



Journal Homepage: - [www.journalijar.com](http://www.journalijar.com)  
**INTERNATIONAL JOURNAL OF  
 ADVANCED RESEARCH (IJAR)**

Article DOI: 10.21474/IJAR01/xxx  
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/xxx>



## RESEARCH ARTICLE

### THE ROLE OF ACADEMIC ADMINISTRATION IN CAREER PREPARATION EDUCATION FOR THAI STUDENTS

#### Manuscript Info

##### Manuscript History

Received: xxxxxxxxxxxxxxxx  
 Final Accepted: xxxxxxxxxxxxxxxx  
 Published: xxxxxxxxxxxxxxxx

##### Key words:-

Academic Administration,  
 Educational Management,  
 Career Preparation

#### Abstract

how social changes affect secondary school students who lack clarity in their higher education decisions due to not knowing their aptitudes and interests. In this era of rapid volatility, educational institutions must play a role in preparing students for future careers. Academic administration is crucial in establishing operational plans through to measurement and evaluation.

**Study Setting and Design:** This is an autoethnography which seeks to describe the educational management practices for career preparation in Thailand

**Recommendations:** The development of academic administration in career preparation education for secondary school students comprises these key components: 1) Educational Planning: Administrators must study global changes affecting education, develop teachers' understanding and essential 21<sup>st</sup> century competencies 2) Academic Leadership: Having clear academic goals aligned with urgent societal needs 3) Curriculum Development: Focusing on developing students' career aptitudes for the 21<sup>st</sup> century 4) Instructional Management: Incorporating activities where students learn from professionals in various fields 5) Participative Management: Involving stakeholders in coordination 6) Educational Media and Technology Development 7) Educational Supervision: Monitoring operations and continuously improving educational quality for students' career preparation 8) Measurement and Evaluation and 9) Teamwork among administrators and all stakeholder groups.

**Conclusion:** Social changes, both internationally and within Thai society, are inevitable over time. However, since the world experiences rapid changes in technology, economy, world events, and global ideals, educators must continuously adjust and establish contingency plans. As a result, academic administration must be prepared to assist and create chances for students to find themselves, stressing collaborative management across many sectors in delivering education that focuses on learner skills for the future. This method enables students to keep secure livelihoods while still developing into excellent human resources capable of moving the nation ahead. This academic management model emphasizes that, while short-term courses for lifetime learning exist, basic education continues to play an important

**Aims and Objectives:** This academic article aims to present

transform into secure and progressive learning environments for new-generation learners, with academic administration actively encouraging self-discovery and skill development in line with future employment demands. Education, via joint management and stakeholder participation, may successfully educate students not just for secure employment but also for important national contributions.

role in building career  
awareness and orientation.  
Educational institutions must

*Copyright, IJAR, 2025,. All rights reserved.*

## Introduction:-

The rapid changes in the 21<sup>st</sup> century have significantly impacted education systems worldwide, including Thailand. Educational institutions face complexity and uncertainty in preparing students to meet the demands of evolving social and economic structures while racing against continuous volatile timelines (Prachagool & Nuangchalerm, 2021; Swartz & Pattnaik, 2023). Meanwhile, Thailand's education system still struggles with quality issues, as educational achievement, character development, and skills remain at unsatisfactory levels. This has resulted in a workforce whose competencies do not align with labor market demands for new-era skills (Durongkaveroj, 2022).

Previous educational reforms following national reform guidelines, national strategy, and Thailand 4.0 initiatives have accelerated the implementation of appropriate education for the 21<sup>st</sup> century (Jedaman, et al., 2019). This includes the Four Pillars of Education and emphasis on quality lifelong learning according to the revised National Education Plan (2017-2036). The belief is that developing human potential will enable Thailand to overcome the middle-income trap and advance to developed nation status within the next 20 years (Office of the Education Council, 2017). Education clearly serves as a crucial tool for developing human resources efficiently and preparing them for future changes to drive the economy and society forward competitively with other nations (Elpisah, et al., 2023). Therefore, educational management is a critical process for achieving desired preparations and outcomes.

The aforementioned changes directly impact students and will have long-term effects if students cannot discover their identity, interests, and aptitudes to make informed decisions about higher education pathways leading to future careers (Kit Kilag, et al., 2023). A survey of secondary students found that 59% do not know what field to pursue in higher education, and there is a high rate of major changes during university studies (Alvarado, et al., 2020). This reflects how secondary education has failed to support students in discovering their career identities. Students' inability to decide on university programs or changing majors in subsequent years, including those who do not complete their studies, may be because the educational management model still cannot help students understand their aptitudes, comprehension levels, and true needs. Students cannot assess their own potential or lack clear goals in choosing faculties that would lead to suitable careers.

Past learning has focused on achieving grades or passing exams rather than learning for practical life application (Yasmin, et al., 2023). Most students aim to study in popular faculties and majors influenced by social trends, parental guidance, and peer pressure, rather than career goals aligned with their interests and vocational aptitudes. This results in some students wasting a year of study before applying to new, more suitable faculties and majors (Potisarnpittayakorn School, 2020). Education scholars have concluded that if students cannot make career decisions and end up in unsuitable occupations, they will become bored with work. Since people spend one-third of their lives, or approximately 100,000 hours, working after completing education, enduring boring activities for such extended periods will lead to unhappiness. Working in occupations misaligned with personality, interests, and aptitudes not only reduces chances of career success but also becomes a form of life torture (Rojanas, 2014; Hines, et al., 2020).

This problem is occurring in Thai society, and educational personnel should recognize and urgently address it as it is the core mission of educational institutions to facilitate and support students in developing knowledge, abilities, and skills that are important and beneficial to society. Students must be able to live quality and stable lives in the long term, not just receive academic instruction without consideration for their futures. Therefore, quality education management requires cooperation from multiple parties, with educational institutions playing the direct role in managing education quality and student development (Donkoh, et al., 2023). For institutions to provide quality education, they need good management systems that directly impact students (Diez, et al., 2020). The administrative

system serving as the upstream process for each institution is academic administration (Thermalee, et al., 2023).

