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The Competencies in School Administration of School Administrators as Perceived by Teachers in School under the Bangkok Secondary Educational Service Area Office (BSES AO), Thailand

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Abstract

The purposes of this research were to study and compare a competency in school administration of school administrators as perceived by teachers in school under the BSES AO. The study employed a survey research design with samples consisting of 308 teachers in the academic year 2022. The samples were categorized by using the Cohen's sample sizes which were selected by stratified random sampling. The instrument was a questionnaire with a reliability of 0.986. Mean, standard, t-test, One-way ANOVA, and Scheffe's multiple comparison method were used to analyze the data. The findings were as follows: 1) the results of competency in school administration of school administrators was at high level, considering each dimension of the opinion, all of them were also at high level; and 2) the comparison's levels of school administrators: the opinions's competency in school administration of school administrators with different service area offices, academic standings, and school sizes were found to be no difference.

Keywords: Competency, School Administration, School Administrators, Competency of Thai School Administrator

Introduction

Education was an important driving force for the development of the country in all aspects, especially of human resources. If the people of the country received a good education, would result in the country developing rapidly.

According to various situations that were changing rapidly in the present, the development of education management had to be adjusted to correspond with the era in which the world was changing rapidly or unexpectedly in every aspect. For instance, the situation of natural disasters, the occurrence of various epidemics, terrorist threats, technological pedagogical content knowledge (Piatanom, et.al., 173) and so on, which had affected the quality and efficiency of education management. Accordingly, it was necessary and important that school administrators had to work together to develop and upgrade the quality of education in line with today's rapidly changing situations.

To be a good school administrator in the present day, there had to be various good attributes in school administration. The competence of school administrators should deal with situations or problems that arise promptly and carefully.

Consequently, the competencies in school administration of school administrators were important indicators for school development. The school administrator would operate the school's works in an efficient and productive way. The important competencies of school administrators were able to manage the changes and develop education in an achievement.

In this regard, the researcher analyzed the administrative competencies of school administrators in various aspects from many research studies, including 1) Instructional Leadership 2) Human Resource and Management 3) Managerial Leadership, and 4) Personal Competencies. As a result, the researcher was interested in studying a comparative of competencies in school administration of school administrators as perceived by teachers in school under the BSES AO, Thailand on this occasion.

Conceptual Framework

The domain of this research was analyzed to create competencies in school administration of school administrators by studying the relevant documents and researches of competencies in school administration which conducted by many researchers that including; Mustamin, 33; Özdemir et al. 366; Cañete, 2; , Cabigao 8; Chao and Taa 13; and Nomnianand Arphattananon, 55. The researcher used four aspects to determine the highest frequency components to use as a conceptual framework: 1) Instructional leadership; 2) Human resource and management; 3) Managerial leadership; and 4) Personal competencies (Fig. 1.)



Figure 1 Overview of the Research Conceptual Framework

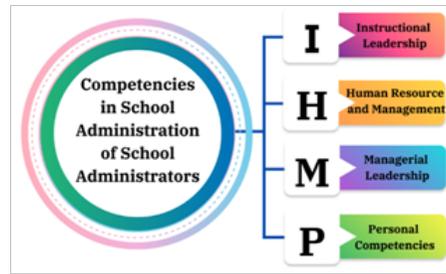


Figure 2 The Components of Competencies in School Administration of School Administrators as Perceived by Teachers in School under the BSES AO

A comparative of competencies in school administration of school administrators as perceived by teachers in school under the BSES AO can be described as follows:

- 1. Instructional Leadership:** being a school administrator were well-versed in various matters. They should have the roles that could support or encourage students, teachers, or educational personnel to aware of the pursuit of knowledge and self-development as well as the development of potential or self-worth in various aspects of knowledge.
- 2. Human Resource and Management:** being a school administrator had to be good knowledge in every aspect. They should have the potentiality to manage and support all personnel in school to be able to perform their duties in order to achieve the specified organizational goals. As well as, they could encourage the personnel to have inspiration in the development of educational institutes and maintained the school benefits to operate efficiently.
- 3. Managerial Leadership:** being a school administrator had to be good at capability of planning, determining, managing, problem solving skill to administer the organization appropriately and accurately. However, there must be courage in making decisions on various matters. So that, the operations of educational institutions could be carried out according with the organizational goals or missions that had been set efficiently.

4. **Personal Competency:** being a school administrator had to be good at capabilities that were all-round. They should have morals, ethics, and good attitudes towards the administration and development of educational institutions to achieve the missions according to the specified objectives that can lead to the school achievement.

Objectives

The principal objectives of the study are to:

- Study the competencies in school administration of school administrators as perceived by teachers in school under the BSES AO.
- Compare the competencies in school administration of school administrators as perceived by teachers in school under the BSES AO, classified by area offices, academic standings, and school sizes.

Research Methodology

This research is survey research which consists of four aspects: 1) Instructional Leadership, 2) Human Resource and Management Competencies, 3) Managerial Leadership, and 4) Personal Competencies.

