

Non-Cognitive Skills: The New Variable in Educational Administration.

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National Interest

ABSTRACT

The current model of education in the 21st Century have been talking about developing the skills of thousands of students, whether they are learning skills, innovation skills, Information technology skills, life skills, and career skills, etc. these solve the lack of necessary skills of management education in the 20th Century, which has a social context different from the 21st Century, the era of the social context is radically changed form of education in the 21st Century must be changed with various skills. The rapidly changing social context in the 21st Century have a very high rate of competition in every industry and every organization. Whether it is corporate politics, economics, society and especially the educational organizations whose personnel entered the organization in various sectors of society, when the competition is very high, such that spread into educational system such as a result, the development of innovative curricula and teaching process in new ways. Oriented to define the purpose of the courses, a focus is on issues of race. Through a form of educational measurement and evaluation with a focus on cognitive skills or Cognitive Skills. Cognitive Skills or intellectual skills is one of the many skills of the 21st Century Skills. Cognitive Skills are skills to learn because it means that cognition or awareness or knowledge, as opposed to Non-Cognitive Skills or behavior skills. It refers to the skills, intellectual skills, because Non-Cognitive Skills can be an indicator of behavior and especially the life skills such as emotional skills, social skills, working skills, and others optimistic, positive, etc. Non-Cognitive Skills it means learning mind or morality itself. Even in the current educational administration, it began with a focus on Non-Cognitive skills, but it is considered that there is a little of research. The research about Non-Cognitive Skills in educational administration is a challenge because Non-Cognitive Skills are a new variable in the educational administration. Especially for education in the 21st century. However, the educational administration in the 21st Century just focused on the Non-Cognitive Skills called behavioral skills.

KEYWORDS: non-cognitive, skills, new variable, educational administration

Received: 08/09/2022

Revised: 01/11/2022

Accepted: 10/11/2022

Non-Cognitive Skills: The strong variable in the economics of education.

The teaching and learning in the 21st Century, the educational administrative have researched a lot about 21st Century skills, especially on the skills issue. But almost no mention of Non-Cognitive Skills and even today, they are starting with a focus on that skills. And then many earlier Economics of labor and Economics of education having a lot of research in Non-Cognitive Skills are the key factors to a successful career and the Cognitive Skills although there is considerable research on those fields. In particular, those with higher education have higher income from work.

Piriya Pholphirul (2013) discussed the approach to estimate the results of the study (Return on Education) that are used for the Mincerian Equation to estimate the relationship between the human resources development aspects. Affecting the development of intellectual skills (Cognitive Skills), with earnings rising when they graduated and enter the workforce. Consistent with research, Jongrak Hongthong's The Effects of Cognitive Skill and Non-Cognitive Skills on Earning Outcomes: A Case Study of Kornkaen Province of Thailand to extend the concept of the family. Which is often used to measure the return of education (Education Return) as income through Cognitive Skills variable by variable. Non-Cognitive Skills income into the equation. Is to believe in the power of their own. And pride in their results showed that when a variable Non-Cognitive Skills in the revenue thus resulting in a decrease in the power of the variable. The Non-Cognitive Skills are positively correlated to income, the higher the result distortion to the extreme over-biased in Mincerian Equation.

The research shows that Economics of labor and Economics of education with introducing Non-Cognitive Skills variable to be a key factor in predicting the relationship between human resource development and income after graduation to estimate results from the course by the Non-Cognitive Skills Influence the success of the occupation, so if a Non-Cognitive Skills to be a major factor in the forecast in research on. It might be a result of interpreting the relationship between variables in the future.

Non-Cognitive Skills variable influences Cognitive Skills variable.

The research in Economics of labor and Economics of education must be used the Non-Cognitive Skills variable to be an important factor in predicting the relationship between the human resources development with the estimated benefit achieved after graduation. It was found that the Non-Cognitive Skills variable are positively correlated over other skill, Jongrak Hongthong presented findings on Effects of Cognitive Skill and Non-Cognitive Skills on Earning. Outcomes: A Case of Kornkaen Province of Thailand.

Besides research in the country. International research in Economics of labor and Economics of education there are many, such as The Importance of Non-cognitive Skills: Lessons from the GED Testing Program (2001). Formulating, Identifying and Estimating the Technology of Cognitive and Non-cognitive Skills Formation (2008). Estimating the Technology of Cognitive and Non-cognitive

Skills Formation (2010). The Effects of Cognitive and Non-cognitive Abilities on Labor Market Outcomes and Social Behavior (2006). By James J. Heckman.

The Effects of Cognitive and Non-cognitive Abilities on Labor Market Outcomes and Social Behavior (2006). By James J. Heckman is a famous on academic circle such as Non-Cognitive Skills, this research explains the impact of Non-Cognitive Skills and Cognitive Skills towards success in the labor market. The results showed that the Non-Cognitive Skills variables will influence the success of the work of such personnel has resulted in revenues increasing it. Non-Cognitive skills. It is also a variable that determines or influences variable on Cognitive Skills. Whether it is a factor for admission, factors of diligence and factors of career choices, etc.

