

# **A framework for the development of strategies administrative of higher education institutions for the three southern border provinces in Thailand: An emphasis for sustainable development and the Asian community**

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## **Abstract**

The purposes of this paper were to review and to synthesize related literature under the concepts of new paradigms for administration of higher education institutions. The results of the study revealed that a framework for the development of appropriate strategies and administrative model of higher education institutions for the three southern border provinces in Thailand with emphasis on sustainable development and the ASEAN community consisted of: analysis of the overall environment of the locations of the institutions; evaluation of resources of each institution; and comparative analysis of the current condition of the institutions and the condition in which they should be in the future. This framework was to determine new strategies and an administrative model taking into account the concepts of strategic marketing, public participation, and responding to the needs of the people under the new paradigm consisting of nine dimensions, namely integrated operation by the institutions themselves and between institutions; cooperation among institutions in terms of personnel and process; networks and partnership among institutions; congruence and suitability for society and local community where the institutions are located; linkage to empower the local public; changes in administration and operation as preparation for the future and new globalization; creation and application of innovation and technology in the institutional operation; understanding and outreach to people in all levels of organizations; and sharing of resources.

**Key Words:** Administrative, strategies, model, sustainable, community

## Introduction

After the Declaration of ASEAN Concord II (Bali Concord II) was signed by leaders of the member countries of ASEAN to establish ASEAN Community in 2020 comprising three pillars, namely political and security cooperation, for which ASEAN Security Community (ASC) will be established; economic cooperation, for which ASEAN Economic Community (AEC) will be established, and socio-cultural cooperation, for which ASEAN Socio-Cultural Community (ASCC) will be established. Later ASEAN leaders agreed to accelerate the establishment of ASEAN Community by 2015, and educational cooperation is included in the ASEAN Community establishment plan. Office of Higher Education Commission which is the organization responsible for higher education in Thailand has incorporated higher education as free flow services in the ASEAN Community in the 15-year Long-term Higher Education Development Plan (2<sup>nd</sup> Edition) so that higher educational institutions can be prepared for being a member of the ASEAN Community. Therefore, it is important for higher educational institutions to develop strategies and styles suitable for higher educational management for sustainable development and to be ready for the ASEAN Community, especially educational institutions in the three southern border provinces that have been affected by the unrest situations in the area.

Thus, the researcher has reviewed related literatures and synthesized research into a new paradigm of higher educational management in order to set a framework as a guideline for developing suitable strategies and styles for higher educational management for the three southern border provinces.

## Materials and Methods

Related literatures were reviewed and research synthesized regarding new paradigms for higher educational institution management taking place during 2008-2012 which were conducted using narrative reviews and content summaries. Research articles and theses were researched from six electronic databases are ABI/Inform Complete, Academic Search Premier, Education Research Complete, Science Direct, Scopus, and Web of Science Then, each research work was summarized to be used as components of a new paradigm for higher educational institution management. More research was carried out to find more support for each component of the new paradigm that the researcher formed through synthesizing research work employing interpretation and presentation of data in the form of tables.

## Results and Discussion

Kotler and Fox (1995: 6) present a concept of strategic marketing for higher educational institutions that is very interesting for this study. They explain that marketing is an important center of activities for higher educational institutions to show that they are modern educational institutions. Marketing is an activity that organizations must search for in order to provide services to some extent of human's needs for survival and different success. Therefore, educational institutions must know the market of each institution. Changing existing resources into curricula, programs, services and ideas that are suitable, and distributing them efficiently to the market and population, modern educational institutions need to aim at achieving most of their goals and the goals of people involved through strategic planning. This is considered development and maintenance of the balance between the institutions' goals and their ability as a whole and the changing of their marketing opportunities. In making strategic plans, institutions' missions must be clear. There must be complete support for the goals and objectives of the organizations that could suitably be put

into practice (Kotler and Fox, 1995: 93-117). The overall strategic planning process could be summarized as shown in Figure 1.

