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## **THE ADMINISTRATIVE SKILLS OF SCHOOL ADMINISTRATOR EFFECTING TO EDUCATIONAL STANDARDS IN THAILAND SCHOOL**

Nonsee Fakhom

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

Email: s66561802041@ssru.ac.th

Ganratchakan Lertamornsak

Graduate school, Suan Sunandha Rajabhat University

Email: Ganratchakan.le@ssru.ac.th

### **Abstract**

Administrative skills of administrators which are mostly educational standards greatly affects the standard of education within educational institutions. This will allow the educational standard within the school to grow and improve. Administrators who understand the need and possibilities of students and teachers in learning and teaching play an important role in creating an appropriate learning environment and situations that support the full development of students skills. Additionally, administrators who have the ability to analyze data and use it in decision making, facilitate the improvement and development of appropriate policies and activities to support continued students learning and success at scale. Educational institutions by collecting information, a search of academic documents, books and academic articles, found that five management skills are cognitive skills, technical skills, educational and teaching skills, human skills and conceptual skills. education has three educational standards. Standard 1 Quality of learners. Standard2 Administrative and management processes. And Standard 3 Teaching and learning processes that focus on learners. Therefore, executives are important and are the main factors in effective management. The administrators must use administrative skills in managing the educational institutions, must be a person with the knowledge and ability knowing how to develop oneself, know how to use management techniques appropriate to the situation, can use technology for efficiency in teaching and learning to pass the educational quality assessment.

**Keywords:** administrative skill, school administrator, educational standard

### **Introduction**

The modern world is rapidly changing, constantly progressing in social, religious, economic, political, and technological spheres. New developments constantly emerge, significantly impacting contemporary lifestyles. As societal structures evolve, education becomes fundamental to national development across all sectors, ensuring progress in line with global trends. This rapid global change affects all organizations, including educational institutions, which must adapt swiftly. Effective and efficient educational management planning is crucial. Institutions need to learn, innovate, and implement modern, appropriate management practices. Successful goal attainment requires skilled administrators with knowledge, abilities, and understanding of management principles. They must empower other sectors to embrace change and guide institutions toward successful, high-quality outcomes. The administrative skills of educational leaders are essential for achieving institutional goals and objectives, especially in today's ever-changing learning environment. Educational leaders and institutions must continuously learn and develop to prepare themselves for unavoidable future challenges and impacts. Therefore, contemporary educational leaders require diverse skills to adapt to these changes and enhance efficiency. Katz (1995, p.33) identifies three essential skills for successful administrators. 1 Technical skills: Knowledge, ability, and

expertise in operations, strategic thinking, planning, and defining clear institutional policies and direction. 2 Human relations skills, Effective collaboration, positive relationships with colleagues at all levels, mutual respect, and appreciation. 3 Conceptual skills, Understanding work processes, relevant laws, and regulations related to education management. Vision setting involves defining policies, objectives, and strategic tasks to guide the institution toward its goals for effective management. Educational institutions must demonstrate their ability to provide quality education and student development. This necessitates a quality assurance system at all levels and types. Quality assurance in education is a crucial mechanism for improvement, focusing on development toward quality and standards. Graduates should possess the knowledge, skills, and desirable attributes specified in the curriculum and demanded by society. Internal quality assurance should be an integral part of ongoing educational management (National Education Commission Office, 2003.1) Implementing an internal quality assurance system is essential for improving educational management. Educational leaders, teachers, and stakeholders must understand the basic concepts and principles of educational standards, including their meaning, importance, benefits, details, relationships at different levels, development approaches, and practical application. This benefits leaders, teachers, and stakeholders in defining institution-specific standards aligned with needs and contexts (Determining Educational Standards of Educational Institutions, 2020.9).

