

How to cite this article: Chutirat Charoensuk, Attchareeya Chotklang, Nuttavadee Swangngam, Jenkanit Sugsamrit & Akom Charoensuk. (2023). An Evaluation of the Education Program in Retail Business Management under the Work Integrated Learning Concept in Muban Chombueng Rajabhat University. *Journal of Logistics and Supply Chain College*, 9(1), 100-114.

Received: March 04, 2022
Revised: May 30, 2022
Accepted: February 07, 2023

An Evaluation of the Education Program in Retail Business Management under the Work Integrated Learning Concept in Muban Chombueng Rajabhat University

Chutirat Charoensuk^{1*}, Attchareeya Chotklang², Nuttavadee Swangngam³, Jenkanit Sugsamrit⁴ and Akom Charoensuk⁵

Abstract

The objectives of this study were 1) to examine the policy, objectives, goals, and mechanisms set up to implement the program; 2) to find out how the implementation of the program was done, including its problems and difficulties; 3) to investigate if the stated objectives and goals have been achieved so far; and 4) to provide recommendations useful to fine-tune the program. It was the qualitative research that relied heavily on semi-structured interviews with program of stakeholders. Data from in-depth interviews, focus groups, and onsite observations were also used to undertake data triangulation. The data, which was obtained from a total of 106 key informants, was analyzed using the content analysis method to answer the objectives. Evaluation results revealed the followings: 1) MCRU and CP All PCL have collaboratively established a Business Administration Program in Marketing (Retail Business Management) in 2015 to enhance graduate employability policies. The objective of the program is to provide education that combines theoretical learning of the discipline with practical working in the workplaces. 2) The WIL concept was adopted for the program. There were 125 students enrolled in the program. Problems and difficulties were found in the input, process, and output of the program's implementation. 3) Achievements of the program's achievements, students could earn income from working. The graduates' qualifications were accomplished but appeared the needs for improvement. The goal of conducting human resource development activities for both parties was accomplished. 4) Recommendations to fine-tune the program: (1) develop strategies to increase and student input; (2) launch measures to decrease dropping out rate; (3) conduct regular meetings within and between both parties for timely problem solutions. (4) The assessment of students' working performance must be revised.

Keywords: Retail business management, Work integrated learning, Evaluation

Type of Article: Research Article

* Corresponding author

¹⁻⁵ Lecturer, Muban Chombueng Rajabhat University, E-mail: chutirat.chu3824@gmail.com, atchareeyafai@gmail.com, nuttavadee.59@gmail.com, jenkanit.js@gmail.com, akomcha1960@gmail.com

ผ่านการรับรองคุณภาพจากศูนย์ดัชนีการอ้างอิงวารสารไทย (TCI.) อยู่ในกลุ่ม 1 สาขามนุษยศาสตร์และสังคมศาสตร์

การประเมินการจัดการศึกษาการจัดการธุรกิจค้าปลีก ภายใต้แนวคิด การจัดการเรียนการสอนแบบบูรณาการการเรียนการสอนกับการทำงาน ของมหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง

ชุตีรัตน์ เจริญสุข^{1*}, อัจฉริยา โชติกลาง², ณัฐวดี สว่างงาม³, เจนคณิต สุขสัมฤทธิ์⁴ และ อาคม เจริญสุข⁵

บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษานโยบาย วัตถุประสงค์ เป้าหมาย และระบบกลไกที่สร้างขึ้นเพื่อดำเนินโครงการ 2) ศึกษาสภาพการดำเนินการโครงการ รวมทั้งปัญหา อุปสรรคของการดำเนินการโครงการ 3) ศึกษาผลการบรรลุวัตถุประสงค์และเป้าหมายจากการดำเนินการที่ผ่านมา และ 4) ให้ข้อเสนอแนะแนวทางการปรับปรุงหรือพัฒนาการดำเนินการโครงการ เป็นการวิจัยเชิงคุณภาพ โดยใช้แบบสัมภาษณ์กึ่งโครงสร้างเป็นเครื่องมือหลักในการเก็บข้อมูลจากผู้มีส่วนได้ส่วนเสียกับโครงการจำนวน 106 ราย อาศัยการสัมภาษณ์เชิงลึก การสนทนากลุ่มและการสังเกต เพื่อตรวจสอบสามเส้าด้านข้อมูล และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา ผลการศึกษาพบว่า 1) โครงการนี้เป็นโครงการที่จัดตั้งขึ้นในปี พ.ศ. 2559 ภายใต้ความร่วมมือระหว่างมหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง กับบริษัท ซีพี ออลล์ จำกัด (มหาชน) โดยมีจุดประสงค์เพื่อส่งเสริมให้ผู้เรียนบริหารจัดการเนื้อหาที่เรียนเข้ากับการทำงานในสถานที่จริง 2) โครงการนี้ได้นำแนวทางการเรียนการสอนแบบ WIL มาเป็นแนวทางหลักในการจัดการศึกษาโดยมีจำนวนนักศึกษาเข้าโครงการทั้งสิ้น 125 คน พบปัญหาและอุปสรรคทั้งในส่วนนำเข้า กระบวนการ และผลผลิตในการดำเนินการโครงการ 3) การบรรลุวัตถุประสงค์ของโครงการพบว่า นักศึกษาที่เข้าร่วมโครงการจะมีรายได้ระหว่างเรียน และได้รับการบรรจุงานเมื่อสำเร็จการศึกษา ทั้งนี้โครงการมีเป้าหมายในการพัฒนาบุคลากรร่วมกันผ่านกิจกรรมทั้งจากสถาบันและสถานประกอบการ 4) ข้อเสนอแนะเพื่อพัฒนาโครงการได้แก่ (1) ต้องพัฒนากลยุทธ์เพื่อเพิ่มจำนวนนักศึกษา รับเข้า (2) ต้องลดอัตราการลาออกระหว่างเรียนของนักศึกษา (3) ควรมีการประชุมระหว่างผู้ที่เกี่ยวข้องเพื่อรับรู้และแก้ไขปัญหาได้ทันเวลา (4) ควรปรับปรุงระบบการประเมินผลสมรรถนะของนักศึกษา

คำสำคัญ: การจัดการธุรกิจค้าปลีก การจัดการเรียนการสอนแบบบูรณาการการเรียนกับการทำงาน การประเมิน

ประเภทบทความ: บทความวิจัย

*ผู้รับผิดชอบงานหลัก

¹⁻⁵ อาจารย์มหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง, อีเมล: chutirat.chu3824@gmail.com, atchareeyafai@gmail.com, nuttavadee.59@gmail.com, jenkanit.js@gmail.com, akomcha1960@gmail.com

1. Introduction

In Thailand, intention to involve society in education management to develop graduates' competencies compatible with the needs of labor market appeared decades ago. Education Act 1999, section 9 (6) stated that education management should base on participation of societal stakeholders, including business enterprises, in educational production of graduates. Later, the National Educational Plan 2017 – 2036 has set the goal that education management system must be efficient to develop man power competency responsive to the needs of labor market and development of the nation. Higher Education 20 - Year Long Range Plan (2018 – 2037) also encourages universities of having quality teaching and learning to develop graduates' knowledge, skills and competencies that respond to labor market needs.

Realizing importance of the national strategy for educational development, Muban Chombueng Rajabhat University (MCRU) has proposed a policy in its strategic plan to establish collaboration with outside organizations to involve them in producing qualified and competent university graduates capable of life long work and adjustment in the changing of labor market world. This has led to the establishment of the 4-year Business Administration Bachelor Degree in Marketing (Retail Business Management) education program under the collaborative management and implementation of both MCRU and CP All Public Company Limited (CP All PCL). As

stated in the MOU, the main aim is to produce graduates that their qualifications are corresponded to the needs of the fast-growing 7-Eleven modern convenient stores of the firm. Both parties have agreed to adopt the Work Integrated Learning (WIL) concept to guide the management and implementation in producing graduates. Mechanisms from both and within each party were set up to carry out the tasks. Starting in academic year 2015, the program has already produced 30 graduates for the firm and 64 students still enroll in year 1 – year 4.

