

## Unit 2

### Literature Review

Results of the literature review from books, textbooks, laws, circulars, and relevant papers, internet documentation, and previous research and dissertations reported in 2 parts. They were the personnel management focusing on recruiting system and general context of Japan and NIT. Details were in the following items.

1. Importance of recruitment system
2. Teachers' recruitment system in Thailand
3. Teachers' recruitment system and teachers tasks in Japan
4. General context of Japan
5. General contexts of NIT, Japan

The details of each item were summarized as follow.

#### 1. Importance of recruitment system

Scholars in personnel management had given the concept of the importance of the recruitment system as follows.

Barber, M., & Mourshed, M. (2007) indicated that an *education system* cannot exceed the quality of its teachers. Teachers' quality is one of the main factors that affect learners' quality. Therefore, recruiting the right people to become teachers and developing those people to be effective teachers was the most important aspect of the world's best performing *school systems*.

Mathis & Jackson (2010) indicated that the most important mission for any organization's success was the human resources management of the organization through the recruitment, selection, and placement process.

The report of TDRI research (2016) and Thai Publica (2014) argued that compensation was not an important factor for attracting good people to become teachers. These two reports revealed that the salary of Thai teachers' salaries had gradually increased in a good amount. However, they also confirmed that the standard of teacher recruitment system is important to effective teaching and learning.

Orawongsuphathat, C. (2013) confirmed that the key to a successful organization was the person who meets the needs of the organization. This would be a valuable and important asset to drive the organization to achieve its goals and objectives.

Smithikrai, C. (2013) stated that each job is different. Each person had different attributes, knowledge, ability, skills, and personality. These different features were compatible with the different workload which was suitable for inequitable tasks. So, to recruit; select; and deploy qualified person with appropriate tasks, this would produce the best results for an organization. It was the best motivation input for creating morale and job satisfaction of all staff. This could enable them to work effectively and engage organizational commitment. Unqualified personnel recruitment, selection, and placement resulted in unqualified staff and organization failure eventually (Heneman & Heneman, 1994).

## **2. Teachers' Recruitment System in Thailand**

The details of Teachers' Recruitment System in Thailand regarding its related laws, regulations, and criteria; and teacher qualifications were as follows.

### **2.1 Related Laws, regulations, and criteria**

Related Laws, regulations, and criteria regarding Teachers' recruitment system in Thailand defined in Teacher Civil Service and Educational Personnel Act B.E.2047 (2004) and the amended Act (No.2) of B.E. 2551 (2008) were as follows.

1) Section 45 the recruitment of a teacher civil service and educational personnel to be appointed to any position shall be made from a person who passes the examination for that position in order.

2) Section 47 TEP subcommittee in educational service area shall have the duty to conduct the examination for the recruitment and appointment of the teacher civil service and educational personnel.

In the case where any education agency is qualified under the rule and procedure as prescribed by TEPC, TEP subcommittee in educational service area shall entrust such education agency to conduct the examination.

The scope of, methods and procedures for examination, the rule for making decision and listing of successful candidates, the rule for transferring the successful candidates in one list to the other and the cancellation of the list of successful candidates shall be determined by TEPC.

## 2.2 Teacher Qualifications

Teacher qualifications according to Teachers' recruitment system in Thailand defined in Teacher Civil Service and Educational Personnel Act 2004 (2014) were as follows.

1) Section 30 Subject to the provisions of the law on teacher and educational personnel council in relation to practicing of teacher and educational personnel profession, a person who serves as teacher civil service or educational personnel shall possess the general qualification as follows:

- 1.1) having Thai nationality;
- 1.2) being not less than eighteen years of ages;
- 1.3) being enshrined in the democratic regime of government with the King as head of State under the Constitution of the Kingdom of Thailand;
- 1.4) not holding any political office, or being a member of local assembly or local administrators;
- 1.5) not being incompetent or not having mental infirmity or disease as prescribed by the Rule of TEPC;
- 1.6) not under a suspension order for official duties or the order discharging from official service temporarily under this Act or other laws, or professional license has been suspended or revoked under the rules as prescribed by the laws establishing such profession organization;
- 1.7) not being deficient in good moral as required for practitioner of teacher and educational personnel profession;
- 1.8) not being an administrator or officer of political party;
- 1.9) not being bankrupt;
- 1.10) not having been sentenced by a final judgment to a term of imprisonment, except for an offence committed through negligence or a petty offence;

