

The Correlation between the Attributes of Contemporary School Administrators and the Competencies of the 21st-Century Teachers under Songkhla Primary Educational Service Area Office 2

Napachanok Thepparat^{a*}
Suntaree Wannapiro^b

Article Info
Received 9 January 2025
Revised 16 April 2025
Accepted 18 April 2025
Available online 30 August 2025

^{a*} M.Ed., Department of Educational Administration, Faculty of Education,
Thaksin University, Thailand, E-mail: napachanok.tr@gmail.com

^b Assistant Professor Ph.D., Department of Educational Administration, Faculty of Education,
Thaksin University, Thailand, E-mail: suntaree@tsu.ac.th

Abstract

This research aimed to: 1) study the attributes of contemporary school administrators under Songkhla Primary Educational Service Area Office 2, 2) study the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2, and 3) explore the correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2. The research sample was 297 teachers under Songkhla Primary Educational Service Area Office 2, selected according to Krejcie and Morgan's sample size table. Following by simple random sampling using the lottery method. The research instrument was a 3-part questionnaire with a 5-level scale. The statistics were percentage values, average standard deviation and the Pearson correlation coefficient.

The results of the research found that: 1) The overall of the attributes of contemporary school administrators was at a high level. 2) The overall of the competencies of the 21st-century teachers was at a high level. 3) The correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2 was is moderately positive with statistically significant at the .01 level.

Keywords: Attributes of Contemporary School Administrators, Competencies of The 21st-Century Teachers

Introduction

The National Education Plan 2017-2036 focuses on enhancing the effectiveness of teaching and developing essential skills for the 21st century, particularly in the development of educational leaders and education personnel with skills for effective school management. (The Office of the Education Council, 2017) Contemporary school administrators should possess good attributes and be able to apply new ideas in the management, as well as inspire staff and students to improve the quality of teaching. (Musikarangsir, 2021) The appropriate attributes of leaders are crucial in promoting collaboration within an organization. Additionally, the attributes of leaders in the Next Normal era clearly highlight the virtues of management. Educational institutions serve as a crucial mechanism and variable in managing education to ensure quality. They have a significant influence on the outcomes of successful management, which can respond to competition and remain relevant to the changes of the 21st century. Therefore, the school administrators must possess outstanding and appropriate qualities, including knowledge of theoretical principles, skills, roles and responsibilities, and experience in modern educational management to lead organizations toward success. (Wannapiro and Sritep, 2024) The Attributes of contemporary school administrator show the behavior that reflects the knowledge, abilities, and expertise of leaders in their roles and responsibilities. It involves setting a clear vision, innovative thinking, building relationships with others, creative thinking to build a learning community, and effectively utilizing technology and digital tools in school operation. This is done in alignment with objectives to ensure the highest efficiency and effectiveness. (Khuanwang, 2024)

Education in Thailand has become highly proactive in the changes of the 21st century. The 21st century skills are essential high-level competencies needed to adapt to the changes in the information society, to keep up with technology, and to manage and analyze rapidly the information. These skills involve selecting, analyzing, and evaluating information, transforming it into products, and applying it in daily life. To ensure students are equipped, these skills should be taught and integrated into the existing curriculum through engaging learning opportunities in relevant contexts. (Durak and Ozudogru, 2023) Therefore developing highly competent teacher is crucial, as the competent teachers will help students develop into high-quality individuals. The competencies of the 21st-century teachers can create a positive learning environment and effectively foster student development. (Intraprawat Duangphrakes, and Klongdee, 2021) Teachers' competencies have a significant impact on student achievement. Being a facilitator, creating creative learning management, effective use of new technology in the classroom can further enhance students' skill development and provide opportunities to turn disadvantages into advantages, especially for students facing more challenging learning processes and evaluation. (Gumus, 2022)

The Songkhla Primary Education Service Area Office 2 has therefore implemented policies to ensure that educational administrators at all levels possess the necessary leadership qualities for effective management. It has a key mission to develop the essential skills needed in the 21st century for administrators, teachers, and education personnel, ensuring they meet quality standards. The office has defined strategies for developing educational leaders, teachers, and staff to have expertise, competence, and professional ethics to drive education towards higher quality and greater effectiveness. (Songkhla Primary Educational Service Area Office 2, 2023)

Based on the issues, the researcher believes that the attributes of contemporary school administrators are crucial for the development of teacher competencies, enabling teachers to be well-prepared and perform at their best in the 21st century. Therefore, the researcher is interested in studying the correlation between the Attributes of Contemporary school administrators and the competencies of teachers in the 21st century.

