

Competencies of School Administrators Affecting New Normal Learning Management In Schools Under Nakhon Phanom Primary Educational Service Area Office 1

Phattharaphon Phawadee^{a*}
Jaruwan Kheawnamchum^b
Sumalee Sriputtarin^c

Article Info
Received 24 January 2025
Revised 21 April 2025
Accepted 27 April 2025
Available online 30 April 2025

^{a*} Graduate Student Master of Education Program in Educational Administration and Development,
Faculty of Education, Nakhon Phanom University, E-mail: Phattharaphon131993@gmail.com

^b Lecturer, Educational Administration, Faculty of Education, Nakhon Phanom University,
E-mail: jaruwan.jaru@npu.ac.th

^c Assistant Professor, Educational Administration and Development, Faculty of Education,
Nakhon Phanom University, E-mail: sumaleesriput@hotmail.com

Abstract

This research aims to 1) study and compare the competency of school administrators, 2) study and compare the new normal learning management of schools, 3) Examine the relationship between the competency of school administrators and the new normal learning management of schools, and 4) Examine the predictive power of the competency of school administrators affecting the new normal learning management of schools under Nakhon Phanom Primary Educational Service Area Office 1. The sample used in this research consists of school administrators and teachers under Nakhon Phanom Primary Educational Service Area Office 1 for the academic year 2024, with a sample size of 319 people determined by Boonchom Srisa-ard's table. The research instrument is a 5-level Likert scale questionnaire. The statistics used include percentage, mean, standard deviation, Pearson's correlation analysis, and stepwise multiple regression analysis. The key findings are summarized as follows: (1) the overall of The Competency of School Administrators was at the high level. (2) In overall, the new normal learning management of schools was at the high level. (3) The competency of school administrators and the new normal learning management of schools revealed high significant positive correlation at the .01 level. (4) There were 3 variables of the competency of school administrators that affected the new normal learning management of schools under Nakhon Phanom Primary Educational Service Area Office 1: Knowledge (X1), Managerial (X5), and Attributes (X3) at the .01 level. They could be predicted up to 42.22 percent.

Keywords: Male Actor, Cosmetics, Beauty Products, Purchase Decision, Acceptance

Introduction

The changes in the 21st century is driven by globalization, technological advancements, and the dominance of financial capital, (Office of the Education Council, 2024)

leading the world into the 'New Normal.' This is particularly evident during the COVID-19 pandemic, which has severely impacted the global education system. Educational institutions had to adapt through distance learning and online platforms.(Thongkaew, T., 2020) School administrators play a crucial role in managing operations in alignment with the evolving context, employing both science and art to foster the holistic development of students in terms of knowledge, abilities, and moral values, ensuring that educational management achieves its ultimate objectives in line with the organization's vision.(Dechawattanachot, P., 2019)

The principles of the National Education Act B.E. 2542 (1999) and its amendments (No. 2) B.E. 2545 (2002) call for the establishment of a system, structure, and management process that ensures policy unity while allowing for diversity in implementation. Authority is decentralized to educational service areas and educational institutions in accordance with Section 39, covering academics, budget management, personnel administration, and general administration. This fosters operational flexibility and autonomy, particularly through a school-based management system as a foundation for continuous quality improvement. Educational institutions serve as critical units in driving educational quality, with school administrators leading the way in managing education. They are responsible for coordinating the efforts of all stakeholders both directly and indirectly involved in student development so that educational activities can achieve quality outcomes. School administrators must possess knowledge, skills, and credible attributes that inspire trust and confidence to support, drive, and motivate teachers and students to achieve their learning objectives. This responsibility and the ability to fulfill roles successfully, outperforming others, is referred to as 'competency.' Competency is crucial for individual performance, organizational operations, and plays an essential role in the personnel management of an organization. Competency contributes significantly to the successful achievement of organizational goals and the effective execution of its mission. (Duangkontha, L., 2018)