1.11) not having been expelled, dismissed or removed from State enterprise, public organization or other State agencies or international organization;

1.12) not having been expelled, dismissed or removed on the grounds of breach of discipline under this Act or other laws;

1.13) not having conducted a fraudulent act in the admission for official service or for the performance of duties in State agency

2) A person who serves as teacher civil service or educational personnel shall possess all the specific qualification according to position standards under of the Act on Teachers and Educational Personnel BE 2547, section 42, prior to the date of application. An applicant who is qualified for the positions specified by the TEPC must hold the qualification as follow.

2.1) one must hold the minimum educational background is bachelor's degree in Education or any other course designated by TEPC.

2.2) one must hold a teacher license or evidence used to perform professional teachers prior to an appointment.

### **3. Teachers' recruitment system and teachers tasks in Japan**

Teaching is a popular profession in Japan and the system has an oversupply of qualified candidates. The lowest level of certification in Japan teaching education system is temporary, valid for 15 years, and available to graduates of a junior college teaching program. Whereas the highest, or advanced level, certification is available to teacher candidates who hold master's degrees. The vast majority of Japanese teachers hold at least a bachelor's degree. In Japan, teaching is a respected profession, and teachers have traditionally been paid better than other civil servants. Due to the over concerns about teacher shortages after World War II, a teacher would be paid 30 percent more than other civil servants. 50 years later, this situation still remains the same (NCEE, 2018).

Recruitment system contained almost the same procedures. Teacher candidates must pass a hiring exam overseen by the prefectural board of education. They were also required to pass several tests before being hired such as taking the form of proficiency tests; interviews or essays includes a demonstration lesson, and examine a candidates' pedagogical and subject area knowledge. The top list of the candidates

who passed all exams would be hired first. So teaching is one of the very highly competitive careers (NCEE, 2018).

Japan is unique in how it assigns teachers to schools. They were found working some of the longest hours among OECD member countries, but the time they spent directly teaching students was below average. Japanese teachers spent substantially more time on other tasks such as planning lessons, working with peers, counseling students, and leading extracurricular activities, such as sports and cultural club activities (NCEE, 2018).

Though, teachers were assigned more working hours than teachers in other countries, they did not feel less prepared to perform their tasks. One of the reasons related to the teachers' selection criteria. Teachers candidates needed to pass a competitive examination and acquired a teaching license. In 2009, there was a Teacher License Renewal System which all teachers had to renew their teaching licenses by joining the 30 hours professional development program every 10 years to improve their knowledge and practices (OECD, 2015).

#### **4. General Context of Japan**

Details on general context of Japan regarding its economy; social and cultures, and related rules & laws and policy & regulation were as follows.

##### **4.1 Economy**

In the 18<sup>th</sup> century, efforts were made to reform the fiscal economy in Japan. New economic policies are being prepared since the condition of world economy changed. Money became important for the governor of the feudal system in Japan. However, economic changes had brought financial tensions to Japan leading to the failure to adjust the country financial system to the changing economy. Despite the encouragement of greater trade or increased agricultural productivity, but the income was not enough to pay for a living. The cost of living had increased. Disasters such as fire or flood also increased the burden of spending money and reduced the country's income as well. So there were no other solutions except to seek ways to increase government revenue and legislating law to control money spending. Governors viewed that there were two main factors in economic reform: the efforts to revive its financial system and to tackle the poverty of the samurai. This led to economic reform in the 19<sup>th</sup> century.

In the 19<sup>th</sup> century, there was a tumult in Japan, also known as riots. The farmer group was forced to pay extra tax for the debt of the loan taken by the feudal elite including the erroneous of local government which caused the increase of grain prices. There had been an attempt to increase country revenue by adjusting the coin value and land tax in order to solve this problem. They brought the rural people who immigrated into the city back to the countryside to increase agricultural labor resources. There was also a debt settlement system reducing interest and canceling a debt. Moreover, the prices of goods or products selling in the market were discounted. Extravagance spending and monopoly of merchants were blamed. But this has affected the credit system so this reform has failed again. However, we had seen some important developments of the reform in the last 50 years. Firstly, it affected the natural change of the Japanese economy which created a new economic network outside the city. Productivity and trading including industrial and financial profession were stimulated. Unlike the concept of feudal society, economic beliefs focused on increasing much profit and productivity. Besides, economic policy and benefits were defined as a major factor in life.