Objectives

1. To study the attributes of contemporary school administrators under Songkhla Primary Educational Service Area Office 2.
2. To study the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2.
3. To explore the correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2.

Literature Review

The attributes of contemporary school administrators concept

Musikarangsir (2021) stated that the attributes of a contemporary educational administrator refer to traits that are unique to the individual, which may be inherent or developed through learning and practice. These traits are manifested in behaviors and actions that can be observed, both professionally and personally, reflecting the individual's professional and personal qualities.

Wannapiro and Sritep (2024) stated that the attributes of contemporary school administrators refer to administrators who are able to understand and connect with their subordinates, adapt to the work context with independence, create a flexible working atmosphere within the societal rules, and foster thinking and collaboration with colleagues, network partners, and stakeholders of the school.

In summary, the attributes of a modern school administrator refer to a leader who possesses the knowledge and competence to guide the organization to success with effectiveness and sustainability. The leader should have good relationships with both internal and external stakeholders, possess communication skills and be proficient in using technology. They should be capable of creating a learning community, inspiring others, and encourages the team to perform better according to each individual's abilities and potential.

The researcher synthesized the components of the attributes of contemporary school administrators by examining those that were relevant and comprehensive, with a frequency of at least 50 percent, resulting in five core components for establishing the research framework in this study. These components include: 1) Knowledge and Competence 2) Interpersonal Relationships 3) Communication and Technology Skills 4) Creating a Learning Community and 5) Ability to Inspire

Table 1: The Synthesis of The Attributes of Contemporary School Administrators' Scope

The attributes of contemporary school administrators' scope	Kijwithee (2017)	Janto and Prasarnkarn (2017)	Singhmat (2017)	Sae-tu (2019)	Karnjanasakul (2022)	Suewai et al. (2022)	Kaewta (2022)	Sriwichai (2024)	Tekjinda (2024)	Thephasadin and Kamonvoradet (2024)	Khueanwang (2024)	LIT Knowledge (2017)	Driscoll (2019)	Francis and Oluwatoyin (2019)	Em (2024)	Frequency
	1. Knowledge and Competence		✓	✓			✓		✓	✓	✓		✓	✓		✓
2. Interpersonal Relationships			✓	✓	✓		✓		✓	✓	✓		✓	✓		9*
3. Personality						✓			✓			✓	✓		✓	5
4. Being a role model						✓										1
5. Good vision	✓		✓			✓	✓	✓			✓					6
6. Communication and Technology Skills	✓	✓				✓		✓	✓	✓	✓	✓		✓	✓	10*
7. Creativity	✓					✓	✓				✓		✓			5
8. Creating a Learning Community	✓	✓	✓	✓	✓	✓		✓					✓	✓		9*
9. Moral and Integrity	✓					✓			✓			✓	✓		✓	6
10. Determination and Perseverance	✓	✓		✓	✓								✓			5
11. Ability to Inspire		✓	✓	✓	✓	✓	✓			✓		✓	✓		✓	10*

The competencies of the 21st-century teachers concept

The Office of the Basic Education Commission (2010) defines teacher competence as the fundamental attributes of an individual that are related to effective job performance or meeting established criteria, or achieving outstanding results in specific tasks or situations.

Intraprawat et.al. (2021) define teacher competence as the knowledge, skills, and individual attributes that enable teachers to adapt to their roles and perform effectively. This involves applying their knowledge and skills to facilitate students' academic success. Teacher competence is also described as an attribute that can be developed through learning and experience.

