



Competency of Vocational Administrators in 21st Century Affecting School Effectiveness

Olan Karnchanakas

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Competency of Vocational Administrators in 21st Century Affecting School Effectiveness

Olan Karnchanakas^a

^a*International Academy, Bangkokthonburi University*

16/10 Moo 2 Liapkhlong Thawiwatthana Rd. Khwang Thawi Watthana, Khet Thawiwattana, Bangkok 10170.

Abstract

The objectives of this research were: 1) to study the level of competency of vocational administrators in the 21st century under the Office of Private Vocational Education Commission, 2) to study the level of effectiveness of vocational schools in the 21st century under the Office of Private Vocational Education Commission, and 3) to study the competency of vocational administrators in the 21st century affecting to school effectiveness under The Office of Private Vocational Education Commission.

The population was 11,560 teachers. The samples used in the study were 375 teachers, which was achieved by using a stratified random sampling method. The tool used for collecting the data was a 5-point rating scale questionnaire. The statistics used in data analysis included percentage, arithmetic means, standard deviation, One-way ANOVA, Pearson’s Product Moment Correlation Coefficient, and multiple regression with stepwise methodology.

The research findings were revealed as follows: 1) The level of competency of school administrators in the 21st century in overall aspect was at a high level. The mean scores of descending order were self-development, followed by change management, teamwork building, and technology and communications, respectively. 2) The level of effectiveness of vocational schools in the 21st century in overall aspect was at a high level. The mean scores of descending order were the ability to use media, innovation, and technology of teachers, followed by introspection, love reading, self-knowledge seeking, ability to allocate resources efficiently, job satisfaction, and ability to adapt to both internal and external environments respectively, and 3) The competency of vocational administrators in the 21st-century had affected school effectiveness under the Office of Private Vocational Education Commission.

Keywords: Competency of administrator; 21st century; School Effectiveness; The Office of Vocational Education Commission.

1. Introduction

Currently, the world state is reaching 21 centuries (Between, A.C. 2001 - 2100) and have changed for survival and appropriated to the dynamic situation, bring to The 20-year National Strategy Plan (2560-2579) Buddhist Eras which are something with integration and affect between nation strategy, with the plan develops the economy and National social 12 fixes that the country has the stability, wealth, last long, be the developed country, with the development follows sufficient economy philosophy which will bring about to the development gives happy Thai, and meet build the achievement which the gain is National, in with regard to will develop the quality of life, build a high-level income, and build the happiness of a Thai, the social has the stability, equal and be fair.

State of the world today, in the 21st century (2001-2100), it was modified to survive and adapt to changing situations that are leading to the formulation of the -20year national strategy ((2036-2017, which is the integration and linkage between the national strategy with the 12th National Economic and Social Development Plan stipulating that" The country is stable, prosperous, a sustainable, is a developed country. With the development of the philosophy of sufficiency economy which will lead to the development of happiness for Thai people and respond to the achievement of national interests In order to improve the quality of life Make a high level of income And create happiness for Thai people Stable society Equality and fairness. Countries can compete in the economy or as "Thailand 4.0" management of educational organizations in the context of a global society in the form of a borderless world, globalization, internationalization, information technology, which is the most important driving force for the development of educational quality to success is "educational institutes "Driving Developing or enhancing the actual quality of education is that the most important gear in an institution is "administrators" because administrators convert policies into practice at the institutional level. Therefore, school administrators must demonstrate a leadership role with high competency, namely, have and use knowledge, talent/skill, and the necessary characteristics of administrators for the administration to be more successful. The school administrators or the school director is the head of the basic education institution, considered as the key to success, it is an important factor in the provision of quality education of modern school administrators in the 21st -century. Therefore, knowledge, competence, skills, and experience in educational administration are required to develop educational institutions to be up-to-date and suitable for the changing of the world be effective in performing various operations with quality and standards comparable to international standards. Hence, competencies are essential to an organization's human resource management, ie as a tool to transform visions, missions, objectives, organizational cultures, and strategies. From the organization to the human resource, the management process is a tool to develop the capabilities of the personnel in the organization systematically and continuously in the work of personnel. This can be used to measure and evaluate the performance of personnel effectively and is the cornerstone of various human resource management systems of the organization. So, the effectiveness of the school is the result of the leadership competence of the administrators who can collaborate with the personnel of various departments effectively.