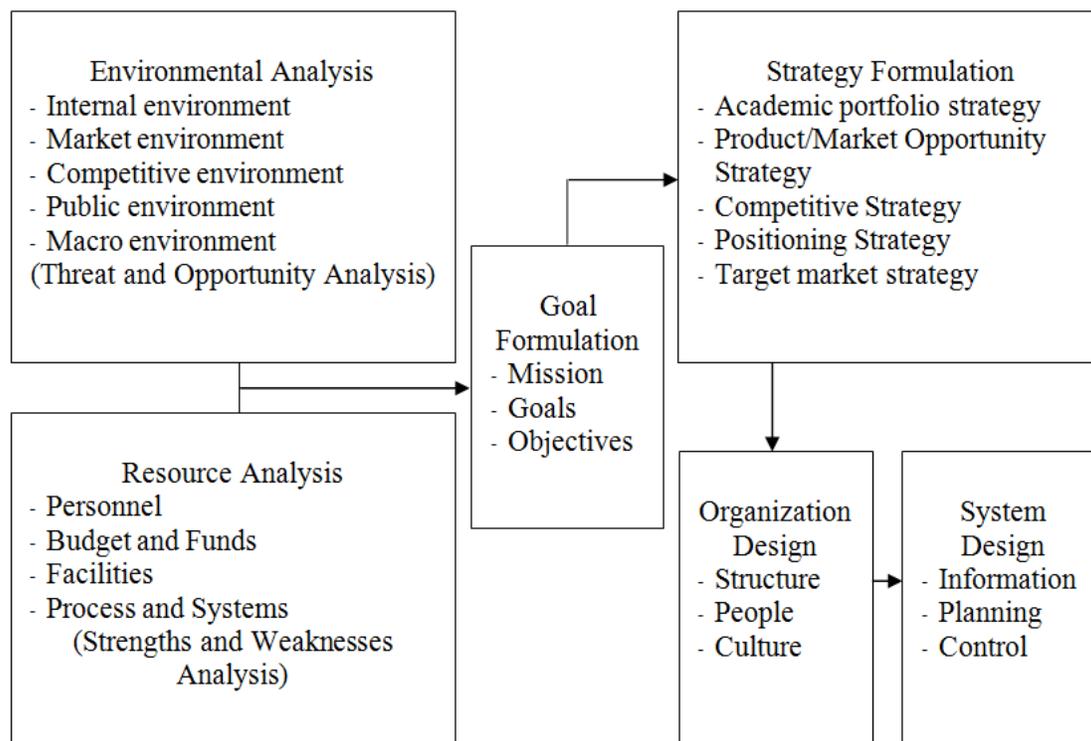


Figure 1 Strategic planning process model  
Resource: Kotler and Fox (1995: 96)

Figure 1 shows that the process should start from identifying and analyzing the environmental trend resulting from the change of most of the environments that call for educational institutions to build and develop strategies. In the stage of examining the environments, three important questions must be answered: What are important trends for the environments? What are related to these trends for the institution? What are significant opportunities and threats? The environmental analysis goal is gathering documents to get a whole picture that leads to development under the environments that the institution has to consider when setting the goals, strategies, structure and systems for the institution in the future.

Analysis for assessing resources of the institution is conducted after the environment has been analyzed. The institution should specify its existing important resources which are its strong points. It should also specify important resources it does not have which are its weak points. Then, missions, goals and objectives of the institution are specified because after the environmental and resource analyses, basic data are obtained which help people involved to have ideas regarding what the institution should become. Following this, strategies are formed, the organization is designed, and suitable systems are designed. Nevertheless, Kotler and Fox (1995: 20-26) state that all higher educational institutions cannot avoid facing with many groups of the general public. Therefore, higher educational institutions should respond to the relationships with the public who are individuals and groups of people who can benefit or affect the institutions. Groups of the general public

who benefit and those who affect higher educational institutions are specified as shown in Figure 2.