Although the program, which can be considered as the WIL initiative, has been implementing under the MOU for some period of time, there is no systematic evaluation has been done for the program. The absence inevitably prohibited receiving of feedback information useful for fine-tuning the program, especially for teaching and learning of students to be more integration with the working context. For the reason, this evaluation research was conducted by adopting Clarificative and Interactive forms of evaluation proposed by Owen (2006), which matched considerably with the implementing stage of the program, to guide orientation of the study. It is expected that with proper evaluation research, it would bring about adjustments of the program to keep abreast of the fast-growing retail marketing business of the firm in particular. Results would in general provide knowledge and information useful for educational institutions implementing the WIL

education programs as well.

2. Research's objectives

The research objectives are as followings:

1. To examine policy, objectives, goals, and mechanisms set up to implement the program;
2. To find out how implementation of the program was actually done, including its problems and difficulties; and,
3. To investigate if the stated objectives and goals have been achieved so far;
4. To provide recommendations useful to fine-tune the program to make it more efficient.

3. Literature review

3.1 Marketing academic program, faculty of management science, MCRU

Marketing Academic Program in MCRU is a key unit in playing an active role in this WIL education program. In fact the marketing program has been implementing the Cooperative and Work Integrated Education (CWIE) or more commonly known as Cooperative Education for students under marketing curriculum. But there still exists the needs for uplifting marketing graduates' competencies suitable with continuous changing of labor market. And one of the issues, which have been raised was insufficiency of working experiences, not entirely the knowledge. This came about the WIL education program under the MOU between MCRU and CP ALL

PCL to establish education program that can provide teaching and working experiences in the workplaces in each of every semester. It is expected that by this so called the work-based approach, students' competencies will be strengthen and are corresponded to the needs of graduate users.

3.2 What work integrated learning is: background and meaning of the concept

As its name suggested, Work Integrated Learning can be perceived fundamentally as an approach in education. It is an experience-based or practice-based in the workplace approach to create effective learning. Lave (1996) strongly supports this conceptualization that there is a notion drawing from social learning theorists that people ever learn in practice. Although conceptions of learning in education and the workplace have been described through dichotomous concepts of formal (education) and informal (workplace) learning concept, Billett (2009) argues that learning in WIL is better framed as learning through practice. For students undergoing WIL, learning practices refer to the activities and interactions that students participate in the organized WIL program. These include practices of work in industry, simulated or classroom settings (Billett, 2010).

But how are the two parts integrated or organized? According to Eames and Coll (2010) the real strength of practice-based learning is not that students gain opportunities to learn in the classroom and in the workplace, but that these opportunities are fostered and

integrated to create learning that is more than the sum of the two parts. This helps the learners to find their place in the world and to understand how to shape the future, which are true measures of education. They adds that learning through practice is about what students do, in both the work and educational sites.

Griffith University (2006) supports the way the concept is defined and suggests answer to the question; (WIL is seen as) “educational activities that integrate theoretical learning with its application in

the workplace. These educational activities should provide a meaningful experience of the workplace application that is intentional, organized and recognized by the institution, in order to secure learning outcomes for the students that are both transferable and applied”. Eames and Coll (2010) also highlight the importance of how the two settings are integrated to enrich student learning by practicing work and engaging in processes of personal reflection, often with the teacher’s guidance. The concept of WIL, can be summarized by researchers in Q&A form as following.

