
INNOVATIVE SECONDARY EDUCATION MANAGEMENT IN EDUCATION 5.0 TOWARD GLOBAL COMPETENCY MODEL

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ABSTRACT

This quantitative study assessed innovative secondary educational management in educational 5.0's impact on the global competency model by evaluating the extent to which administrators within the Sisaket Secondary Educational Service Area Office, Yasothon, demonstrated the global education management competencies IR 5.0, global education competency management IR 5.0, moderating effect of innovative education management IR 5.0, and the effect of competencies and management practices. The data demonstrated that global competence management competencies IR 5.0 were highly rated (mean=4.33, SD=0.40) and thus reflect a high degree of similarity across their responses. However, only two of the competencies (real-life anytime anywhere learning and technology ready personalized learning) demonstrated significant differences (using the one-sample t-test). The overall analysis of variance contains evidence that innovative education management IR 5.0 generally does not have a significant moderating effect on the relationships between global competencies and education management practices and only limited evidence of the moderating effect on hands-on experiential learning. Regression analyses demonstrated that global education management IR 5.0 does not predict global educational management competencies IR 5.0; despite demonstrating a large proportion of variance, these variables are moderately correlated. Although there were no statistically significant evidence-based connections, it can be inferred that education 5.0 principles are being incorporated within secondary education management; this has resulted in disconnecting between these practices and their ability to have an effect on educational management. To conclude, the study recommends that policymakers and educators revisit policy alignment, reinforce coherence among global competencies and innovative management practices and evidence to produce students who will be prepared to become global citizens in a future globalized world, adhere to and be guided by the global competence model.

Keywords: *Educational management, global competence model, management practices, educators, technology*

INTRODUCTION

Thailand's educational approach is geared toward IR 5.0, which aims to use innovation to develop education that supports human life and well-being. This is in line with Silarat's (2016) idea of the transition from creating innovation in education in the IR 4.0 to using innovation in the IR 5.0, which must adhere to the principle of participation [1].

In organizing education in the future, Thailand education system must act in five important areas: create sustainability at every level, raise the quality of life to a higher level, determine the content of the larger idea, be a driving force to encourage national education to be interested in a good way of life, and develop and create activities to serve as a leverage for national education to proceed in community participation [2].

The trend of rapid global progress has affected the country's economy and society. Thailand has prepared by providing a national strategy. It is a goal for sustainable national development. The Thai government has prepared a 20 -year national strategy (2018 - 2037) to link with the 12th National Economic Development Plan and the National Education Plan (2017 - 2036) by setting out the vision of Thailand which is "a stable, prosperous, sustainable country and a developed country with development following the Sufficiency Economy Philosophy," (Office of the National Economic and Social Development Council, 2018) [3].

In this regard, the Teachers Council Regulations on Professional Standards (No. 4) B.E. 2019 set performance standards for teaching professionals. Teachers have a duty to inspire students to be knowledgeable and eager to learn, to be creators of innovations in organized learning, to integrate knowledge and teach science in planning and organizing, and to develop learning that can help students. To have intelligence, to think, and to be an innovator, as well as to research and create innovations and apply technology to benefit student learning, which is consistent with the guidelines, the national strategy, and the national education plan, which aim to set the direction towards education 4.0, where learners can create innovations, especially in the science and technology circles, which have made leaps and bounds in creating various innovations [4]. Thailand will definitely become a country of innovation. Education 5.0 will be a tool for success. All sectors are expected to cooperate. Especially, teachers have to adjust their learning and teaching, and educational institution administrators must be academic leaders. Educational reform must focus on the classroom. Follow up on teachers' teaching behavior by creating performance indicators [5]. All schools must have the same standards. Education IR 5.0 will be an important tool for increasing productivity in schools by fostering specialized knowledge and practical skills. Be a person with creative thinking skills and critical thinking, have skills and ability to communicate as well as being a leader in information technology, sympathize with others, have moral and ethical values, and be a professional social [6].

Amidst the problems in Thai education, Watthanmongkol (2018) mentioned four causes of critical problems in Thai education that must be urgently solved [7]:

- 1 The problem of a fully aging society. In various educational institutions, there is a decrease in the number of students resulting to downsizing of the Ministry of Education. It also affects manpower planning. It is necessary to reduce the number of teachers in line with the number of children who will receive education in the future.
- 2 The inequality in the quality of Thai education. It was found that the quality of education in Thailand is still very low compared to world standards.
- 3 Third, national education planning lacks connection with the national strategy and finances for education.
- 4 And fourth, the education of Thai teachers lack quality and responsibility to develop students. In addition to the problem, the curriculum does not emphasize enough precision in the study of major subjects. This makes teachers unsure about the subject content that they have to teach. Teacher performance evaluation and promotion systems are not based on student achievement. It is mainly evaluated based on academic work. These critical problems have important effects on the complete development of the quality of education and the quality of the Thai people.

Education is an important part that will lead to success, and all parties must work together. Especially the most important educational personnel, teachers must adjust the teaching and

learning process. Educational institution administrators must be academic leaders with moral integrity and visionaries [8].

These are the reasons why the researcher is interested in doing management of educational innovation in the education IR 5.0 towards international competitiveness of secondary schools this is because those involved with educational institutions have the opportunity to gain access to resources and information technology network systems [9].

Modern school information is a guideline in bringing information to the management of educational innovations, used to develop educational institutions to be efficient, sustainable in the Education IR 5.0, and ready to step in.

Statement of the Problem

This study is designed to look into the innovative secondary education management of administrators of Sisaket Secondary Educational Service Area Office, Yasothon in Education IR 5.0 toward a global competency model.