## Literature Review:-

### 1. Academic Administration

From studying perspectives of both Thai and international education scholars, the author concludes that academic administration encompasses various activities related to educational institutions' teaching and learning processes. This includes policy formulation, planning, teaching and learning implementation, learning assessment and evaluation, supervision and monitoring of teaching activities, and quality assurance - all aimed at achieving efficiency and effectiveness for students (Kapambwe & Sohawon, 2021). The goal is for students to gain knowledge, skills, and desired characteristics that meet curriculum objectives. Academic administration serves as the core and heart of educational institution management. Academic work exists in every process related to developing and improving teaching and learning activities through collaboration of all stakeholders-administrators, teachers, as well as considering feedback from students and parents (Wehachat, 2009; Kao-ian, 2013; Phinthusamit, 2017; Krachang-dee, 2019). Academic administration must include planning, organizational structuring, implementation, and supervision and monitoring at every step under clear objectives. It must employ both efficiency and effectiveness principles, prioritizing quality and achievement outcomes for students that will lead to meeting institutional goals and objectives while responding to societal and national needs (UNESCO, 2017).

Based on research and the author's experience, the components of academic administration that can serve as an initial conceptual framework for developing an academic administration model for career preparation education at the secondary level are as follows:

1. Educational Planning refers to the process of setting objectives and goals to establish academic policies for future institutional operations (Saha, 2015). It involves creating operational calendars to ensure clarity and shared understanding among institutional personnel, determining class organization plans, collaboratively considering curriculum and learning process planning, assigning appropriate personnel and subject teachers based on knowledge and capabilities, surveying and improving facility usage and learning resources for maximum benefit, as well as planning educational supervision and establishing assessment guidelines to monitor students (Skittou, et al., 2024; Akpan, 2018; Dos Reis, et al., 2014). Wannasri (2014) proposed academic planning guidelines as follows: 1) establishing operational calendars 2) classroom planning 3) curriculum and learning management planning 4) teacher assignment planning 5) facilities and environment planning 6) media and learning resource planning 7) assessment and evaluation planning. The author views these as comprehensive guidelines that can be applied as a framework for career preparation education.
2. Academic Leadership: Educational administrators must demonstrate academic leadership and vision in academic affairs, institutional management, strategic planning, operational planning for curriculum and instruction management, enhancing schools' academic atmosphere, and building good school-community relationships (Thongnoi, et al., 2013). They must be able to set appropriate operational targets and guide or persuade educational personnel and all relevant stakeholders to understand and recognize the importance of collaboration in developing academic work and related professions that directly promote and develop quality student learning to achieve set goals (Wonganuttarot, 2010). Currently, leadership is critically important for the survival of all units/organizations. Good leaders must not only display external qualities but stay informed and continuously develop knowledge while monitoring global changes to urgently establish policies for subordinates to follow (Musaigwa, 2013).
3. Curriculum Development involves promoting and supporting quality curriculum planning and implementation in accordance with the basic education core curriculum while aligning with institutional and student contexts to meet individual and societal needs (Shandia Dewi, 2023; Alsubaie, 2016). This occurs through participation of all stakeholders including school administrators, teaching staff, parents, and school boards in analyzing environmental conditions and assessing institutional capabilities to determine goals, scope, curriculum implementation, and evaluation of the school curriculum (Hovakimyan, et al., 2021; Obi, 2019; Cabardo, 2016). Moving forward, Thai school curricula must focus on developing

students' career aptitudes for the 21<sup>st</sup> century and essential digital era skills, which are more in demand than in previous curricula. The curriculum essentially reflects the overall picture of society in each era.

4. Teaching and Learning Management is a process that naturally follows curriculum development (Worapun, 2021). Once the curriculum sets a direction, it becomes the teachers' responsibility to arrange instruction that aligns with the curriculum's established guidelines (Nevenglosky, et al., 2018).
5. Participative Management refers to the distribution of administrative power and responsibility from administrators to subordinates or relevant work groups (Wang, et al., 2022). It ensures that all stakeholders involved in the work understand clear objectives and operational goals, and participate in decision-making to determine organizational vision, goals, and strategies (Khassawneh & Elrehail, 2022). This includes creating and coordinating visions, allowing stakeholders to participate in thinking, decision-making, or various forms of operational practices (Ahn & Bessiere, 2022). This may take the form of brainstorming meetings, workshops, use of task forces and committees, or community forums for knowledge exchange, utilizing data systems and centralized data centers (Wang, et al., 2022). It also involves establishing good communication systems and building positive interpersonal relationships, fostering commitment to work and the institution, which will enhance institutional operational efficiency (Nugroho, 2022).
6. Educational Media and Technology Development emphasizes promoting and prioritizing the implementation of information technology media, printed materials, natural media, and various other media in teaching and learning (UNESCO, 2023a). It involves producing and developing diverse and student-appropriate media innovations and technologies to facilitate teaching processes and ensure teachers have sufficient access to various media that they can select and use according to their expertise and appropriateness. This helps create easier learning experiences (Abdulrahama, et al., 2020). Media development should progress from initial creation, local sourcing, to modern advancement, incorporating current technology and information systems to support new learning experiences in both content and teaching methods, including integration with online media systems (McCarthy, et al., 2023).
7. Educational Supervision refers to the process of improving and developing educational quality and teachers' learning activity management through cooperation between teachers and those involved in educational management (U-Sayee & Adomako, 2021). Following democratic principles, teachers must participate in operations from planning through supervision implementation, evaluation, and feedback utilization through supplementary instruction, comprehensive assistance and guidance in content or learning exchange activities (Nguyen, et al., 2022). The focus remains on student-centered approaches to develop desired characteristics, ultimately improving student learning outcomes.
8. Measurement and Evaluation encompasses the process of developing and determining student learning outcomes based on authentic assessment using diverse evaluation methods. It includes organizing measurement and evaluation information systems for reference, verification, and teaching-learning development. This helps students understand and recognize their potential for self-development and improvement. The assessment must cover knowledge comprehension, practical skills, and attitudes, considering student development that reflects key learner competencies. This information serves administrators, teachers, and parents in ensuring student development aligns with established educational goals. Additionally, it can serve as an indicator of institutional educational management standards (Keshavarz, 2011).
9. Teamwork: Academic administration requires cooperation and coordination from multiple parties including administrators, teachers, and educational stakeholders. Therefore, communication and collaborative planning for student career education requires group work skills or teamwork. Each team member has a specific role, with mutual coordination, balanced work processes, shared learning and decision-making, building good interpersonal relationships, morale boosting, motivation building, and creating positive work atmospheres under rules or criteria that facilitate collaborative work toward achieving goals (Hernandez, 2013).