New learning methods involve blended teaching approaches based on the instructors' perspectives and experiences, as well as the learners' abilities. These include online teaching combined with other types of learning content, such as integrating Web-Based Technology, mixing various teaching methods, combining instructional technology with traditional classroom teaching, and utilizing teaching technology alongside practical work, which has become widely popular. However, there are some observations regarding the limitations of purely online teaching, as it may yield less effective results. Students may lack interest or self-discipline. Therefore, this type of teaching often requires tutoring systems to supplement and enhance the learning process. (Thongkaew, T., 2020)

The Nakhon Phanom Primary Educational Service Area Office 1 has established a policy to improve the quality of basic education to ensure that students, teachers, educational personnel, and educational institutions are protected from all forms of threats, can adapt to emerging and re-emerging diseases, and can embrace the new way of life. The policy also includes creating an environment conducive to good health and well-being, as well as promoting and developing administrators, teachers, and educational personnel to become lifelong learners who keep pace with technological changes. They are expected to possess competencies, knowledge, expertise, professional ethics, and standards, as well as the true spirit of being educators. (Nakhon phanom primary educational service area office 1, 2024)

Based on the background and significance of the aforementioned issues, the researcher is interested in studying the competencies of school administrators that impact the implementation of new learning approaches in schools under the Nakhon Phanom Primary Educational Service Area Office 1. The aim is to enhance the effectiveness and efficiency of teachers' learning management. Furthermore, the research findings can serve as a guideline for planning and improving administrators' competencies by applying them to develop new learning approaches for teachers in a manner appropriate to their specific contexts, ultimately contributing to improved performance and outcomes for educational institutions.

Objective

1. Study and compare competencies of school administrators classified by status and school size.
2. Study and compare the new normal learning management of schools classified by status and school size.
3. Study the relationship between competencies of school administrators and the new normal learning management in schools.
4. Study the predictive power of school administrators' competencies affecting the new normal learning management in schools under Nakhon Phanom Primary Educational Service Area Office 1.

Literature Review

This study reviews the literature on the competencies of school administrators and new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1, organized into key points as follows:

Competency of School Administrators

The concepts and definitions of competencies from scholars such as McClelland and Spencer describe attributes, knowledge, skills, and motivation that impact work performance. Competencies are important as tools for personnel development, selection, and performance evaluation.



Figure 1: McClelland's Theory of Competencies at Work (McClelland, D. C.,1973)

New Normal Learning Management

Emphasizes adjusting the learning management process to align with modern times, such as using information technology, adapting curricula, and improving assessment methods. Administrators must possess leadership skills and foster collaboration among personnel to create a high-quality learning environment.

Components of Administrator Competency

There are six key aspects: knowledge, skills, attributes, motivation, organizational management, and organizational leadership. Effective management requires an understanding of management processes and strategic leadership.

This literature review helps to establish the conceptual framework for the research and supports the development of school administrators with comprehensive competencies to enhance the quality of learning in the modern era.

Research Methodology

Population

The population used in this research consists of school administrators and teachers from schools under the Nakhon Phanom Primary Educational Service Area Office 1 in the academic year 2024, totaling 2,721 individuals 226 school administrators and 2,495 teachers. The sample group used in this research consists of school administrators and teachers from schools under the Nakhon Phanom Primary Educational Service Area Office 1 in the academic year 2024, totaling 319 individuals 61 school administrators and 258 teachers. The determination of sample size and sample selection was conducted by the researcher using Boonchom Srisaart's percentage-based criterion. A sample size of 10% was selected, resulting in a sample group of 319 individuals.

Research Instruments

The instruments used were 2 aspects of five-rating scale questionnaires: (1) a questionnaire on competencies of school administrators with the Index of Item Congruence (IC) between .80-1.00, the discrimination between .54-.73, and the reliability of .98; and (2) a questionnaire on the new normal learning management in schools with the Index of Item Congruence (IC) between .60-1.00, the discrimination between .24-.71, and the reliability of .94. The statistics employed were percentage, mean, standard deviation, t-test (Independent Samples), One-way analysis of variance, Pearson's correlation coefficient, and multiple regression stepwise analysis.