Specifically, the study seeks answers to the following research questions:

1. To what significant extent are they demonstrated in the following areas:
 - a. Global Educational Management Competencies IR 5.0, and
 - b. Global Education Management IR 5.0?
2. To what significant extent do the moderating variable Innovative Education Management IR 5.0 moderate:
 - a. Global Educational Management Competencies IR 5.0, and
 - b. Global Education Management IR 5.0?
3. To what significant extent are the effects of Global Educational Management Competencies IR 5.0 to Global Education Management IR 5.0 to Sisaket Secondary Educational Service Area Office, Yasothon administrators?
 - a. Based on the findings, what Innovative Secondary Education Management in Education IR 5.0 towards a Global Competency Model can be proposed?

Scope and Delimitations

It is a study of the management of educational innovations in the Education IR 5.0 towards international competency. of schools under the office of Sisaket Yasothon Secondary Educational Service Area.

Review of Related Literature

The meaning of educational innovation. Innovation is important to education in many ways. In the world of globalization, rapid changes are occurring across every aspect. Education needs to evolve and change from the educational system that used to exist In order to improve it, keep up with changes and advancements in technology, which includes changes in social conditions to solve educational problems [10].

It is necessary to study innovation. Educational innovation to be used as a guideline for solving problems and leading to the development of the curriculum to be up-to-date, as well as production methods, and develop new media to respond to Human learning has made increasing progress[11].

Jirasek Treemethasunthon (2013:8) defines educational innovation as application of existing techniques, methods, materials and equipment by developing and improving them into new forms to be used in organizing teaching and learning in a systematic way aiming to solve problems and develop higher quality of education. There is a variety and consistency in social

conditions and technological changes today that create potential for learners to reach their full learning potential [12].

Pairatnop Wi Riyawornkul and Duangkamon Phonak (2014:103-104) define educational innovation as new ideas or inventions that can be used in organizing teaching. This might be something entirely new, partially new in a particular context. It may be something new that is in the process of being tested, or something new that has been accepted and is already used, but not yet widespread, or part of the normal work system used to make students learnV[13].

Wachirasak Matchima Piro (2014: 4) defines educational innovation that it is something new that no one has ever done before or a result of improving something that already exists There are educational concepts that create four educational innovations[14]:

- 1 The concept of differences between individuals emphasizes the importance of organizing education that takes into account differences in body, intelligence, thoughts, and feelings of students. Teaching and learning to be effective must be arranged in accordance with aptitude, interest, ability, and learning rate.

- 2 The concept of readiness. Students' readiness can be developed through lessons. The content is arranged in order from easy to difficult. and linking previous experiences to suit the learner's ability level.

- 3 The concept of using time for study, which should be organized into units of teaching time related to the characteristics of each subject, may take unequal study time. Studying is not limited to school; it also provides opportunities for learners to study according to their individual abilities and needs.

- 4 Ideas that result from academic expansion and the danger of population increase. This results in increased demand for education and the need to study to adapt to the environment and lifestyle.

Phichit Ritjaroon (2016: 81) defines educational innovation as formats and methods, new processes, techniques, media, and learning resources that have been studied and developed. For teachers to apply in the learning management process to develop student quality [15].

Tisana Khaemmanee (2017: 418) defines educational innovation as guidelines, systems, methods, processes, media, and techniques related to education that have been invented and developed to help solve various problems in education [16].

Sukon Sinthaphanon (2018: 7) gives the meaning that teaching innovation means new things that were created to help solve problems related to teaching and learning or developed for students for effective learning that includes concepts, formats, methods, processes, and various things related to education [17].

Wilawan Phothong (2018:15) defines educational innovation as efforts, ideas, and actions aimed at solving problems that arise with student learning.

Supawadee Lapcharoen (2020: 676) defines educational innovation that will help education and teaching and learning more.

Pedro (2010: 2) gave the meaning of the word educational innovation as something that has Dynamic change, which aims to add value to the educational process and result in measurable results. that is, in terms of stakeholder satisfaction or educational outcomes.

Redondo et al. (2011: 4053) stated that educational innovation focuses on teaching and learning. It is not just about doing things differently; it is about doing things to make things better and sustain the change until it can be integrated into a new culture of teaching and learning.

Shavinina (2013: 54-68) defined educational innovation as the insertion of activities into learning and teaching. To encourage them to be innovators when they grow up to be adults. which emphasizes the importance of curriculum design and teaching activities in new formats, and ICTs also play an important role in education.

Kinkikoglu & Ilhan (2016:2576) stated that educational innovation refers to methods to find alternative ways to ensure behavioral change in individuals which is different or developed from current methods such as learning theory, learning tasks, teaching methods, learning approaches, etc.

Innovation is important to education in many ways in a globalized world. There is rapid change in every aspect, and it has an information and communications technology base, a driving force for society, causing the flow of information from one area to another. (Aree Naipinij et al., 2014:2-3). Chat Phon Songsunthornwong (2016:20-23) it is necessary to develop and change from the existing education system to adapt to modern changes in technology and changing social conditions, as follows.

- 1 The number of learners at the primary and secondary levels is rapidly increasing. This necessitates that educational technologists find new innovations. used to be able to teach more students.

- 2 Technology changes are fast. Teaching must therefore respond to new teaching methods that allow students to learn quickly and a lot in a limited time. Educational technologists must search for innovations to apply for this purpose.

- 3 Students' learning tends to be more self-learning according to modern philosophy, which places students at the center of educational innovation.

- 4 Advances in information technology and telecommunications technology, which play an important role in driving the increased use of educational innovations, such as computer technology, which makes computers smaller but with much higher efficiency.

Phichit Ritjaroon (2016: 83–85) emphasized the importance of innovation in learning management. of teachers and student learning as follows:

- 1 Using innovation to help solve problems in teachers' learning management.

- 2 Using innovation to develop effective learning management In the case that teachers want to develop learning management to be more efficient, it is necessary for teachers to seek or develop innovations.

