agencies, and experts. Additionally, there is a need to foster a deeper understanding of the diverse contexts within operational areas and streamline coordination within the complex TTM organizational structure. Therefore, the lessons learned from the success of Vietnam, such as using technology to enhance learning and teachers' potential at all levels, employing technology for teachers' self-development, implementing decentralization mechanisms for self-management, and utilizing international network mechanisms, will be used as guidelines for improving Thailand's TTM system. This will be achieved by establishing online TTM information center to foster stakeholder engagement and address the above challenges.

Table 7 exhibits the analysis of proposed policies V: Formulate policies based on research findings. - Even though there is a strategy to use research, innovation, and information technology as development base, Thailand has faced the challenges in TTM regarding unclear policies, rules, regulations, and conflicting criteria. This issue could be improved by drawing lessons from Vietnam's successful practices including utility of a unified research agency to modify policy from research results, implementation of the decentralization mechanism regarding self-management for local educational organizations such as schools, and adopting research mechanism to address these issues. Therefore, a policy proposal is suggested to formulate policies based on research findings from unified research agency.

Part 3 Implementation of Proposed Policy

Results of implemented policy regarding the establishment of an online TTM information center have shown that the majority of research participants have a positive attitude ($\bar{X}=4.83$) towards the services provided by the online TTM information center. These services through three distinctive features: a community network, a database catalog and search engine, and web-based or online workshops, have significantly enhanced their engagement in self-development. The features enabled them to access online databases containing teaching and learning resources. Also, they provided them with valuable discussion networks for exchanging knowledge and experiences, fostering collaboration, and offering virtual mentoring or real-time support through online workshops.

Discussion

The findings from this study shed light on a range of policy proposals aimed at improving Thailand's human resource management in the education system. One of the key recommendations is the revision of decentralized policies and criteria at the school level. This issue has been explored in existing literature, particularly by Chaichom et al. (2021) and Ketthong (2020), who have highlighted how decentralization often faces challenges due to excessive regulations and uncertainty in policy implementation. These complexities can impede the effectiveness of educational management and hinder adaptability to change. Furthermore, the study emphasizes the need to optimize the TTM organizational structure to reduce bureaucratic red tape, which resonates with research by Rauf (2020) and Kaewsawat (2019) in highlighting how excessive regulations and bureaucratic frameworks can hamper operational efficiency and autonomy in organizations.

The study also underscores the importance of leadership mechanisms in policy implementation, which aligns with Gold's (2014) assertion that effective leadership is crucial at all levels to support policy intentions. Moreover, the call for the establishment of an online TTM Information Centre for stakeholder engagement reflects the significance of communication mechanisms in policy development and implementation, as emphasized by Gold (2014). Public engagement mechanisms and international cooperation mechanisms, discussed in the literature, are highlighted as essential factors in shaping the relationship between policy formulation and implementation. Pytlik-Zillig et al. (2018) stress

the importance of involving the public in the policy-making process, while the OECD (2006) suggests that international cooperation should be based on a shared vision, mutual objectives, and the effective use of tools and management systems. The study's findings, therefore, offer valuable insights into the need for comprehensive policy reforms in TTM, informed by existing literature on decentralization, regulation, leadership, communication, public engagement, and international cooperation. Future studies are recommended to further investigate the successful implementation of these proposed policies, considering the complex interplay of these mechanisms in the Thai education system.

In summary, the proposed policies are directly linked to the identified weaknesses and challenges in teacher management in Thailand, as outlined in Table 1. They aim to address issues related to decentralization, organizational structure, and criteria for educational leaders, transparency, and evidence-based decision-making. The ultimate goal is to improve the overall effectiveness of teacher management, as evidenced by the success factors, practices, and mechanisms highlighted in Table 2 for Vietnam. This improvement is expected to enhance global engagement by creating a more robust and effective education system.

Conclusions and Recommendations

The findings of the insights investigation in the state of Teacher Management in Thailand and Vietnam, as well as policy proposals for improving TTM based on lessons learned from Vietnam, revealed Thailand's TTM strengths in supportive ministerial-level policies, legal frameworks, and dedicated teachers. However, it has been facing significant challenges such as unclear policies, limited decentralization, and a lack of coordination, all of which hinder effective education management.

In the meantime, Vietnam's teacher management has demonstrated its success factors, practices, and mechanisms that emphasize more in democratic decentralization, technology integration, dedicated leadership, and research-based policies. These elements have contributed to the overall improvement of the educational system.

Thus, the proposed policies for TTM aim to address the identified weaknesses by drawing inspiration from Vietnam's experiences. They include revising decentralized criteria, optimizing the organizational structure, reviewing TTM criteria for leaders, establishing an online TTM information center, and formulating policies based on research findings.

Besides, the initial implementation of the online TTM information center has already shown positive results as it has enhanced stakeholder engagement and facilitated self-development among teachers. Overall, these findings and proposed policies offer a promising path for Thailand to enhance its TTM and improve the quality of education in the country.