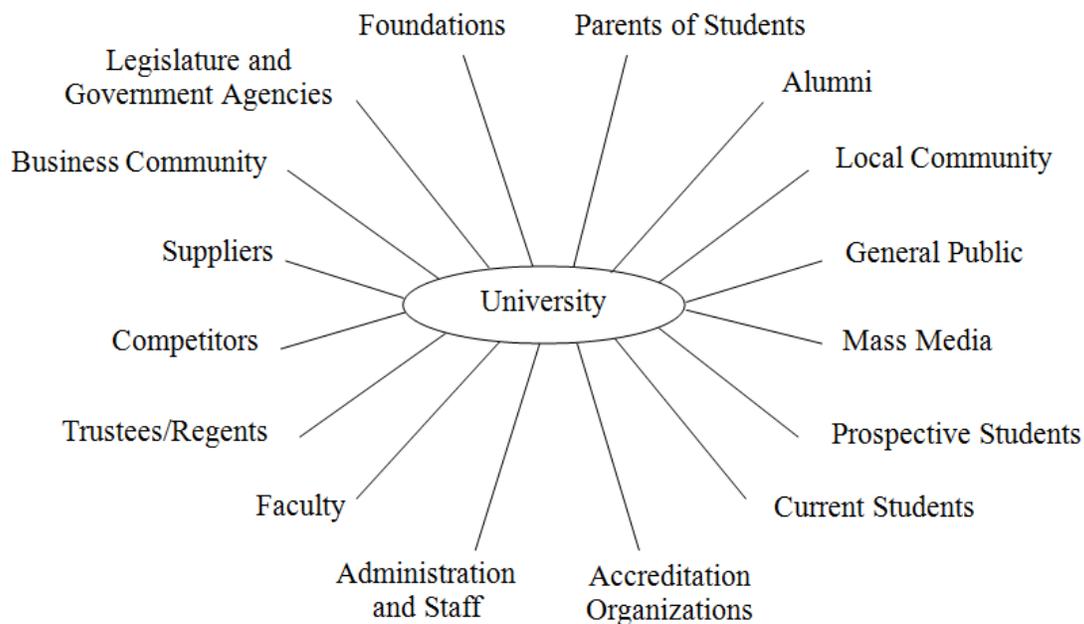


Figure 2 Higher educational institution and its publics

Resource: Kotler and Fox (1995: 20)

Figure 2 shows groups of the general public who benefit or affect higher educational institutions. They are major factors that all higher educational institutions must attach importance to. However, the success of higher educational institution management in the future needs to be done under the new paradigm that the researcher has synthesized from research work that reflected new paradigms for higher educational institution management during the five years in retrospect. It was found that there were seven studies that reflected new paradigms for higher educational institution management that were different according to the context of each which could be summarized as follows:

Richards (2009: 109-116) conducted a study that aimed to say that success of an organization is of the utmost importance, especially in becoming a leader and in maintaining the leadership including a long-term growth and sustainability. Continuous strategies and planning in higher educational institutions can result in continuous and careful management. How successful the institution is depends on the following five components: (1) Making the strategies happen to all parts of the organization so that they become organizational culture. (2) Support and help from highly successful or experienced administrators. (3) Communicating data with clients so as to obtain support and acceptance for academic culture of the institution. (4) Operating according to the organizational competence, implementing the strategies, specifying organizational objectives, personnel and leader-developing activities. (5) Having a continuous evaluating system that covers all aspects of personnel and all the operation processes.

Fadeeva and Mochizuki (2009: 251-253) conducted research to show that university's work is based on the challenge related to development for sustainability and the fast changing of society, economy and environments. Universities, therefore, need to build knowledge, to play a new role that emphasizes modernity. Higher educational institutions must change in order to move towards sustainability in the future taking six factors into consideration:

services for society, curricula and teaching, students' lives, physical condition and infrastructure, support for research and academics, development in policy, plans and administration. For higher educational institution management in the present and the future, emphasis must be placed on four components: development and training, evaluations and reports, building networks and partnerships, and strategies for changes.

Wilkins (2011: 73-77) conducted research focusing on realization that the present education lacks of sustainability. This is because educational institutions or people related to education are still attached to the old image and practice. New thinking to improve the educational paradigm is, therefore, an outlet that can make educational institutions sustainable starting from these four factors. (1) improving and reviewing the vision, objectives, and educational and administrative goals; (2) focusing on reviewing and reflecting educational and social sustainability; (3) having a vision emphasizing change and readiness for change; and (4) having the same vision between people involved in the organization and educational institutions.