These nine components of academic administration presented by the author, when considered as a foundation for developing an academic administration model for career preparation education at the secondary level, have been studied in conjunction with 21<sup>st</sup>-century education management. This provides essential information for producing

students who truly align with future needs.

## 2. Education Management in the 21<sup>st</sup> Century

The 21<sup>st</sup> century spans from 2001 to 2100 CE (2544-2643 BE), marking an era characterized by advanced information and communication technologies (Yoke, et al., 2019). This period is distinguished by rapid access to information, with technology playing a pivotal role in educational systems (Pena-Ayala, 2021). It presents a significant challenge to teachers' capabilities, as they must adapt to swift and continuous changes. Educators must modify their learning management approaches to foster lifelong learning, life skills, critical thinking abilities, and technological competencies among students (Yoke, et al., 2019). Currently, numerous new theories and concepts regarding learning and teaching have emerged. Popular theories that have substantially transformed educational practices include Constructivism, Cooperative Learning, and insights from Brain Research. These developments have fundamentally altered the perspective on learning and teaching methodologies. The traditional role of teachers as knowledge transmitters has evolved into that of coaches, learning facilitators, or co-learners/co-investigators. Teachers are now expected to apply learning psychology principles in preparing their educational approaches, emphasizing effective learning outcomes and leadership skills development among students. Consequently, 21<sup>st</sup> century learning has become a process where students must engage in hands-on activities, practical applications, and peer exchanges. Teachers must design learning experiences appropriate to students' developmental levels and assess individual students' foundational knowledge to create differentiated learning approaches and evaluate the progress of various student groups (Panich, 2013; Meeraka, 2017). Furthermore, teachers must develop specific 21<sup>st</sup>-century skills, including: the ability to pose questions that help students set goals and think independently, the skills in teaching students to acquire knowledge through self-directed learning and practical experience, the competency in selecting knowledge relevant to real-world contexts, the expertise in knowledge construction, using testing criteria and verification methods to facilitate clear understanding, the skills in fostering students' critical thinking and crystallization of ideas, the proficiency in application and evaluation techniques (Sinlarat, 2014, as cited in Meeraka, 2017).

The Office of Basic Education Commission (2017) has presented an analysis of 21<sup>st</sup>-century education, noting that the global community is moving toward educational development that promotes equality and equity. Consequently, education must be flexible and incorporate more internationally integrated thinking. Additionally, it should promote environmentally friendly economic growth to facilitate peaceful human coexistence. This requires preparing individuals to face rapid, transformative, and unprecedented changes. Modern individuals must possess advanced learning and adaptation skills, maintaining readiness for continuous learning. Various scenarios in service provision require these learning skills for decision-making and problem-solving during work operations, involving communication with service recipients and interprofessional collaboration. This includes using creativity for innovation development. The analysis emphasizes the importance of professional practice, suggesting that effective interprofessional collaboration requires fundamental knowledge and preliminary understanding of various professions to comprehend their nature and operations. The author emphasizes that educational institutions play a crucial role in realizing this vision. Education should not merely focus on academic content or foster individualistic views of professions but should demonstrate the potential for integration and adaptation to occupational changes across different eras. This approach could address the previously mentioned issue of secondary school students struggling to discover their identity, preparing them to become genuinely happy citizens in their future careers. Modern learning must develop skills essential for life in the 21<sup>st</sup> century. Therefore, teachers' roles must shift from emphasizing "teaching" or instruction to inspiring curiosity and a desire to learn among students (Panich, 2012). When discussing 21<sup>st</sup>-century education management, the author presents an overview of the essential components of education in this era, focusing on both teachers and learners.

### 2.1 Teachers in the 21<sup>st</sup> Century

According to the Office of the Education Council (2017), education management in the 21<sup>st</sup> century refers to a learning process where learners actively participate in hands-on practices. This approach needs to be adjusted to respond to workforce production and development directions. Eka (2017) proposed that 21<sup>st</sup>-century teachers should possess 8 essential qualities necessary for educational management:

- (1) Develop students' critical thinking abilities, encouraging evidence-based and logical thinking
- (2) Teach creative thinking and promote innovative thinking capabilities

- (3) Foster understanding and acceptance of cultural differences, viewing Myanmar, Laos, Cambodia, and Vietnamese people as collaborative partners
- (4) Build teamwork capabilities among learners, developing skills in collaboration, collective thinking, and consultation, while fostering leadership, followership, and supporting roles
- (5) Develop communication skills, particularly in English as the global lingua franca, enabling access to English language resources for valuable knowledge acquisition
- (6) Cultivate computer and technology skills, ensuring students are technologically literate
- (7) Build professional skills through PLC (Professional Learning Community) principles, helping the nation overcome crises and create social well-being
- (8) Instill moral values, compassion, and discipline, teaching students to control external stimuli

This aligns with Partnership For 21st Century Skills (2007), which proposed the following essential skills: 1) Content knowledge in English, reading, language arts, arts, mathematics, economics, science, geography, history, government, and civic duties; 2) Understanding advanced academic content in an interdisciplinary format; 3) Learning and innovation skills or Information, media, and technology skills and 4) Life and career skills.