The researcher is very aware that the effectiveness of school management is largely dependent on the management under the limitations of the school administration. It is one way to help the performance of the management to achieve specific goals or objectives is to develop school administrators. Therefore, professional managers must develop themselves to achieve efficiency and effectiveness in school administration (Jira Kongsilp. 2007: 4), one of the three areas of assessment of school administrators is competency, which is a tool that is used as a basis for creating a system or setting a guideline for school administrators. Human resource development of the organization in accordance with the strategy and operational goals of the organization and applied it to the human resource management for efficiency. Therefore, the researcher interested in studying according to the conceptual framework of the analysis, synthesize the relevant documents and researches. When taken to study in this new situation? What will the executive competencies be like in the 21st century? And that being so what competencies are involved or influencing effective school management? It is expected that the data obtained from this research will be of great benefit to school administrators. It can be used as a framework and detail to further promote executive competencies in line with 21st-century education to be strengthened. This will directly affect the school

administration for higher efficiency in order to provide education management to be of high quality and effective management as it is expected to continue.

2. Research Objectives

- 2.1. To study the competency level of vocational administrators in the 21st century under the Office of Private Vocational Education Commission.
- 2.2. To study the level of effectiveness of vocational schools in the 21st century under the Office of Private Vocational Education Commission, and
- 2.3. To study the competencies of vocational administrators in the 21st century affecting school effectiveness under the Office of Private Vocational Education Commission.

3. Research Hypothesis

The competency of vocational administrators in the 21st-century had affecting school effectiveness under the Office of Private Vocational Education Commission.

4. Conceptual Framework

The researcher focuses only on certain aspects of 21st-century performance that are relevant and expected to affect or influence the performance of the school by such capacity. The researcher analyzed and synthesized the concepts and theories related to the 21st-century competencies of many scholars and various organizations/agencies, including studies on leaders' competencies and educational leaders of the Office of the Civil Service Commission (OCSC), Professional Standards for Teachers Council (Office of the Teachers Council of Thailand 2005: 6-41). The criteria and procedures set by the Teacher Civil Service Commission and Educational Personnel. (The Teacher Civil Service and Educational Personnel Regulations Act, 2004: 40) that is expected to be important and necessary for school administrators and the schools were conducted according to the concept of Hoy and Ferguson (1985) consists of the following framework.

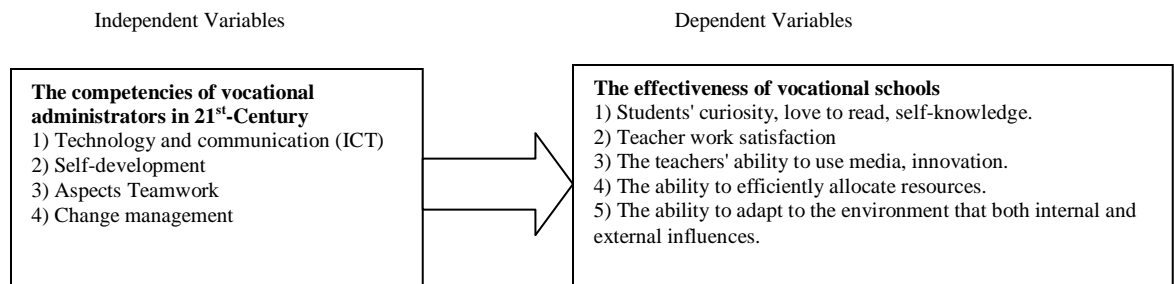


Figure 1: Research conceptual framework

5. Research Methodology

The population was 11,560 teachers of private vocational schools. The sample was 375 teachers using the table of Krejcie and Morgan (1970) and using the Stratified Sampling method. The tool was a checklist and a 5-levels rating scale of Likert. The statistics used were frequency, percentages, mean, standard deviation, One-way ANOVA, and Pearson's correlation coefficient. For the scoring criteria, the correlation coefficient (r) was classified according to the criterion of Cran Sutra (1998) and Cohen (1998). The correlation level as follows: r = 0.1 to 0.3 indicates the low level of correlation r = 0.3 to 0.7 indicates a moderate correlation, r greater than 0.7 indicates a high correlation, and the multiple regression analysis

with stepwise methodology.

6. Research Findings

6.1. The competency of vocational administrators in the 21st-century overall was at a high level. In descending order of mean were self-development, change management, teamwork, and technology and communication, respectively.

6.2. The effectiveness of the private vocational school found that in overall was at a high level, in descending order of mean were media capacity, teacher innovation and technology, the students' curiosity, love to read and seek self-knowledge, the ability to allocate resources efficiently, the satisfaction of the teachers, and the ability to adapt to the environment that affects both internal and external respectively.

Table 1: shows the coefficient of correlation between the performance in the 21st century of school administrators expected to influence or influence the performance of the school.

)n = 375(

Variables	X ₁	X ₂	X ₃	X ₄
Information and communication Technology)ICT)X ₁	-	-	-	-
Self-development X ₂	**46.	-	-	-
Team work X ₃	02.-	05.	-	-
Change management X ₄	**18.	**73.	**23.	-
The effectiveness of the school)Y'(08.	**36.	**39.	**63.

