

DEVELOPMENT OF COMPETENCY COMPONENTS OF ADMINISTRATORS AFFECTING ACADEMIC ADMINISTRATION

Tarinee Kittikanjanasophon

Bangkokthonburi University Thailand

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Abstract: The objectives of this research were: (1) to study the components of administrators' competence that affect academic administration in educational institutions, (2) to present guidelines for developing the components of administrators' competence that affect academic administration in educational institutions, and (3). confirm the development of the components of administrators' competence that affect academic administration in educational institutions.

This research was a survey and component synthesis research. The population of the research was 412 teachers in educational institutions under the Office of Primary Educational Area. The sample was 198 teachers in educational institutions under the Office of Primary Educational Area. Sample size was determined as the table of Krejci and Morgan and simple random sampling method. The research method consists of 4 steps: (1) Study of documents and related research, (2) Create research instruments, (3) Collect data, and (4) Analyze data. The instrument used for data collection was a five-level rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, stepwise multiple regression analysis, and data synthesis using exploratory factor analysis. The extraction method of components according to the KMO (Kaiser) method, to examine and increase the reliability of creating appropriate components.

The research results found that (1) the components of administrators' competence that affect academic administration in educational institutions, overall were at high level; (2) guidelines for developing the components of administrators' competence that affect academic administration in educational institutions include providing services to teachers, students, parents, and the community equally, administrators set goals or indicators of success for the work. Administrators have good communication and cooperate with all departments in solving problems and work's obstacles; and (3) all 7 qualified persons confirmed that the development of the components of administrator competence that affect academic administration in educational institutions was appropriate, consistent, useful and possibility.

Keywords: Administrators' Competence, Components, Academic Administration

Introduction

The development of education in Thailand in the past has been a satisfactory success, only to a certain extent, especially in terms of quantity. At the same time, there are still many accumulated problems, such as quality and management. However, the role of education today is even more important because there are various factors and changes that challenge Thai society. Education is a tool and a process to prepare Thai people and Thai society to step into a new era with stability and awareness of the world. The success of the educational management in the past or the reform to solve the problems currently facing will not be enough. Educational development must analyze the globalization trend and various environments that will interact well with education in terms of causes and effects, along with considering solutions to various obstacles (Ministry of Education, 2010). Both in the National Economic and Social Development Plan, every edition has determined the concept that "people are the center of development" in all dimensions as a whole and give importance to balanced development in terms of people, society, economy and environment, specially creating a good internal management system at every level. This will truly lead to sustainable development that has "people" as the center (Wongs Korn Phuthong, 2017). Therefore, education as a basic mechanism for human development is a process that society hopes to rely on as a tool to prepare people and

society to be ready to accept changes for effective national development. While many other countries have recognized its importance and devoted resources to improving education to suit modern conditions and lifestyles, it appears that education as a knowledge base in Thai society has been largely overlooked (Timberland R.S.2006). Educational administrators should adjust their actual roles in academic administration to be consistent with the current conditions in the educational area. Regarding the competencies or desirable characteristics that affect academic administration of professional educational administrators, there are 4 main competencies: 1) Achievement orientation: having knowledge, initiative, and continuous self-development; 2) Good service: improving the service system to be efficient; 3) Self-development: studying, researching, seeking knowledge, following new knowledge and technologies; and 4) Teamwork: providing cooperation, assistance, support, and motivation to adapt to others. (Office of the Educational Service Area, 2023) and consistent with the research of Chitthiwat Sipa (2021) and while many countries have recognized the importance and devoted resources to improving educational competence to keep up with modern conditions and life, it appears that education as a repository of knowledge in Thai society has been overlooked (Ariya Phuvakireewiwat et al., 2023):

For these reasons, the researcher and the team are interested in studying this issue. In addition, human resource development is a very important investment in development, and we use education as a tool to develop human resources in various ways. Among the things that are important for development, which are many things, if they are not of quality and may affect the development of competence, they will not be able to achieve the highest results. Therefore, it is necessary for those involved in the management of education in schools and those who are interested in general to use this as basic information in determining policies and measures in the preparation of teacher potential development plans and to be able to use it in seeking solutions, improvements, or development of various related factors in the future.

