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# EMBRACING INCLUSIVITY IN EDUCATION, SCIENCE AND CULTURE TOWARDS A FUTURE-READY SOUTHEAST ASIA

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## Training Needs Assessment for Technical-Vocational High School Management in the SEAMEO Country Members

Songheang Ai, PhD

Director of SEAMEO TED



SUPPORTED BY

کمنترین قندیدیقن  
MINISTRY OF EDUCATION  
BRUNEI DARUSSALAM



HOSTED BY  
**SEAMEO VOCTECH**  
BRUNEI DARUSSALAM

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# 1. Introduction

The nature of work changes radically as new technologies, educational reforms, and legal frameworks have been reviewed affecting the function of school management (Suaka & Kuranchie, 2018). [...]

[...]. Particularly, the training program is one of the effective means used to develop the school management's competencies to help them achieve the mission and vision of schools (Jacobs, 2003). [...]

[...]. Training needs assessment is the process of identifying performance problem in terms of skills and knowledge to ensure that the training delivered runs functionally to accomplish the organizational goals (Brown, 2002). [...]



# 1. Introduction

[...]. According to Van Tiem et al. (2012), training needs assessment can be undertaken following these steps consisting of analyzing the context, writing training objectives, setting delivery styles, developing contents, planning training activities, designing a training program, developing materials, and evaluating training results. [...].

[...]. However, the school management was not aware of the management and leadership skills such as total quality management, planning and organizing, and interpersonal communication because no needs assessment was undertaken prior to organizing the training programs (Suaka & Kuranchie, 2018). [...]

# 1. Introduction

[...]. The training program help benefit school management and school as a whole as they develop high levels of expertise (Jacobs, 2003). [...]

[...]. Policy makers, curriculum developers, and instructional designers will be technically guided on what modules, contents and strategies should be considered to upgrade the capacities of school management. The government can set a right direction for investing in the capacity-building programs for school management. The well-designed training contents and modules will inform the school management to administratively and academically be ready for upcoming training programs. [...]

# 1. Introduction

[...]. The needs assessment might determine whether training programs can be a suitable solutions to a current state of performance deficiency (Barbazette, 2006).

**The research objective** is to identify training needs of school management.

**Research question** is "On what skills do school management need training programs?".

## 2. Literature Review

[...]. Many scholars raised the importance of capacity-building programs for school management, but a few scholars discussed the training need assessment prior to delivering training programs (Balisi, 2024). [...]

[...]. There were a few initiatives responding to the emerging problems. The challenges suggest that existing theories and practices can't solve the problems. Therefore, the literature captures three different themes as follows:

## 2. Literature Review

### **Building Teamwork and Interpersonal Communication**

[...]. To effectively manage schools, the school management should possess interpersonal communication and teamwork skills (Sunaengsih et., 2019). Liwanag et al. (2023) employing a qualitative research method to 35 teachers to assess their training needs identified the good competencies for teamwork and interpersonal communication skills. [...]

Widiastuty et al. (2022) applying a qualitative method to identify the implementation status of school-based management of school principals in Indonesia revealed that school principals exhibit good communication skills in managing their schools. [...]



## 2. Literature Review

### **Building Teamwork and Interpersonal Communication**

These skills are important for school management. However, the studies didn't address other required skills such as total quality management, planning and organizing, motivation skills, and grievance handling skills. In other words, there were different research methodologies in terms of research method, data collection, data analysis, research participants, research settings, and research publication date.

## 2. Literature Review

### **Total Quality Management, and Planning and Organizing**

[...]. Blossing and Liljenberg (2019) using a qualitative study to 22 school management in Sweden to identify the school leaders' management skills found that school management were competent in planning and organizing skills. [...]

Hussain and Zamair (2011) designed a quantitative study to assess training needs for 178 school principals in Pakistan found that the school management required the training courses on planning and organizing, and total quality management for them to manage schools effectively. [...]

## 2. Literature Review

### **How to Motivate Teachers, and Handling Complaints and Grievances**

The effective school management requires school management to possess motivation and problem-solving skills (Sunaengsih et al., 2019). Gabriel-Wetty (2023) undertook an exploratory sequential design to 280 high school teachers, seven school principals, and three training officers to assess the training needs for school management revealed that school management required the training courses on *how to motivate teachers and handling complaints and grievances* for their effective management.

## 2. Literature Review

Much attention focusing on a variety of research methods from different research settings and participants. This study calls for empirical investigation into school management's capacities in order to assess their needs in terms of training deliveries.

### 3. Research Methodology

**Data Collection:** Data was collected via the Google form as the survey questionnaire sent along with the consent form.

**Participant Selection:** The management of technical-vocational high schools is the research participants as they are in the leadership and management roles. To be selected as research participants, they must meet the certain criteria consisting of (1) at least 2 years of work experiences as a school principal; (2) intending to be professionally developed for their capacities; and (3) volunteering to fill out the questionnaire via Google form. 454 (N=454) have filled out the questionnaires and returned correctly for data entry.



