

THE CHARACTERISTICS OF ADMINISTRATORS IN THE DIGITAL ERA THAT AFFECT THE PERSONNEL MANAGEMENT IN EDUCATIONAL INSTITUTIONS UNDER THE OFFICE OF THE PRIVATE EDUCATION COMMISSION BANG KHAE DISTRICT, BANGKOK

Punyawat Panthasarin

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

E-mail: s66561802003@ssru.ac.th

Ganratchakan Lertamornsak

Graduate school, Suan Sunandha Rajabhat University

E-mail: Ganratchakan.le@ssru.ac.th

Abstract

This research aimed to study 1) the characteristics of administrators in the digital era in educational institutions; 2) the personnel management in educational institutions; and 3) the characteristics of administrators in the digital era that affect the personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok. The sample group consisted of 242 administrators and teachers. The research instrument was a questionnaire. Data were analyzed using percentage, mean, standard deviation, and stepwise multiple regression. The results showed that 1) the overall level of opinions on the characteristics of administrators in the digital era in educational institutions, was at the most level; 2) the overall level of opinions on the personnel management in educational institutions, was at a high level; and 3) the characteristics of administrators in the digital era that affect the personnel management in educational institutions, included having a vision (X_1) and fostering a digital learning culture (X_2) as predictors. These could jointly predict the personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, at 89.80 percent with statistical significance at the .01 level.

Keywords: Characteristics of Administrators in the Digital Era, Personnel Management in Educational Institutions, Private Educational Institutions

Introduction

In the current era of globalization and preparation for the 21st century, the world has undergone significant changes in terms of the economy, politics, society, and lifestyles, including rapid advancements in digital technology. Developing personnel, who serve as the nation's driving force, and organizational leaders with digital capabilities has thus become a critical concern. Human capital development for the digital era requires preparing individuals from all sectors with appropriate knowledge and skills to thrive in a digital environment. This preparation aims to equip Thailand with a digitally competent workforce capable of operating at an international standard, ensuring that citizens are knowledgeable and capable of utilizing digital technologies as tools for performance and creativity (Ministry of Information and Communication Technology, 2016).

The characteristics of educational administrators play a crucial role in organizational operations. Administrators must possess knowledge and competencies to effectively manage operations, build confidence among personnel, and motivate them to achieve objectives (Panadda Pintat, 2013). In this new era, administrators at all levels should widely adopt

technological innovations. Particularly in the context of educational reform, modern educational administrators are encouraged to leverage innovations and information technology in educational management to enhance the quality of learners effectively.

Given the technological changes affecting educational management, administrators must adapt to the demands of the digital era. Personnel management, a key aspect of improving educational quality, is of particular importance. Effective personnel management helps attract and retain talented individuals within the organization over the long term. This stability fosters organizational resilience and supports the achievement of high-performance outcomes, aligning the organization with evolving goals and demands (Phra Phalad Somkiat et al., 2021). Moreover, in this era of rapid technological change, private educational administrators must incorporate technology into personnel management practices. This includes promoting digital skill development, fostering collaboration through online platforms, and adapting to flexible work concepts.

Additionally, administrators should develop educational service systems, ensure accurate information management, and conduct effective remote meetings to comprehensively address digital operational needs (Office of the Private Education Commission, 2024). Studying the characteristics of administrators in the digital era that influence personnel management in private educational institutions becomes essential for modernizing management practices and responding effectively to contemporary demands. Such advancements contribute to the overall success and educational quality of institutions.

In this regard, the researcher recognizes the critical importance of promoting the characteristics of administrators in the digital era, particularly concerning personnel management in educational institutions. Therefore, this study aims to examine the characteristics of administrators in the digital era that affect personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok. The findings will provide insights that strengthen personnel management and enhance the capacity of staff, thereby maximizing the effectiveness of educational development and the teaching-learning process within educational institutions

Research Objectives

1. To study the characteristics of administrators in the digital era within educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok.
2. To study the personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok.
3. To study the characteristics of administrators in the digital era that affect personnel management within educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok.

Scope of the Research

1. Population Scope

The population consisted of school administrators and teachers affiliated with the Office of the Private Education Commission, Bang Khae District, Bangkok, for the academic year 2024, totaling 650 people.

The sample size was 242 people, determined using Krejcie and Morgan's table (Krejcie & Morgan, 1970).

2. Variable Scope

This research aims to study the characteristics of administrators in the digital era that affect the personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok. The components of digital-era administrator characteristics consist of six aspects: (1) vision, (2) fostering a digital learning culture, (3) developing professional excellence in practice, (4) digital citizenship, (5) promoting technological skills, and (6) systematic improvement. These are defined as independent variables. The components of personnel management in educational institutions include four key aspects: (1) personnel recruitment, (2) workforce planning, (3) personnel development, and (4) resignation/retirement. These are defined as dependent variables.

3. Time Scope

The research was conducted between May - December 2024.

Research Methodology

1. Research Methodology

This research is a descriptive study aimed at studying the characteristics of administrators in the digital era that affect the personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok.