Research objectives

- 1.To study the components of executive competence that affect academic administration in educational institutions
2. To present guidelines for developing the components of executive competence that affect academic administration in educational institutions and
3. To confirm the development of the components of executive competence that affect academic administration in educational institutions

Scope of the research

This research is a survey study and synthesis of the components of administrators' competencies that affect academic administration in educational institutions. The researcher has defined the scope as follows:

Population and sample

Population: The population in this research is teachers in educational institutions under the Office of the Primary Educational Service Area, with teachers providing information, totaling 412 people (Mukdahan Primary Educational Service Area Office 1 is in the Mukdahan Provincial Government Center, east of the Mukdahan Provincial Hall. It is responsible for the administration and management of education for school-age population, covering 7 districts: Mueang Mukdahan District, Kham Cha-i District, Don Tan District, Nikhom Kham Soi District, Dong Luang District, Nong Sung District, and Wan Yai District. The vision is quality education according to standards, creating a quality organization, adhering to the principles of good governance and the philosophy of the sufficiency economy, towards a sustainable future society, 2023).

Sample: The sample group used in the research was randomly selected from the population in educational institutions under the Office of the Primary Educational Service Area. The sample size was determined using the ready-made table method of Krejcie and Morgan (cited in Prakong Karnasut, 2011). The total number of samples, informants in each educational institution, was 198.people.

Research Methodology

The researcher conducted the study in 4 steps: (1) study documents, concepts, theories, and related research; (2) create research instruments; (3) collect data; and (4) analyze data. In summary, the study methodology was as follows:

study documents, textbooks, concepts, theories, and related research to use as guidelines for creating the questionnaire; submit the draft of the created questionnaire to the committee for consideration and correction of deficiencies to ensure accuracy, cover the scope and definition of specific terms; and check the language used; submit the revised draft of the questionnaire to 3 experts to check the quality of the instrument. Then calculate the index of item objective congruence (IOC), which considers the IOC value from 0.67 and above (the overall congruence index is 1.00). 4. Take the revised questionnaire to try out with 30 teachers who are not in the sample group to find the reliability of the questionnaire using Cronbach's method using the alpha coefficient in the ready-made statistical program. The overall reliability of the questionnaire was 0.94.

Variables used in the research the following variables:

Variable 1: Core competencies of school administrators of the Office of the Civil Service Teachers and Educational Personnel, defined in 4 aspects: 1. Achievement orientation 2. Good service 3. Self-development 4. Teamwork, and

Variable 2: Academic administration of school administrators. The research instrument were a five-level rating scale, consisting of 55 questions. Statistics used for data analysis After processing the data from the questionnaires, the researcher analyzed the data statistically using a computer with a ready-made program, by following these steps: (1) Analyze the questionnaire section 1, general information of the respondents, with frequency and percentage ratio. (2) Analyze section 2 questionnaire, competence of administrators, and section 3, academic administration, with basic statistics, mean, and Standard Deviation. The criteria for interpreting the mean (Chusri Wongratana, 2010) are as follows: 4.51 - 5.00 means at the highest level, 3.51 - 4.50 means at a high level, 2.51 - 3.50 means at a moderate level, 1.51 - 2.50 means at a low level, and 1.00 - 1.50 means at the lowest level. And (3) Analyze the competence of administrators that affect academic administration in educational institutions use Pearson's Product Correlation Coefficient (r_{xy}) and interpret the meaning. The correlation coefficient of 0.71 - 1.00 means highly correlated, the correlation coefficient of 0.31 - 0.70 means moderately correlated.

Research Conceptual Framework

In this research, variables related to the competence of educational administrators were determined in 4 areas (Office of the Teachers and Educational Personnel Commission, 2015), variables related to academic administration (Scope of Academic Work, Ministry of Education, 2010), and the study, analysis, and determination of research steps are as shown in Figure 1.1.....