### **The administrative skills in Thailand school**

Pradao Sonongphan (2014, p.24). Administrative skills refer to an administrator's knowledge, potential abilities, expertise, or proficiency, developed through learning and practice. These skills are demonstrated in utilizing resources and administrative factors to achieve organizational objectives effectively and efficiently. Sasita Pleunjit (2015, p.28) Educational leadership skills encompass the necessary skills for administration, requiring both science and art. Work isn't solely the administrator's responsibility; many colleagues contribute to success. Individuals differ in intellect, abilities, preferences, and needs. Administrators must utilize appropriate techniques and management processes to achieve efficiency and institutional goals. Misbah Sameah (2015, p.90). Effective administration is crucial for driving progress toward goals. Four essential skills are: human relations, technical, conceptual, and academic skills. Most research emphasizes these four areas. While overall administrative skills are generally high, further development is needed in specific areas. Leaders and stakeholders should focus on these four key areas for improvement. Suriya Thongyang (2015, p.11), Administrative skills refer to the ability to apply knowledge, intellect, and ideas to organizational management. These skills are essential, enhancing other skills and enabling rapid, accurate goal achievement. It involves utilizing available human and other resources through systematic management processes for effective outcome. Drake and Roe expand on Katz's concept, proposing five necessary skills for educational administration: adding educational and teaching skills, and cognitive skills. These are: 1. Cognitive Skills: Knowledge, expertise, vision, and leadership for enhancing capabilities and employing knowledge creatively. 2. Technical Skills: Understanding, ability, and expertise in specific activities, proficiency in tools and techniques, and guidance for others. 3. Educational and Instructional Skills: Educational leadership, understanding teaching and curriculum management aligned with state educational missions and policies, and expertise as an academic. 4. Human Skills: Effective collaboration, understanding human nature and needs, coordination, and motivation through teamwork for organizational goals. 5. Conceptual Skills: Coordinating elements, seeing the organization holistically, understanding relationships between tasks, and anticipating the impact of changes on different parts of the organization and its relationships

with other entities. Educational standards refer to the characteristics of Thais who fulfill the vision of national development towards security, prosperity, and sustainability. These Thais are characterized as good people with moral integrity, basing their self-development on shared societal values to cultivate three key characteristics. **Learners**: Individuals who are diligent, eager to learn, and possess lifelong learning skills to keep pace with the digital and future worlds. They possess competencies stemming from diverse knowledge areas, appreciating aesthetics, preserving and utilizing Thai wisdom, and possessing life skills for creating work based on sufficiency, securing their livelihoods, and improving their quality of life, benefiting themselves, their families, and society. **Innovators**: Individuals with intellectual skills, digital intelligence, creative thinking skills, cross-cultural skills, interdisciplinary integration competencies, and entrepreneurial qualities. They contribute to the creation and development of technological or societal innovations, creating opportunities and adding value to themselves and society. and **Strong Citizens**: Individuals who are patriotic, love their local communities, distinguish right from wrong, possess civic consciousness as both Thai and global citizens, are volunteers, have ideals, and participate in national development based on democracy, justice, equality, and equity. They manage natural resources and the environment sustainably and coexist peacefully within Thai society and the global community. (Office of Educational Standards and Learning Development, Office of the Secretary-General of the National Education Council, 2021)

### **The Role of educational administrators in Thailand school**

The roles and characteristics of educational administrators. **Defining ICT Vision and Policy**, Educational administrators must clearly define the vision and policies regarding Information and Communication Technology (ICT), specifying its direction and applications within school administration. **Resource Allocation and Infrastructure Development**: Administrators must promote and secure funding for effective ICT infrastructure management, including hardware, software, networks, and wireless systems. This ensures that teachers, staff, and students have convenient and timely access to ICT resources, with sufficient resource allocation across all four administrative areas: academics, budget, personnel, and general administration. **Personal Development and Leadership**: Administrators must develop their own vision and understanding of ICT's importance in improving school management and learning. They should lead the use of ICT in various aspects of learning. **Teacher Development and Student Engagement**: Administrators must promote and develop teachers' ICT skills and vision, encouraging student engagement and ICT literacy. **Fostering an ICT-Rich Culture**: Administrators must cultivate a school culture that widely utilizes ICT in teaching, administration, and student access to online resources. **Creating a Supportive Environment for Change**: Administrators should create a climate conducive to transitioning to ICT-based management and learning. Collaboration with teachers and staff is crucial for smooth cultural change within the institution. **Enhancing Competitiveness and Quality**, Administrators should enhance the competitiveness of school management and improve overall educational quality. **Monitoring, Guidance, and Support**: Administrators should establish a system for monitoring, providing guidance, and consulting on the effective and appropriate use of ICT among teachers, staff, and students, ensuring compliance with policies. **Network Collaboration**: Administrators should foster networking and collaboration to exchange knowledge among organizations, leading to more effective education and collaboration with external stakeholders, such as businesses and parents. This prepares students for future careers and education. According to Malaruee Pengsonga. (2023)