2. Research Steps

Stratified random sampling was utilized to ensure representation. The sample comprised 242 individuals, including school administrators and teachers from six educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, for the academic year 2024. Questionnaires served as the primary instrument for data collection to study the characteristics of administrators in the digital era that affect the personnel management. In addition, a comprehensive review of documents, academic literature, and relevant research studies was conducted. All completed questionnaires were verified for accuracy, coded, and processed using statistical software. The findings were subsequently analyzed and are presented in the following sections.

The quality assessment of the questionnaire was conducted using the Index of Item-Objective Congruence (IOC), which ranged between 0.67 and 1.00, indicating a good level of congruence. The reliability of the entire questionnaire was examined using Cronbach's Alpha, yielding a value of 0.945, which is within an acceptable range.

3. Data Collection

The researcher followed these steps for data collection: (1) A formal request letter was sent from the Graduate School of Suan Sunandha Rajabhat University to the administrators and teachers of educational institutions under the Office of the Private Education Commission in the Bang Khae district of Bangkok, seeking their cooperation in data collection. (2) The researcher then distributed an online questionnaire via email and LINE.

4. Data Analysis

The statistical methods used for data analysis included frequency, percentage, mean, and standard deviation. The interpretation of the criteria followed the framework of Boonchom Srisaat (2013) as follows: Most (mean score 4.51 – 5.00), High (mean score 3.51 – 4.50), Moderate (mean score 2.51 – 3.50), Low (mean score 1.51 – 2.50), Least (mean score 1.00 – 1.50). Additionally, stepwise multiple regression analysis was conducted using statistical software for data processing.

Research Results

The results of the data analysis for the research on the characteristics of administrators in the digital era that affect the personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, can be showed according to the study's objectives as follows:

1. The results of the analysis of the level of opinions regarding the characteristics of administrators in the digital era in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, in accordance with the first research objective, are presented in the table below:

Table 1: The level of opinions regarding the characteristics of administrators in the digital era in educational institutions.

Characteristics of Administrators in the Digital Era	\bar{X}	S.D.	Result	Order
1. Having a vision	4.60	0.49	Most	1
2. Fostering a digital learning culture	4.49	0.49	High	4
3. Developing professional excellence in practice	4.54	0.50	Most	2
4. Digital citizenship	4.48	0.50	High	5
5. Systematic improvement	4.54	0.50	Most	3
6. Promoting technological skills	4.45	0.50	High	6
Total	4.52	0.50	Most	

According to table 1 showed that the overall level of opinions on the characteristics of administrators in the digital era in educational institutions, was at the most level with a mean score of 4.52. When analyzed by dimension, it was found that the dimension of having a vision had the highest mean score of 4.60, followed by the dimension of developing professional excellence in practice with a mean score of 4.54. The dimension of promoting technological skills had the lowest mean score of 4.45.

2. The results of the analysis of the level of opinions regarding personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, according to the second research objective, are presented in the table below:

Table 2: The level of opinions regarding the personnel management in educational institutions.

Personnel Management in Educational Institutions	\bar{X}	S.D.	Result	Order
1. Personnel recruitment	4.52	0.50	Most	2
2. Workforce planning	4.46	0.50	High	3
3. Personnel development	4.57	0.49	Most	1
4. Resignation/retirement	4.44	0.50	High	4
Total	4.50	0.50	High	

According to table 2 showed that the overall level of opinions on the personnel management in educational institutions, was at the high level with a mean score of 4.520. When analyzed by dimension, it was found that the dimension of personnel development had the highest mean score of 4.57, followed by the dimension of personnel recruitment with a mean score of 4.52. The dimension of resignation/retirement had the lowest mean score of 4.44

3. The results of the analysis of the predictive power of the characteristics of administrators in the digital era in educational institutions that affect personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, according to the third research objective, are presented in the table below:

Table 3: The results of the stepwise multiple regression analysis of the characteristics of administrators in the digital era in educational institutions that affect personnel management in educational institutions.

Predictor variable	Characteristics of Administrators in the Digital Era				
	B	SE _b	β	t	p-value
1 X ₁	.570	.029	.546	19.655	.000
2 X ₂	.446	.028	.446	16.148	.000
R = .947, R ² = .898, a = 1.238					

** statistical significance at the level of .01.

According to table 2 showed that, In the stepwise multiple regression analysis, the predictor variables were the dimension of having a vision (X₁) and the dimension of fostering a digital learning culture (X₂). These variables were able to predict personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, the best, with statistical significance at the level of .01, and had a predictive power of 89.80 percent.