Table 1 The concept of WIL in Q&A form

What	How	By Whom	Why
Practice-based learning approach in education	Educational program or activities that integrate theoretical learning with its application in the workplaces	The program must be constructed by educational institution and associating firms or employers	<ul style="list-style-type: none"> - For effective learning and meaningful education - Enhancing graduate employability

Source: Adopted from Billet (2009; 2010), Eames and Coll (2010), Griffith University (2006), Calway (2006)

WIL is also acknowledged as an education approach to enhance graduate employability and to accomplish it the WIL program must be cooperatively constructed by educational institution and associating employers. Calway (2006) describes that Work Integrated Learning in its broadest sense is often described as an attempt by educators

to provide a schooling-to-work pathway to support the employability of graduates. It is a construction by educational practitioners and associating employers. The cooperative arrangements, between these groups, have shaped programs of study at many tertiary education institutions for the best part of the last century.

3.3 The orientation of this evaluation research

Researchers considered that the education program was still at an initial stage of implementation because only two groups of students have just graduated. This evaluation thus chose to adopt both Clarificative and Interactive forms of evaluation proposed by Owen (2006) to guide questions for obtaining the answers to the objectives. Clarificative form of evaluation concentrates to make explicit about structure and functioning of intervention. As it was for clarification, the guiding questions applied to use in this study was “what are the intended outcomes and how is the program design to achieve them?” While it is suggested to use at the same initial stage of program implementation, Interactive form concentrates more on process of implementation than the Clarificative. As it is mainly for development, it is to assist on going service provision and structural arrangement with a strong emphasis on process. Assembly of evidence includes onsite studies with involvement of program providers and participants. Typical questions are built around the issues of how the service is going, is it consistent with the plan? And how it can be changed to make it more effective? (Owen, 2006).

4. Methodology

4.1 Research method

Researchers employed qualitative methods to collect primary data for this

evaluation research. Combination of various qualitative data collection methods including document analysis, in-depth interviews, focus group of stakeholders, and onsite visit observations were used to collect and assemble the data.

4.2 Population and sample

Since population of this study was stakeholders of the program, which could not be specify an exact number, so sampling to obtain sample or key informants was theoretical.

Sample or key informants of this study were stakeholders of the program obtained by purposive sampling method. And since an exact numbers or size of them could not be specify at the outset of the study, researchers chose to collect the data until there were no emerging issues. Although many research scholars suggested that phenomenology study (Kuzel, 1999; Morse, 2000; Marshall, et al., 2013) or study using case study method (Marshall, et al., 2013) should have the sample size of at least 6 – 10, researchers had to collect data from 106 stakeholders in total until no emerging issues were found. They consisted of 8 of Education Program Executive Committee, 6 of the Curriculum Administration Committee, 15 discipline instructors, 5 of supervisors during working session, 2 senior officers from CP ALL PCL’s Human Resource Office, 10 of workplace regional managers, 30 of branch or workplace managers, and 30 graduates of the program.

4.3 Research instruments

The research employs a documentary research, semi-structured interviews and onsite visit observations.

4.4 Data collection

The main instrument of data collections was semi-structured interview method, the content in which was developed mainly from related literatures, MOU and related documents the program, and KPI from the CP ALL CPL side. After the in-depth interviews, data was added through the use of focus groups of key informants, and onsite visit observations of students during workplace working periods. Data from the latter methods were also used for data triangulation as well.

4.5 Data analysis

In analyzing, data were coding, undertaken content analysis, and categorized for answering the research objectives (Power & Hubbard, 1999; Pope et al, 2002)

5. Results

5.1 Policy, collaborative guidelines and framework, objectives, goals, and mechanisms set up to implement the program

1. The program policies

Generally, policy of the program was to produce bachelor degree graduates in retail business management that conform to the Thai Qualifications Framework for Higher Education (TQF: HEd) and at the same time can be responded to the needs of modern retailing business. Specifically both parties, MCRU and CP ALL PCL, have agreed on the

following policies.