A key research recommendation is to conduct a longitudinal study assessing the long-term impact of proposed Teacher Management policies on Thai educational system, focusing on student outcomes, teacher job satisfaction, and overall education quality. Also, further investigating of the success factors in findings policy implementation and examining the dynamics of the policy implementation process within the educational system are recommended for future studies. Furthermore, comparative analysis of TTM systems in other countries, within Southeast Asia and globally, could provide valuable insights into the strengths and weaknesses of different models, potentially leading to cross-country policy learning and adaptation of successful practices. These studies are essential for enhancing the understanding and effectiveness of TTM policies in Thai education sector.

Conflict of Interest

The author declares that there is no conflict of interest.

Funding

This study has been financially supported by Thailand Science Research and Innovation (TSRI), grant no. 182651.

References

- BBC. (2004). *Vietnam's new-look economy*. <http://news.bbc.co.uk/2/hi/asia-pacific/3752682.stm>.
- Chaichom, C., Sricharumethiyan, C., & Nahuani, C. (2021). Thai public administration system. *Buddhamak Journal Dhamma Studies Research Center Wat Awut Wiksitaram School*, 6(1), 241–247.
- Gold, J. (2014). *International delivery: Centres of government and the drive for better policy implementation*. Mowat Centre/Institute for Government.
- Hanh, H., & Vinh, L. (2021). Vietnam education: Reform policies, “winning formula”, and the status quo. *Vietnam Journal of Educational Sciences*, 2(17), 1–17. http://vjes.edu.vn/sites/default/files/khdg_ta_so04-t12-1-17.pdf
- Kaewsawat, N. (2019). *Study of the influence of delays from work procedures of government agencies on behavior deviating from the rules of operating officials: A case study of sub-district administrative organizations in Songkhla province* [Master's thesis]. Department of Public Administration, Prince of Songkla University.
- Ketthong, D. (2020). Decentralization to local government organizations. *MCU Phetchaburi Review Journal*, 3(2), 46–57. <https://so03.tci-thaijo.org/index.php/JPR/article/view/253227>
- Lamb, R. (2013). *How can managers use participative leadership effectively?* <http://www.task.fm/participative-leadership>
- Lê, H. (2005). *Education in Vietnam development history, challenges and solutions*. <https://www.readkong.com/page/education-in-vietnam-development-history-challenges-and-9080644>
- Naylor, J. (1999). *Management*. Prentice Hall.
- Office of the Council of State. (2004). *Civil Service Act on teachers and educational personnel, B.E. 2004*. Bangkok.
- Ololube, P. (2013). *Educational management, planning and supervision: Model for effective implementation*. Springfield Publishers.
- Office of the National Economic and Social Development Council. (2016). *20-year national strategic framework (2017–2036)*. Bangkok.
- Peeraer, J., & Petegem, P. (2011). Information and communication technology in teacher education in Vietnam: from policy to practice. *Educational Research for Policy and Practice*, <http://dx.doi.org/10.1007/s10671-011-9106-9>
- PISA Thailand. (2019). *PISA 2018 evaluation results. Press conference on PISA 2018 evaluation results, Tuesday, December 3, 2019, 2:30 – 4:30 p.m. at Professor M.L. Pin Malakul meeting room, 3rd floor, Ratchamangalaphisek Building. Ministry of Education*.
- Pytlík-Zillig, L., Hutchens, M. J., Muhlberger, P., Gonzalez, F. J., & Tomkins, A. J. (2018). *Deliberative Public Engagement with Science*. <http://www.springer.com/series/10143>
- Rauf, S. (2020). Effects of red tape in public sector organizations: a study of government departments in Pakistan. *Public Administration and Policy: An Asia-Pacific Journal*, 23(3), 327–338. <https://doi.org/10.1108/PAP-06-2019-0013>
- Schleicher, A. (2020). *Vision to action of equitable education*. The international Conference on Equitable Education: All for Education.
- Southeast Asian Ministers of Education Organization [SEAMEO]. 2014. *Use of ICT in reaching the unreached in education in Southeast Asia*. http://ictforum.adeanet.org/sites/default/files/u26/SEAMEO%20Presentation_ADEA%20Conference%20on%20ICT_11%20Dec%202013.pdf. (August 13, 2022)
- The Centre for Effective Services [CES]. (2022). *The lines between policy development and implementation are blurred*. <https://implementation.effectiveservices.org/context/policy-implementation>.
- The Organisation for Economic Co-operation and Development [OECD]. (2006). *Successful partnerships a guide*. <https://www.oecd.org/cfe/lead/36279186.pdf>
- VietnamPlus [VNA]. 2022. *Vietnam moves up four places on 2022 global gender gap index*. <https://en.vietnamplus.vn/vietnam-moves-up-four-places-on-2022-global-gender-gap-index/234136.vnp>.