Data collection

1. Request an official letter from the Graduate Studies Office, Faculty of Education, Nakhon Phanom University, to seek cooperation from school administrators and teachers in the sample group to respond to the questionnaire.

2. Deliver the questionnaires to the sample schools under the Nakhon Phanom Secondary Educational Service Area, totaling 110 schools and 319 copies. All 319 completed questionnaires were returned, accounting for 100%. The data collection was conducted via Google Forms, after which the questionnaires were verified for accuracy and analyzed further.

Data Analysis

After collecting the data from the questionnaires, the researcher analyzed the data using a statistical software package, selecting data analysis methods consistent with the research hypotheses as follows:

Section 1: Analysis of Respondent Demographics: This section involves descriptive statistics using a checklist format. The data was analyzed by calculating frequencies and percentages and presented in tables accompanied by narrative descriptions.

Section 2: Analysis and Comparison of Competencies of School Administrators: This section pertains to the analysis of the competencies of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1. The questionnaire was designed in a 5 level rating scale formats, with scoring criteria and meanings defined by the researcher as follows: (Srisa-ard, B., 2017)

4.51 - 5.00: Indicates behavior at the highest level

3.51 - 4.50: Indicates behavior at a high level

2.51 - 3.50: Indicates behavior at a moderate level

1.51 - 2.50: Indicates behavior at a low level

- **1.50:** Indicates behavior at the lowest level

The analysis compared the competencies of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1 as a whole and in each aspect using hypothesis testing as follows: 1) Classified by demographic characteristics using an independent sample t-test 2) Classified by school size using one-way analysis of variance (ANOVA)

Section 3: Analysis and comparison of new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1, based on a 5-level rating scale with the following criteria: (Srisa-ard, B., 2017)

4.51 - 5.00: Indicates performance at the highest level

3.51 - 4.50: Indicates performance at a high level

2.51 - 3.50: Indicates performance at a moderate level

1.51 - 2.50: Indicates performance at a low level

- **1.50:** Indicates performance at the lowest level

The analysis also compared new learning management performance in schools under the Nakhon Phanom Primary Educational Service Area Office 1 overall and by specific aspects using hypothesis testing as follows: 1) Classified by demographic characteristics using an independent sample t-test 2) Classified by school size using one-way analysis of variance (ANOVA)

Section 4: Analyzing the relationship between the competencies of school administrators and new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 using Pearson's Correlation Coefficient. The interpretation of the correlation coefficients is as follows: (Srisa-ard, B., 2017)

- 0.81 - 1.00:** High correlation
0.61 - 0.80: Moderately high correlation
0.41 - 0.60: Moderate correlation
0.21 - 0.40: Moderately low correlation
0.01 - 0.20: Low correlation

A positive (+) correlation coefficient indicates a positive relationship (as one variable increases, the other also increases), while a negative (-) correlation coefficient indicates an inverse relationship (as one variable increases, the other decreases).

Some correlation coefficients with values between $0 \leq r \leq 1$ only indicate the magnitude or level of the correlation, without specifying the direction of the relationship.

Section 5: Analysis of the predictive power of school administrators' competencies that affect new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 using stepwise multiple regression analysis.

Research Finding

1. The results of the analysis of the competency behavior levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1 are presented in a summary table as follows:

Table 1: Displays the mean, standard deviation, and interpretation of the competency behavior levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1, both overall and categorized by specific aspects.

The Competency of School Administrators	Behavior Level			
	\bar{x}	S.D.	Interpretation	Ranking
1. Knowledge	4.40	.44	High	5
2. Skill	4.45	.33	High	3
3. Attribute	4.49	.35	High	1
4. Motivation	4.44	.32	High	4
5. Organizational Management	4.47	.35	High	2
6. Organizational Leadership	4.38	.42	High	6
Overall Mean	4.44	.29	High	

According to Table 1, the overall competencies of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1 are at a high level (\bar{x} =4.44). When considered by individual aspects, all aspects are at a high level (\bar{x} =4.38-4.49). The aspect with the highest mean score is Aspect 3: Attribute (\bar{x} = 4.38), while the aspect with the lowest mean score is Aspect 6: Organizational Leadership Aspect (\bar{x} = 4.38).