- 3 Using innovation to promote student learning.

- 4 Using innovation to develop the quality of students.

Tasana Khaemmanee (2017: 418) mentioned that educational innovation was created to solve various problems in education. There is always change. It is natural that changes occurring at one point will affect other connected points [18].

Healermans & De Witte (2012: 542) noted the importance of technological innovation, which is positively related to secondary school performance [19].

Chen et al. (2010: 43) emphasized the importance of educational innovation in the following areas: teaching strategies, research and support, and management [20].

Gunduz & Balyer (2014: 139) studied the innovation needs of elementary schools in Turkey. From the perspective of teachers, it was found that education is an important element in driving the country to progress. Educational innovation is one element that helps education to be developed [21].

Worawut Ramchan (2012: 130-132) divided the types of educational innovations as follows:

- 1 Innovation in teaching communication;
- 2 Innovation in teaching and learning methods;
- 3 Curriculum innovation;
- 4 Innovation in measurement and evaluationl and
- 5 Management innovation.

Chaiwat Suthirat (2012: 63-64) has divided the types of educational innovations as follows:

- 1 Curriculum innovation.
- 2 Teaching innovation.

- 3 Innovative teaching media.
- 4 Evaluation innovation.
- 5 Management innovation.

Phichit Ritcharoon (2016: 85) classified educational innovations into several characteristics [22].

1 Classification of innovations according to the scope of educational provision can be divided into five types:

1.1 Curriculum innovation. It uses new methods to develop the curriculum. The aim is to develop it to be consistent with the local environment and to better respond to individuals' needs, such as through an integrated curriculum. Individual courses, Course of activities and experiences, School curriculum, local courses.

1.2 Teaching innovation. It uses a systematic approach to improvement and innovation. Develop new teaching methods that can improve student learning and learning management. of teachers to have higher quality, such as learning management that focuses on learners as the main focus, learning management in the form of a learning center, using the group affinity process, Cooperative learning management, and learning management through computer networks and the Internet

1.3 Innovative teaching media. It is an innovation that relies on technological advancement. Computers, Networking, and Telecommunications are to be used in the production of new teaching media, including self-study, group study, and mass learning, as well as media used to support training. Through computer networks, such as computer-assisted multimedia lessons, instructional modules, and interactive videos, teaching and learning with students in small groups using multimedia.

1.4 Evaluation innovations. It is an innovation that is used to measure and evaluate student learning outcomes. efficiently and can be carried out quickly, including educational research By applying computer programs to support the evaluation of educational institutions and teachers, examples of innovations in the field of evaluation include: Development of test bank, Registration via computer network and the internet, Using smart cards for Services of educational institutions, and using computers for grading, etc.

1.5 Innovation in educational management. It is the use of innovation in which information is used to assist in decision-making by educational administrators. To be quick and up to date with events and keep up with world changes such as management systems Database of educational institutions About the student database Database of teachers, professors, and personnel in educational institutions Financial database, inventory, and equipment.

2 Classification of innovations. According to the direct users:

2.1 Innovation in teacher learning management. It is a form or technique for organizing learning and the teaching materials used by teachers to guide the learning process for students. such as cooperative learning, project-based learning, management (project-based learning), organizing learning using problems as the basis (problem-based learning).

2.2 Student learning innovation It is an innovative learning medium for emphasizing learners' use for their own learning, such as learning sets, ready-made lessons, and computer-assisted instruction lessons. Practice sets, worksheets, practice books, experience books, song sets, and game sets.

3 Classification of innovations. According to the nature of innovation, it can be divided into 2 types:

3.1 Educational invention products or teaching media (product) such as Ready-made lessons, computer-assisted instruction lessons, teaching sets, books to enhance experience, mixed media sets, Videos, slides with sound, games, stories, cartoons, songs, worksheets, exercises, training sets.

3.2 Teaching techniques Forms or methods of organizing learning (instructional) such as learning management that focuses on students, cooperative learning management Integrated learning management Learning management using role plays Project-based learning management Web-based learning management Web-based instruction, peer -to-peer learning Behavior modification techniques Techniques for organizing development activities Format of skill training, group work, teaching format or format Learning management developed by researchers.

Wilawan Phothong (2018: 15) mentioned the types of educational innovation as follows: they come in the form of materials (software), equipment (hardware), and methods or concepts (processes or conceptual frameworks) [23].

- 1 Mobile learning.
- 2 Teaching and learning in a flipped classroom (flipped classroom).
- 3 Educational management according to the concept of Children's Village School. To solve the problem of children being abused Being subjected to violence within the family.
- 4 Educational management according to the principles of Mai Phai School To focus on building a career.
- 5 Organizing education according to the Sathya Sai School that emphasizes on creating good people according to Buddhist principles rather than Create talented people Integrated teaching and learning of language and technology (Content and Language Integrated Pedagogy via Electronic Communication: E-CLIP)
- 6 Organizing teaching and learning in the form of MOOC (massive open online course) , etc.

Pimpan Dechakupt (2018: 242) discussed the types of learning innovations. obtained from conducting action research in the classroom, class research as well as academic research He organized according to the competencies of professional teachers as follows:

- 1 Curriculum innovation (curriculum) is an innovation: curriculum group, curriculum materials, creative writing.
- 2 Innovation in teaching (instruction) is an innovation: group of teaching methods, teaching techniques including teaching methods, activity sets, learning media.
- 3 Innovation in evaluation (assessment) is a group of innovations in evaluation tools. such as questionnaires, measurement forms, assessment forms, observation forms
- 4 Classroom management innovation (classroom management) is an innovation of the incubator group. or enhance the learner's personality.