### **The meaning of educational standards in Thailand school**

The National Education century (1999) defines educational standards as stipulations regarding desirable characteristics, quality, and standards to be achieved in all educational institutions. These standards serve as benchmarks for promoting, supervising, inspecting, evaluating, and ensuring educational quality. The act emphasizes that all learners have the capacity to learn and develop, with learners being the paramount priority. The educational process should foster natural development and potential fulfillment, focusing on knowledge, morality, learning processes, and appropriate integration. Educational institutions should develop effective teaching methods and encourage teachers to conduct research for learner-appropriate learning development at each educational level. Therefore, the key educational standards desired in educational institutions relate to factors, processes, and outputs of education for supervision, monitoring, inspection, and quality assurance. Educational standards encompass not only one aspect of quality, but also the holistic educational outcomes for learners, teaching processes, and educational management processes. The National Education century (1999) and its amendment century (2002) state that education is a learning process for the growth of individuals and society through knowledge transfer, training, cultural preservation, academic advancement, creation of knowledge through social environment, continuous lifelong learning, and supporting factors. Educational standards are defined as stipulations regarding desirable characteristics and quality, serving as benchmarks for promotion, supervision, inspection, evaluation, and quality assurance in education.

### **The importance of educational standards**

Educational reforms have increased community involvement in education, directly through basic education school committees and indirectly through parent-teacher associations, alumni, government and private sector organizations, and businesses. Schools now create curricula tailored to learners' quality, vision, needs, and local contexts, with school committees providing approval. This autonomy leads to varying learner and management quality. Systematic and high-quality educational development requires a systems approach. Internal quality assurance, with school educational standards as goals, is crucial for driving school quality improvement. Defining school educational standards lays the foundation for quality development, policymaking, and defining visions and missions for present and future educational development in a rapidly changing environment. Standards serve as a data basis for defining desired quality for short, medium, and long-term planning. School-defined standards should encompass learner quality, administration and management quality, and learner-centered teaching quality, reflecting true educational quality.

### **The Importance and Necessity of Defining Educational Standards**

Educational standards define desirable characteristics and quality to be achieved in all educational institutions. They serve as benchmarks for promoting, supervising, inspecting, evaluating, and ensuring educational quality (Office of the Basic Education Commission, 2018). These standards focus on holistic quality improvement. Establishing educational standards creates equal opportunities for quality development, as all institutions understand their true development goals. Defining educational standards highlights several key aspects of educational management. All institutions have a common benchmark for comparison. Institutions clearly understand the direction of quality improvement. Furthermore, defining standards sets clear expectations for teachers, administrators, parents, communities, and stakeholders involved in education. This fosters collaboration toward achieving educational quality goals. Educational standards are the foundation for human capital development and a crucial goal that all stakeholders must understand and work towards, assuming accountability.

for educational outcomes. The quality assurance process comprises three components. Quality Control The process by which the parent organization and the educational institution define educational standards aligned with national standards. Subsequently, they develop plans to guide quality improvement toward these standards, focusing on curriculum development, teacher and staff development, school charters, teaching regulations, guidance, teaching methods, and evaluation. This emphasizes systematic and continuous work plan implementation, monitoring, and supervision. Quality Audit The process by which the institution and parent organization verify the defined goals and progress toward the desired standards. This involves self-assessment and review of the entire system to inform continuous improvement and reporting to parents and those responsible for education. The parent organization also audits and reviews the institution's educational quality to promote and support quality improvement initiatives according to defined standards. Quality Assessment This evaluates the quality level of specific activities within the organization, such as educational quality, research quality, and teaching quality. Internal quality assessment uses self-study and self-assessment. External quality assessment is conducted by the Office of Educational Standards and Quality Assessment to evaluate and certify that the institution delivers quality education according to established standards.