### 3. Research Methodology

**Research Instrument:** The questionnaire adapted from Kirkpatrick and Kirkpatrick (2006) was used as a research tool. This means that the content validity was achieved intending to measure what the study investigate (Mujs, 2010). The Google form questionnaires were divided into two sections: (1) skill items for school management; and (2) demographic information. [...]. Section 1 comprises 25 items of leadership and management skills with a three point scale ranging from 2 (Great need), 1 (Some need), and 0 (No need). The scale has three different columns for participants ticking any appropriate one being close to their perceptions. For example, item 1 is *Diversity in the School Understanding Teachers*. Item 2 is *How to Motivate Teachers*. Item 3 is *Interpersonal Communication*.

### 3. Research Methodology

**Data Analysis:** [...]. The quantitative method was employed with cross-sectional survey design (Creswell, 2012). After getting the weighted scores for each column (great need, some need, and no need) for the total participants of 454 (N=454), the weighted scores of column **Great Need** were multiplied by 2. The weighted scores of column **Some Need** were multiplied by 1. The weighted scores of column **No Need** were multiplied by 0. The weighted scores from each column were resulted from summing up the scores for that column (Kirkpatrick & Kirkpatrick, 2006). The most weighted ones were ranked in a descending order to the least weighted ones. For example, the most weighted scores ranked No. 1 is 804 for *Building Teamwork*. The least weighted scores ranked No. 25 is 692 for *Written Communication*.

## 4. Research Findings

**Demographic Information:** Among the 454 participants (N=454), 335 (73.8%) are male whereas 119 (26.2%) are female. Eight SEAMEO country members consisting of Cambodia (15 for 3.3%), **Indonesia (393 for 86.6%)**, Lao PDR (2 for 0.4%), Malaysia (17 for 3.7%), **Myanmar (18 for 4.0%)**, the Philippines (5 for 1.1%), Singapore (3 for 0.7%), and Thailand (1 for 0.2%) participated in the study.

<b>Countries</b>		<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Cambodia	15	3.3	3.3
	Indonesia	393	86.6	89.9
	Lao PDR	2	0.4	90.3
	Malaysia	17	3.7	94.1
	Myanmar	18	4.0	98.0
	Philippines	5	1.1	99.1
	Singapore	3	0.7	99.8
	Thailand	1	0.2	100.0
	Total	454	100.0	

# Participants' Age Cohorts

	Age	Frequency	Valid Percent	Cumulative Percent
Valid	< 30 years old	8	1.8	1.8
	31 - 35 years old	24	5.3	7.0
	36 - 40 years old	45	9.9	17.0
	41 - 45 years old	102	22.5	39.4
	46 - 50 years old	84	18.5	57.9
	51 - 55 years old	111	24.4	82.4
	56 - 60 years old	72	15.9	98.2
	> 60 years old	8	1.8	100.0
	Total	454	100.0	



Degrees		Frequency	Valid Percent	Cumulative Percent
Valid	Associate degree	42	9.3	9.3
	Bachelor's degree	173	38.1	47.4
	Master's degree	228	50.2	97.6
	Doctoral degree	9	2.0	99.6
	Post-doctoral degree	2	0.4	100.0
	Total	454	100.0	

## Participants' Academic Degrees Earned

## Participants' Work Experiences as School Principals

Period of current position		Frequency	Valid Percent	Cumulative Percent
Valid	Less than 5 years	206	45.4	45.4
	6 - 11 years	144	31.7	77.1
	12 - 18 years	63	13.9	91.0
	19 - 23 years	18	4.0	94.9
	24 - 29 years	16	3.5	98.5
	More than 30 years	7	1.5	100.0
	Total	454	100.0	

## 4. Research Findings

**Findings:** The weighted scores for each column were resulted from the summing up of each participant filling out each item/skill as shown in **Table 1** and **Table 2** below:

## 4. Research Findings

**Table 1: Weighted Scores for Each Item/Skill and Column (N=454)**

No.	Item	Great Need (Weighted Scores)	Some Need (Weighted Scores)	No Need (Weighted Scores)	Total Participants
1	Diversity in the school-understanding teachers/lecturers/faculty	300	146	8	454
2	How to motivate teachers/lecturers/faculty	348	101	5	454
3	Interpersonal communication	348	101	5	454
4	Written communication	251	190	13	454
5	Oral communication	307	135	12	454
6	How to manage time	318	127	9	454
7	How to delegate work effectively	312	131	11	454
8	Planning and organizing	348	100	6	454
9	Handling complaints and grievances	348	100	6	454
10	How to manage change	323	127	4	454