Healermans & De Witte (2012: 542) discuss the types of innovations used in schools that can be divided into the following types [24]:

- 1 Innovation in the curriculum of subjects taught.
- 2 Innovation for teaching and learning.
- 3 Innovation for work processes
- 4 Innovation for teachers.
- 5 Innovation for continuous education.

Serdyukov (2017: 8) discusses the types of educational innovations that it is a new thing used with the following [25]:

- 1 Innovation in theory and practice.
- 2 Curriculum innovation.
- 3 Innovation in teaching and learning.
- 4 Policy innovation.
- 5 Technology innovation.
- 6 Institutional and administrative innovation.
- 7 Innovation in institutional culture.

8 Innovation in teacher education.

Education IR 5.0

Education IR 5.0 is education that uses innovation to improve people's lives and livelihoods. Suchat Udom So Phakij (2016: 2–16) and Phruet Si Ribanpitak (2019: iii) say the same thing, regarding the five obstacles that prevent entering society IR 5.0; they must be resolved with innovation as follows [26].

- 1 Bureaucratic problems. It must be reformed to include innovation by connecting with IoT.
- 2 Problems of law. It must be reformed at all levels to facilitate innovation. affecting the quality of life.
- 3 Obstacles to funding for technology and innovation development.
- 4 Developing human resources according to the new philosophy of Society IR 5.0 gives freedom to imagine and create something new.
- 5 Acceptance and coexistence of humans and technology.

Paitoon Sinlarat (2019: online) said that educational management in the IR 4.0 is creating innovation, but education that will move into the IR 5.0 is using innovation to develop educational management that will enable human lives and livelihoods, better organizing future education. The network is an important player that must act in five important areas as follows [27]:

- 1 Create sustainability at every level.
- 2 Raise the quality of life. Responsible cooperation.
- 3 Define the content of the larger idea.
- 4 Be a driving force to promote national education.
- 5 Develop and create activities to serve as a leverage for national education to proceed with community participation. and elevate the quality of life to IR 5.0, where the foundation of Thai education is community education, with the community jointly organizing its own education.

Arm Tangnirundon (2020: Online) compared education IR 5.0 with China IR 5.0, concluding that if Thai children want to seize opportunities in IR 5.0, they must develop lifelong learning skills and learn all the time. To seize new opportunities that arise, for example, learning Chinese requires deep knowledge of the culture, economics, and other aspects to open up the world of thought of native speakers [28].

Buddhist Union (2019:online) discussed education IR 5.0, concluding that education must provide answers to the current state of the transition into society and the digital industry. This is called IR 4.0, so this method of education is named Education IR 5.0. It is considered important to develop students' holistic personalities and strengthen their potential for further development. Students will be able to use content knowledge to solve more complex problems and, in turn, apply knowledge in a more specialized way. Students must learn to use new media and innovations intelligently, and Education 5.0 will foster human values in a digital society [29].

Universiti Teknologi MARA (2019:10) describes education IR 5.0 as a learning system that emphasizes learning, sustainability, balance, and principled practice, driven by values and wisdom, and made possible by new and widespread technology.

Mustafa et al. (2019:190) noted that education management IR 5.0 brings learning that interacts with and is directly connected to the learner's experience. It will be the best technology for capturing learners' attention and needs. In today's era, there are many different learning styles. It depends on the individual's approach to teaching and learning in the digital age. which

requires a lot of challenges. For those responsible for organizing education and teaching and learning in this era, it is essential to rely heavily on technology to create interactive learning that connects with students' direct experiences in the digital age.

Based on the IR 5.0 above, it can be concluded that IR 5.0 is an educational model that emphasizes innovation. To develop education that will improve human life and living conditions. There are five elements as follows [30]:

- 1 There is a collaborative learning format.
- 2 Learning happens all the time without boundaries. To raise the quality of life to a higher level.
- 3 Learning occurs individually. To make a connection between oneself and society to live well.
- 4 Create sustainability at every level of education, and teachers have roles only when needed.
- 5 Learners drive the learning process by themselves to have knowledge and skills for work, occupations, and living.

International competency

The term Global Competence is widely used in industry and education, but its meaning remains ambiguous (Warnick, 2010, p. 21). In many foreign academics. the meaning of the word performance has been given.

Downey et al. (2006, p. 4, cited in Warnick, 2010, p. 22) defined it as developing the knowledge, ability, and willpower to work effectively with people who are different.

Hunter (2004, p. 81) defines as having an open mind, eager to understand the cultural norms and expectations of others. There is a use of the knowledge gained to interact. Communicate and operate effectively in the external environment.

Brustein (2003, cited in Hunter, 2004, p. 9) as the ability to communicate effectively across cultural and linguistic boundaries and give importance to the issues beyond cultures and continents.

Curran (2003) states that a person who can accept and appreciate other cultures can interact with foreign people and live in a new environment without division.

Reimers (2009) defined the knowledge and skills that a person needs to understand about today's world. The integration of knowledge from various fields, including attitude, morality, and ethics, will bring about peace among mankind.

Roedel (2013) has defined it as having knowledge and a deep understanding of world issues, being committed to learning, and being able to work with people from different cultural backgrounds, foreign language communication, and production skills are interdependent within the global community.

National Education Association (NEA) of the United States has given the meaning that having deep knowledge and understanding of international stories or issues, the ability to learn and work with friends from different languages and cultures, fluency in foreign languages, skills to work effectively and create results for the global society.

Anchalee Sararattana et al. (2015, page 7) defined a group of behaviors that demonstrate knowledge, abilities, skills, attitudes, and motivation, resulting in performance outcomes that exceed standards. It must also have the characteristic of having a deep understanding of the world situation, both history and geography, the ability to integrate knowledge from interdisciplinary fields, learn together with others with cultural diversity, academic knowledge that interests them or that is relevant to their work, and be sensitive to cross-cultural perception and expression.