Consistent with the work of Giorgio Brunello and Martin Schlotter (2011) on Non-Cognitive Skills and Personality Traits: Labour Market Relevance and Their Development in Education & Training Systems. The results showed that Non-Cognitive Skills will contribute to the success of the study led to a Cognitive Skill or higher. And in the end, it will affect the success of the work on display.

Research on The Effects of Cognitive and Non-cognitive Abilities on Labor Market Outcomes and Social Behavior (2006). By James J. Heckman and Non-Cognitive Skills and Personality Traits: Labour Market Relevance and Their Development in Education & Training Systems. By Giorgio Brunello and Martin Schlotter (2011) can be said to variable Non-Cognitive Skills variables predominate the Cognitive Skills variables. Because Non-Cognitive Skills were resulting in a positive factor for admission, factors of diligence and factors of career choices, etc.

5 elements of personality variables Non-Cognitive Skills

Research on the Economics of labor and economics of education all three pieces are mentioned. Research on The Effects of Cognitive and Non-cognitive Abilities on Labor Market Outcomes and Social Behavior (2006). By James J. Heckman. Non-Cognitive Skills and Personality Traits: Labour Market Relevance and Their Development in Education & Training Systems. By Giorgio Brunello and Martin Schlotter (2011) and The Effects of Cognitive Skill and Non-Cognitive Skills on Earning. Outcomes: a case of Kornkaen Province of Thailand. By Jongrak Hongthong. It can be seen that research in the areas of academic research on economics of labor and economics of education.

Research in educational administration. There are many scholars who tried to bring variations. Non-Cognitive Skills. It was a major factor in the forecast for research on educational administration. The research Next-generation Non-cognitive Assessment is Needed Now (2016) of Jonathan Martin developed the Big Five personality traits or personality five elements and Research on The Effects of Cognitive and Non-cognitive Abilities on Labor Market Outcomes and Social Behavior (2006) of James J. Heckman was a factor in determining Non-Cognitive skills variable include 1. Extraversion 2. Agreeableness 3. Conscientiousness 4. Emotional Stability and 5. Openness.

In Thailand, Wallaya Nimad (2016), Bann Rod Fai School Director. Has shown the five elements from the research: Next-generation Non-cognitive Assessment is Needed Now (2016) by Jonathan Martin framework applied in education administration. Development with extraversion: focused on communication, both internal and external. The weight of the leadership of the students. Promote a friendly support community and social activities. Agreeableness: focuses on teamwork. The integrity of the team members to build trust, faith and acceptance of the community and society. Conscientiousness: focused on planning organizational structure and drive carefully. The awareness of duties and responsibilities to the assigned mission. Emotional Stability: focuses on the emotional state of control situation. Awareness and understanding of the event. Performance under pressure and openness: focuses on imagination and creativity. Skills as innovators recognizing the link between self and others. The development of positive thinking.

Non-Cognitive Skills variable in educational administration.

Research on the Economics of labor and economics of education. The variables have the Non-Cognitive Skills to be a key factor in predicting the relationship between human resource development and income after graduation to estimate results from the course. And research in management education. Which are determining factors in the prediction of five components applications to Bann Rod Fai School. Including Dean of the College of Education Science and Vice President of Dhurakij Bundhit University, Paitoon Sinlarat the former Dean of the Faculty of Education Chulalongkorn University, said the Non-Cognitive Skills In an article about learning in the 21st Century and Instructional Development (2012), as well as Wijarn Panich has been reviewed the new pioneering skills of the future new issues: Education for the 21st Century, the definition of Non-Cognitive Skills as a character. In an article about perseverance, curiosity and the energy of a latent trait (2014), both are linked.

Conclusion. While teaching and learning in the 21st Century will focus on developing the skills of the students to line up with the rapidly changing social context that offers competitive rates are very high in every industry and every organization. Contribute to the development of innovative curriculum and teaching process in new ways. Oriented to define the purpose of the courses. A focus on issues of race. Through a form of educational measurement and evaluation with a focus on Cognitive Skills can finally say that. Has neglected to focus on. Non-Cognitive Skills, whether it is emotional skills, social skills in working with others. Skills to understand the others, and skills optimistic, positive or learning, mental or moral.

Currently, there is only a study of the Non-Cognitive Skills will only result in Economics of labor and Economics of education, but the efforts of scholars in education administration to focus on Non-Cognitive Skills, especially if synthetic research Economics of labor and Economics of education. Economist James J. Heckman, Giorgio Brunello and Martin Schlotter and the Jongrak Hongthong, Jonathan Martin, Paitoon Sinlarat, Wijarn Panich, they can be said that the research field of educational administration will bring variable skill or behavior Non-Cognitive skills as a major factor in the forecast in the field of research on educational administration further.

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