Fatah (2022) defines teacher competence as the quality or fundamental ability of an individual, relating to the capacity to perform duties effectively according to assigned roles. This encompasses knowledge, thinking, and skills, such as the ability to teach or carry out tasks in the field of education.

Teacher competency can be summarized as the fundamental attributes of an individual that are related to effective performance or meeting established criteria. It involves the application of skills, knowledge, abilities, and personal attributes in carrying out tasks, along with the ability to adapt to various work and environmental contexts.

The researcher synthesized the components of the competencies of the 21st-century teachers by examining those that were relevant and comprehensive, with a frequency of at least 50 percent, resulting in five core components for establishing the research framework in this study. These components include: 1) Being a facilitator 2) Teamwork 3) Learning Management 4) Measurement and Evaluation and 5) Technology Skills.

Table 2: The synthesis of the competencies of the 21st-century teachers' scope

The competencies of the 21 st -century teachers' scope	The Office of the Basic Education Commission (2010)	Panich (2015)	Wangmeejongmee and Naiphath (2017)	Inthaprabhat et al. (2021)	Suthasinobol (2021)	Aupalawong, Sriputharint, and Kheownamchum (2024)	McClelland (1973)	Department of Education and Training (2004)	European Commission (2005)	Zaragoza (2019)	Gümüs (2022)	Fatah (2022)	Frequency
1. Achieving the outcomes	✓							✓					2
2. Being a facilitator	✓	✓	✓		✓	✓		✓					6*
3. Self-Development	✓											✓	1
4. Teamwork	✓	✓	✓		✓				✓	✓	✓	✓	8*
5. Code of Ethics of Teaching Professions	✓	✓	✓		✓	✓							5
6. Learning management	✓		✓	✓	✓	✓	✓					✓	7*
7. Classroom management	✓			✓		✓				✓			3
8. Analysis and research	✓												1
9. Teacher Leadership	✓						✓						2
10. Learning Community	✓							✓		✓			3
11. Measurement and Evaluation			✓	✓	✓		✓	✓				✓	6*
12. Individual Competency				✓			✓			✓		✓	4
13. Technology Skills		✓	✓		✓	✓			✓		✓		6*
14. Cultural understanding		✓	✓		✓				✓				4
15. Thinking Skill		✓					✓			✓	✓		4

Research Conceptual Framework

From reviewing the literature and studying the concepts and theories that related the research. The researcher has synthesized a conceptual framework of the research into 2 factors; The Attributes of Contemporary school administrators contains 5 dimensions of Knowledge and Competence, Interpersonal Relationships, Communication and Technology Skills, Creating a Learning Community and Ability to Inspire. The competencies of the 21st-century teachers contains 5 dimensions of Being a facilitator, Teamwork, Learning Management, Measurement and evaluation, and Technology Skills as shown in Figure 1 as follows.

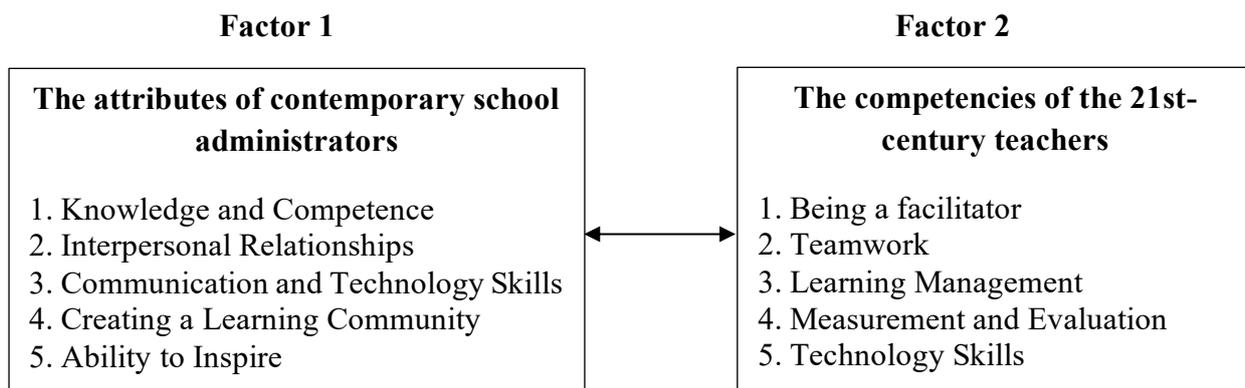


Figure 1: A conceptual framework of the attributes of contemporary school administrators and the competencies of the 21st-century teachers