The Office of the Royal Society has defined knowledge as understanding and the ability to critically analyze events, phenomena, and multiculturalism occurring in a borderless world. Moreover, from various perspectives, look at the world creatively, maintain a positive attitude, take international popularity into account, and respect the dignity of humanity. In addition, differences in C.V.I.T., society, and culture. This affects perception, decision-making, and communicating one's own ideas and those of others in a reasonable manner for sustainable development

The Organization for Economic Cooperation and Development (OECD) has defined it as the ability to analyze global or intercultural issues critically and from a variety of perspectives, to understand the differences that affect perceptions, decisions, and ideas of oneself and others, and to open involvement in an appropriate manner and relate effectively with others from different backgrounds.

The importance of international competency

Hunter (2004, p. 1) argued that advances in communication, transportation, and information make the world appear to have no geographic borders and cause rapid social change. Such development has led to economic expansion and trade connecting the whole world. Such a change is called globalization. The need to develop universal competencies in citizens is urgent. The word "universal competency" was first defined in 1988 in a publication of the Council on International Education Exchange, the document known in the education industry as the universal competency framework.

NEA (NEA Education Policy and Practice Department, 2010, p. 2) states that entering the 21st century is the challenge of today's teachers to prepare students for opportunities and challenges of living and working in a diverse and rapidly changing world. Educational institutions need to prepare young people to understand global issues, and education must adapt strategies and curricula to develop youth into a society that is interdependent and related throughout the world. In addition, it was further stated that the need to develop international competency arises from four factors as follows:

- 1 The global economy is becoming more interconnected.
- 2 American society is becoming more diverse.
- 3 Today's world problems are more complicated.
- 4 International competencies play an important role in being successful at work.

Rollin (Rollin, 2009, p. 12) said that the concept of learning management for learners in the 21st century must emphasize that learners have knowledge, skills that can be used in today's life and work, ready to apply knowledge and skills to solve problems in various issues of the world, good judgment in receiving information, the characteristics of treating people with respect to differences in thought and culture. These are important competencies that must be achieved by every learner. The goal of education today is to create universal competencies for students. to prepare to be a world citizen.

Schools need to help students learn to think independently and develop identities that recognize pluralism of modern living in the workplace, home, and community. People need a widespread understanding of how people live and of different cultures and traditions. In addition, the way of thinking of other people, whether scientists, mathematicians, social scientists, or artists, especially the ability to read and understand diversity and recognition of our society's liberal values, such as tolerance for opinions and empathy for others. This can be one of the most powerful responses to extremism or a cult that is based on violence

From the results of the assessment of competency in living in a global society, one interesting finding is the learning activities at school. Contacting and talking with foreigners, and studying foreign languages, are positively related to a number of skills, including the ability to assess

the importance of local and global issues. Ability to understand perspective communication ability and the ability to develop the society in which we live for the better. Moreover, these skills and attitudes are positively related to one another.

The context that educators aim to develop one skill or dimension may also positively influence the development of other skills or dimensions.

Chang Ton said that to promote students' acquisition of knowledge, skills, and global attitudes, various factors should be promoted simultaneously. These factors include creating learning opportunities for students, a curriculum adapted to the context of students and schools, and teachers who are ready to teach competencies for living in a global society, including opportunities to learn foreign languages and interact with foreigners from other cultures.

Theoretical Framework

The concept of educational management is crucial for the functioning of schools, colleges, and universities. As educational institutions evolve and grow, managing them effectively becomes more complex. Understanding the importance of a theoretical framework in educational management is key to ensuring these institutions function smoothly. In this blog, we will explore why theoretical frameworks are essential, what characteristics they share, and how they help shape the educational landscape. Whether you are a student studying educational management or an educator interested in enhancing your management strategies.

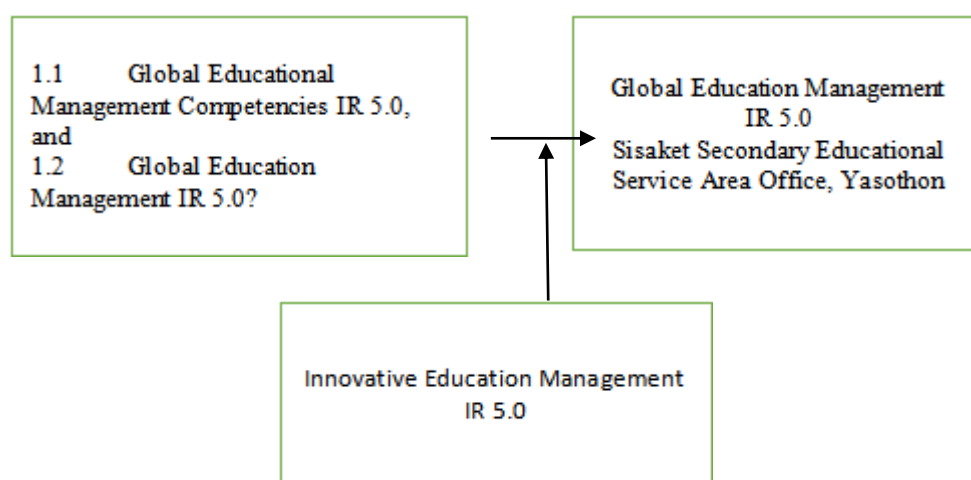
Examples of theoretical frameworks in educational management. To make the discussion more concrete, let's explore a few popular theoretical frameworks that have been widely used in educational management.