The success of the Japanese education system was influenced by foreigners who came to Japan. American and European teachers brought new ideas and gave the advice in terms of content, system and administration. This led to 20 years long lasting education system with the support of the Ministry of Education designing all textbooks. School supervision was the responsibility of local government. The whole system of education was going to promote the needs of the government. The training focused on practical. The course was based on the western concept on the one hand and on the ethics teaching: confucianism and nationalism, on the other hand.

The 20<sup>th</sup> century was the beginning of the "economic neutrality" that proved the uniqueness of the unifying power of Japan in a changing education system. This was the education system that became the basis of the development of industrial society. They learned the experience and technology from the western countries on technology integration in the country. It started with the development of agriculture, the increasing of productivity in the same amount of agricultural areas, the development of fishing equipment; silk and cotton weaving industry; heavy industry; and etc. Therefore, the small and larger factories had been established in the country.

It had led to a successful commercial and industrial system for creating greatness for the country just as it was the foundation of the greatness of the West.

The government encouraged the creation of a technical school and sent its students for training in Europe and America. It also invited foreign consultants and engineers to work in new enterprises and to train technicians to take on future tasks.

Industrial production development was a public-private partnership. Activities in the form of construction and operation of various factories were used as a prototype to support the advanced technology and techniques into the country. Japan economy expanded.

In addition, the structure of the Japanese business group was still using the collective management system, even if the company was divided into groups. The main company was the headquarters and there are branches. These company branches had a unique business model that emphasizes the relationship between the closely linked of power chains (Sathume, A., 2012).

Toward the 21<sup>st</sup> century, for country economy, there was a clear global trend of the internationalization. Japan planned to engage more with the outside world. Accordingly, there came the new trend in education system emphasizing overseas activities (Aspinall, R. 2010).

#### 4.2 Social and cultures

To study the context that influenced the education system in Japan, the study of Japanese society and culture should be considered as another important portion. Many scholars had given description and concepts on this topic beneficial to the analysis or synthesis of Japanese organization or institution success as follow.

Tantirattanasunthorn, B. (2015) described that the basic characteristics of Japanese people and society were unique and distinctive from other countries especially with the social image of disciplinary and unity. It might be summarized as the three basic characteristics of the society of Wa; the thankfulness spirit; and perseverance spirit. It had the characteristics of Asian cultures, such as keeping one's words, dignity, and honor. They solved the problem by negotiating such in the intent to duty; the praise of strength; patience and perseverance; not from cleverness or deceit; fully dedicated to what they do; and do not give up. These were the pride of the family and the ancestry as well as the society and the community. *"...The story of the persevering*

*fighters who do not give up is inherited in the society, no matter to which class or age they belong. No matter which sub-functions were performed, they were seen as a valuable asset to social and national organizations.... The knowledge transfers from generation to generation continuously in all types of work. Japanese society does not like the people who often change their jobs or abandon their intention. With implantation and training since childhood, they are able to make their own decision and do not dissolve what they choose to do. It is not a surprise to see Japanese people have exceptional ability, satisfaction, and pride to do what they do. Accordingly, the society around them goes in the same way, that is, they praised and complimented people in that way. "*

These basic characteristics enhanced Japan to restore the country from the damage suffered in World War II so quickly. It was not difficult for Japan to be back to its reputation as the second powerful country in economy after the United States. Besides, there had also been a long and continuous economic expansion of 18 years.

Caudill, W. (1970) summarized that Japanese live with a strong sense of the group and communality; of "we" versus "they"; of a willingness to work hard and to persevere toward long-range goals – *"...if a person is treated well he works willingly and hard"*; and of devotion. *"When the individual feels taken care of and secures in a tight vertical structure, he can work successfully and creatively."* Tominaga, K. (1962) also reported the lowest rate of job changing.

Tsutsui (1997) stated that Japanese paternalism, a very distinctive feature of Japanese management, also developed from the cultural heritage and reflected traditional values of "groupism" - feeling of dependency and high regard for harmony". Besides, a strong sense of "we" versus "they" and emphasis of our group was strong in Japanese society (Caudill, W., 1970).