Research Methodology

The population in the research was teachers under Songkhla Primary Educational Service Area Office 2. There are a total of 1,251 people. The sample group in this research consisted of 297 teachers under Songkhla Primary Educational Service Area Office 2, selected according to Krejcie and Morgan's sample size table. Following by simple random sampling using the lottery method.

The research instrument is a questionnaire divided into 3 sections as follows: Section 1: General information of the respondents. Section 2: Questions about the attributes of contemporary school administrators under Songkhla Primary Educational Service Area Office 2. Section 3: Questions about the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2. The instrument was analyzed item by item to determine the quality of the instrument by Index of Item Objective Congruence : IOC. In the process of actual operation, a total of 297 questionnaires were distributed, 294 questionnaires were returned, with a recovery rate of 98.99%. The variables were all measured in this thesis using a five-point scale with 1=strongly disagree and 5=completely agree. (Srisaad, 2017)

The try-out questionnaires were examined by 30 people who were not the research sample. The result shows that the questionnaire is suitable for factor analysis. All of chosen items are greater than 0.67. From the results of the reliability analysis, it can be seen that the reliability coefficients of the Attributes of Contemporary school administrators is 0.951 and the reliability coefficients of the competencies of the 21st-century teachers is 0.950. Therefore the questionnaire designed in this study has a relatively good credibility.

Research Finding

This study uses Pearson correlation analysis, which is needed to verify whether the variables involved in this study are correlated with each other. If it passes the statistical significance test, it means that there is a significant correlation between the variables.

Table 3: The attributes of contemporary school administrators under Songkhla Primary Educational Service Area Office 2

The attributes of contemporary school administrators	n = 294		Level of Opinion
	\bar{x}	S.D.	
1. Knowledge and Competence	4.3158	0.5497	High
2. Interpersonal Relationships	4.2497	0.5947	High
3. Communication and Technology Skills	4.2544	0.5567	High
4. Creating a Learning Community	4.2925	0.5864	High
5. Ability to Inspire	4.1791	0.6587	High
Total	4.2549	0.5206	High

From Table 3, it is found that the attributes of contemporary school administrators under Songkhla Primary Educational Service Area Office 2 are generally at a high level, with an average score of ($\bar{x} = 4.2549$, S.D. = 0.5206). When considering individual aspects, the highest average score is for Knowledge and Competence ($\bar{x} = 4.3158$, S.D. = 0.5497), followed by Creating a Learning Community ($\bar{x} = 4.2925$, S.D. = 0.5864), Communication and Technology skills ($\bar{x} = 4.2544$, S.D. = 0.5567), Interpersonal Relationships ($\bar{x} = 4.2497$, S.D.= 0.5947), and Ability to Inspire ($\bar{x} = 4.1791$, S.D.= 0.6587).

Table 4: The competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2

The competencies of the 21st-century teachers	n = 294		Level of Opinion
	\bar{x}	S.D.	
1. Being a facilitator	4.4286	0.5249	High
2. Teamwork	4.3662	0.5488	High
3. Learning Management	4.4252	0.4913	High
4. Measurement and Evaluation	4.3730	0.4819	High
5. Technology Skills	4.4388	0.5160	High
Total	4.4036	0.4603	High

From Table 4, it is found that the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2 are generally at a high level, with an average score of ($\bar{X} = 4.4036$, S.D.= 0.4603). When considering individual aspects, the highest average score is for Technology Skills ($\bar{X} = 4.4388$, S.D.= 0.5160), followed by Being a facilitator ($\bar{X} = 4.4286$, S.D.= 0.5249), Learning Management ($\bar{X} = 4.4252$, S.D.= 0.4913), Measurement and Evaluation ($\bar{X} = 4.3730$, S.D.= 0.4819), and Teamwork ($\bar{X} = 4.3662$, S.D.= 0.5488).