Table 2: Displays the mean, standard deviation, and interpretation of the competency behavior levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by demographic characteristics, both overall and by specific aspects.

The Competency of School Administrators	Status								
	School Administrators			Teachers			Total		
	\bar{x}	S.D.	Interpretation	\bar{x}	S.D.	Interpretation	\bar{x}	S.D.	Interpretation
1. Knowledge	4.41	.53	High High	4.39	.42	High	4.40	.44	High
2. Skill	4.48	.40	High High	4.44	.31	High	4.45	.33	High
3. Attribute	4.46	.37	Highest	4.50	.34	High	4.49	.35	High
4. Motivation	4.42	.38		4.45	.31	High	4.44	.32	High
5. Organizational Management	4.51	.39	High	4.46	.35	High	4.47	.35	High
6. Organizational Leadership	4.41	.52		4.37	.40	High	4.38	.42	High
Total	4.45	.34	High	4.43	.27	High	4.44	.29	High

According to Table 2, the mean, standard deviation, and interpretation of the competency behavior levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by demographic characteristics, show that the overall behavior is at a high level (\bar{X} =4.44). When considered by specific aspects, all aspects are at a high level. The aspect with the highest mean score is the Attribute (\bar{X} =4.49), while the aspect with the lowest mean score is the Organizational Leadership (\bar{X} =4.38).

Table 3: Displays the mean, standard deviation, and interpretation of the competency behavior levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by school size, both overall and by specific aspects.

The Competency of School Administrators	School Size											
	Small			Medium			Large and Extra-Large			Total		
	\bar{x}	S.D.	Inter Preta tion	\bar{x}	S.D.	Inter Preta tion	\bar{x}	S.D.	Inter pretation	\bar{x}	S.D.	Inter Preta tion
1. Knowledge	4.38	.48	High	4.43	.39	High	4.31	.44	High	4.40	.44	High
2. Skill	4.49	.35	High	4.42	.31	High	4.37	.26	High	4.45	.33	High
3. Attribute	4.48	.35	High	4.49	.34	High	4.53	.37	Highest	4.49	.35	High
4. Motivation	4.44	.33	High	4.44	.32	High	4.47	.33	High	4.44	.32	High
5. Organizational Management	4.47	.34	High	4.45	.36	High	4.55	.38	Highest	4.47	.35	High
6. Organizational Leadership	4.35	.46	High	4.39	.38	High	4.41	.46	High	4.38	.42	High
Total	4.43	.30	High	4.44	.28	High	4.44	.28	High	4.44	.29	High

According to Table 3, the mean, standard deviation, and interpretation of the competency behavior levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by school size, show that the overall behavior is at a high level ($\bar{X} = 4.44$). When considered by specific aspects, all aspects are at a high level. The aspect with the highest mean score is the Attribute ($\bar{X} = 4.49$), while the aspect with the lowest mean score is the Organizational Leadership ($\bar{X} = 4.38$).

2. The results of the analysis of the level of new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1 are presented in a summary table as follows:

Table 4: Displays the mean, standard deviation, and interpretation of the level of new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1, both overall and categorized by specific aspects.

The New Normal Learning Management of School	Practicing Level			
	\bar{x}	S.D.	Interpretation	Ranking
1. Curriculum Streamlining	4.42	.42	High	2
2. Learning Unit Design	4.42	.38	High	3
3. Learning Management	4.38	.42	High	4
4. Learning Assessment and Evaluation	4.37	.45	High	5
5. Promotion and Development	4.43	.43	High	1
Overall Mean	4.40	.31	High	

According to Table 4, the level of new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1 is, overall, at a high level ($\bar{x} = 4.40$). When considered by specific aspects, all aspects are at a high level ($\bar{x} = 4.37 - 4.43$). The aspect with the highest mean score is the Promotion and Development ($\bar{x} = 4.43$), while the aspect with the lowest mean score is the Learning Assessment and Evaluation ($\bar{x} = 4.37$).