Taha (2010: 300-301) conducted research focusing on being in a network of partnerships among higher educational institutions in order to share resources which are necessary for the future. Examples were given on resource sharing by three universities in a university network in the United States of Arab Emirates that share resources in developing an information technology system for developing and building an academic library system and access to informational data and online systems. The sharing could reduce the costs and help making them more effective and more efficient by jointly manage personnel, finance and budgets, and designating roles and rules.

Peterson (2009: 56-59) conducted research focusing on realization that a paradigm related to higher educational institution networks is necessary for the present time where communication and many others are done online. Thus, building new knowledge applying information technology and innovation is a must for higher educational institutions such as building strategies and supporting new knowledge using the network and technology placing emphasis on the outcome, building new knowledge and innovations placing emphasis on learning and put it into practice. However, it has been found that a success of styles depends on various groups involved, networks and relationships, management, communication, cooperation and creative thinking of people involved.

Welsh (2010: 59-65) conducted research focusing on realization that certain changes and conditions make it necessary for higher educational institutions to adjust the paradigm to improve higher education amidst changes inside the country as well as those worldwide. He proposes a new framework for changes in higher educational institutions in Germany consisting of six components: Administration that supports competition, and that is internationalized; Making institutions recognized throughout Europe; Attaching importance to work performance; Independence of higher educational institutions; Offering diversities in the location where the institution is located; Being responsible and accountable.

Kok, Douglas, and McClelland (2009: 644-648) conducted research focusing on realization that with the growth of the paradigm and the focus on a new way of management, it is necessary to consider the small parts within the institutional structure, for example, listening to points of view of personnel who are members of the institutions under the changing organization and management. There are usually different points of view among different groups of personnel such as a group of administrators, groups of personnel at the practice level, groups of personnel who teach or groups of researchers, all of which can contribute to success of the organization.

From synthesizing the seven studies, the researcher summarized them into nine components of a new paradigm for higher educational institution management so that it can be a factor to be included in the framework that can be used as a guideline for development of

strategies and styles for higher educational institution management. Furthermore, the researcher synthesized more research in order to find more support for each component of the new paradigm proposed by the researcher. Twenty one studies were found to reflect the support for each component as shown in Table 1.

Table 1 Studies reflecting the components of the new paradigm for university management

Research	Dimensions								
	1	2	3	4	5	6	7	8	9
Gunn (1995: 28-39)	/	/				/	/	/	
Grant (1998: 717-723)				/					
Hanna (1998: 66-93)	/	/	/			/	/		/
Svarc (1999: 373-381)	/	/	/		/	/	/	/	
Etzkowitz, Webster and Gebhardt (2000: 313-330)			/		/	/	/		/
Salmi (2001: 105-125)			/		/	/	/		
Colis and Van der Wende (2002: 61-71)						/	/		
Srikanthan and Dalrymple (2002: 1-6)	/	/		/		/			
Friga, Bettis and Sullivan (2003: 233-249)			/			/			
Clayson and Haley (2005: 1-9)			/	/	/				
Denman (2005: 9-24)					/	/		/	
Harloe and Perry (2005: 29-40)					/	/	/	/	
Lahorgue (2005: 127-137)					/	/	/		/
Lee (2005: 1-13)	/	/	/	/		/	/		/
Gordon and Whitchurch (2007: 135-151)						/		/	
Hayes (2007: 927-931)	/	/			/	/	/		
Silman, Ozgit and Oksuzoglu (2009: 1858-1864)		/						/	
Hashim, Alam and Siraj (2010: 383-392)	/	/	/		/	/	/		
Rusinko (2010: 250-258)	/	/	/	/	/				/
Vasilescu, Barna, Epure and Baicu (2010: 4177-4182)				/	/	/			
Lambrechts, Mula, Ceulemans, and et al (2012: 1-9)	/	/				/		/	

**Conclusion**

From reviewing related research results and literatures, and from synthesizing many studies, the researcher has built a framework of guidelines for development strategies and styles that are suitable for management of educational institutions in the three southern border provinces of Thailand with emphasis on sustainable development and support for ASEAN Community as shown in Figure 3. It is a framework of concepts that can be used as guidelines for doing qualitative and quantitative research regarding strategies and styles suitable for management of higher educational institutions in the three southern border provinces of Thailand as shown in Figure 4.