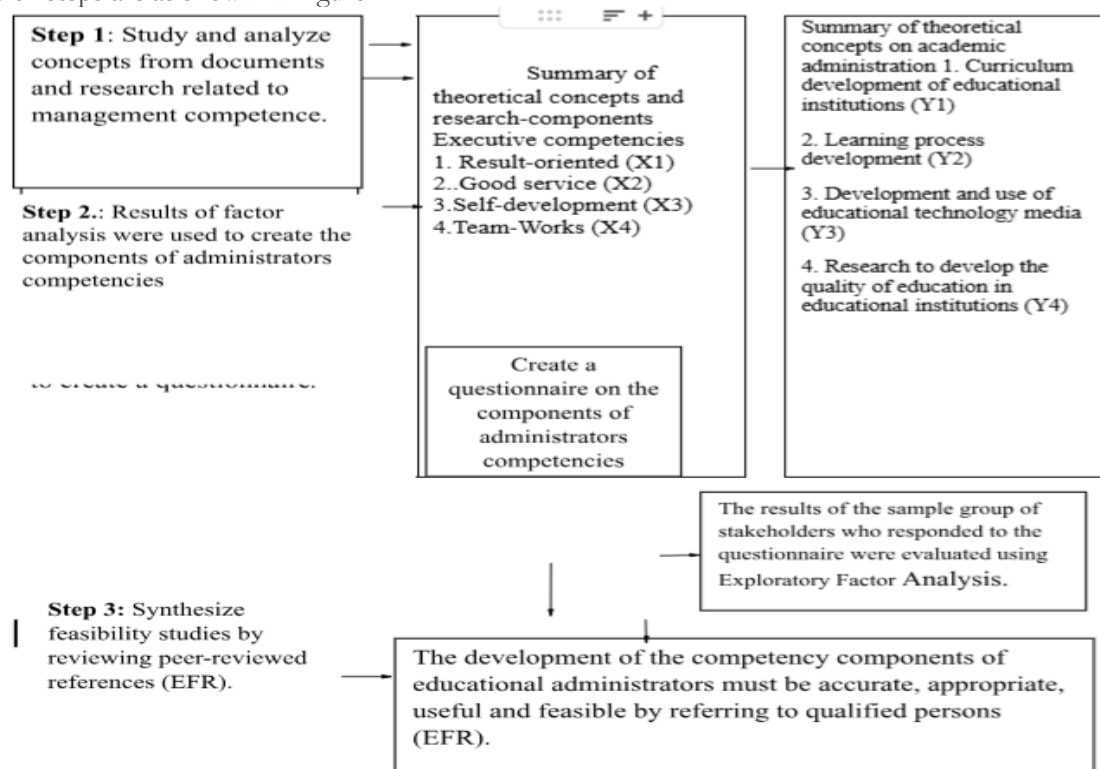


Figure 1.1 Research conceptual framework

Benefits from the research

1. It would be information for determining guidelines for developing the competence of school administrators under the Office of the Primary Education Area. 2. School administrators under the Office of the Primary Education Area and related persons can develop competence in areas where knowledge and understanding are lacking to be complete and correct, and can use the knowledge gained to promote and support the academic work of teachers under their supervision to a higher level, resulting in the development of the educational quality of the educational institution in the future. 3. Apply the research results to promote the competence of personnel and develop academic administration of the educational institution to be more efficient.

Data collection 1. The researcher requested a letter in the name of the Faculty of Education, Bangkok Thonburi University, to the director of the Office of the Primary Education Area and the director of the educational institution under the Office of the Primary Education Area. 2. The researcher sent and received the questionnaires by delivering the questionnaires to each school administrator to collect data from the sample specified in the statement about the sample group. After doing so, collect the questionnaires and send them directly to the researcher at the specified time. All 198 copies, or 100 percent, were returned. 3. The researcher checked the completeness of the returned questionnaires. For further data analysis

Results of the study: (1) According to objective 1, the components of executive competence affect academic administration in educational institutions at a moderate level of positive significance at the .01 level, with a multiple correlation coefficient of 0.286, a prediction efficiency of 82.0 percent, and a standard error of 0.151. (2) According to objective 2, the guidelines for developing the components of executive competence that affect academic administration in educational institutions consist of 4 aspects: good service competence, teamwork competence, achievement-oriented competence, and self-development competence. (3) According to objective 3, the development of the components of executive competence that affect academic administration in educational institutions is confirmed by 7 qualified persons who assessed that they are correct, feasible, appropriate, and utilizable according to the guidelines for developing the components of executive competence, which is 100 percent, as shown in Tables 1-4.

