THE PARTICIPATIOIN OF ADMINISTRATORS FOR STUDENTS QUALITY BY USING THE WORK INTEGRATED LEARNING (WIL) FOR COOPERATIVE EDUCATION NETWORK OF THE UPPER SOUTHERN REGION IN THAILAND

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Abstract - The purposes of this research were (1) to study the expectation of learning outcome of the work integrated learning (WIL) for students quality, (2) to study the participation of the administrators for students quality by using the work integrated learning (WIL), and (3) to guide the work integrated learning (WIL) enhancement for students quality. The samples were divided into 4 groups which consisted of 166 heads of departments, 15 heads of the central support offices, 45 administrators ofenterprises, and 166 students who were practically training on the job. The applied research instruments were rating scale questionnaires, interview forms and the recording forms for focused group discussion. Data were analyzed by using statistics of the frequency, percentage, mean, standard deviation, and content analysis. Research findings were as follows: 1)Expectation of student quality in the cooperative education network of the upper southern region, Thailand as a whole was at high level ($\bar{x}$ = 4.21) and in individual aspect, it was found that their team working, self-confidence, self-discipline, modification of their behaviorsto be ready to the real work, and learning and developing themselves, respectively. 2) Overall level of administrators' participation in the work integrated learning (WIL) was at highest level ($\bar{x}$ = 4.67), and in the individual aspect, it was found that the system and mechanism for curriculum development and management, the supervision, and the system and mechanism to enhance the teaching and learning were secondary lower, respectively, and 3) Guideline for the administrators to enhance the work integrated learning (WIL) were: 3.1) Deliberately implement the work integrated learning programs, 3.2) Empowerment to administrators and students with autonomy in the structuralwork experience, 3.3) Provide the advisors and the students with relevant challenges in their workplaces, 3.4) Consider the learning network and learning environment, 3.5) Cooperation in partnership with the educational institutions, students and entrepreneurs, 3.6) Ensure continual assessment of students learning and evaluation of the work integrated learning, and 3.7) Provide perfect documentation system.

Keywords - Administrators, Student quality, Work Integrated Learning, Cooperative Education Network

I. INTRODUCTION

Higher education institutions have become increasingly focused on the quality of teaching and learning, and the provision of high-quality educational experiences for students in various learning contexts. Well-designed work integrated learning is one of beneficial instrument to students, the academic institutions, the entrepreneurs /employers and communities. Whereby work integrated learning, students can bring new ideas and innovation to industry, government and community organizations. Colleges and universities are recognizing the educational impact of work integrated learning, and it is increasingly becoming popular in higher education administration. Opportunities for work integrated learning expand the breadth of disciplinary areas, form the social sciences and humanities to environmental, physical, health and applied sciences, fine arts, business and vocational training. Had it correctly been implemented, opportunities for students to learn outside the classroom, in an actual work environment would augment student academic learning and create ready towork graduates. Educational partnerships between the academic institution and the working establishments can enhance the integration of theory and practice within and between academic and workplace environment. Work integrated learning opportunities can foster personal and professional growth and enrich student's higher education experience.

Work integrated learning (WIL) is a pedagogical practice whereby students come to learn from the integration of experiences in educational and workplace settings [1]. Work integrated learning has emerged as a key pedagogical strategy to enhance student learning and development [2]. In addition, integrating curriculum learning with workplace experience provides students with opportunities to combine theory and practice in a real-world working environment, deepening students' knowledge and understanding, and enhancing work-related capabilities [3]. Work-integrated learning (WIL)is an umbrella term for work-based activities undertaken by universities students as a part of their learning experience. WIL refers to in-campus and workplace learning activities and experience which integrate theories with practices in academic learning programs. It represents a collaborative effort by combination of external partners' skill that pertains to industry organization, business organization, non-profitable organization, and government unit, and higher education institution to enhance studentsto

learn through facilitating the application of theory into real-life practice and it becomes increasingly apparentand important. WIL experience provides a bridge for students between theirpresent academic knowledge and their professional future. Moreover, WIL is an opportunity to apply and merge theoretical knowledge gained in academic studies to the "real world" work place practical experiences[4]. WIL will develop graduate employability by enhanced skill outcome, such as teamwork, communication skill, self- management, problem solving employment prospects and students' understanding of work-to-work[5]. However, different types of WIL activities, such as placement, shadowing and workplace project, will lead to different learning outcomes. In some professions, particularly in Education, WIL is required for professional accreditation purpose. It is considered particularly important in business and management to retain its status as an applied discipline[6]. In conclusion, the term 'work-integrated learning' (WIL) is often interchangeably used with work-based learning, practice-based learning, work-related learning, vocational learning, experiential learning, co-operative education, clinical education, internship, practicum and field education, to name but a fewdifferentiation [7]. In an attempt to provide clarity around work-integrated learning terminology, several models and typologies of work-integrated learning have beenproposed[8][9][10][11][12][13].