- 1 **Scientific Management Theory.** Developed by Frederick Taylor, the Scientific Management Theory emphasizes efficiency and productivity. While it was initially used in industrial settings, it has also found applications in educational management. The theory suggests that school systems should be managed with a focus on standardization, clear division of labor, and maximizing efficiency. In the context of schools, this might translate into optimizing timetables, standardizing teaching methods, or improving administrative processes. While this theory is often criticized for being overly rigid, it remains valuable in some contexts where efficiency is a primary concern.
- 2 **Human Relations Theory.** Developed by Elton Mayo, the Human Relations Theory focuses on the importance of human factors in management, such as motivation, relationships, and communication. In educational settings, this theory highlights the importance of creating a positive working environment for teachers and staff. It emphasizes the need for educational leaders to understand their staff's emotional and psychological needs, fostering a culture of collaboration and mutual respect. The Human Relations Theory is instrumental in managing teams, improving staff morale, and ensuring better communication within schools.
- 3 **Participatory Management Theory.** Participatory Management Theory promotes the idea of involving staff, teachers, and even students in decision-making processes. The theory argues that collaboration leads to more effective management and higher levels of satisfaction. In schools, this theory can be applied by including teachers in curriculum planning, involving students in setting learning goals, or giving parents a voice in policy-making decisions. This approach encourages shared responsibility,

enhances stakeholder engagement, and fosters a sense of community within educational institutions.

Conclusion. The theoretical framework in educational management is more than just a collection of abstract ideas; it is a practical tool that guides decision-making, problem-solving, and innovation. Theories offer a structured way to approach challenges, ensuring that educational leaders make informed decisions based on proven strategies. With characteristics like their normative nature, selective focus, and observation-based insights, theories provide the groundwork for effective educational management. By applying these theories, educational institutions can foster a positive, efficient, and inclusive environment that benefits both staff and students.

Conceptual Framework



In this research, the researcher is interested in studying the management of educational innovations in the education IR 5.0 towards international competency of schools under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon.

The researcher used the concept of management of educational innovations of educational institution administrators in five areas: Curriculum innovation, Teaching innovation, Innovative teaching media, Innovation in measurement and evaluation, Innovation in educational management towards international competency of students in three dimensions: Knowledge dimension, Skills dimension, Attitude dimension;

Moderating Variable. Innovative Education Management IR 5.0 serves as moderating variable to Global Educational Management Competencies IR 5.0 and Global Education Management IR 5.0 Sisaket Secondary Educational Service Area Office, Yasothon.

Independent Variable. Global Educational Management Competencies IR 5.0 serves as the independent variable to determine if the education management of school administrators is met.

Dependent Variable. The Sisaket Secondary Educational Service Area Office and Yasothon administrators' competencies met the requirements of the Global Educational Management Competencies IR 5.0.

METHODOLOGY

Research Design

Quantitative research design is a research method used across various disciplines, including the social sciences, psychology, economics, and market research. It aims to collect and analyze numerical data to answer research questions and test hypotheses.

Quantitative research design offers several advantages, including the ability to generalize findings to larger populations, the potential for statistical analysis and hypothesis testing, and the capacity to uncover patterns and relationships among variables. However, it also has limitations, such as the potential for oversimplification of complex phenomena and the reliance on predetermined categories and measurements.

Quantitative research design key elements. Quantitative research design typically follows a systematic and structured approach. It involves the following key elements:

Research Question: The researcher formulates a clear and specific question that can be answered through quantitative research. The question should be measurable and objective

Variables: The researcher identifies and defines the variables relevant to the research question. Variables are attributes or characteristics that can be measured or observed. They can be independent variables (factors that are manipulated or controlled) or dependent variables (outcomes or responses that are measured).

Population and Sampling Technique

The researcher determines the target population and selects a representative sample from that population. The sample should be large enough to provide statistically significant results and should be chosen using appropriate sampling techniques.

Data Gathering Procedure

Quantitative research design relies on the collection of numerical data. This can be done through various methods such as surveys, experiments, quantitative observations, or secondary data analysis. Standardized instruments, such as questionnaires or scales, are often used to ensure consistency and reliability.

The researcher personally administered the questionnaire to the respondents.

Data Analysis

The collected data is analyzed using statistical methods. Descriptive statistics summarize and describe the data, while inferential statistics draw conclusions and make generalizations about the population from the sample data.

Statistical treatment of data is the process of applying a statistical method to a data set to transform it from a group of meaningless numbers into meaningful output. Statistical treatment of data in this study involves methods such as the mean, standard deviation, one-sample tests, ANOVA, and regression analysis.

SPSS software version 28 was used to process the data.

Limitations and Ethical Considerations

Ethical Considerations in Research. Ethical considerations in research are principles that guide your research designs and practices. Scientists and researchers must always adhere to a certain code of conduct when collecting data from people.

The goals of human research often include understanding real-life phenomena, studying effective treatments, investigating behaviors, and improving lives in other ways. What to decide to research and how to conduct that research involves key ethical considerations. These considerations work to protect the rights of research participants, enhance research validity, and maintain scientific or academic integrity.

RESULTS AND DISCUSSION

1. To what significant extent are they demonstrated in the following areas:

1.1 Global Educational Management Competencies IR 5.0

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
COMP1	10	4.0000	.66667	.21082
COMP2	10	3.9000	.73786	.23333
COMP3	10	4.0000	.81650	.25820
COMP4	10	4.2000	.63246	.20000
COMP5	10	4.0000	.81650	.25820

The one-sample statistics table above shows the extent to which educational management competencies IR 5.0 are demonstrated. The computed means are all greater than 3.50 which shows that the respondents demonstrated to a high extent their educational management competencies. Also, the standard deviations are all less than 1.00 showing that the responses are homogenous, that is, the respondents are in agreement in their ratings to the indicators.