Discussion

The results of this research can be discussed in the following order:

1. According to the results of the first reseach objective, the characteristics of administrators in the digital era in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, the key findings are as follows: The overall characteristics of administrators in the digital era were at the most level. The dimension of having a vision had the highest mean score, followed by the dimension of developing professional excellence in practice, the dimension of systematic improvement, the dimension of fostering a digital learning culture, the dimension of being a digital citizen, and the dimension of promoting technological skills, in that order. This may be due to the fact that the digital era brings about complex and rapid changes in many aspects, such as new technologies, societal expectations, and staff behaviors in organizations. Administrators with a vision and foresight therefore play a crucial role in strategic planning to develop the organization to keep up with the digital era. This aligns with Wanchai Ratchawong (2019), who stated that the characteristics of administrators in the digital era are those that reflect a vision in technology, promoting stakeholders to develop a shared vision for using technology and widely disseminating it, planning and managing the use of technological media systematically in accordance with the vision, while continuously supporting innovation development policies, using data in decision-making, and supporting the effective use of technology at all levels of administration and teaching.

2. According to the results of the second reseach objective, personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok, the key finding is that overall, personnel management was at a high level. The personnel development had the highest mean score, followed by personnel recruitment, workforce planning, and retirement/resignation, in that order. This may be because personnel

management in organizations is a crucial mechanism for driving work efficiency and organizational sustainability. The high success in personnel development and recruitment reflects the organization's commitment to responding to market demands and social changes, while managing workforce and retirement/resignation reflects careful planning and management, which are essential foundations for long-term success. This aligns with Pathumphon Kanjanathat (2018), who stated that the scope of personnel management involves establishing guidelines for personnel planning, particularly enhancing efficiency in government service, which relates to the development of both new and existing personnel in educational institutions to ensure they have the necessary knowledge, abilities, and skills to improve the quality of work and develop themselves into quality citizens. The scope of personnel management is divided into five main areas: manpower planning and position designation, recruitment and appointment, enhancing efficiency in government service, discipline and maintaining discipline, and retirement from government service.

3. According to the results of the third research objective, the characteristics of administrators in the digital era affect personnel management in educational institutions under the Office of the Private Education Commission, Bang Khae District, Bangkok. The key finding is that the characteristics of administrators in the digital era can predict 89.80 percent, with two predictor variables: the dimension of having a vision and the dimension of fostering a digital learning culture. This aligns with Jitakorn Chanthrasuk and Jeeranun Wacharakul (2021), who stated that having a vision means that educational administrators with foresight can plan effectively for the future success of the organization by driving digital change with innovative approaches to create competitive opportunities, while also having an understanding of technology and strategies that align with the organization's goals to ensure sustainable development and address the needs of the digital era. Jiraphorn Pakorn (2021) stated that creating a learning culture in the digital era refers to the ability of administrators to adapt the organization's working methods to align with digital changes by emphasizing connectivity that is flexible, convenient, and not limited by time and place to meet the needs of improving work efficiency. This is in line with Sakhon Mahahing (2022), who stated that the learning culture dimension refers to the characteristics of educational administrators who are committed to continuous learning to implement policies, create diverse learning networks, and use digital tools to exchange knowledge, as well as continuously developing the potential of teachers.

Recommendations

1. Recommendations for the application of research results

The characteristic of administrators in the digital era, in terms of fostering a digital Learning culture has an average score ranking in 4th place, which is somewhat lower than the other dimensions, but it is still a predictor variable that affects personnel management in educational institutions. Therefore, administrators should set strategic goals to foster learning and develop digital skills, such as creating training programs or knowledge exchange platforms within the organization, as well as incorporating digital technology into learning and skill development. This will help personnel adapt well in an era where technology plays a significant role.

2. Recommendations for future research

It is recommended to study the characteristics of administrators in the digital era that affect personnel management in each educational institution so that the responsible parties at each institution can use the information to plan the development of the institution for more effective personnel management. Additionally, it will enable each institution to use this as a concrete guideline for future implementation.

References

- Amsutharo, P., Intha, S., & Ruangsang, R. (2021). **Personnel management in the digital era**. *Graduate Studies Review*, 9(1), 71-84.
- Chanthrasuk, J., & Wacharakul, J. (2021). **A study of the components of digital leadership for school administrators in expanded educational opportunity schools under the Udonthani Primary Education Service Area Office 3**. Srisaket Rajabhat University Academic Journal, 15(2), 36-49.
- Kanjanathat, P. (2018). **Guidelines for effective personnel management in basic education institutions**. Master's Thesis, Srinakharinwirot University.
- Krejcie, R. V., & Morgan, D. W. (1970). **Determining sample size for research activities**. *Educational and Psychological Measurement*, 30(3), 607-610.
- Mahahing, S. (2022). **Characteristics of school administrators in the digital era**. *Journal of Social Science and Innovation*, 4(1), 189-203.
- Ministry of Information and Communication Technology. (2016). **Statistical Yearbook Thailand 2016**. National Statistical Office.
- Office of the Private Education Commission. (2024). **Annual report 2024**.
- Pintat, P. (2013). **Administrator's characteristics and organizational climate of schools under the jurisdiction of Phetchaburi Primary Educational Service Area Office 1**. Master's Thesis, Silpakorn University.
- Ratchawong, W. (2019). **School leadership in the digital age**. *Journal of the Professional Association of Educational Administration of Thailand*, 1(4), 25-31.
- Srisaat, B. (2013). **Introduction to research: A guide for educational studies**. Chulalongkorn University Press.