The cooperative Education Network of upper southern region, Thailand consists of 15 higher education institutions which offer bachelor, master and doctoral degree courses. Moreover, it offers higher education programs in all fields. However, the graduate production process of all higher education institutions in the cooperative education network of upper southern region, Thailand, has remained the same andseriously lacks skill training and cooperation with external agencies. As result, the graduates can hardly apply the knowledge that they have learned to their actual work.

Finally, the work integrated learning (WIL) becomes a new tool, model and method for education administration in the service labor market to efficiently respond to country's policy which aims to move forward, beyond the "middle-income trap"point, it needs to create highly skilled workforce who can completely carry out functions in the Thailand's 4.0 generation.

II. OBJECTIVE OF THE RESEACH

1) To study the expectation of learning outcome of the work integrated learning (WIL) for students quality.

2) To study the participation of the administrators for students quality by using the work integrated learning (WIL) of cooperative education network of the upper southern region in Thailand.

3) To be a guideline in enhancement of the work integrated learning (WIL) for students quality of cooperative education network of the upper southern region in Thailand.

III. EXPERIMENT INDETAILS

1) The sampleswere divided into 4 groups, consisted of 166 heads of departments, 15 heads of the central supporting offices, 45 administrators of the enterprises, and 166 students who were practically apprentices training on the jobs who had learned about the research instruments and their quality check.

2) The research instruments used for collecting information were questionnaires, interview forms, and the recording forms for the sampled groups. The questionnaire was designed according to the research objectives. It based on studying theories, documentary references, textbooks and researches which related to the development of the work integrated learning (WIL) in the higher education. The questionnaire is divided into 3 parts as follows 1) questions regarding tothe expectation of the learning outcome of the work integrated learning (WIL) which uses 5 points rating scale, and 2) questions regarding to the participation of the administrators which is divided into 3 parts as follows: (a) the system and mechanism for curriculum development and management, (b) the supervision, and (c) the system and mechanism for enhancement of teaching and learning process which uses 5 points rating scale.

3) Questionnaire validity and reliability test comprises of the following step:

Validity, the researcher presented the questionnaire to 3 experts to check its accuracy and content validity and whether the tool or instrument is relevant to the measured content.

Reliability, the researcher conducted a try–out–of 30 groups which simulated to the actual sample groups. The alpha coefficient of reliability of the questionnaire is 0.87.

4) Data analysis

The analysis of data was conducted by finding for their frequency, percentage, mean and standard deviation, and content analysis.

IV. RESULTS AND DISCUSSIOIN

1) The expectation of learning outcome of the work integrated learning (WIL) for student quality, we found the results as shown in Table 1.

Table1:The level of the expectation of learning outcome of the work integrated learning (WIL) for student quality.

Categories	Level of expectation		
	($\bar{x}$)	(S.D.)	meaning
Enhancement of team working	4.28	.649	high

Categories	Level of expectation		
	($\bar{X}$)	(S.D.)	meaning
Being Self-confidence	4.25	.693	high
Being self-discipline	4.19	.690	high
Modified behavior ready to real work	4.19	.741	high
Learning and developing themselves	4.15	.647	high
Total	4.21	.684	high

From Table 1., it showed that the overall expectation of learning outcome of working integrated learning (WIL) for student quality was at a high level ($\bar{X}$ = 4.21, S.D. = .648). In the individual aspect it was found that it enhanced team skill working ($\bar{X}$ = 4.28, S.D. = .649), being self-confidence ($\bar{X}$ = 4.25, S.D. = .693), being self-discipline and modified behavior ready to real work ($\bar{X}$ = 4.19, S.D. = .690,.741), and learning and developing themselves ($\bar{X}$ = 4.15, S.D. = .647), respectively.

2) The participation of the administrators for student quality by using the work integrated learning (WIL),wefound the results as shown in Table 2.