Table 5: Displays the mean, standard deviation, and interpretation of the level of new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by demographic characteristics, both overall and by specific aspects.

The New Normal Learning Management of Schools	Status								
	School Administrators			Teachers			Total		
	\bar{X}	S.D	Interpretation	\bar{X}	S.D	Interpretation	\bar{X}	S.D	Interpretation
1. Curriculum Streamlining	4.42	.49	High	4.41	.40	High	4.42	.42	High
2. Learning Unit Design	4.46	.48	High	4.41	.35	High	4.42	.38	High
3. Learning Management	4.33	.42	High	4.39	.42	High	4.38	.42	High
4. Learning Assessment and Evaluation	4.41	.43	High	4.36	.46	High	4.37	.45	High
5. Promotion and Development	4.45	.37	High	4.43	.44	High	4.43	.43	High
Total	4.42	.29	High	4.40	.31	High	4.40	.31	High

According to Table 5, the mean, standard deviation, and interpretation of the level of practice in new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by demographic characteristics, show that the overall practice is at a high level (\bar{X} = 4.40). When considered by specific aspects, all aspects are at a high level. The aspect with the highest mean score is the Promotion and Development (\bar{X} = 4.43), while the aspect with the lowest mean score is the Learning Assessment and Evaluation (\bar{X} = 4.37).

Table 6: Displays the mean, standard deviation, and interpretation of the level of new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by school size, both overall and by specific aspects.

The New Normal Learning Management of Schools	School Size											
	Small			Medium			Large and Extra-Large			Total		
	\bar{x}	S.D.	Inter Pretation	\bar{x}	S.D.	Inter Pretation	\bar{x}	S.D.	Inter pretation	\bar{x}	S.D.	Inter Pretation
1. Curriculum Streamlining	4.35	.44	High	4.46	.39	High	4.50	.43	High	4.42	.42	High
2. Learning Unit Design	4.40	.41	High	4.44	.34	High	4.40	.39	High	4.42	.38	High
3. Learning Management	4.26	.43	High	4.46	.39	High	4.61	.32	Highest	4.38	.42	High
4. Learning Assessment and Evaluation	4.31	.48	High	4.40	.43	High	4.55	.34	Highest	4.37	.45	High
5. Promotion and Development	4.36	.46	High	4.47	.41	High	4.58	.26	Highest	4.43	.43	High
Total	4.34	.32	High	4.44	.30	High	4.53	.27	Highest	4.40	.31	High

According to Table 6, the mean, standard deviation, and interpretation of the level of practice in new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1, categorized by school size, show that the overall practice is at a high level ($\bar{X} = 4.40$). When considered by specific aspects, all aspects are at a high level. The aspect with the highest mean score is the Promotion and Development ($\bar{X} = 4.43$), while the aspect with the lowest mean score is the Learning Assessment and Evaluation ($\bar{X} = 4.37$).

3. Relationship between the competency of school administrators and the new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1.

Table 7: Displays the relationship between the competency of school administrators and the new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1.

Variable	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X	Y ₁	Y ₂	Y ₃	Y ₄	Y ₅	Y
X ₁	1.00	.54**	.59**	.48**	.50**	.62**	.82**	.66**	.68**	.37**	.21**	.18**	.56**
X ₂		1.00	.69**	.50**	.49**	.45**	.77**	.55**	.50**	.33**	.18**	.13**	.45**
X ₃			1.00	.56**	.55**	.44**	.81**	.59**	.51**	.40**	.27**	.23**	.54**
X ₄				1.00	.47**	.51**	.74**	.49**	.53**	.31**	.18**	.19**	.45**
X ₅					1.00	.58**	.77**	.56**	.55**	.38**	.27**	.27**	.54**
X ₆						1.00	.79**	.69**	.70**	.27**	.06	.13*	.48**
X							1.00	.76**	.75**	.44**	.25**	.24**	.65**
Y ₁								1.00	.67**	.44**	.21**	.15**	.66**
Y ₂									1.00	.32**	.12*	.14*	.59**
Y ₃										1.00	.74**	.63**	.86**
Y ₄											1.00	.81**	.81**
Y ₅												1.00	.76**
Y													1.00