## 2.2 Learners in the 21st Century

From an international education perspective, experts from various fields participated in the "Future Work Skills 2020" symposium at the Institute for the Future (IFF) at the University of Phoenix. They identified 10 essential skills for current and future generations:

- (1) Advanced sense-making capabilities, as most manual labor will be automated
- (2) Social intelligence and communication abilities
- (3) Novel and adaptive thinking
- (4) Cross-cultural competency
- (5) Computational thinking and statistical reasoning
- (6) New-media literacy
- (7) Transdisciplinary understanding
- (8) Design mindset and presentation abilities
- (9) Cognitive load management
- (10) Virtual collaboration capabilities

In Thailand's context, the Office of Basic Education Commission outlined student characteristics for the 21st century, emphasizing: basic skills in reading, writing, and arithmetic, enabling effective use of information technology for research, critical thinking, and media literacy. These fundamentals help students develop creativity, innovation, and responsible participation in the knowledge-based economy. They identified three main characteristic domains:

- (1) Work characteristics: adaptability and leadership
- (2) Learning characteristics: self-direction and self-monitoring
- (3) Moral characteristics: respect for others, honesty, and civic consciousness

The article concludes by noting that while international and Thai educational frameworks differ, Thai education administrators could benefit from incorporating relevant international concepts while maintaining Thailand's distinctive emphasis on moral development through formal curriculum structures.

## 3. Educational Management for Career Preparation

Educational Management for Career Preparation refers to building career understanding and motivation while preparing students for their professional paths (Azhenov, et al., 2023). This involves appropriate preparation and skill development for students' future careers (Xing, et al., 2019). The concept of Career Education plays a crucial role in curriculum development and instruction, particularly for students in compulsory education (Shen, 2021). Basic education institutions must understand how to implement career education principles because its core objectives are to help students: to develop logical thinking for work, to accumulate essential knowledge and skills, to identify work opportunities, and to explore and enter the professional world (American Institute for Research, 2013).

During their time in basic education, students must develop knowledge, skills, and positive attitudes through education, training, and practical experience. This preparation helps them make informed decisions about further education and future careers (UNESCO, 2023b). Without proper career understanding and preparation, students may face several social problems, including: issues with work values, problems with work ethics and professional ethics and challenges with work habits (Tushar & Sooraksa, 2023).

The curriculum and teaching in basic education must carefully address these career education principles to ensure students: to recognize work value, to think logically about work, to build necessary work skills, to learn to find career opportunities, and successfully transition into the working world (Pardede, 2020; Sellars, et al., 2018).

The importance of preparing students for careers during their secondary education years has multiple benefits: the direct benefits to students who can develop clear future paths, advantages for higher education institutions who receive students with genuine interest in their chosen fields, and the reduction in major changes during university studies (Xing, et al., 2019). While basic and higher education are administratively separate systems, they share the common goal of developing quality human resources with strong ethics (Pandit & Paul, 2023). The traditional view that basic education only provides academic foundations must evolve to include career preparation, enabling students to build upon their knowledge in higher education (Al-Shuaibi, 2014).

Regarding current career trends, it's crucial to note that some traditional occupations may become obsolete due to: rapid technological advancement, Artificial Intelligence growth and changing social behaviors (Moses Kayode, 2023). The COVID-19 pandemic demonstrated how quickly work environments can change, forcing many professions to adapt to online platforms. This crisis led to both challenges and opportunities, including the rise of Gig Workers, which has shown a 25% annual growth rate globally through digital platforms (National Higher Education Science Research and Innovation Policy Council, 2021). Future Growth Industries identified include:

- 1) Modern Automotive Industry
- 2) Smart Electronics
- 3) High-Income Tourism and Health Tourism
- 4) Agriculture and Biotechnology
- 5) Food Processing Industry
- 6) Robotics Industry
- 7) Aviation and Logistics
- 8) Biofuel and Biochemical Industry
- 9) Digital Industry
- 10) Comprehensive Medical Industry
- 11) Online Content Creation

Understanding these future career paths helps educational administrators better plan for the educational management, staff preparation, content development, learning experience design, and assessment methods (Vulpen, 2022). This planning should align with higher education curricula to create seamless pathways for students' continued education and career development (WestEd, 2024). This approach ensures that career preparation begins at the basic education level and continues through higher education, creating a comprehensive system for student career development.

#### **4. Career Preparation Education in International Educational Systems**

Germany has a comprehensive approach to career preparation that extends beyond compulsory education (ages 6-18). After completing compulsory education, students have flexible options - they can either continue with part-time studies for three years in vocational fields, or pursue the dual system that might extend beyond age 18. The German secondary education system is particularly notable for its structure, which consists of two main systems: 1) The Subdivided School System includes four distinct types of education: General secondary education, Intermediate schools (accelerated education), Grammar schools, and Comprehensive schools, and 2) The Dual System, which offers multiple learning paths for graduates from all four types of secondary schools and vocational schools, providing more diverse specialization options than traditional upper secondary schools (Aizhan & Virginia, 2023; Andriichuk & Dynovych, 2022).

Finland demonstrates excellence in standardized career development education. Their system features a core curriculum that applies to all schools and programs, strong alignment with employment organizations, and continuous research-based curriculum improvement and development (Frederick, 2020).

The American approach is characterized by state-level support for career-oriented education, with several key features the state support for schools to implement career-focused learning, comprehensive student portfolio systems that track various specializations and strong collaboration with businesses for educational field trips, part-time work opportunities and hands-on career experience (Aizhan & Virginia, 2023)

Australia has developed a quality framework for career education that serves multiple purposes to guide teaching and learning design for educators and industry experts, to serve as a tool for educational development across institutions, to implement effective career guidance programs, and to involve stakeholders in planning and execution (Marmoah, et al., 2021).

Taiwan's approach becomes specialized after lower secondary education, splitting into: general academic education, vocational education, and a notable feature is their system of additional qualification certificates that schools can award to students (Chien, et al., 2013).

Singapore's approach is distinguished by the strong integration with the economic sector, technical and vocational concepts as foundations for curriculum development and focusing on developing both professional capabilities and broader career perspectives (Tan, et al., 2016).