### **The benefits of educational standards**

Defining school educational standards provides clear goals, policies, and directions for educational development. strategies and approaches for developing educational plans aligned with school needs. tools for supervision, inspection, monitoring, and evaluation, strengthening the school's quality assurance system and information on educational status and progress.ang to establish educational standards for external quality assurance of educational institutions and to provide baseline data for the further development of educational standards. These standards are already adhered to by educational institutions in their pursuit of student development through curricula, learning activities, and various projects. They define the desirable characteristics of learners who are up-to-date with current situations, resulting from continuous, interconnected education at all levels and appropriate to the context of the institution itself. These standards serve as guidelines for educational management and establish minimum necessary standards for education at each level and type. They aim to foster independence, reduce inequality, and create opportunities for quality education development based on individual contexts. Each educational institution's parent organization has developed educational standards based on its affiliation, analyzing their relationship with overall educational standards. These serve as guidelines to develop learners according to set goals and are guidelines that all educational institutions at each level must understand and apply to achieve the development of learners with desirable characteristics upon graduation. These characteristics represent the qualities of Thais who can build a secure, prosperous, and sustainable future for the country.

### **Defining school educational standards**

For effective implementation and stakeholder cooperation, schools should adopt a participatory approach. involving school committees. teacher representatives. parent representatives, community members, and supporting organizations. Steps include, preparing for defining school educational standards, analyzing the relationship between educational standards, defining school educational standards. and reviewing and approving school educational standards. and announcing school educational standards. Educational institutions will announce and implement standards and operational goals based on educational standards, encompassing all educational levels offered by the institution. These standards will be tailored

to the institution's context and be practically achievable. This will involve educating teachers, personnel, the school board, parent representatives, the community, and other stakeholders. The process includes analyzing educational standards, the institution's curriculum, key focuses, context, needs, the direction of education, and the institution's identity and characteristics. These analyses will inform the establishment of the institution's educational standards, which will be announced after approval by the school's basic education committee. The institution may add further educational standards. Quantitative and qualitative success targets for the current academic year will be determined, appropriately utilizing data from the previous academic year. The setting of goals for educational institutions allows each institution, at every level and type, to tailor its education to its own identity, context, and the needs of the local community, society, and national development strategies. Educational institutions manage education based on the principles of stakeholder participation, collaborative networks, and the creation of professional learning communities or learning organizations. Institutions develop administrators, teachers, faculty, and educational personnel with professional competencies for managing learning appropriate to the digital and future worlds. Educational institutions establish a quality assurance system for education, encompassing the quality of administrators and teachers, curriculum appropriateness, teaching and learning methods, media and technology, learning resources, and assessment. Monitoring, follow-up, and evaluation are conducted to systematically and continuously develop the quality of education in accordance with educational standards. Governance and accountability are transparent and verifiable.

### **Targeting by educational standards**

The establishment of institutional educational standards will begin with the school administration, teachers, the school board, and all stakeholders collaboratively analyzing the internal and external environment of the institution. They will analyze national educational standards, the parent organization's educational standards, and relevant educational policies to determine the institution's educational standards. Success targets for each educational standard will be established, and their appropriateness will be considered before their announcement and dissemination. Guidelines include schools analyzing their environment (SWOT analysis). The results of a SWOT analysis will help educational institutions understand their own strengths and weaknesses, leading to informed planning and decision-making. The data obtained will be used to define institutional educational standards aligned with the actual context of each institution. These resulting standards will effectively develop learners in accordance with their real needs, conditions, and surrounding context. and carefully assessing contexts. considering information and past successes (at least 3 years) to establish school educational standards. schools and stakeholders jointly defining challenging goals aligned with the school's context. and clearly specifying quantitative and qualitative goals. and National educational standards aim to provide all educational institutions with guidelines for developing learners towards desirable educational outcomes. They also serve as targets for parent organizations in managing education by defining age-appropriate desirable learner outcomes for each educational level and type. These standards are used to support educational institutions in facilitating various activities to achieve these outcomes. They provide guidelines for educational management and establish minimum necessary standards for each educational level and type to cultivate desirable characteristics in learners.

### **Conclusion**

School administrators' management skills are crucial factors influencing educational standards. Effective administrators lead teams to success through efficient planning, execution, strategic development, and internal and external communication all vital for high-quality

education. Effective management fosters a learning environment and develops school personnel. Key administrative skills are categorized into five areas Cognitive Skills Clearly analyzing school needs and problems. Technical Skills Developing clear plans and policies; using data and technology in administration. Educational and Teaching Skills Understanding the teaching process and monitoring educational changes. Interpersonal Skills: Motivating and fostering collaboration; communicating for understanding. Conceptual Skills: Seeing the big picture and resolving conflicts. Effective use of these skills enables schools to achieve their goals efficiently and effectively.

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