

Abstract

Thai institutes operating specific education system have faced the problem of teaching and learning quality due to their teachers' specification and recruiting system. Thus, Office of the Teacher Civil Service and Educational Personnel Commission (hereafter OTEPC), acting the central organization responsible for the personnel management of the government teachers, realized the need to revise the rules and regulations regarding the teachers' recruiting system in these institutes. OECD Reviews of Tertiary Education showed that the National Institute of Technology, Japan (hereafter NIT), has operated best practices in its personnel management system, especially in recruiting system. So, OTEPC aimed to conduct the knowledge-capture in order to illustrate the best practices in NIT's recruiting system and diagnose the achievement factors influencing its recruiting system. Data on recruiting system were collected from previous research papers, articles, reviews, reports and related institution publications. Then, the interview items were set and investigated by three experts in order to apply to the in-depth interview and focus group discussion procedure. In-depth interview and focus group discussion were conducted to gather the data. Fifteen key informants from two NIT colleges: Kumamoto and Ube; and its head quarter: Tokyo, were selected to be involved. All collected data were synthesized using data analysis method. The findings revealed that NIT's excellent recruiting system included 4 components: principles and important concepts; recruiting process; channel of recruitment and public relations; and recruiting method. Besides, each college or campus of NIT has been able to independently conduct its recruitment process, set the selection criteria, and make the decision to select their own lecturers. NIT's lecturers' specification was set up consisting of 5 core criteria: educational level and background; reputation, interests, attitude, vision, and belief; skills and experiences; academic and research publication; and other qualification requiring by each college. Besides, there were other systems that influence its success, namely, the recruitment for promotion system; the value system; and the incentive system for retention. The findings also revealed NIT's both external and internal factors influencing the achievement of its recruiting system. External factors included 1) educational system 2) networks among all related campuses, companies, and manufacturing 3) organization rules and regulations and 4) organization explicit roles and structures. Internal factors involved 1) self- belief in their organization, system, themselves, and learners 2) value 3) discipline 4) devotion 5) willingness 6) loyalty and 7) good relationship. In addition, the experimental pilot project should be held in order to examine its teaching and learning quality outcomes.