## **5. Educational Management for Career Preparation in Thailand**

In Thailand, the Ministry of Education (2009) previously established career preparation education at the basic education level, as specified in the Basic Education Core Curriculum B.E. 2551 (2008) under the career and technology learning strand. This program was implemented for students from grade 4 onwards, aiming to provide students with fundamental knowledge about careers in their communities and enable them to explore their interests, abilities, and vocational skills. Upon entering lower secondary education, students began learning about career selection approaches and developing positive attitudes toward occupations, while acquiring essential basic skills for general career pursuits. As society has continuously evolved and entered the digital era, numerous new occupations have emerged, necessitating changes in educational management to prepare learners for the future world. Thailand has developed policies and strategies related to career preparation education, with the Office of the Education Council (2017) formulating the National Education Plan 2017-2036. This plan establishes six main strategies aligned with the 20-year National Strategy to achieve educational goals, vision, and educational management concepts. Regarding career preparation education, Strategy 2 focuses on workforce development, research, and innovation to enhance national competitiveness, while Strategy 3 emphasizes developing human potential across all age groups and creating a learning society.

Subsequently, in 2019, the Ministry of Education announced its policies and priorities according to the master plan under the 20-year National Strategy (2018-2037) to prepare Thai citizens for the 21st century. The ministry established key policies to unlock, transform, and broaden operational approaches, emphasizing career preparation through: 1) Human resource development and enhancement, 2) Building competitive capabilities, 3) Creating educational opportunities and equality, and 4) Managing education to promote environmentally friendly quality of life.

Furthermore, the Upper Secondary Education Bureau (2017) established a secondary education management model following 21<sup>st</sup> -century learning skills principles, emphasizing professional competencies and using area-based learning processes. This approach involves creating networks for educational management participation between public and private sectors. School administrators must serve as academic leaders, with educational reform focusing on creating learning processes that engage students in practical applications and genuine project creation (Active Learning). The assessment must be qualitatively balanced, capable of evaluating career-related personality traits aligned with learning competencies according to individual students' potential and needs.



**Recommendations:-**

Thailand has recognized the importance of educational institutions implementing policies to prepare students for definite future careers. Therefore, it becomes the responsibility of academic administrators in each institution to plan and establish operational procedures. The author presents guidelines for developing academic administration in career preparation education for secondary school students, based on administrative components derived from analysis and synthesis of the author's studies and experiences, as follows:

- 1) Educational Planning: Administrators must study global changes affecting education and develop teachers' understanding and necessary 21<sup>st</sup> -century competencies. Planning encompasses various aspects including: establishing long-term operational calendars and tracking graduate outcomes, planning diverse and conducive classroom arrangements, curriculum planning aligned with modern careers and future competencies, planning for teachers skilled in guiding students toward self-discovery, planning facilities and environments suitable for technological education while prioritizing environmental consciousness, planning media and learning resources incorporating various AI technologies, and planning assessment methods based on students' higher education choices aligned with their aptitudes.
- 2) Academic Leadership: Maintaining clear academic goals aligned with urgent societal needs, focusing on students' future careers, emphasizing collaborative management, possessing knowledge for teacher selection and guidance, utilizing academic administration time effectively, and conducting continuous monitoring and evaluation.
- 3) Curriculum Development: Thai educational institutions' curricula must focus on developing students' 21<sup>st</sup> -century career aptitudes and crucial digital-era skills, which are more demanding than previous curriculum requirements.
- 4) Instructional Management: Beyond mandatory academic subjects, incorporating activities allowing students to learn from various professionals to inspire and guide their higher education choices aligned with desired careers.
- 5) Participatory Management: Involving stakeholders in educational management through collaborative thinking, brainstorming sessions, consensus building, and joint activities.
- 6) Educational Media and Technology Development: In an era dominated by online media, technology becomes a primary instructor rather than just a teaching aid. Educational institutions must maintain expert technology departments to manage systems and filter quality content for globally competitive learning.
- 7) Educational Supervision: Continuously monitoring operational processes and improving educational quality for career preparation, emphasizing ongoing procedural development.
- 8) Assessment and Evaluation: Examining rates of higher education enrollment in fields aligned with students' interests and aptitudes, conducting surveys during their tertiary education for administrative and teaching data.
- 9) Teamwork: Administrators, teachers, students, parents, and stakeholders sharing common objectives in developing students for careers, maintaining joint educational activity calendars, and communicating effectively for problem-solving.

**Conclusion:-**

Social changes, both globally and within Thai society, are inevitable across different eras. The education sector stands as the first frontier facing significant challenges, as it serves the primary function of human resource development. Molding an individual's growth requires considerable time for cultivation, developing various competencies across academic knowledge, practical skills, and ethical dimensions—undeniably a duty and moral obligation that all educational personnel must consistently consider.

However, as the world confronts rapid changes in technology, economics, global situations, and worldwide values, educational personnel must constantly adapt and develop contingency plans. Operations during these transitional periods require careful planning, necessitating effective academic management from each educational institution to study urgent societal needs, current problems, risk trends, and create educational management approaches appropriate for their specific social context. Currently, a major challenge in Thai education lies not in producing students who meet basic educational competencies, but in the lack of preparation and guidance for students' future career paths. The consequence becomes apparent when students suddenly enter higher education without adequate

self-preparation or understanding of their aptitudes, expertise, and interests, resulting in aimless educational pursuits. Upon graduation, many find themselves working outside their fields of interest or in career paths at risk of future layoffs. By that point, returning to learn or choosing a new career path may be too late for those who have passed their optimal learning years. Although short-term courses promoting lifelong learning across age groups exist today, if basic education actively cultivates career-oriented direction, it would create a quality foundation where educational institutions serve as safe and contemporary learning spaces for new-generation learners.

