

Nug-rob Rawangkarn 2010: Vocational Education Management for Muslim Students in the Three Southern Border Provinces. Doctor of Philosophy (Vocational Education), Major Field: Vocational Education, Department of Vocational Education. Thesis Advisor: Associate Professor Vikorn Tantawutho, Ed.D. 412 pages.

The objectives of this research effort were to 1) to analyse the management and the obstacles of vocational education programs in the vocational institutes located in Thailand's three southern border provinces, 2) to study vocational education management for muslim students in three Southern border provinces. The research was carried out in 3 stages. First, it was begun by exploring background including difficulties and obstacles in managing vocational institutes located in three southern border provinces by reviewing documents and related literatures. It included interviewing with 89 administrators, teachers, students, parents and stakeholders. For the second and third phase, it focused on the analysis of vocational education management for muslim students by interview 15 experts in the second phase and 17 experts and stakeholders in the third phase. Those experts and stakeholders composed of educational institute administrators, teachers, students, religion leaders in the area, Islamic academic peers, vocational education experts, provincial trading association representatives and administrators for local administration. The research approach was mixed methods which triangulation of sources was adopted in data collection process.

According to vocational institute management, it was found that courses are offered to serve market needs. Curriculum design, teaching and learning process and staff qualification were ranked in good level even though structures of curriculum were unchanged. Some parts of curriculum were not relevant to Islamic contents. In addition, it was reported teachers' lack of knowledge on conducting research and quality assurance.

Regarding vocational management approaches, the research suggested as followed; 1) Government should make policy to promote standard vocational education management system; 2) curriculum design and teaching learning development should serve market needs and focused on community life styles, graduates should ultimately obtain professional skills and ethical awareness; 3) local people should be included into the system, in addition, short course trainings offered an understanding of community living and safety and well-fares should be provided to local staff, 4) local administrative staff should be involve in vocational education management in financial support and academic.

It was suggested that the institute should offer opportunities to get involved to its stakeholders and communicate with them. In addition, the research proposed that curriculum should be standard designed and related to student needs and Islamic religion contents.

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Thesis Advisor's signature