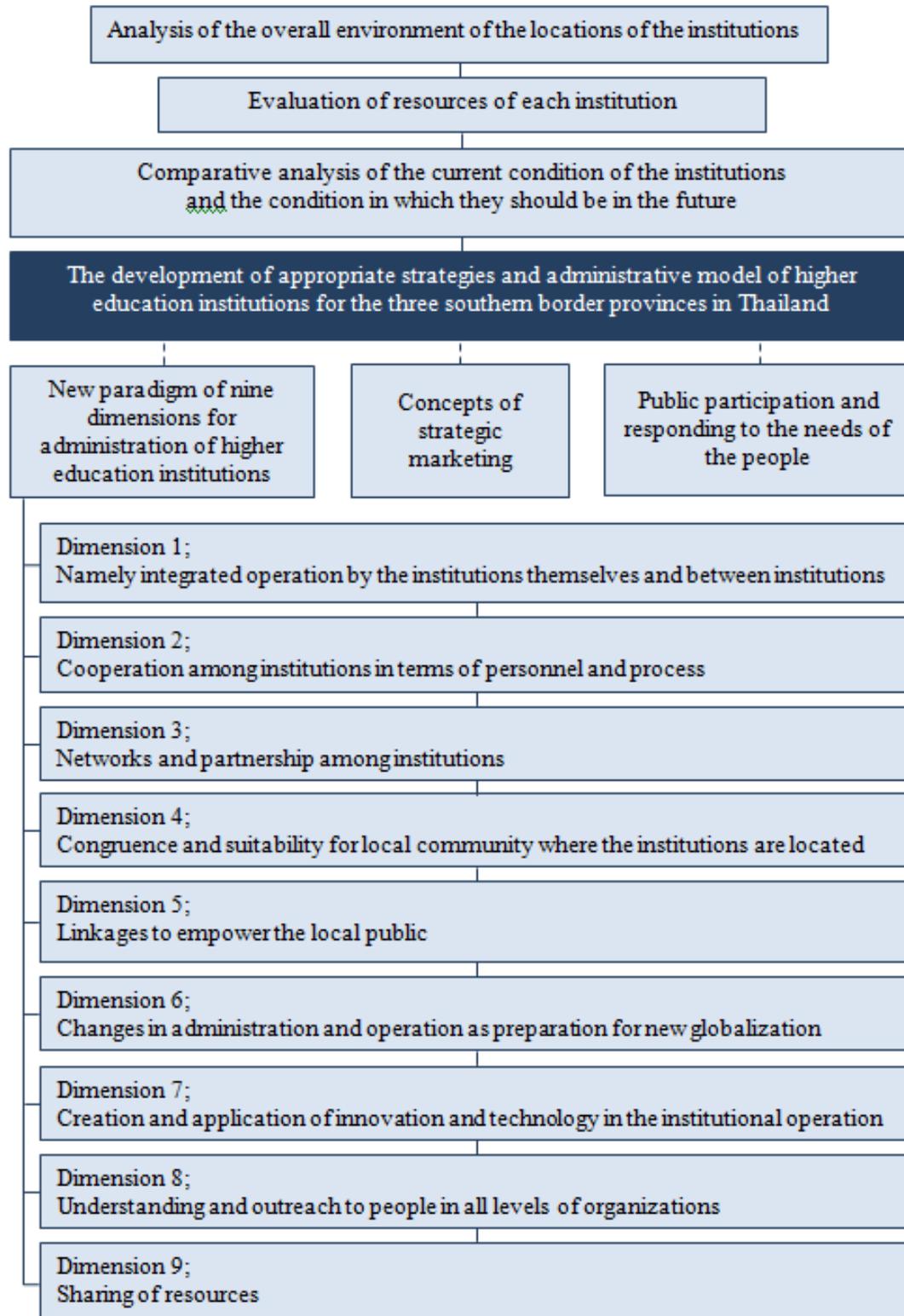


Figure 3 a framework of guidelines for development strategies and styles that are suitable for management of educational institutions in the three southern border provinces of Thailand  
Resource: summarized by researcher