Therefore, academic administration must be prepared to support and provide opportunities for students to discover themselves, emphasizing collaborative management across multiple sectors in delivering education that addresses learner skills for the future world. This approach enables students to maintain stable livelihoods and become quality human resources ready to participate in driving the nation forward. This academic management approach recognizes that while short-term courses supporting lifelong learning exist, the fundamental role of basic education in cultivating career awareness and direction remains crucial. Educational institutions must evolve into safe and progressive learning environments for new-generation learners, where academic administration actively supports self discovery and skill development aligned with future workforce needs. Through collaborative management and stakeholder engagement, education can effectively prepare students not only for stable careers but also for meaningful contributions to national development.

## References:-

- Abdulrahman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., ... Azeez, A. L. (2020, November 1). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*. Elsevier Ltd. <https://doi.org/10.1016/j.heliyon.2020.e05312>
- Al-Shuaibi, A. (2014, January). *The importance of education*. ResearchGate. [https://www.researchgate.net/publication/260075970\\_The\\_Importance\\_of\\_Education](https://www.researchgate.net/publication/260075970_The_Importance_of_Education)
- American Institutes for Research. (2013). How Career and Technical Education Can Help Students Be College and Career Ready: A Primer. *American Institutes for Research*, 16. Retrieved from <http://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf>
- Andriichuk, N., & Dynovych, A. (2022). Higher Technical Education System in Germany. *Journal of Vasyl Stefanyk Precarpathian National University*, 9(1), 112–122. <https://doi.org/10.15330/jpnu.9.1.112-122>
- Ahn, Y. J., & Bessiere, J. (2022). The Role of Participative Leadership in Empowerment and Resident Participation. *Sustainability (Switzerland)*, 14(18). <https://doi.org/10.3390/su141811223>
- Aizhan, A., & Virginia, G. A. (2023). A Comparative Study of Stakeholder Engagement in the Dual Education System: A Case of Germany, the United States and Kazakhstan. *Journal of Technical Education and Training*, 15(3), 154–168. <https://doi.org/10.30880/jtet.2023.15.03.014>
- Akpan, C. P. (2018). Types of Educational Planning/Reasons for Planning Education. 2018, (January), 1–26. Retrieved from <https://www.researchgate.net/publication/338774755>
- Alvarado, A. R., Stewart-ambo, T., & Hurtado, S. (2020). High school and college choice factors associated with high-achieving low-income students' college degree completion. *Education Sciences*, 10(6), 1–16. <https://doi.org/10.3390/educsci10060153>
- Alsubaie, M. A. (2016). Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, 7(9), 106–107.

- Azhenov, A., Kudysheva, A., Fominykh, N., & Tulekova, G. (2023). Career decision-making readiness among students' in the system of higher education: career course intervention. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1097993>
- Cabardo, J. R. O. (2016). Levels of participation of the school stakeholders to the different school-initiated activities and the implementation of School-Based Management. *Journal of Inquiry & Action in Education*, 8(1), 2016. Retrieved from <https://www.researchgate.net/publication/348814510%0AParticipation>
- Chien, C.-K. C., Lin, L.-C., & Chen, C.-F. (2013). The Main Features and the Key Challenges of the Education System in Taiwan. *Higher Education Studies*, 3(6). <https://doi.org/10.5539/hes.v3n6p1>
- Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020, April 1). Impact of quality management systems in the performance of educational centers: educational policies and management processes. *Heliyon*. Elsevier Ltd. <https://doi.org/10.1016/j.heliyon.2020.e03824>
- Donkoh, R., Lee, W. O., Ahoto, A. T., Donkor, J., Twerefoo, P. O., Akotey, M. K., & Ntim, S. Y. (2023). Effects of educational management on quality education in rural and urban primary schools in Ghana. *Heliyon*, 9(11). <https://doi.org/10.1016/j.heliyon.2023.e21325>
- Dos Reis, F. J. C., Panúncio-Pinto, M. P., & Vieira, M. N. C. M. (2014). Educational planning. *Medicina (Brazil)*, 47(3), 280–283. <https://doi.org/10.11606/issn.2176-7262.v47i3p280-283>
- Dulpittayaporn, P., & Charoenkul, N. (2019). Academic Administration in Small Secondary Schools Based on Collaborative Network Concept for Student Quality Development. *Journal of Education*, 13(2), 316-329.
- Durongkaveroj, W. (2022). Recent Developments in Basic Education in Thailand: Issues and Challenges. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4204181>
- Elpisah, Hasan, Muh., Yahya, Muh., Sulolipu, A. A., & Suarlin. (2023). Education as a Strategic Investment for National Human Resource Development (pp. 207–214). [https://doi.org/10.2991/978-2-38476-084-8\\_28](https://doi.org/10.2991/978-2-38476-084-8_28)
- Federick, A. (2020). Finland Education System. *International Journal of Science and Society*, 2(2), 21–32. <https://doi.org/10.54783/ijssoc.v2i2.88>
- Hernandez, S. J. (2013). Collaboration in Special Education: Its History, Evolution, and Critical Factors Necessary for Successful Implementation. *US-China Education Review B*, 3(6), 2161–6248.
- Hines, E. M., Moore, J. L., Mayes, R. D., Harris, P. C., Vega, D., Robinson, D. V., Gray, C. N., & Jackson, C. E. (2017). Making Student Achievement a Priority: The Role of School Counselors in Turnaround Schools. *Urban Education*, 55(2), 216–237. <https://doi.org/10.1177/0042085916685761>
- Hovakimyan, H., Klimek, M., Freyer, B., & Vogel, S. (2021). Participation in higher education curricula development in armenia and possible effects for the labour market—the case of an “organic agriculture” master’s program. *Social Sciences*, 10(9). <https://doi.org/10.3390/socsci10090331>
- Institute for the Future for the University of Phoenix Research Institute. (2011). Future work skills 2020. California: University of Phoenix.
- Jedaman, P., Buaraphan, K., Pimvichai, J., Yuenyong, C., & Jeerasombat, S. (2019). Educational management in transition of science: Policies and strategic leaders for sustainable education 4.0 in the 21st century science classroom. In *AIP Conference Proceedings* (Vol. 2081). American Institute of Physics Inc. <https://doi.org/10.1063/1.5094020>
- Kao-ian, C. (2014). Academic Administration Techniques in Educational Institutions: Strategies and Implementation Guidelines for Professional Administrators (2nd ed.). Songkhla: Chanmuang Printing.