1) To encourage an establishment of educational program that supports student working and learning opportunity during the course of studying and employability after graduation

2) To encourage production of qualified graduates in retail business management suitable with the needs of the industry

3) To support educational resource development

4) To enhance collaborative networking in education management between higher education institutes and business sectors

2. Collaborative guidelines and framework

Both parties agreed to collaborate on the following guideline framework.

1) CP All PCL provides 70% of tuition fee scholarship, the amount of no more than 100 scholarships per academic year, to each student enrolled into the 4-year Bachelor of Business Administration in Marketing (Retail Business Management) education program, Faculty of Management Sciences, MCRU, until graduation.

2) CP All CPL and affiliated companies provide students monthly allowances and other kind of welfares during working session and hold responsibility to offer employment opportunities in the firm to students graduated.

3) MCRU and CP All PCL and affiliated companies enhance work-based learning, under which the latter has to allow the

students to work in the firms during the working sessions of the course of studying.

4) Both parties work on the development of curriculums, management of learning activities, and development of teaching media of the program base on the mutually agreed basis.

5) Both parties work on the development of their human resources.

6) MCRU and CP All PCL and affiliated companies will be collaboratively implemented the mutually agreed projects.

3. Objectives of the program

1) To offer education program that provide theoretical learning of a discipline integrating with theirs practical working in the workplaces for students

2) To provide educational opportunities to students who want to work while studying

3) To help students to earn income while studying and increase their employability when graduated

4) To encourage an exchange of knowledge and experiences and the development of personnel of MCRU and CP All PCL and its affiliated companies.

4. The program goals

1) Quantitative goals

(1) Thirty students can be selected to study under the program in each academic year.

(2) Students under the program can earn income of at least 9,000 Baht a month during working session in the workplaces.

(3) All students under the program

get employment after graduation.

(4) Human resources development activities for personnel of both MCRU and CP All CPL can be conducted at least twice in each semester.

2) Qualitative goals

(1) The program can produce bachelor degree graduates whose qualifications meet the requirements of the Thai Qualifications Framework for Higher Education (TQF: HEd).

(2) Graduates' performances match with the needs of modern retailing business employers.

(3) Personnel of MCRU and CP All PCL increase their academic and professional capacity from exchanges of knowledge and experiences between them.

5. Mechanisms set up to manage and implement the program

Management structure and mechanisms consisted of organizations from both parties were set up to implement the program.

5.2 How implementation of the program was actually done

The essential features of educational activities of the program can be seen as an integral part of working and learning under the WIL concept as mentioned. An academic year consisted of two – six months semesters. Each semester students enrolled had to register to attend discipline classroom teaching at MCRU for three months and had to go to work at CP All CPL workplaces for three months. Under supervision of and overseeing by CP All CPL

while working, students also received work site visits and supervision from MCRU supervising teachers from marketing academic program, Faculty of management Science, MCRU. Completion of the 4 - year bachelor degree program required students to accomplish the working – learning structure without having conventional semester breaks.

Since academic year 2015: there were 125 students enrolled into the program; 7 from academic year 2015 enrollment, 23 of academic year 2016 enrollment. During the research was conducted; 30 students were graduated, 31 were dropped out, and the rest of 64 were still studying in year 1 – year 4. All 30 graduates were employed by CP All, CPL.

5.3 Achievement of objectives and goals

For those enrolled they could earn income of 9,400 – 11,000 Baht per month in average during working session, which was higher than the set 9,000 Baht goal. Looking at an employment goal, expectation rate of 100 % employment of graduates was accomplished, although 3 of them graduated later than the groups. All of them, 30, could be recruited into CP All Public CPL. In the aspect of human resource development, staff of both parties and students have been attended or participated in activities conducted for the purpose of development at least twice each semester as planned.

6. Discussion and conclusions

WIL embraces the concept of experience-based learning, which Dewey (1986)

argues that well-structured experience is a valuable and rich source of learning. However, this WIL education program has proved that it needs massive efforts of both employers and education institution sides to manage the WIL education program. They have to design the agreed strategic plan and curriculum that enhance the integration of theory and practice and implement them with high level of coordination.