Table 5: The correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2

The attributes of contemporary school administrators	The competencies of the 21 st -century teachers (n=294)					
	Being a facilitator (Y ₁)	Teamwork (Y ₂)	Learning Management (Y ₃)	Measurement and Evaluation (Y ₄)	Technology Skills (Y ₅)	Total
1. Knowledge and Competence (X ₁)	.432**	.582**	.533**	.622**	.421**	.583**
2. Interpersonal Relationships (X ₂)	.453**	.475**	.455**	.477**	.409**	.507**
3. Communication and Technology Skills (X ₃)	.445**	.508**	.492**	.508**	.435**	.534**
4. Creating a Learning Community (X ₄)	.689**	.677**	.663**	.633**	.582**	.724**
5. Ability to Inspire (X ₅)	.586**	.573**	.499**	.484**	.467**	.584**
Total	.588**	.642**	.597**	.620**	.520**	.664**

Note ** Significantly Correlated at The .01 Level

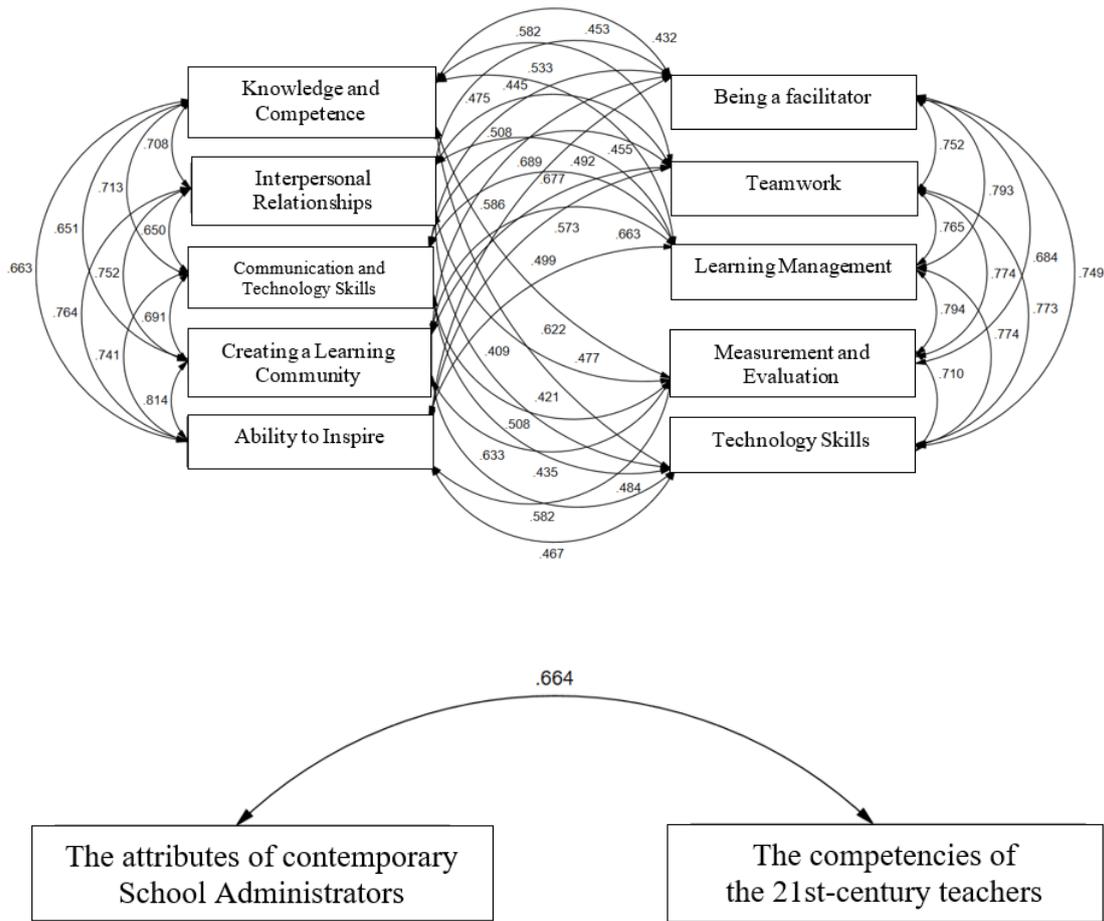


Figure 2: The correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2

As shown in Table 5 and Figure 2, the correlation between the attributes of Contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2 is moderately positive overall ($r = .664^{**}$). For each aspect, there is a statistically significant positive correlation at the .01 level.