Even some scholars stated that Japanese lacked of consciousness in relation to publicity. That meant the ability to judge or deal with problems in society. It was generally known that most ethnical scholars view the Japanese as a nation that was more focused on work and society than personal matters. The practice of Japanese people was typical and highly responsible and self-sacrifice for the collective. The concept of management called public policy. This was a policy that focuses on



empathy and respect for those who live in society. The purpose was to solve problems arising from the coexistence of people in society (Sathume, A., 2012).

Japan society was a masculinity society which the preferences for the achievement, heroism, assertiveness, and material rewards for success value. The society at large was more competitive. Japanese value more success and challenge. Besides, Japan society was more long-term oriented and Japanese are more future-oriented (Hofstede, 1981; Hofstede, 1991).

Khlangsuwan, Y. (2003) indicated that Japanese society is unique in terms of being a society of unity and social order which is influenced by culture and tradition inherited from the past. In addition, Japanese society was a strong society and most people value for success, courage, expression, challenge, and material rewards for concrete success. So, Japanese focused on the competition and long-term success in the future (Hofstede, 1981; Hofstede, 1991)

The culture of the Japanese organization was also influenced by national culture as could be seen from the organization management. It was a kind of father and son management – paternalism. It was a unique feature of the management of Japanese organizations that grow from cultural heritage and reflects traditional values. "Group reliance and one united." (Tsutsui, 1997) valued and was aware of the relationship between the boss and his followers in terms of engagement and interdependence. It is the duty and responsibility of each person to society. It was also considered as high standard ethics and a virtue that is inherited from generation to generation (Sathume, A., 2012).

The education system in Japan themselves was influenced by traditional culture, and is recognized as a system of education that emphasizes collaborative unity and social order. Khlangsuwan, Y. (2003) summarized that after World War II, when Japan needed to recondition their economy, they aimed at recruiting and satisfying talented people to work in the organization or study and work in educational institutions. The study consequently focused on education for the benefit of the public and the nation not education for the benefit of an individual. Japanese people always remember that national needs come before personal needs (Wray, H. 1999).

It was concluded that Japanese society and culture had a great influence on the lives and beliefs of the people in its society. This applied as a basis for the people in society in both work and practice, including the recruitment process in personnel management system in an organization or in schools.

#### 4.3 Related Rules & Laws and Policy & Regulation

The summarized highlight on Japanese government's related rules & laws and policy & regulation were as follows

##### 1) Rules & Laws

The fundamental law of education or Basic Act on Education summarizing in 5 topics: purpose; preamble, aims of education, objectives of education aims, and teachers presented on the following timeline.

#### Timeline

##### 1. Pre-World War II, March 31, 1947

Purpose	According to the law, the purpose of education is “the full development of personality”
Preamble	We, the citizens of Japan, desire to further develop the democratic and cultural state we have built through our untiring efforts, and contribute to the peace of the world and the improvement of the welfare of humanity. To realize these ideals, we shall esteem individual dignity, and endeavor to bring up people who long for truth and justice, honor the public spirit, and are rich in humanity and creativity, while promoting an education which transmits tradition and aims at the creation of a new culture. We hereby enact this Act, in accordance with the spirit of the Constitution of Japan, in order to establish the foundations of education and promote an education that opens the way to our country's future.

## Aims of Education

Article 1 Education shall aim for the full development of personality and strive to nurture the citizens, sound in mind and body, who are imbued with the qualities necessary for those who form a peaceful and democratic state and society.

## Objectives of Education aim...

1. to foster an attitude to acquire wide-ranging knowledge and culture, and to seek the truth, cultivate a rich sensibility and sense of morality, while developing a healthy body.
2. to develop the abilities of individuals while respecting their value; cultivate their creativity; foster a spirit of autonomy and independence; and foster an attitude to value labor while emphasizing the connections with career and practical life.
3. to foster an attitude to value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute, in the public spirit, to the building and development of society.
4. to foster an attitude to respect life, care for nature, and contribute to the protection of the environment.
5. to foster an attitude to respect our traditions and culture, love the country and region that nurtured them, together with respect for other countries and a desire to contribute to world peace and the development of the international community.