Population and Sample

The population used in this study was the teachers who worked at the school under the BSES AO during academic year 2022 from 119 schools, included 10,620 teachers and the sample size consisted of 308 teachers. The sample were categorized by using Cohen’ random samples method and selected by stratified random sampling.

Research Tools

This study utilized a five-point Likert scale questionnaire which was divided into two parts, as follows:

Part one: General questions about the participants to classify them by areas offices, academic standings, and school sizes.

Part two: Questions about the competencies in school administration of school administrators in reference to instructional leadership, human resource and management, managerial leadership, and personal competencies.

Data Collection

The data collection instrument was an online questionnaire that was used to query teachers’ opinions concerning the comparative competencies in school administration of school administrators. The questionnaire was found to be couched at a reliability level of 0.986.

Data Analysis

- A level of competencies in school administration of school administrators was analyzed using mean (M) and standard deviation (SD) by predefined range for interpretation.
- To compare the competencies in school administration of school administrators, service area offices, and positions, the statistics used included t-test independent. Classifications of school sizes used one-way ANOVA. If differences were found, individual differences were compared with Scheffe’s multiple comparison method.

Findings

The Competencies in School Administration of School Administrators as Perceived by Teachers in School under the Bangkok Secondary Educational Service Area Office (BSES AO), Thailand. The data analysis results can be summarized as follows:

Table 1

Mean and Standard Deviation the Competencies in School Administration of School Administrators as Perceived by Teachers in School under the BSES AO.

Competencies of School Administration	- X	S.D.	Level
Instructional leadership	3.97	0.78	High
Human resource and management	3.86	0.90	High
Managerial leadership	3.80	0.93	High
Personal competencies	3.94	0.87	High
Total	3.89	0.83	High

From table 1, it was found that the competencies in school administration of school administrators as perceived by teachers in school under the BSES AO,

both overall and in each aspect. The highest mean scores were for instructional leadership, personal competencies, and human resource and management, while the lowest score was managerial leadership.

Table 2 The Comparative Results of Competencies in School Administration of School Administrators as Perceived by Teachers in School under the BSES AO, Classified by Area Offices

Competencies of School Administration	Area offices					
	1		2		t	p
	- X	S.D.	- X	S.D.		
Instructional leadership	3.95	0.74	3.99	0.81	-0.371	0.711
Human resource and management	3.99	0.79	3.74	0.98	2.506*	0.013
Managerial leadership	3.91	0.86	3.69	0.99	2.038*	0.042
Personal competencies	4.08	0.74	3.80	0.97	2.885*	0.004
Total	3.99	0.74	3.80	0.90	1.916	0.056

*p < .05

As seen in table 2, the opinion's competency for human resource and management, managerial leadership, and personal competencies, were with different service area offices was found to be difference at the .05 levels of statistical significance. no difference both of all and in each aspect, except

Table 3 The Comparative Results of Competencies in School Administration of School Administrators as Perceived by Teachers in School under the BSES AO, Classified by Academic Standings

Competencies of School Administration	Academic Standings				t	p
	No academic standings		Academic Standings			
	- X	S.D.	- X	S.D.		
Instructional leadership	3.94	0.76	4.02	0.79	-0.931	0.352
Human resource and management	3.85	0.87	3.88	0.93	-0.239	0.812
Managerial leadership	3.77	0.90	3.84	0.97	-0.613	0.529
Personal competencies	3.88	0.87	4.01	0.88	1.292	0.197
Total	3.86	0.81	3.94	0.85	-0.800	0.424

*p < .05

Table 3, summarizes the questionnaire results for teachers with different academic standings. There were no significant differences in the opinions on the level of competencies of school administration under the BSES AO, overall and each aspect, based on academic standings. As table 4 shows, there were no differences in the opinions on the level of competencies of school administration under the BSES AO, overall and each aspect, based on school sizes.

Table 4 The Comparative Results of Competencies in School Administration of School Administrators as Perceived by Teachers in School under the BSES AO, Classified by School Sizes

Competencies of School Administration	School Sizes			F	p
	-	-	-		
	X	X	X		
	Small and medium	Large	Extra large		
Instructional leadership	3.86	4.03	4.00	1.177	0.310
Human resource and management	3.79	4.05	3.82	1.895	0.152
Managerial leadership	3.61	3.95	3.83	2.623	0.074
Personal competencies	3.81	4.06	3.95	1.570	0.210
Total	3.76	4.02	3.90	1.773	0.172

*p < .05

Conclusion

1. The results of a comparative of competencies in school administration of school administrators as perceived by teachers in school under the BSES AO, overall and by aspects at a high level. The aspect with the highest average was instructional leadership, followed by personal competencies. The aspect with the lowest average was managerial leadership.
2. The results of a comparative of competencies in school administration of school administrators as perceived by teachers in school under the BSES AO. When classified by different area offices for overall and by aspects, there was found that no difference except the competency in human resource management, managerial leadership, and personal competencies. The difference was statistically significant at the .05 level. When classified by academic standings and different school sizes for overall and by aspects no difference.