Discussion/Conclusion

The researcher aims to give the following discussion points derived from the examination of the correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2.

Examining the correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers under Songkhla Primary Educational Service Area Office 2 indicates a positive correlation at a statistically significant level of .01 with a correlation coefficient of .664. Since the correlation between the attributes of contemporary

school administrators and the competencies of the 21st-century teachers mutually supports each other, contemporary school administrators with knowledge and competence, good relationship, and the ability to support, encourage, and inspire teachers, staff, and students in their continuous personal and societal development, can create a learning community within the school. They also possess the ability to communicate effectively and apply technology for administrative benefits. Administrators with these appropriate attributes will drive teachers to fully develop their competencies in order to adapt to the changes of the 21st century and achieve positive outcomes for students and the organization as a whole.

The results of this study aligns with the research of Satam (2021), who examined the relationship between change management of the school administrators and teachers' 21st century competencies in Rompho School Network, Primary Educational Service Pattani Province Area 2. The research found that the relationship between change management of the school administrators and teachers' 21st century competencies in Rompho School Network, Primary Educational Service Pattani Province Area 2 was positive with the statistically significant at 0.01. This aligns with the research of Chatprayoon (2021), who studied the relationship between school administrator competencies and teachers skills in the 21st century under the office of Phranakhon Si Ayutthaya Primary Educational Service Area 1. The findings showed that the school administrators' competencies are associated with the skills of the teachers in the 21st century significantly higher statistically correlated at the .01 level. This aligns with the research of Kaewta (2022), who studied the characteristics of school administrations in new age affecting teacher competency for 21st century under secondary educational service area office Phetchabun. The research found that the correlation between the characteristics of school administrations in new age and teacher competency for 21st century was moderately to highly positive and statistically significant at the 0.01 level. This is consistent with the research of Tongsakorn et al. (2023), who studied the relationship between the transformational leadership of school administrators and teacher competency of private schools in Chiang Rai. The research found a moderate positive relationship between the transformational leadership of school administrators and teachers' competencies. This is also consistent with the research of Khammoon (2023), who studied Administrative Skills of School Administrators Affecting to Teacher Competencies in the 21st century in Private Schools Under Nongbualamphu Provincial Education Office. The research found that the correlation was positive with a statistical significance of 0.01. This aligns with the research of Aupalawong et al. (2024), who studied skills of school administrators affecting teacher competencies in the 21st century of schools under Nakhon Phanom Primary Educational Service Area Office 1. The research found that the skills of school administrators and teacher competencies in the 21st century revealed quite a significant positive correlation at the .01 level. Similarly, the research of Taengnoi et al. (2024) who studied the relationship between transformational leadership of school administrators and teachers competency in the 21st century under the Lopburi Primary Educational Service Area Office 1. The study found that overall there was a positive relationship with statistical significance at the .05 level.

Suggestion

1. Suggestions for Applying Research Findings

1.1 The contemporary school administrators under Songkhla Primary Educational Service Area Office 2 should develop the contemporary that related to the ability to inspire by acting as a role models who motivate and encourage staff in performing their work.

1.2 The contemporary school administrators under Songkhla Primary Educational Service Area Office 2 should promote teachers' competencies in teamwork by supporting collaboration in their work and emphasizing the importance of teamwork.

1.3 Songkhla Primary Educational Service Area Office 2 should support the contemporary school administrators in creating a learning community by fostering teamwork collaboration and supporting the establishment of networks for knowledge exchange within the school and between other schools.