## Teachers

1. Teachers of the schools prescribed by law shall endeavor to fulfill their duties, while being deeply conscious of their noble mission and continuously devoting themselves to research and self-cultivation.

2. Considering the importance of the mission and duties of the teachers set forth in the preceding paragraph, the status of teachers shall be respected, their fair and appropriate treatment ensured, and measures shall be taken to improve their education and training.

From Wikipedia: Fundamental law of Education (2018)

[http://en.wikipedia.org/wiki/Fundamental\\_Law\\_of\\_Education](http://en.wikipedia.org/wiki/Fundamental_Law_of_Education)

## 2. After World War II, December 22, 2006

## Purpose

According to the law, the purpose of education is “the moral provisions as to nurture an attitude [...] to love our country and our home”.

## Preamble

We, the Japanese people, wishing to further develop the democratic and cultural state we have built through tireless efforts, also hope to contribute to world peace and to improving the welfare of humanity. To realize these ideals, we will implement education that values the dignity of the individual that endeavors to cultivate a people rich in humanity and creativity who long for truth and justice and who honor the public spirit, that passes on traditions, and that aims to create a new culture. We hereby enact this Act, in accordance with

Preamble (continued)	the spirit of the Constitution of Japan, in order to establish the foundations of education and promote an education that opens the way to our country's future.
Aims of Education	Article 1 Education must be provided with the aim of fully developing the individual character, as we endeavor to cultivate a people that are sound in mind a body and imbued with the qualities that are necessary in the people who make up a peaceful and democratic nation and society.
Objectives of Education	<ol style="list-style-type: none"> <li data-bbox="855 891 1461 1137">1. having students acquire wide-ranging knowledge and culture, fostering the value of seeking the truth, and cultivating a rich sensibility and sense of morality as well as building the health of the body;</li> <li data-bbox="855 1160 1461 1518">2. developing individual abilities, cultivating creativity, and fostering a spirit of autonomy and independence by respecting the value of the individual, as well as emphasizing the relationship between one's career and one's everyday life and fostering the value of respect for hard work,;</li> <li data-bbox="855 1541 1461 1854">3. fostering the values of respect for justice, responsibility, equality between men and women, mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development, in the public spirit;</li> <li data-bbox="855 1877 1461 2011">4. fostering the value of respecting life, caring about nature, and desiring to contribute to the preservation of the environment; and</li> </ol>

Objectives of Education  
(continued)

5. fostering the value of respect for tradition and culture and love of the country and regions that have nurtured us, as well as the value of respect for other countries and the desire to contribute to world peace and the development of the international community.

Teachers

1. Teachers of the schools prescribed by law shall endeavor to fulfill their duties while remaining deeply conscious of the exalted nature of their calling and continuously devoting themselves to research and self-improvement.

2. In consideration of the importance of the calling and the duties of the teachers referred to in the preceding paragraph, the status of teachers must be respected, their fair and appropriate treatment ensured, and measures must be taken to improve their education and training.

From MEXT: Basic Act on Education (2018)

<http://www.mext.go.jp/en/policy/education/lawandplan/title01/detail01/1373798.htm>

## 2) Policy & Regulation

After World War II, there was a great change in the national policies. In terms of education, its basic national policy changes focused on 3 main circumstances: science and technology; advanced information technology; and internationalization. Hereby, two circumstances: science and technology and internationalization, related to this study were reviewed as follows.

The existing Basic Act on Education was completely revised and established on December 15, 2006. Science and technology policies were developed to maintain international competitiveness in order to be a world leader. The nation needed to foster human resources to secure these activities.

### 2.1) Science and technology

The science and technology (ST) basic plan was established and aimed to systematically promote career education. This was to encourage and educate children in their views of career and work. In addition, this was also to cultivate their ability to select and decide their career path. The policy was set to promote systematic career education through experience in the workplace. Systematic career education has been promoted for learners applicable to the view of career and work so that they gained the opportunity to experience in the workplace (Ministry of Education, culture, sports, science and technology: MEXT, Japan, 2018).

Thus, Japanese government policy emphasizing on vocational education was promoted with the increasing numbers of vocational colleges which provided practical vocational training. Positive indicator on Japanese learners' performance improvement in science was found in the result of PISA 2012 (OECD, 2015).