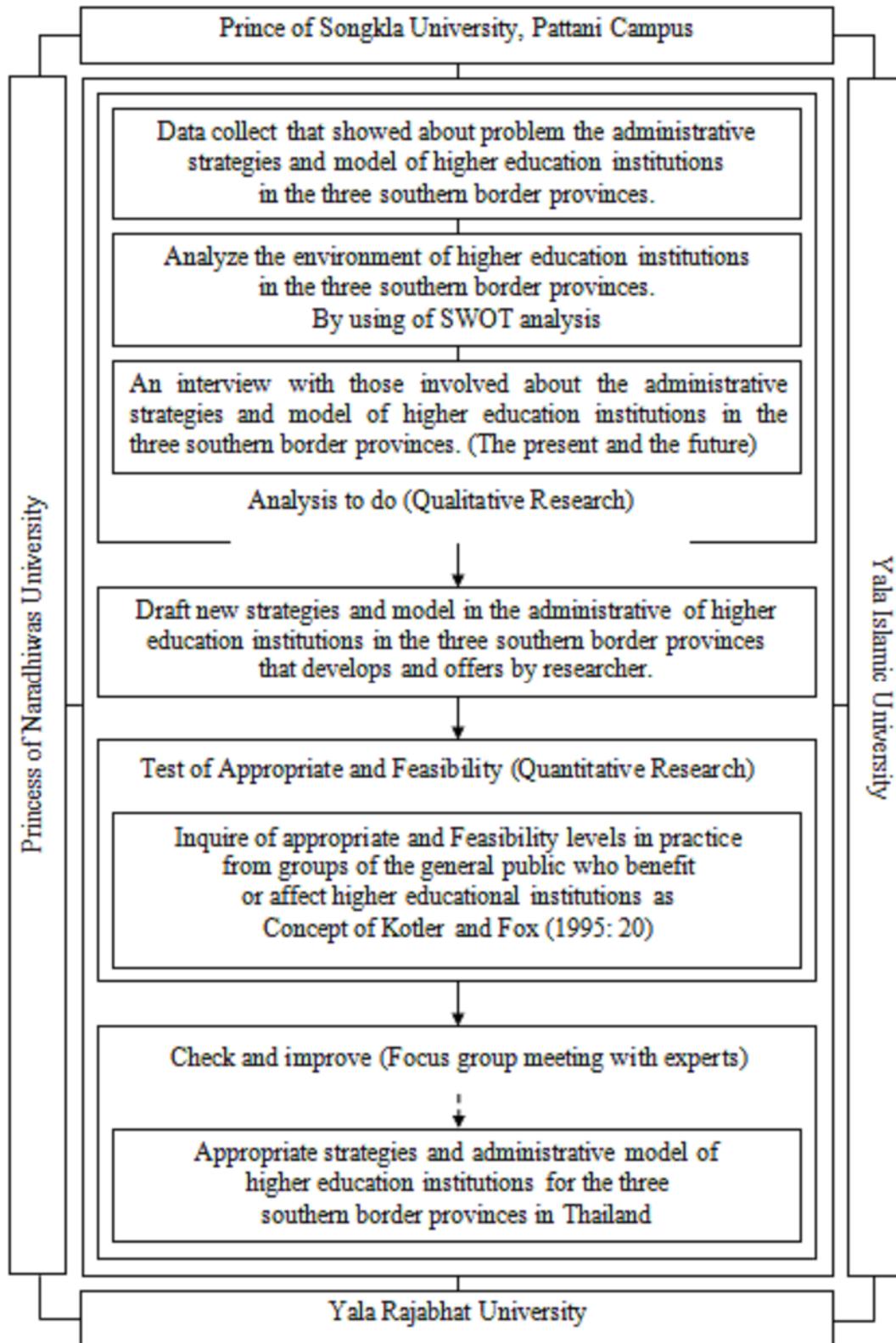


Figure 4 a framework of concepts that can be used as guidelines for doing qualitative and quantitative research regarding strategies and styles suitable for management of higher educational institutions in the three southern border provinces of Thailand  
 Resource: Created by researcher

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