**Table 1: Weighted Scores for Each Item/Skill and Column (N=454)**

<b>11</b>	<b>Decision making and empowerment</b>	<b>332</b>	<b>116</b>	<b>6</b>	<b>454</b>
<b>12</b>	Leadership style application	337	109	8	454
<b>13</b>	Performance appraisal	300	145	9	454
<b>14</b>	Coaching and counseling	325	124	5	454
<b>15</b>	How to conduct productive meetings	294	152	8	454
<b>16</b>	Building teamwork	353	98	3	454
<b>17</b>	How to discipline	337	106	11	454
<b>18</b>	Total quality management	351	100	3	454
<b>19</b>	Safety control	315	136	3	454
<b>20</b>	Budget operation and management	341	109	4	454
<b>21</b>	How to build moral-quality of work life	339	111	4	454
<b>22</b>	How to reward performance	287	161	6	454
<b>23</b>	How to mentor teachers/lecturers/faculty	287	161	6	454
<b>24</b>	How to reduce absenteeism and tardiness of teachers/lecturers/faculty	272	173	9	454
<b>25</b>	How to induce international relations	301	144	9	454



**Table 2: Totally-Weighted Scores with Ranks (N=454)**

Rank	Item	Great Need (Weighted ScoresX2)	Some Need (Weighted ScoresX1)	No Need (Weighted ScoresX0)	Totally Weighted Scores
18	Diversity in the school- understanding teachers/lecturers/faculty	600	146	0	746
3	How to motivate teachers/lecturers/faculty	696	101	0	797
3	Interpersonal communication	696	101	0	797
25	Written communication	502	190	0	692
17	Oral communication	614	135	0	749
15	How to manage time	636	127	0	763
16	How to delegate work effectively	624	131	0	755
5	Planning and organizing	696	100	0	796
5	Handling complaints and grievances	696	100	0	796
13	How to manage change	646	127	0	773
10	Decision making and empowerment	664	116	0	780

**Table 2: Totally-Weighted Scores with Ranks (N=454)**

<b>9</b>	<b>Leadership style application</b>	<b>674</b>	<b>109</b>	<b>0</b>	<b>783</b>
<b>20</b>	Performance appraisal	600	145	0	745
<b>12</b>	Coaching and counseling	650	124	0	774
<b>21</b>	How to conduct product meetings	588	152	0	740
<b>1</b>	<b>Building teamwork</b>	<b>706</b>	<b>98</b>	<b>0</b>	<b>804</b>
<b>10</b>	How to discipline	674	106	0	780
<b>2</b>	<b>Total quality management</b>	<b>702</b>	<b>100</b>	<b>0</b>	<b>802</b>
<b>14</b>	Safety control	630	136	0	766
<b>7</b>	Budget operation and management	682	109	0	791
<b>8</b>	How to build moral-quality of work life	678	111	0	789
<b>22</b>	How to reward performance	574	161	0	735
<b>22</b>	How to mentor teachers/lecturers/faculty	574	161	0	735
<b>24</b>	How to reduce absenteeism and tardiness of teachers/lecturers/faculty	544	173	0	717
<b>18</b>	How to induce international relations	602	144	0	746

## 4. Research Findings

**Research Question:** On what skills does school management need training programs?

The six most weighted scores were selected consisting of Building Teamwork (No. 1 with 804 scores), Total Quality Management (No. 2 with 802 scores), How to Motivate Teachers (No. 3 with 797 scores), Interpersonal Communication (No. 3 with 797 scores), Planning and Organizing (No. 5 with 796 scores), and Handling Complaints and Grievances (No. 5 with 796 scores).

## 5. Discussion and Policy Recommendation

**Discussion:** [...]. The results of training can be elusive without prior proper plans as part of training needs assessment (Jacobs, 2003). The study was resultant in six skills including (1) Building Teamwork, (2) Total Quality Management, (3) How to Motivate Teachers, (4) Interpersonal Communication, (5) Planning and Organizing, and (6) Handling Complaints and Grievances. [...]

[...]. The results might be applicable for the regional context. For example, ASEAN Declaration on Human Resource Development for the Changing World of Work and Its Roadmap emphasizes skills investment in management and leadership programs for school management for career development (ASEAN Secretariat, 2020).

## 5. Discussion and Policy Recommendation

**Discussion:** [...]. The study was consistent with some empirical studies. For instance, effective school management might possess total quality management, interpersonal communication, positive teamwork, and handling complaints and grievances (Cornelissen & Smith, 2022). [...]

**Limitation:** [...]. The study shed light in some limitations. Only eight SEAMEO country members were included in the study hindering the representation of the region. Future research should be considered to extend more member countries.

## 5. Discussion and Policy Recommendation

**Policy Recommendation:** [...]. To enhance the effective performance, training programs should be considered as parts of reskilling and upskilling programs. Specifically, the training needs should focus on the needs of school and individual management (McConnell, 2003). [...]

Policies on continuous professional development (CPD) should be considered to upgrade school management's capacities ranging from the phase of training needs assessment to training program deliveries and impact evaluation (ASEAN Secretariat, 2020). The government should invest more in school management's capacity-building programs on technical, administrative, and technological aspects to ensure the functional management (Monteiro et al., 2023).

## 6. References

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Thank  
you!