2. Suggestions for Future Research

2.1 The correlation between the attributes of contemporary school administrators and the competencies of the 21st-century teachers should be studied in other educational areas to benefit the development opportunities.

2.2 There should be a study on the variables of the attributes of contemporary school administrators that affect the competencies of 21st-century teachers.

2.3 There should be a qualitative research to obtain in-depth information about the attributes of contemporary school administrators.

References

- Aupalawong, S. Sriputharint, S. and Kheownamchum, J. (2024). Skills of School Administrators Affecting Teacher Competencies in the 21st Century of Schools Under Nakhon Phanom Primary Educational Service Area Office 1. *Journal of Multidisciplinary in Humanities and Social Sciences*, 7(3), 1487–1503.
- Chatprayoon, S. (2021). *The relationship between school administrator competencies and teachers skills in the 21st century under the office of Phranakhon Si Ayutthaya Primary Educational Service Area 1*. [Master's thesis, Faculty of Education]. Phra Nakhon Si Ayutthaya Rajabhat University.
- Durak, D. and Ozudogru, G. (2023). School Principals' Technological Leadership Self-Efficacies and 21st Century Teacher Skills. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi (AKEF) Dergisi*, 5(2), 330-342.
- Fatah, M. (2022). Study of the Role of Principal Leadership in Improving Teacher Competence on the Quality of Learning in the New Normal Era. *Proceeding of International Conference on Research of Educational Administration and Management (ICREAM)*, 6(1), 287-298.
- Gumus, A. (2022). *Educational Theory in the 21st Century*. Maarif Global Education Series.
- Intraprawat, P. Duangphrakes, N. and Klongdee, T. (2021). The four competencies of teachers that most affect student learning. *Journal of Educational Science*, 22(1), 180–195.
- Kaewta, S. (2022). *The characteristics of school administrations in new age affecting teacher competency for 21 century under secondary educational service area office Phetchabun*. [Independent study]. Naresuan University.

- Khammoon, R. (2023). Administrative Skills of School Administrators Affecting to Teacher Competencies in the 21st Century in Private Schools Under Nongbualamphu Provincial Education Office. *Western University Research Journal Humanities and Social Sciences*, 9(1), 197–210.
- Khuanwang, P. (2024). *Executives Skill in the 21st Century in Education Network to Promote the Efficiency of Education Management in Special Education Centers Educational Areas in 8 Provinces in the Upper Northern Region*. Master's independent study. University of Phayao.
- Musikarangsir, S. (2021). *The Qualifications of Educational Institution Administrators in the 21st Century in Secondary Schools the Song Thalaе Consortium, Songkhla Province*. Master's thesis, Faculty of Education. Hatyai University.
- Satam, P. (2021). *The Relationship between Change Management of the School Administrators and Teachers' 21st Century Competencies in Rompho School Network, Primary Educational Service Pattani Province Area 2*. Master's independent study. Yala Rajabhat University.
- Songkhla Primary Educational Service Area Office 2. (2023). *Basic Education Development Plan 2023-2027*.
- Srisaad, B. (2017). *Introduction to research* (10th ed.). Suwiriyasarn.
- Taengnoi, A. Worapanja, S. and Chuchip S. (2024). The relationship between transformational leadership of school administrators and teachers competency in the 21st century under the Lopburi Primary Educational Service Area Office 1. *Journal of UBRU Educational Review*, 4(2), 50–60.
- The Office of the Basic Education Commission. (2010). *Teacher Competency Assessment Manual 2010*.
- The Office of the Education Council. (2017). *National Education Plan 2017-2036*.
<http://www.onec.go.th/index.php>
- Tongsakom, N. Jamjanwong, J. and Nenthong, P. (2023). The relationship between the transformational leadership of school administrators and teacher competency of private schools in Chiang Rai. *Mahachulalongkornrajavidyalaya University Journal*, 10(4), 252–264.
- Wannaphairao, S. and Sritep, W. (2024). Characteristics of school administrators in the Next Normal era. *Journal of Educational Management and Research Innovation*, 6(1), 279–290.