Table 1. Tolerance and VIF values of the relationship test between the variables of competence of administrators

competence of administrators	Tolerance	VIF
competence of achievement (X_1)	0.929	1.076
competence of good service (X_2)	0.906	1.104
competence of self-development (X_3)	0.896	1.115
competence of teamwork (X_{4+})	0.924	1.082

From Table 1, it was found that the Tolerance values ranged from 0.896 to 0.929, which did not exceed 1, indicating that the variables of school administrators' competency were not highly related. When considering the VIF values, they ranged from 1.076 to 1.115, which did not exceed 10, indicating that the variables of school administrators' competency were not highly related. Multiple correlation coefficient analysis was possible.

Table 2. Stepwise multiple regression analysis. The competencies of administrators affect academic administration in educational institutions.

competence of administrators	X_1	X_2	X_3	X_4	X_{tot}
X_1	-	-	-	-	-
X_2	.248**	-	-	-	-
X_3	.085**	.198**	-	-	-
X_4	.105**	.040	.261**	-	-
X_{tot}	.165**	.185**	.173**	.169**	-

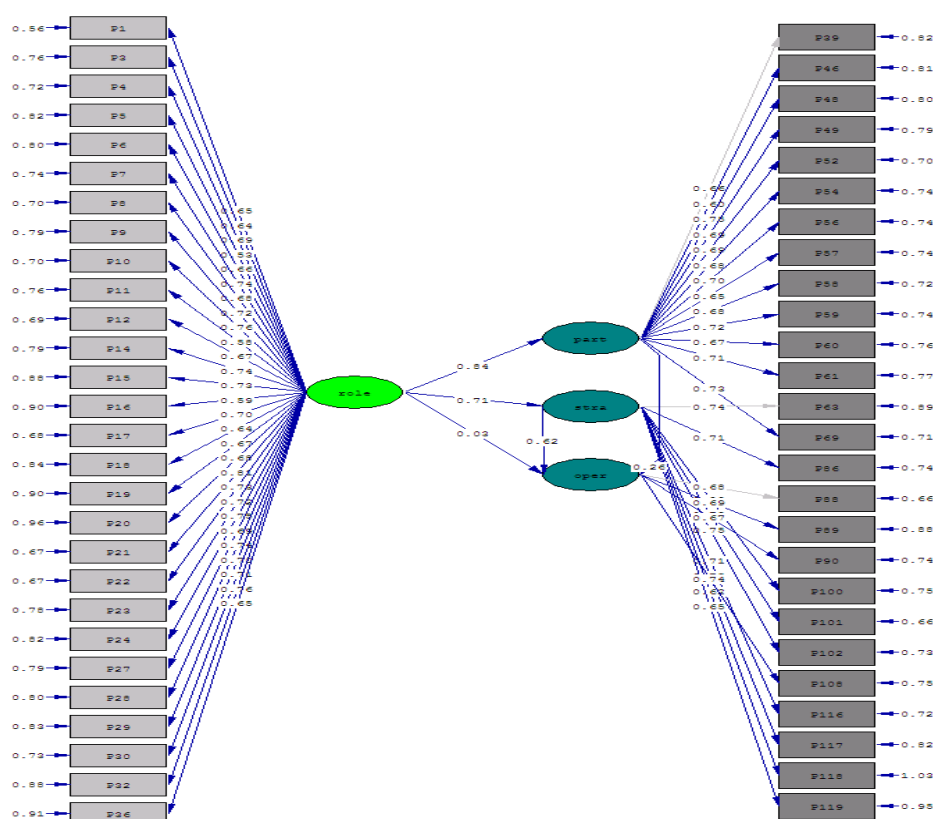
** Statistically significant at the .01 level.

Table 3. Variables selected for inclusion in the stepwise multiple regression analysis.