One-Sample Test Test Value = 3.5						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
COMP1	2.372	9	.042	.50000	.0231	.9769
COMP2	1.714	9	.121	.40000	-.1278	.9278
COMP3	1.936	9	.085	.50000	-.0841	1.0841
COMP4	3.500	9	.007	.70000	.2476	1.1524
COMP5	1.936	9	.085	.50000	-.0841	1.0841

From the one-sample test table above, COMP1 and COMP4 have sig < .05 which reflect that these competencies are demonstrated to significantly to a high extent. On the other hand, COMP2, COMP3 and COMP5 have sig > .05, hence the responses are not significantly demonstrated.

The summary of the above discussions are as follows.

1. Highly significantly demonstrated to a high extent are:

COMP1 Prioritizes the importance of real-world experience and allows for learning to take place anywhere, anytime.

COMP4 Leveraging the power of advanced technology, Education 5.0 allows us to create an immersive and personalized learning experience that engages and challenges learners. By placing the learner at the center of their education,

2. Demonstrated to a high extent but not significant:

COMP2 Utilizing accessible and immersive technologies, learners can develop a greater understanding of their subjects within the context of their experience.

COMP3 Education 5.0 education becomes accessible and engaging, enabling students to deeply explore topics through hands-on, real-world activities.

COMP5 Education 5.0 allows students to develop a deeper understanding, not just of their chosen subject, but of their particular learning style and how best to maximize it.

1 To what significant extent are they demonstrated in the following areas:

1.2 Global Education Management IR 5.0?

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
EDUC1	10	4.0000	.94281	.29814
EDUC2	10	4.0000	.81650	.25820
EDUC3	10	4.0000	.81650	.25820
EDUC4	10	3.8000	.78881	.24944

From the one-sample statistics above, it can be seen that all the indicators EDUC1, EDUC2, EDUC3 and EDUC4 are demonstrated to a high extent (Means are all greater than 3.50). The computed standard deviations are also less than 1.00 indicating that the responses are homogenous, that is, the respondents are in agreement in their ratings to the indicators.

One-Sample Test						
Test Value = 3.5						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
EDUC1	1.677	9	.128	.50000	-.1744	1.1744
EDUC2	1.936	9	.085	.50000	-.0841	1.0841
EDUC3	1.936	9	.085	.50000	-.0841	1.0841
EDUC4	1.203	9	.260	.30000	-.2643	.8643

The one-sample test above shows if the indicators are demonstrated significantly. The computed sig> .05 indicates that although the indicators are demonstrated to a high extent they are not considered to be significant. The indicators are:

EDUC1 Focus on developing courses and programs that are specifically tailored to the needs of the new economy. This means that classes should give students the skills and knowledge they need to do well in a world that changes quickly.

EDUC2 Put more effort into teaching the soft skills that are important in the new economy. This includes skills such as communication, problem-solving, and critical thinking. Higher

education institutions should also focus on developing courses that are focused on innovation and entrepreneurship. This will help students gain the skills and knowledge needed to become successful entrepreneurs and innovators in the new economy.

EDUC3 Focus on providing students with hands-on learning experiences. This means that students should be given opportunities to apply their knowledge and skills in real-world settings. This will help them gain the practical experience they need to be successful in the new economy.

EDUC4 Make sure that students have access to the latest technology. This will ensure that students are able to keep up with the rapidly changing demands of the workplace. It will also ensure that students are able to take advantage of the opportunities that the new economy has to offer.

2 To what significant extent do the moderating variable Innovative Education Management IR 5.0 moderate:

INNO1 collaboration of advanced technologies, such as robotics and intelligent solutions, with humans to improve efficiency and performance.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
COMP1	Between Groups	2.533	3	.844	3.455	.092
	Within Groups	1.467	6	.244		
	Total	4.000	9			
COMP2	Between Groups	1.700	3	.567	1.062	.432
	Within Groups	3.200	6	.533		
	Total	4.900	9			
COMP3	Between Groups	4.133	3	1.378	4.429	.058
	Within Groups	1.867	6	.311		
	Total	6.000	9			
COMP4	Between Groups	2.133	3	.711	2.909	.123
	Within Groups	1.467	6	.244		
	Total	3.600	9			
COMP5	Between Groups	1.333	3	.444	.571	.654
	Within Groups	4.667	6	.778		
	Total	6.000	9			

The ANOVA table above presents as to whether INNO1 significantly moderate competencies in the classroom. It is noted that the computed sig > .05, thus, INNO1 has no significant moderating effect to classroom competencies;

Global Educational Management Competencies IR 5.0

COMP1: Prioritizes the importance of real-world experience and allows for learning to take place anywhere, anytime.

COMP2: Utilizing accessible and immersive technologies, learners can develop a greater understanding of their subjects within the context of their experience.

COMP3: Education 5.0 education becomes accessible and engaging, enabling students to deeply explore topics through hands-on, real-world activities.

COMP4: Leveraging the power of advanced technology, Education 5.0 allows us to create an immersive and personalized learning experience that engages and challenges learners. By placing the learner at the center of their education,

COMP5 Education 5.0 allows students to develop a deeper understanding, not just of their chosen subject, but also of their particular learning style and how best to maximize it.

INNO2 cooperation between these technologies and educators and students to enhance the efficiency and effectiveness of teaching and learning.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
COMP1	Between Groups	2.250	3	.750	2.571	.150
	Within Groups	1.750	6	.292		
	Total	4.000	9			
COMP2	Between Groups	.150	3	.050	.063	.977
	Within Groups	4.750	6	.792		
	Total	4.900	9			
COMP3	Between Groups	4.500	3	1.500	6.000	.031
	Within Groups	1.500	6	.250		
	Total	6.000	9			
COMP4	Between Groups	.850	3	.283	.618	.628
	Within Groups	2.750	6	.458		
	Total	3.600	9			
COMP5	Between Groups	1.250	3	.417	.526	.680
	Within Groups	4.750	6	.792		
	Total	6.000	9			

From the ANOVA table above, INNO2 has a significant influence to COMP3. It has no significant moderating effect to the other indicators.