Drown from the result, policy, collaborative guidelines and framework, objectives, goals, and mechanisms set up to implement the program, in addition with interviews of stakeholders of the program have shown that a lot of effort from both parties had been put to make this WIL initiative program possible. This result also conform to stakeholder engagement view, which advocates that to achieve effective outcomes require active participation and thought sharing from stakeholders (Sedmak, 2021).

In terms of implementation, although it proved that students could be able to go through with the work integrated learning education program quite well until 30 of them were graduated and got employment, but problems and difficulties were found along the way. Problems and difficulties can be categorized into input, process and output. Problem of input was amount of student enrolled into the program was quite low and the problem was even bigger when crucial amount of those enrolled were dropped out during studying. Statistics showed the whole picture that nearly

25 % or one-fourth of students enrolled into the program dropped out and most of them dropping out during the first year of studying.

Statistics of student input of the program are shown in the table 2.

Table 2 Statistics of Student Input of the Program

Academic Year	Number of Students Enrolled	Dropping Out Number	Graduation Number	Number of Students Stay Enrolled
2015	12	5 (41.67 %)	7 (employed)	0
2016	29	6 (20.69 %)	23 (employed)	0
2017	25	7 (28.00 %)	0	18
2018	19	5 (26.32 %)	0	14
2019	19	4 (21.05 %)	0	15
2020	21	4 (19.05 %)	0	17
Total	125	31 (24.80 %)	30	64

The reason given by most of dropping out students was related to failure to adjust themselves into their working situation, in which pressure from higher managers and co-workers were included. The situations cause discouragement and tiring in working and they then decided to drop out. This problem is considered critical for effectiveness of the WIL. Because its effectiveness eventually cannot be accomplished without strong will of students, even though work-based learning is well designed and managed. Eames and Coll (2010) imply that learning through practice is about what students do, in both the work and educational sites.

Problem of process was mainly on coordination among related mechanisms, which existed in both within and between

parties. Within MCRU, managing all year 1 – year 4 groups of students and in each group had been divided into sub-groups A and B to facilitate alternate learning and working in workplaces created frequent confusion to teachers and managing divisions concerned in each and every year. The latter was, for instance, registration and financial divisions for student registration and time table planning, student affairs division for planning and managing students' extra curriculum activities. Confusion was added because all mentioned management had to be managed in the same time with majority students under normal programs, which their management structure based on 3 semester yearly system. Within CP All, CPL, communication breakdown was commonly found among related divisions

and affiliated companies, especially the 7-Eleven branches which were used as workplaces of the students.

Problem of process between parties was mainly the lack of mutually agreed guidelines or strategies in making preventive measures for already-faced problems. This has made the people concerned to perform problem solving on day by day basis. Busying with the main missions of each party and seeing the problem smaller than that of the main mission could possibly explain an occurrence of the problem.

Problems in the aspect of output, it was found out that final graduates' work performances in planning, operating, auditing, and following up assessed by employers were not met with expected performance level. They received moderate level scores for all of the mentioned performance aspects. Moreover, it found out that work performances on the same aspects as assessed by working supervisors were high and very high during the time when they were students working in the workplaces. This incident led to think that workplaces' work performance assessment tools and procedures might not reflected real work performances of students and required solutions. Some graduates told that the result decreased their level of confidence in working after employment. These problems of process and output highlight what Eames and Coll (2010) advocates the importance of how the two settings, universities and business partners, are integrated to enrich student learning by practicing work.

Regarding achievements of objectives and goals, achievements on the issues of students' generating of incomes during studying and qualifying for employment when graduated might be contributable from another achievements, human resource development. As mentioned, staff of both parties and students could attend or participate in activities conducted for the purpose of the development at least twice each semester as planned. The achievement, especially the successful rate of graduates' employment is emphasized as one of the main goals of the WIL and education of the nation as well. The finding acknowledges what Ferns, Campbell and Zegwaard (2011) have argued that working in workplaces of the WIL can provide much-needed professional identity and relevant work experience to students before graduating.