Variables selected for inclusion	b		t
competence of good service (X ₂)	0.075	0.132	3.073**
competence of teamwork (X ₄)	0.067	0.125	2.921**
competence of achievement (X ₁)	0.055	0.110	2.585**
competence of self-development (X ₃)	0.064	0.105	2.423**
Constant = 2.840, =12.167**	F	R = 0.284 R ² = 0.082	S.E.=0.1 51

** Statistically significant at the .01 level.

Table 4. Relationship diagram between components: Development of the competency components of administrators, competency of educational administrators in 4 aspects



Summary of the research results

1.The four components of the competence of educational administrators, namely, the competence of good service (X₂), the competence of teamwork (X₄), the competence of achievement (X₁), and the competence of self-development (X₃), jointly affect the academic administration in basic education institutions as a whole (Y_{tot}) with statistical significance at the .01 level.

2. It can be written as a regression equation in the form of raw scores and in the form of standard scores as follows:

Regression equation in raw score form

$$y_{tot} = 2.840 + 0.075 X_2 + 0.067 X_4 + 0.055 X_1 + 0.064 X_3$$

Regression equation in standard score form

$$z_{tot} = 0.132 X_2 + 0.125 X_4 + 0.110 X_1 + 0.105 X_3$$

With the multiple correlation coefficient of the competency components of educational administrators with academic administration in basic education institutions (Y_{tot}) equal to 0.284, the prediction efficiency is 82.0 percent, and the standard error in the prediction is equal to 0.151.

3. The extraction of components and analysis of the statistics presented above show that it is the development of the competency components of administrators that are good for academic administration in educational institutions. Factor analysis consists of 4 components, totaling 55 variables.

Discussion of results: The results can be discussed as follows:

1. Research on the four components of the competency of educational administrators, namely, the competency of good service (X2), the competency of teamwork (X4), the competency of achievement (X1), and the competency of self-development (X3), jointly affect the academic administration in basic education institutions as a whole (Ytot) with statistical significance at the .01 level. This may be because the educational administrators have continuously developed their competency in terms of good service, teamwork, and achievement-oriented management, which is consistent with Pairy (1996) and Mary Coulter (2006), who studied the competency of human resource management as a core competency that is important and necessary for work performance, including core competency in human resource management units, and additional competency, which is an additional competency used in work performance, creating indirect impact, using resources with value, being aware of customer needs, creativity, questioning and interpreting, and personal feelings, as well as competency for each position. Human resource strategist, competencies that each job requires differently and respond to specific duties and functions.

2. From the results of component extraction and statistical analysis presented above, it shows that it is a development of executive competency components that are good for academic administration in educational institutions. Factor analysis, which consists of 4 subcomponents and 55 variables, is a guideline for developing executive competency components that have a positive effect on the results in terms of school curriculum development, learning process development, promotion of academic knowledge to the community, promotion and support of academic work for individuals, families, organizations, agencies and other institutions that organize education, cooperation in academic development with other educational institutions, development of innovative media and technology for education, educational guidance and development of learning resources. This may be because the administrator has been continuously developed until there is a great deal of competency in academic work. Consistent with the competency components of McClelland (1973), found that organizations or educational institutions with high levels of academic performance, especially in the area of learning process development, will develop educational quality systems, evaluate the development of educational institution curricula, and develop learning resources.

3. Confirmation of the consistency of the competency components of educational administrators that affect academic administration in educational institutions in all 4 areas: good service competency, teamwork competency, achievement-oriented competency, and self-development competency, with all qualified persons evaluating that they were correct, possible, appropriate, and utilizable according to the guidelines for developing executive competency components, accounting for 100 percent. This may be because academic administration still has other factors that may affect academic administration in educational institutions, such as teacher competency, administrative processes, educational management, and various input factors in administration. Therefore, the competency components of educational institution administrators may only be part of the impact.

Suggestions

Suggestions for applying the research results

From the research results, it was found that the 4 competency components of educational institution administrators are: good service competency components, teamwork competency components, achievement-oriented competency components, and self-development competency components. Therefore, educational institution administrators Under the Office of the Primary Education Area, the data should be applied to the management of the results-oriented work to be more efficient and effective. It should also be applied to the management of self-development more in the management of education. Recommendations for the next research

1. Research should be conducted on the factors affecting the academic management competence of teachers in educational institutions in other aspects.
2. There should be qualitative research on the components of the competence of educational institution administrators that affect the performance of teachers.

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