** Statistically significant at the .01 level

* Statistically significant at the .05 level

According to Table 7, the relationship between the competency of school administrators and the new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1 indicates that, overall, the competencies of school administrators were found to be positively and significantly correlated at the .01 level ($r_{xy} = 0.65$) with the new normal learning management of schools, showing a moderately high correlation. When considered by specific aspects, the relationships are ranked from highest to lowest.

4. The results of the analysis of the predictive power of school administrators' competency affecting the new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1 are presented in a summary table as follows:

Table 8: Results of the analysis of the predictive power of school administrators' competency affecting the new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1.

Variable	B	SE _b	Beta	t	Sig
Knowledge Competency (X ₁)	.21	.04	.29	5.34**	.00
Organizational Management Competency (X ₅)	.25	.05	.28	5.28**	.00
Attribute Competency (X ₃)	.19	.05	.21	3.72**	.00
R = .65 R ² = .42 R _{adj} = .42 SE _{est} = .24 F = 13.81 a = 2.67					

** Statistically significant at the .01 level

According to Table 8, the stepwise multiple regression analysis of the six competency aspects of school administrators indicates that three aspects can predict new normal learning management of schools under the Nakhon Phanom Primary Educational Service Area Office 1. These predictive variables, ranked by their Beta values from highest to lowest, are as follows: Knowledge Competency (X₁), Organizational Management Competency (X₅), and Attribute

Competency (X_3). These three predictive variables are statistically significant at the .01 level and collectively account for 42.22% of the variance ($R^2 = .42$).

The prediction equations can be written in both raw scores and standardized scores as follows:

Prediction Equation in Raw Scores:

$$Y' = 2.67 + .21X_1 + .25X_5 + .19X_3$$

Prediction Equation in Standardized Scores:

$$Zy' = .29Z_1 + .28Z_5 + .21Z_3$$

Discussion

The findings from the research on the competencies of school administrators that affect new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 were discussed based on the hypotheses as follows:

1. The study results show that the overall competency levels of school administrators under the Nakhon Phanom Primary Educational Service Area Office 1 are at a high level. When considered by specific aspects, all aspects are also at a high level. This may be due to the crucial role that school administrators' competencies play in driving the organization toward its objectives, demonstrating the ability to set the direction for school development in a way that is both accepted and practical to ensure quality and effective growth and adaptability to the social changes and learning environments of today. The findings align with the study by (Mookkharak, I. & Noichan, N., 2024) which is consistent with the research of (Kamlertthong, P., 2017), who investigated the competencies of school administrators under the Chanthaburi Primary Educational Service Area Office 1. The results indicated that the overall and aspect-specific competency levels of school administrators were high. Similarly, the research by (Treepraphakorn, P., 2021) on the competencies of administrators affecting the effectiveness of academic management in schools under the Secondary Educational Service Area Office 22 also showed that the overall and specific competencies of school administrators were at a high level. In addition, the findings correspond with the study by (Suwannapasri, P. et al, 2023), which investigated the competency framework of school administrators in managing innovative learning for teachers in private schools in Bangkok. The results revealed that the competency levels of school administrators in managing new learning approaches for teachers in private schools in Bangkok were at a high level in all aspects.

2. The study results on new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 show that both overall and aspect-specific levels are at a high level. This may be due to the continuous training and capacity-building programs provided by the Nakhon Phanom Primary Educational Service Area Office 1 for school administrators, along with the administrators' awareness of the importance of new learning management to enhance student quality in schools and keep up with changing trends. This aligns with the perspective of (Thanachan, P. et al, 2022), who stated that school administrators, regardless of school size, prioritize academic administration to ensure that schools can provide students with high-quality learning outcomes that meet national educational standards. Therefore, school administrators act as leaders in the operational processes, improving and developing teaching and learning activities through collaboration among school personnel to organize activities that foster learning and education for students. Effective coordination among all stakeholders ensures that the goals and objectives of the educational institution are achieved. This is consistent with the study by (Hongsamant, W. et al, 2022) who researched the current needs and development guidelines for new learning management skills for teachers under the Nakhon Phanom Primary Educational Service Area Office 2. The findings indicated

that the overall development guidelines for new learning management skills for teachers were at the highest level.