To be concluded, the evaluation results showed that this program achieved quite satisfactorily on the student outcome of the program, once they could complete the course of study. But sustainability of the program depends largely on improvement of implementation on the input, process and output aspects of implementation. Crucial improvement measures are recommended in this study.

7. Recommendation

7.1 Recommendations for implementing

Recommendations useful to fine-tune the program

The evaluation results showed that

this program achieved quite satisfactorily on output aspect of the program. But its sustainability depends largely on improvement of implementation on the input and the process aspects. Crucial improvement measures to fine-tune the program are recommended as followings.

1. To obtain possible increment of students of the program, introduction of the program should not be done under university guidance program only. Special strategies to be able to provide advantages or beneficial information of the WIL education program through high school guidance staff, parents and community leaders, for instance, must be initiated. Considering that such people can play the roles as public mass communicator and students' decision influencers, understanding about the program would encourage them to bring it to larger amount of students. It would be possible also that they could bring the program to reach proper target students who in their knowledge needed to study in the education program that can assure their employability. As Calway (2006) describes that Work Integrated Learning in its broadest sense is to support the employability of graduates.

2. As high dropping out rate of students was one of the crucial problem of the program, following measures to help decrease the rate, are recommended.

2.1 The program must conduct effective WIL preparation program for students to understand working situation they will face prior to sending them to work at the

workplaces. This must not be done in the form of just providing reading information but the more concrete ones. The objective is to prevent or decrease such stress from facing unfamiliar working situation. Although there is continued debate on what should be the content or vaccine to be vaccinated to students, Zegwaard and Rowe (2019) suggest that it can include workplace setting, capacities required to effectively to undertake tasks, expectations around roles and responsibilities, and contestations that might arise. The preparations can be even more desirable for Thai students who tend to think that working session under the WIL program may be the same as internship or professional practice required by ordinary curriculums being offered in general.

2.2 In addition to the preparation mentioned above, attempts to develop better understanding of and positive attitude toward the WIL must be regularly done during academic learning session. Ferns et al. (2014) offer beneficial issues of the WIL that can be used for the purposes; career clarification, industry connections and rapid employment upon graduation, critical thinking, research abilities, time management, disciplined thinking, ability to engage with workplace norms and professional behaviour.

2.3 Both parties build up more help and support channels for help-needed students. Zegwaard and Rowe (2019) state clearly that participating in WIL can add additional stress on students.

3. Both MCRU and CP ALL PCL must conduct internal meetings or seminars about the program at least once per semester for their personnel whose roles and functions are concerned with program implementation. The main aim is to decrease their role confusion and the incidence of communication breakdown.

In addition, MCRU and CP ALL PCL must also conduct more regular seminars or meetings for personnel from both parties to exchange their idea and experiences about the past implementation to decrease the psychological and communication gap, and thus facilitate harmonized working atmosphere. Most importantly, the seminars should also be used as the floor for workplace personnel to raise students' work performances issues as feedback for timely solutions. The issues should be used as learning topics in classroom teaching as well. Ferns et al. (2014) advocate that feedback and support from workplace supervisors is considered to enrich learning experience for students. These measures should be developed and agreed upon by both parties as strategic plan.

4. During working session, students' work performances assessment tools and procedures must be revised to represent real work performances of students. And once any discrepancy of student performances from set KPIs or expectations do exist, the issues

must be raised in seminars for the purposes of finding immediate solutions and to be used as learning topics in classroom teaching. As Ricks (1996) and Van Gyn (1994; 1996) have indicated, student learning in WIL program is depend on the learning opportunities provided by the employer, the ability and commitment of individual students to achieve learning from the work experience and the commitment of the education authority to support the learning process.