Table2: The level of the participation of the administrators for student quality by using the work integrated learning (WIL)

Categories	Level of participation		
	($\bar{X}$)	(S.D.)	meaning
The system and mechanism for curriculumdevelopment and management	4.70	.475	highest
The supervision	4.68	.463	highest
The system and mechanism to enhance teaching and learning	4.63	.513	highest
Total	4.67	.483	highest

From Table 2., it showed that the overall participation of the administrators for student quality by using the work integrated learning (WIL) was at the highest level ($\bar{X}$ = 4.67, S.D. = .483). In the individual point of view, it showed that the administrators were participating in the system and mechanism for curriculum development and management($\bar{X}$ = 4.70, S.D. = .475), the supervision ($\bar{X}$ = 4.68, S.D. = .463), and the system and mechanism to enhance teaching and learning process ($\bar{X}$ = 4.63, S.D. = .513), respectively.

3) The guidelines for the administrators to enhance the work integrated learning (WIL) were:

3.1) Implementation of the work integrated learning programs.

3.2) Empowering the administrators and the student with autonomy in the structural work experience,

3.3) Providing the advisors and the students with relevant challenges to be happen in the workplace.

3.4)Consideration of the appropriate learning network and learning environment.

3.5)Cooperation in partnership working with the educational institutions, students and entrepreneurs.

3.6) Ensuring continual assessment of student learning and evaluation of the work integrated learning process.

3.7)Providingperfect documentation system.

V. DISCUSSION

The administrators are the most important factor to enhance the work integrated learning (WIL) successful, that is the development of the students' quality. They have to take care of the curriculum with good system and mechanism of development and management and then enhance confidence that the unit training can greatly contribute to the teaching method, especially in the practical, training and operational levels where students can learn from the real experience in a unit training. In accordance with Billet's saying that the work integrated learning organizer must ensure willingness to share knowledge, particularly when it is uneasily visible or understandable and make it easy to comprehend, determine and provide accessibility to activities required for development and sort them in a meaningful way, and provide close guidance that will develop professional practice and guard against inappropriate practice[6]. Teeradet, Ongorn, Jongkol, Sarawat, &Kanchulee[14] argued that the role of the administrators of the work integrated learning (WIL) application. They said the administrators are the most important factor to the development of the students' quality. In the instruction process, the administrators are important to formulatetheoretical knowledge which is the core of integrated learning. The administrators can also mean knowledgeable and competent personnel in unit training which contributes to teaching method with the cooperation from many sectors. According to the research results, the administrators are expected to have discipline, ethics and act as good role examples for students. They should have insightful academic and occupational knowledge, and possess a good attitude toward students and their occupational fields. In addition, they said that the curriculum factor is another significant part of work integrated learning to enhance student competency. The curriculum must be based on learning with morality, ethics, service-mind and responsibility, together with real practices. In term of system and mechanism for enhancement to teach and learn, the administrators also have to provide educational resources or facilities to support

the learning process which is harmony with TeeradetOngorn, SanguanyatBoonchart, Sarawat&Kanchulee'ssaying that the educational institution should provide modern learning media suitable to the vocational context of students. They should increase budget for more expenses, for example tools and equipment, expenses for student occupational practices[14].

CONCLUSIONS

The benefits of work-integrated learning are not implicit within the work itself, but rather arise with the integration of theory and practice facilitated through the structured work experience [1] and [9].Accordingly, it is important to ensure that this integration is achieved most effectively by deliberately structuring the programs and blending it in an empirical learning theory.Finally, in moving forward with work integrated learning, it is recommended that work integrated learning program should be deliberately integrated within the curriculum of the academic programs. Furthermore, tertiary or higher education institutions should be working in partnership with workplaces or enterprises, because both organizations possess domain-specific knowledge and expertise which can significantly contribute to effective work integrated learning experiences.

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Well-designed work integrated learning can generate benefit to the students, the academic institutions, the entrepreneurs/employers and the communities. That means the work integrated learning could help students can bring new ideas and innovation to industry, government and community organizations. The administrators of educational institution, and entrepreneurs, and students are the most important factors to enhance the work integrated learning for improvement of the student quality. Therefore, educational institutions should 1) Focus on the content of the course to be used for practical. And it should emphasize the students' understanding, analysis, and application of the content into real working, 2) Adapt the information system, which is the main source to develop the work integrated learning (WIL). It should also have an agency or department responsible for preparation as the central unit, 3) Entrepreneursshould provide seminars and knowledge management, which can exchange their experience with students' feedback. And thereafter they can bring all information gained from the seminars and knowledge management to develop the learning method, 4) Administrators can adopt this research with their managing way. At the same time, they should maintain the direction and form of the main framework that the institution have determined, and 5) Three partnerships, including, the students, the workplaces and higher institutionsshould apply all information from this research to assume definite responsibilities, perform specific functions, and achieve benefits as a result of the involvement.
When students have the best quality, they can get the best jobs, gain the best quality of life, and they can eventuallymake the best community.

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