3. The study results on the relationship between the competencies of school administrators and new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 show a moderately high positive correlation at the .01 level of statistical significance, in line with the stated hypothesis. This may be because the competencies of school administrators are crucial for promoting, supporting, and improving new learning management in schools, leading to the achievement of institutional goals with quality and fostering positive relationships. This finding aligns with the concept proposed by (Panlutan, N., 2016) who stated that competency is a behavioral attribute resulting from skills, knowledge, abilities, attitudes, and personal characteristics essential for successful performance and achieving organizational goals, including ethics, personality, physical characteristics, and other traits. The behaviors involved must correspond to the responsibilities of the respective position. Similarly, (Sutthatharn, T. & Suksodkheaw, V., 2014) conducted research on the competencies of school administrators and the quality of educational management in schools under the Nakhon Pathom Primary Educational Service Area Office 2, revealing a statistically significant correlation at the .01 level. This also aligns with the research of (Joomthong, & Raksanakorn, 2023), who studied the management competencies of school administrators affecting learning management in schools under the Nakhon Ratchasima Secondary Educational Service Area Office. Their findings showed a moderately high positive correlation at the .01 level of statistical significance. Additionally, the research of (Pummarin, J. & Tiacharoen, S., 2018) on the competencies of school administrators and 21st-century learning management in schools under the Secondary Educational Service Area Office 9 indicated a positive correlation at the .01 level of statistical significance. This is consistent with the findings of Prawalee, who studied the competencies of administrators affecting the effectiveness of academic management in schools under the Secondary Educational Service Area Office 22, which also showed a statistically significant positive correlation at the .01 level.

4. The analysis of the predictive power of school administrators' competencies affecting new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 identified three aspects that can predict new learning management in schools at the .01 level of statistical significance. These aspects are Knowledge Competency, Organizational Management Competency, and Attribute Competency. The multiple correlation coefficient (R) ranges from .44 to .69. Collectively, these three variables explain 42.22% of the variance in new learning management in schools ($R^2 = .42$), which aligns with the stated hypothesis. This may be because for a school to succeed in implementing new learning management, school administrators need to possess strong knowledge, organizational management skills, and attributes to drive effective management and learning development, thus leading the organization toward its goals. This aligns with the concept proposed by Suwimon, who stated that school administrators must manage education in alignment with the new normal by preparing for online learning in terms of equipment and technology, designing curricula that consider individual differences among students, and managing teaching and learning efficiently. Similarly, (Treepraphakorn, P., 2021) studied the competencies of administrators affecting the effectiveness of academic management in schools under the Secondary Educational Service Area Office 22 and found that the administrators' competencies were significant predictors of the effectiveness of academic management at the .01 level of statistical significance. This also aligns with the research by (Owan, V. J., 2019) who studied the competencies of school administrators and teacher performance in secondary schools in the

Calabar Education Zone of Cross River State, Nigeria. The findings indicated that the administrators' leadership and communication competencies were highly correlated with teachers' performance in areas such as assignment delivery, classroom attendance, and record-keeping.

Suggestion

1. It is recommended that further research be conducted on the competencies of school administrators that influence new learning management in other types of educational institutions under the supervision of the Nakhon Phanom Primary Educational Service Area Office 1, such as secondary schools, vocational education institutions, and special education centers.

2. It is recommended that research be conducted to investigate the current conditions, the desirable conditions, and development guidelines for the competencies of school administrators that influence new learning management in schools under the Nakhon Phanom Primary Educational Service Area Office 1 and other educational service areas. Such studies would help provide a more comprehensive understanding of how to enhance administrative competencies in alignment with the demands of modern educational practices.