- Kapambwe, M., & Sohawon, M. (2021). Educational Administration and Management; Issues and Perspectives. In *Selected Readings In Education* (Vol. 2, pp. 154–175). Marvel Publishers.
- Keshavarz, M. (2011). Measuring course learning outcomes. *Journal of Learning Design*, 4(4). <https://doi.org/10.5204/jld.v4i4.84>
- Khassawneh, O., & Elrehail, H. (2022). The Effect of Participative Leadership Style on Employees' Performance: The Contingent Role of Institutional Theory. *Administrative Sciences*, 12(4). <https://doi.org/10.3390/admsci12040195>
- Kit Kilag, O. T., Dejino, J. A., Arcillo, M. T., Borong, M. L., Manligoy, R. G., & Combista, L. I. (2023). Exploring the Determinants of Senior High School Track Preference among Grade 10 Students: A Comprehensive Study. *Universal Journal on Innovative Education*, 2(6), 2023. Retrieved from <https://univerpubl.com/index.php/semantichttps://univerpubl.com/index.php/semantic>
- Krachang-dee, J. (2019). A Study of Academic Administration Strategies of Opportunity Expansion Schools in Khun Yuam District, Mae Hong Son Province. Chiang Mai Rajabhat University Library Office.
- Marmoah, S., Roslan, R., Chaeroh, M., Elita, M. D., & Fauziah, M. (2021). The Comparison of Education System in Australia and Indonesia. *JPI (Jurnal Pendidikan Indonesia)*, 10(4). <https://doi.org/10.23887/jpi-undiksha.v10i4.33661>
- McCarthy, A. M., Maor, D., McConney, A., & Cavanaugh, C. (2023). Digital transformation in education: Critical components for leaders of system change. *Social Sciences and Humanities Open*, 8(1). <https://doi.org/10.1016/j.ssaho.2023.100479>
- Meeraka, P. (2017). What Should Be the Characteristics of Teachers... in the 21<sup>st</sup> Century. *MCU Education Journal*, 5(July-December 2017), 23-35.
- Moses Kayode, H. (2023). Technological Unemployment, Skill Mismatch and the Future of Higher Education in Post-Pandemic Nigeria. *Qeios*. <https://doi.org/10.32388/xhr1ta>
- Musaigwa, M. (2023). The Role of Leadership in Managing Change. *International Review of Management and Marketing*, 13(6), 1–9. <https://doi.org/10.32479/irmm.13526>
- National Higher Education, Science, Research and Innovation Policy Council. (2021). Thailand Higher Education, Science, Research and Innovation Development Report 2021: Recovery from COVID-19 Crisis towards Economic and Social Sustainability. Bangkok: Printable.
- Nevenglosky, E. A., Cale, C., & Panesar Aguilar, S. (2018). Barriers to Effective Curriculum Implementation. *Research in Higher Education Journal*, 36(1), 112–134. Retrieved from <http://www.aabri.com/copyright.html>
- Nguyen, L. T., Kanjug, I., Lowatcharin, G., Manakul, T., Poonpon, K., Sarakorn, W., ... Tuamsuk, K. (2022). How teachers manage their classroom in the digital learning environment – experiences from the University Smart Learning Project. *Heliyon*, 8(10). <https://doi.org/10.1016/j.heliyon.2022.e10817>
- Nugroho, N. E. (2022). EMPLOYEE PERFORMANCE IMPROVEMENT INFLUENCED BY PARTICIPATIVE LEADERSHIP, INTERPERSONAL COMMUNICATION AND JOB SATISFACTION AT PT PUTRA WIJAYA KLATEN, JAWA TENGAH. *GREENOMIKA*, 4(2). <https://doi.org/10.55732/unu.gnk.2022.04.2.6>
- Obi, U. N. (2019). Participation of teachers and subject advisers in curriculum development in Fort Beaufort District, Eastern Cape Province, South Africa. *Journal of Human Ecology*, 68(1–3), 174–184. <https://doi.org/10.31901/24566608.2019/68.1-3.3161>