7.2 Recommendation for future research

Considering that this study was put more emphasis to obtain data more from educational institution and business organization partner, future researches of students under the WIL program to know more about their attitude and knowledge toward the WIL should be done, As Knowles (1975) and Revans (1991) argues learning (practice-based approach) is initiated and driven by the learner. Related to the finding of low student input rate, knowledge, attitude, and perceptions toward the WIL of high school students, who are the target groups of the program would also be assessed. Lastly, research that will touch on the roles of information technology such as students' learning of working at workplaces through online channel, and online teaching or coaching during work place working period would also be done.

เอกสารอ้างอิง

- Billett, S. (2009). Realising the educational worth of integrating work experiences in higher education. *Studies in Higher Education*, 34(7), 827-843.
- Billett, S. (2010). *Learning through practice: models, traditions, orientations and approaches*, New York: Springer.
- Calway, B. A. (2006). *What has Work-Integrated Learning Learned? A Grounded Study toward a WIL Philosophy*. Retrieved 12 June 2021, From: http://www.centreforefs.com/resources/b_calway_2006.pdf.
- Campbell, M. & Zegwaard, K.E. (2011). Values, ethics and empowering the self through cooperative education. *Asia-Pacific Journal of Cooperative Education*, 12(3), 205-216.
- Dewey, J. (1986). Experience and education: Taylor & Francis Group. *The educational forum*. 50(3), 241-252.
- Eames, C., & Coll, R. K. (2010). *Cooperative education: Integrating classroom and workplace learning*. In *Learning through practice*. Dordrecht: Springer.
- Griffith University (2006). *Introduction to Work Integrated Learning (WIL)*. Retrieved 15 August 2021, From: <http://www3.griffith.edu.au/01/ocp/content.php?id=501>.
- Knowles, M. (1975). *Self-Directed Learning – A Guide for Learners and Teachers.*, New York: Association Press.
- Kuzel, A. J. (1999). *Sampling in qualitative inquiry*. In B. F. Crabtree & M. B. Miles (Eds.), *Doing qualitative research (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
- Lave, J. (1996). Teaching, as learning, in practice. *Mind, culture, and activity*, 3(3), 149-164.
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, 54, 11- 22. doi:10.1080/08874417.2013.11645667
- Morse, J. M. (2000). Determining sample size. *Qualitative Health Research*, 10, 3–5. doi: 10.1177/104973200129118183.
- Owen, J. M. (2006). *Program evaluation: Forms and approaches*. Routledge.
- Pope, C., Van Royen, P., & Baker, R. (2002). Qualitative methods in research on healthcare quality. *BMJ Quality & Safety*, 11(2), 148-152.
- Power, B., & Hubbard, R. (1999). Becoming teacher researchers one moment at a time. *Language Arts*, 77(1), 34-39.
- Revans, R. W. (1991). Action learning and the third world. *International Journal of Human Resource Management*, 2(1), 73-91.

- Ricks, F. (1996). Principles for structuring cooperative education programs, *Journal of Cooperative Education and Internship*, 31(2-3), 8-22.
- Sedmak, J. (2021). *What is Stakeholder Engagement, and Why is it Important for Strategic Planning?*. Retrieved 12 June 2021, From: <https://www.smestrategy.net/blog/stakeholder-engagement-management-for-strategic-planning>.
- Van Gyn, G. (1994). The Education Orientation of Cooperative Education: A Critical Variable in Effectiveness, *Journal of Cooperative Education and Internship*, 30(1), 17-25.
- Van Gyn, G. (1996). Reflective Practice: The needs of professions and the promise of cooperative education, *Journal of Cooperative Education and Internship*, 31(2-3), 103-132.
- Zegwaard, K. E., & Rowe, A. D. (2019). Research-informed curriculum and advancing innovative practices in work-integrated learning. *International Journal of Work-Integrated Learning*, 20(4), 323-334.