3. Further research should focus on the competencies of school administrators that influence various aspects of school administration, in order to strengthen their capacity to manage and lead schools more effectively and efficiently. This would contribute to the overall improvement of educational administration and school development.

References

- Dechawattanachot, P. (2019). *Guidelines for competency development of school administrators under the Office of Secondary Educational Service Area 3*. Doctoral dissertation, Chiang Rai Rajabhat University.
- Duangkomtha, L. (2018). *A developmental model of administrative competency that affected working efficiency of middle executives of Rajabhat University in the Northeast (Thailand)*. Doctoral dissertation, Rajabhat Maha Sarakham University.
- Hongsamanut, W., Saengkham, A., & Jantorn, W. (2022). Situations, needs, and guidelines for developing learning management skills in the new normal era of the teachers under the Office of Nakhon Phanom Primary Educational Service Area 2. *Journal of Graduate School, Pitchayatat*, 17(2), 55–67.
- Joomthong, S., & Raksanakorn, K. (2023). Management competencies of school administrators affecting learning management under the Secondary Education Service Nakhon Ratchasima. *Journal of Education Mahasarakham University*, 17(1), 97–115.
- Kamlertthong, P. (2017). *Competency of school administrators in primary schools under the Chanthaburi Primary Educational Service Area Office 1*. Master's thesis. Faculty of Education, Burapha University.
- McClelland, D. C. (1973). Testing for competence rather than intelligence. *American Psychologist*, 28(1), 1–14.
- Mookkharak, I., & Noichan, N. (2024). Administrator competencies affect academic administration in educational institutions, Northern Krungthong District Group under Bangkok Metropolitan Administration. *Journal of Association of Professional Development of Educational Administration of Thailand*, 6(1), 301–316.

- Nakhon Phanom Primary Educational Service Area Office 1. (2024). *Annual performance report for fiscal year 2024*. The Primary Educational Service Area Office Nakhon Phanom Area 1.
- Office of the Education Council. (2024). *Research report on "A study of approaches to producing high-competency graduates to meet the country's needs". (1st ed.)*. Bangkok: Prikwarn Graphic.
- Owan, V. J. (2019). Principals' administrative competence and teachers' work performance in secondary schools in Calabar Education Zone of Cross River State, Nigeria. *Humanities and Social Sciences Letters*, 7(1), 20–31.
- Panlutan, N. (2016). *Competency development model of school directors towards the ASEAN Community*. Doctoral dissertation. Chiang Rai Rajabhat University.
- Pummarin, J., & Tiacharoen, S. (2018). Administrators' competency and schooling by design in the 21st century of school under Secondary Educational Service Area Office 9. *Silpakorn Educational Research Journal*, 11(1), 207–223.
- Srisa-ard, B. (2017). Preliminary research (10th ed.). Bangkok: Suweeriya Sarn.
- Sutthatharn, T., & Suksodkheaw, V. (2014). The school administrator's competency and school's educational management quality under Nakhonpathom Primary Educational Service Area Office 2. *Journal of Educational Administration Silpakorn University*, 4(3), 73–85.
- Suwannapasri, P., Prapaisit, S., & Songsangyos, N. (2023). Competency model of school administrators in new learning management for private school teachers in Bangkok. *Buddhist Psychology Journal*, 8(1), 154–167.
- Thanachan, P., Chanthapanya, K., & Phoemsap, S. (2022). The relationship between the school administrators' competency and the academic administration in schools under Secondary Educational Service Area Office Kanchanaburi. *Journal of Educational Management and Research Innovation*, 4(2), 205–217.
- Thongkaew, T. (2020). New normal-based design in education: Impact of COVID-19. *Journal of Teacher Professional Development*, 1(2), 1–10.
- Treepraphakorn, P. (2021). *Competencies of school administrators affecting the effectiveness of instructional administration in schools under Secondary Education Service Area Office 22*. Master's thesis, Sakon Nakhon Rajabhat University.