- Office of the Basic Education Commission. (2017). Fiscal Year 2017 Policy of the Office of the Basic Education Commission [Online]. Retrieved March 23, 2021, from <https://wt.ac.th/plan/documents/Basic%20EDU%202560.pdf>
- Office of the Education Council. (2017). State of Thai Education 2015/2016: The Need for Competitive and Decentralization in Thai Education System. Bangkok: Century.
- Pandit, J. M., & Paul, B. (2023). University as an Organisation: Role of Human Resource Management (pp. 2–26). [https://doi.org/10.1007/978-981-99-4067-7\\_1](https://doi.org/10.1007/978-981-99-4067-7_1)
- Panich, W. (2012). Learning Methods for Students in the 21st Century. Bangkok: Sodsri-Saridwong Foundation.
- Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *JET (Journal of English Teaching)*, 6(1), 71–85. <https://doi.org/10.33541/jet.v6i1.190>
- Partnership For 21st Century Skills. (2007). Partnership for 21st Century Skills. Ohio Department of Education
- Peña-Ayala, A. (2021). A learning design cooperative framework to instill 21st century education. *Telematics and Informatics*, 62. <https://doi.org/10.1016/j.tele.2021.101632>
- Phinthusamit, P. (2017). Academic Administration Performance of Primary School Administrators in Pathum Thani Province. Faculty of Industrial Education, Rajamangala University of Technology Thanyaburi.
- Potisarnpittayakon School. (2020). Annual School Report of Potisarnpittayakon School, Academic Year 2019. Bangkok: Mimeograph.
- Prachagool, V., & Nuangchalerm, P. (2021). Perspectives of Thai educators toward 21st century instruction. *Journal of Education and Learning (EduLearn)*, 15(3), 432–437. <https://doi.org/10.11591/edulearn.v15i3.20281>
- Rojanasuthee, S. (2014). Factors of Career Indecision: A Case Study of Upper Secondary School Students in Rayong Province (Master's thesis). National Institute for Child and Family Development, Mahidol University.
- Saha, L. J. (2015). Educational Sociology. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 289–296). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.92067-1>
- Sellars, M., Fakirmohammad, R., Bui, L., Fishetti, J., Niyozov, S., Reynolds, R., ... Ali, N. (2018). Conversations on critical thinking: Can critical thinking find its way forward as the skill set and mindset of the century? *Education Sciences*, 8(4). <https://doi.org/10.3390/educsci8040205>
- Shandia Dewi, E. (2022). *CURRICULUM DEVELOPMENT MODELS. Geography* (Vol. 7, pp. 2580–1775). Online. Retrieved from <http://sjdgge.ppj.unp.ac.id/index.php/Sjdgge>
- Shen, Q. (2022). The Importance of Integrating Career Planning Education into High School Curriculum. In *Proceedings of the 2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021)* (Vol. 615). Atlantis Press. <https://doi.org/10.2991/assehr.k.211220.364>
- Skittou, M., Merrouchi, M., & Gadi, T. (2024). Development of an Early Warning System to Support Educational Planning Process by Identifying At-Risk Students. *IEEE Access*, 12, 2260–2271. <https://doi.org/10.1109/ACCESS.2023.3348091>
- Swartz, B., & Patnaik, S. (2023). Meeting the Demands of Industry: A Study on Identifying and Teaching Emerging Technologies in Engineering Education. In *Proceedings of the European Conference on e-Learning, ECEL* (Vol. 2023-October, pp. 305–313). Academic Conferences and Publishing International Limited. <https://doi.org/10.34190/ecel.22.1.1889>

- Tan, C., Koh, K. & Choy, W. (2016). "The Education System in Singapore." *Asian Education Systems*, 05(December), 129–148. Retrieved from <https://www.researchgate.net/publication/311992398>
- Tharmalee, P., Chusorn, P., & Sirisuthi, C. (2023). Development of Academic Administration System for Excellence of Mid-Sized Schools under the Secondary Educational Service Area Office in the Northeast. *International Journal of Higher Education*, 12(5), 211. <https://doi.org/10.5430/ijhe.v12n5p211>
- Thongnoi, N., Srisa-ard, B., & Sri-ampai, A. (2013). Development of effective academic affairs administration system in thai primary schools. *International Education Studies*, 6(10), 139–149. <https://doi.org/10.5539/ies.v6n10p139>
- Tushar, H., & Sooraksa, N. (2023, November 1). Global employability skills in the 21st century workplace: A semi-systematic literature review. *Heliyon*. Elsevier Ltd. <https://doi.org/10.1016/j.heliyon.2023.e21023>
- UNESCO. (2017). *Education for Sustainable Development goals: Learning Objectives*. Unesco.org. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- UNESCO. (2023a). *What you need to know about education for health and well-being*. UNESCO. <https://www.unesco.org/en/health-education/need-know>
- UNESCO. (2023b). *Technology in education*. 2023 GEM Report. <https://gem-report-2023.unesco.org/technology-in-education/>
- U-Sayee, C. R., & Adomako, E. B. (2021). Supervisory practices and challenges faced by senior high school principals in Greater Monrovia, Liberia: implications for quality education. *Heliyon*, 7(4), e06895. <https://doi.org/10.1016/j.heliyon.2021.e06895>
- Vulpen, E. V. (2020, January 22). *Learning and Development: A Comprehensive Guide*. AIHR. <https://www.aihr.com/blog/learning-and-development/>
- Wang, Q., Hou, H., & Li, Z. (2022, June 3). Participative Leadership: A Literature Review and Prospects for Future Research. *Frontiers in Psychology*. Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2022.924357>
- Wannasri, J. (2014). *Academic Administration in Educational Institutions*. Phitsanulok: Rattanasuwan.
- Wehachat, R. (2009). *Academic Administration in Basic Education Institutions* (3rd ed.). Bangkok: Nam Silpa Advertising.
- Wehmeier, S. (2000). *OXFORD Advanced Learner's Dictionary*. Sixth edition. USA: OXFORD University Press.
- WestEd. (2024). Five Recommendations for Creating K-16 Pathways for All Students. [https://doi.org/10.08153032/Blog-Image\\_07-23-2024\\_Center-for-Economic-Mobility\\_July-1](https://doi.org/10.08153032/Blog-Image_07-23-2024_Center-for-Economic-Mobility_July-1)
- Wonganutaroj, P. (2010). *Academic Administration*. Bangkok: Pimdee.
- Worapun, W. (2021). The Development of Research-Based Learning Management in the Curriculum Design and Development Course for Teacher Students. *Journal of Education and Learning*, 10(6), 62. <https://doi.org/10.5539/jel.v10n6p62>
- Xing, X., Huerta, M., & Garza, T. (2019). College and Career Preparation Activities and Their Influence on Post-High School Education and Work Attainment. *Journal of Career and Technical Education*, 34(1), 8. <https://doi.org/10.21061/jcte.v34i1.a1>

- Yasmin, F., Muhammad Umar Farooq, & Syed Kazim Shah. (2023). Impact of Exam-Oriented Education System on Undergraduate Students' Cognitive, Affective and Psychomotor Competencies. *International Journal of Linguistics and Culture*, 4(1), 109–125. <https://doi.org/10.52700/ijlc.v4i1.180>
- Yoke, S. K., Ahmad, S. A., Yunus, R. M., Amin, J. M., Sulaiman, N., & Majid, F. A. (2019). Educator's Readiness for 21st Century Education. *ARN Journal of Engineering and Applied Sciences*, 14(Special Issue 9), 10687–10692. <https://doi.org/10.36478/JEASCI.2019.10687.10692>

**Corresponding Author:- 000000.**  
**Address:- 0000000.**