

**Research Title** : The School Administrators' Competencies Affecting The World Class Standard Schools' Characteristics under Office of The Basic Education Commission  
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### Abstract

This research purposes were to determine (1) the world-class standard school administrators' competencies under Office of the Basic Education Commission (2) the world-class standard schools' characteristics under Office of the Basic Education Commission and (3) the school administrators' competencies affecting world-class standard schools' characteristics under Office of the Basic Education Commission. The research performance used descriptive research methodology which was the-one-short, non-experimental case study. The samples were 217 World-Class Standard Schools under Office of the Basic Education Commission which were selected to participate in the World Class Standard School Project, Phase I (B.C.2010-2012). The researcher used probability sampling technique to select the sample by determining sample size from Krejcie and Morgan's sample size table and then sampling the sample with stratified random sampling. The 4 respondents of each school were; a school director, a school director's academic assistant/academic head, an academic/a vocational learning department's head and a representative of the basic education school committee who was been as chairman/parent/community/expert. The instrument employed for data collection was a questionnaire. The statistics for analyzing the data were frequency, percentage, arithmetic mean, standard deviation and stepwise multiple regression analysis.

The research findings were as follows;

1. The school administrators' competencies as a whole, the school administrators' core competency, the school administrators' functional competency, the 4 sub-competencies in core competency of school administrators and the 5 sub-competencies in functional competency of school administrators under Office of the Basic Education Commission were at a high level. Ranking level with arithmetic mean from the highest to the lowest were; (1) group of competency were in order of the core competency, the competencies as a whole, the functional competency and (2) group of sub-competency were in order of teamwork, achievement orientation, transformational leadership, personnel development, vision, self development, service mind, communication & motivation and analysis & synthesis.

2. The world-class standard schools' characteristics as a whole, the world-class standard schools' characteristics in aspect of learners whose their potentialities as world citizen, the world-class standard schools' characteristics in aspect of instructional process compared to world-class standard and the world-class standard schools' characteristics in aspect of management by quality system under Office of the Basic Education Commission were at a high level. Ranking level with arithmetic mean from the highest to the lowest were; the world-class standard schools' characteristics in aspect of management by quality system, the world-class standard schools' characteristics as a whole, the world-class standard schools' characteristics in aspect of instructional process compared to world-class standard and the world-class standard schools' characteristics in aspect of learners whose their potentialities as world citizen.

3. The school administrators' competencies affecting the world-class standard schools' characteristics under Office of the Basic Education Commission were found that (1) group of competency consisted of: (1.1) the school administrators' functional competency and the school administrators' core competency affecting the world-class standard schools' characteristics as a whole, (1.2) the school administrators' functional competency affecting the world-class standard schools' characteristics in aspect of learners whose their potentialities as world citizen, (1.3) the school administrators' core competency and the school administrators' functional competency affecting the world-class standard schools' characteristics in aspect of instructional process compared to world-class standard, (1.4) the school administrators' functional competency and the school administrators' core competency affecting the world-class standard schools' characteristics in aspect of management by

quality system and (2) group of sub-competency consisted of: (2.1) service mind, communication & motivation and transformational leadership of the school administrator affecting the world-class standard schools' characteristics as a whole, (2.2) transformational leadership, communication & motivation and service mind of the school administrator affecting the world-class standard schools' characteristics in aspect of learners whose their potentialities as world citizen, (2.3) service mind, communication & motivation, self development and transformational leadership of the school administrator affecting the world-class standard schools' characteristics in aspect of instructional process compared to world-class standard, (2.4) communication & motivation, service mind and transformational leadership of the school administrator affecting the world-class standard schools' characteristics in aspect of management by quality system.