Discussion

- The Competencies in School Administration of School Administrators as Perceived by Teachers in School under under the BSES AO, Thailand. There were important issues that were brought up for discussion as follows: the results of the study for overall and by aspects was at a high level. This might be because school administrators had the skills, knowledge, and the ability to manage academic work of educational institutions in all aspects. As a result, the opinions of teachers who

teaching in schools were found at a high level. The study results were in line with Srisup (185) who studied the characteristics of professional administrators affecting school administration effectiveness under the Sakon Nakhon Primary Educational Service Area Office 1. Additionally, this was also in line with Jankan (206) who studied administrators' desirable characteristics affecting school effectiveness under Nakhon Phanom Primary Educational Service Area Office 2.

- The results of competencies in school administration of school administrators as perceived by Teachers in School under the BSES AO. Classified by area offices, academic standings, and school sizes. The results can be discussed as follows.

A comparative of competencies in school administration of school administrators as perceived by Teachers in School under the BSES AO with different area offices. The study results were found that difference statistically significant at the .05 level for overall and, in each aspect, including human resource management, managerial leadership and personal competencies. It may be because of school administrators had the knowledge and ability to carry out various academic tasks which can be applied to benefit educational institutions effectively. The study results were in line with Phanitloet and Ruamchomrat (122) who studied the role of administrators towards promotion and management for dual vocational training education to the excellence in the schools under the Office of Kanchanaburi Vocational

Education. The results showed that teachers who work with different area offices by overall and in each aspect were different. Additionally, this was also in line with Tapkampa and Pothivat (224) who studied desirable characteristics of school administrators under the Office of Educational Service Area in Sakon Nakhon. The result of the study showed that there was different when classified by area offices.

A comparative of competencies in school administration of school administrators as perceived by Teachers in School under the BSES AO with different academic standings. The study results by overall and aspect were found that no different. These might be because the school administrators trusted in the performance of the personnel or teachers in school. In this way, they could perform duties in accordance with orders, duties and basic education standards set in the same direction. As a result, the opinions of teachers who teaching in schools with different academic standings were found that by overall and aspects, no different. The study results were in line with Praewattanasuk and Lapcharoen (2022) who studied the study of the essential competencies of the school administrators in 21st century in a situation of the disruptive society of schools under the Secondary Educational Service Area Office Bangkok 2, the research results showed that overall and each aspect, no difference. In addition, this was also in line with Srimawong (127) who studied leadership role in school according to administrators and teachers' opinion under Lopburi Primary Educational Service 2. The result of the study revealed that there was no difference when classified by academic standings.

A comparative of competencies in school administration of school administrators as perceived by Teachers in School under the BSES AO with different school sizes. The study results by overall and aspects were found that no difference. These might be because the difference of school sizes, there might be administrative duties in educational institutions in the same direction. Most school administration groups consist of academic departments, budget management department, personnel management department and the general administration department. As a result, the opinions of teacher who teaching in schools with different school sizes by

overall and aspects were found that no difference. The study results were in line with Namwongchai (23) who studied the desirable characteristics of professional administrators in schools under the Office of Bueng Kan Primary Educational Service Area. The study results by overall were found that no difference. Along with Tangmeelap (89) who studied a study of information and communication technology management competencies of school administrators in Kamphaengphet Primary Education Service Area Office 2. The research results found that there was no difference.

Implications of the Study

- Based on research results on instructional leadership was found that at the highest average. That was indicated that school administrators were aware and attach importance to the development of academic work of educational institutions. They could give advice on teaching and learning activities for educational personnel. There was an action to promote and support research in the classroom to improve the quality of education in educational institutions. School administrators provided opportunities for teachers, staff, and stakeholders to participate in the improvement and development of school curriculum. In this regard, they had encouraged teachers and personnel to use new instructional media. They had supported teachers to create innovations in modern and appropriate ways. They had encouraged teachers to integrate learning in various subjects and join for academic networks of learning in an efficient.
- According to the results of the research on managerial leadership, it was found that the lowest average. School administrators should raise awareness and plan directions for the operation of educational institutions to be complete, clear, and appropriate. They could able to develop themselves of management to be acceptable. They should provide the opportunity for personnel to participate in the management of educational institutions. They could fix the problems with appropriate methods, connect, and integrate information in various fields for the benefits of working for greater efficiency.

- According to the research results, it was found that the competencies in school administration of school administrators were necessary characteristics of managing school affairs. They could use skills, knowledge, and abilities to maintain the benefits of education management and lead the school to achieve the goals in all aspects. Therefore, the results of this research should be used as a guideline for the development of school administration competencies in various fields of school administrators. As well as encouraging school administrators to develop themselves leading to the development of teachers, students, educational personnel and educational institutions. In order to improve the quality of education of educational institutions and school administrators to be further better.

Suggestions for Future Research

- According to the synthesis of the components of administrative competency of school administrators, stakeholder engagement and strategic thinking and innovation should be considered for competency of school administrators in the future study.
- There might be a study of school administrators' competencies in school administration in other educational institutions such as the vocational education, private school, and local government organizations to improve the quality and efficiency of educational institute administration of school administrators in the future to be thorough.

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