**p < .01

From Table 1, when considering the inter-correlation coefficient of the five variables, it was found that the correlation coefficient of -.02 was a negative correlation. The correlation coefficient between .05 - .08 was not a statistically significant positive correlation. And the correlation coefficient was between .18 - .63, there was a statistically significant positive correlation. In addition, none of the independent variables has a correlation coefficient greater than .80 or is in a linear coefficient or Multicollinearity, so it is appropriate to be used in the analysis of the causal relationship model to be carried out in the following sequence.

Table 2: Results of a stepwise multiple regression analysis for the competencies of vocational administrators in the 21st century affecting school effectiveness under the Office of Private Vocational Education Commission.

)n = 375(

Predictors	R	R-square	R- square change	F	P
X ₄	.62.	.39.	.39.	199.99	.00.
X ₄ X ₃	.67.	.46.	.06.	36.13	.00.
X ₄ X ₃ X ₂	.68.	.47.	.01.	6.61	.01.

From Table 2, the F - test is highly significant at step 3 shows that there are three variables of competencies of vocational administrators in the 21st-century that, together, influence or influence effectiveness statistically significant at the .01 level.

6.3. The competency of vocational administrators in the 21st-century had affected school effectiveness under the Office of Private Vocational Education Commission.

7. Discussion of Research Findings

7.1. The competencies of vocational administrators in the 21st-century overall and each aspect were at a high level. In descending order of mean, namely, self-development is at a higher level than all areas, followed by change management, teamwork, and in technology and communication (ICT) areas. This may be due to competencies are essential to the performance of an organization and play an important role in personnel management whereas competency results in the effective implementation of the mission to achieve the goals set. Therefore, the school administration in various missions for efficiency and quality, the persons involved must develop these essential competencies to a higher level, to enhance the quality of management, school performance, and quality. In accordance with the research of Prasit Chumsri (2012: Abstract), the evaluation of the competencies conducive to the performance of the administrators of basic education institutions under

Surat Thani Primary Educational Service Area Office 2 found that competencies that were conducive to practice. The work of the school administrators under the Surat Thani Primary Educational Service Area Office 2, divided into 2 categories, 8 areas. The school administrators had competencies that contributed to the overall performance and each aspect at a high level.

7.2. The effectiveness of the private vocational school found that in overall was at a high level, in descending order of mean were media capacity, teacher innovation and technology, the students' curiosity, love to read and seek self-knowledge, the ability to allocate resources efficiently, the satisfaction of the teachers, and the ability to adapt to the environment that affects both internal and external respectively. This may be due to the school's use of media, teachers' innovation, and technology are at the highest level. This is because the current study has promoted the use of media. More innovation and technology are used for teaching. There is support to allocate budget from the center to the school to procure technology materials. Thus, developing for learners to learn able to search for information by themselves according to the needs and desires of each person which makes the students learn and love to read and seek for themselves the knowledge of the students. The school has effective resource management, and teachers are satisfied with their work as well as being able to adjust to the environment that affects both internal and external. Consistent with the research of Naphuet Sittisarn (2018: Abstract) studied the effectiveness of school administration, Nong Khai Primary Educational Service Area Office 1, the results of the study showed that the effectiveness of the basic educational institution administration, overall and each aspect is at a high level. In descending order: as a learning organization, teachers' satisfaction, academic achievement, and the characteristics of the students.

7.3 The competency of vocational administrators in the 21st-century had affected school effectiveness under the Office of Private Vocational Education Commission. This is consistent with Premwadee Jitaree (2017: Abstract) who did the research on the competency of the administrators affecting the effectiveness of the schools under the Secondary Education Service Area Office 2, The research found that the administrative competency was related to the effectiveness of the schools under the district office of the secondary education in Area 2 was statistically significant at the .01 level. And the competency of the administrators affected the effectiveness of the schools under the Secondary Educational Service Area Office 2.

8. Suggestion

8.1. The effectiveness of the vocational school under the Office of Private Vocational Education was at a high level. Therefore, the management or relevant personnel should ask themselves what areas are lacking, especially the ability to adapt to the environment that affects both internal and external to be able to consciously live in the society of the 21st century, and able to perform work efficiently. Any matter which is already good should be preserved and improved, or any subject that is already at a high level should bring that into practice. So that the school has the effectiveness of work performance and organizing studies to be more effective and efficient.

8.2 School administrators should check that have you any competencies? If any and is not enough it should be developed even more, especially in the area of change management. Therefore, school administrators should apply change management to the development of the school system, as work experience makes a difference in change management, all personnel with the necessary skills training and school change management development should be promoted.

8.3. In the next research, additional competencies should be studied from these four areas and expanding the results of the research samples in other study areas or from groups of informants other than teachers. With the use of research tools, there are more qualitative methods such as observational interviews to gain more insights and the most effective approaches to schools.

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