Due to ST plan, research approach has taken into account and more research money has been offered to encourage its dynamism (Aspinall, R. 2010).

### 2.2) Internationalization

All aspects of education policy were reviewed; one area was the call for education to be "internationalized" (Schoppa, L. J., 1991). The policy was designed to nurture Japan and its people to earn the trust from international community. Therefore, the consensus on the improvement and development of international education policy in order that the people could live in international community were resolved. This led to the basic plan for the promotion of students exchange; cooperation in education, sports, and culture; expansion of language education for foreigners; and improvement of overseas education (Aspinall, R., 2010).

International activities such in the increased numbers of international students, overseas students exchange programs, and a share of non-Japanese academic staff, were launched. The Japanese education system was created by learning from abroad: learning from foreign models (Newby, H. et al., 2009).

Thus, MEXT was doing to develop the talents of young children to be leading researchers and engineers. The establishments of colleges of technology, vocational schools have emerged. The professional engineer system has been promoted (Ministry of Education, culture, sports, science and technology: MEXT, Japan, 2018). The new spotlight policy in developing global human resources started in 2014 to train global leaders. Scholarships were launched for Japanese students to study abroad between 2014 and 2020 (OECD, 2015).

### **5. General context of National Institute of Technology, Japan (NIT)**

The 1<sup>st</sup> KOSEN was established in 1962. There were 51 KOSENs with 55 campuses nationwide in Japan. After World War II, there was a huge higher educational shift in Japan. It shifted from elite to mass and a trend towards more “vocational” degree program had been introduced (Newby, H. et al., 2009). National Institute of Technology (NIT) Japan or KOSEN which offered more of a fit-for-purpose license to engage in professional practice served to this policy aim. OECD Reviews of Tertiary Education also showed best practices in its own individuality and distinctiveness in NIT’s educational system: the mixed or co-curriculum between practice experiences in manufacturing companies and in-depth theories learned in class. Besides, the focus on regular production of research studies could improve the quality of both teachers and students. Accordingly, this opened the opportunities for students’ success in jobs finding. 40% of graduates could take further education or advance course in famous universities and 60% could obtain job offers from well-known industries, manufacturing, maintenance service, IT, and etc. worldwide.

“They are widely admired internationally, not only for the quality of the high-level vocational training they offer, but also for their degree of responsiveness to the needs of Japanese industry, especially the manufacturing sector.” (Newby, H. et al., 2009). To successfully run this new trend of education system, NIT had to meet the challenge of international competition in research. Therefore, NIT had to internationally compete with respect to the recruitment and retention of high-impact researchers. Focusing on NIT’s policy of lecturer recruitment, most of NIT’s lecturers or academic staff must hold Ph.D. degree due to NIT mission and the value of the country. Its mission was to produce research paper and create innovation while the value of the



country is to maintain the quality and standards of education in order to develop industrial workforce. Thus, it was a common belief that one of the best practices led to NIT success was its lecturer's quality which resulted from NIT personnel management, especially its recruitment system.

The most important tasks KOSEN lecturers have are

5.1 Education - Other than classes, they also provided their students the education including guidance on daily life, after-school activities, and others.

5.2 Research - Since KOSEN students needed to work on their graduation research, teachers were required to understand the cutting-edge technologies to do research activities with students. As for researches, they were also evaluated from the organizations outside of the college.

5.3 Community service - Technology was essential for the development of the society and they needed to return their research results to both local and national community. In order to achieve this mission, they accepted consultations from local companies and worked hard on joint researches with them. Moreover, they worked on activities to teach elementary and junior high school students the fun of learning engineering. By doing so, the number of students who wanted to be the engineers would increase in the future.

After all, based on the above reviews regarding the issues in personnel management in Thailand, the study on the importance of recruitment system; and the best practice in NIT personnel management; and the study on NIT personnel management focusing lecturers' specification, were conducted.

OTEPC, a secretariat office, responsible for the establishing of rules; regulations; criteria; and methods regarding the system of teacher personnel administration, raised a collaborative project with NIT. The project contained a series of studies in order to develop a personnel management system for Thai teachers in special educational institutions in Thailand. This knowledge-capture report on lecturers' specification of NIT was its initial study. It aimed to illustrate the study on knowledge-capture on lecturers' specification of NIT and diagnose its achievement factors in personnel management.