Indicator to which INNO3 has a significant moderating effect.

COMP3: Education 5.0 education becomes accessible and engaging, enabling students to deeply explore topics through hands-on, real-world activities.

Indicators to which INNO3 has no significant effect:

COMP1: Prioritizes the importance of real-world experience and allows for learning to take place anywhere, anytime.

COMP2: Utilizing accessible and immersive technologies, learners can develop a greater understanding of their subjects within the context of their experience.

COMP4: Leveraging the power of advanced technology, Education 5.0 allows us to create an immersive and personalized learning experience that engages and challenges learners. By placing the learner at the center of their education,

COMP5 Education 5.0 allows students to develop a deeper understanding, not just of their chosen subject, but of their particular learning style and how best to maximize it.

INNO4 Industry 5.0 technologies have the potential to revolutionize the way students learn, and teachers teach.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
COMP1	Between Groups	1.633	2	.817	2.415	.159
	Within Groups	2.367	7	.338		
	Total	4.000	9			
COMP2	Between Groups	.933	2	.467	.824	.477
	Within Groups	3.967	7	.567		
	Total	4.900	9			
COMP3	Between Groups	.533	2	.267	.341	.722
	Within Groups	5.467	7	.781		
	Total	6.000	9			
COMP4	Between Groups	1.233	2	.617	1.824	.230
	Within Groups	2.367	7	.338		
	Total	3.600	9			
COMP5	Between Groups	.833	2	.417	.565	.593
	Within Groups	5.167	7	.738		
	Total	6.000	9			

From the ANOVA table above shows that INNO4 does not moderate significantly competencies demonstrated in the classroom since all the computed sig>.05

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
COMP1	Between Groups	1.000	3	.333	.667	.603
	Within Groups	3.000	6	.500		
	Total	4.000	9			
COMP2	Between Groups	.400	3	.133	.178	.908
	Within Groups	4.500	6	.750		
	Total	4.900	9			
COMP3	Between Groups	3.500	3	1.167	2.800	.131
	Within Groups	2.500	6	.417		
	Total	6.000	9			
COMP4	Between Groups	1.400	3	.467	1.273	.365
	Within Groups	2.200	6	.367		
	Total	3.600	9			
COMP5	Between Groups	1.500	3	.500	.667	.603
	Within Groups	4.500	6	.750		
	Total	6.000	9			

INNO5 technology integration and learning performance.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
COMP1	Between Groups	2.133	3	.711	2.286	.179
	Within Groups	1.867	6	.311		
	Total	4.000	9			
COMP2	Between Groups	1.700	3	.567	1.062	.432
	Within Groups	3.200	6	.533		
	Total	4.900	9			
COMP3	Between Groups	2.533	3	.844	1.462	.316
	Within Groups	3.467	6	.578		
	Total	6.000	9			
COMP4	Between Groups	1.733	3	.578	1.857	.238
	Within Groups	1.867	6	.311		
	Total	3.600	9			
COMP5	Between Groups	1.200	3	.400	.500	.696
	Within Groups	4.800	6	.800		
	Total	6.000	9			

From the ANOVA table above, INNO5 has no significant moderating effect to competencies demonstrated in the classroom since all the computed sig are all greater than .05.

INNO1 collaboration of advanced technologies, such as robotics and intelligent solutions, with humans to improve efficiency and performance.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
EDUC1	Between Groups	2.533	3	.844	.927	.483
	Within Groups	5.467	6	.911		
	Total	8.000	9			
EDUC2	Between Groups	2.133	3	.711	1.103	.418
	Within Groups	3.867	6	.644		
	Total	6.000	9			
EDUC3	Between Groups	2.533	3	.844	1.462	.316
	Within Groups	3.467	6	.578		
	Total	6.000	9			
EDUC4	Between Groups	2.133	3	.711	1.231	.378
	Within Groups	3.467	6	.578		
	Total	5.600	9			

From the ANOVA table above, INNO1 does not moderate significantly any of the Global Education Management IR 5.0 indicators since sig>.05.

INNO2 cooperation between these technologies and educators and students to enhance the efficiency and effectiveness of teaching and learning.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
EDUC1	Between Groups	3.000	3	1.000	1.200	.387
	Within Groups	5.000	6	.833		
	Total	8.000	9			
EDUC2	Between Groups	.500	3	.167	.182	.905
	Within Groups	5.500	6	.917		
	Total	6.000	9			
EDUC3	Between Groups	2.250	3	.750	1.200	.387
	Within Groups	3.750	6	.625		
	Total	6.000	9			
EDUC4	Between Groups	.600	3	.200	.240	.866
	Within Groups	5.000	6	.833		
	Total	5.600	9			

From the ANOVA table above, INNO2 does not moderate significantly the indicators of Global Education Management IR 5.0, since sig>.05.

INNO3 Industry 5.0 technologies have the potential to revolutionize the way students learn, and teachers teach.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
EDUC1	Between Groups	2.533	2	1.267	1.622	.264
	Within Groups	5.467	7	.781		
	Total	8.000	9			
EDUC2	Between Groups	2.533	2	1.267	2.558	.147
	Within Groups	3.467	7	.495		
	Total	6.000	9			
EDUC3	Between Groups	.700	2	.350	.462	.648
	Within Groups	5.300	7	.757		
	Total	6.000	9			
EDUC4	Between Groups	2.133	2	1.067	2.154	.187
	Within Groups	3.467	7	.495		
	Total	5.600	9			

From the ANOVA table above, INNO3 has no significant moderating effect to the indicators of Global Education Management IR 5.0 since sig>.05.

INNO4 technology integration and learning performance

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
EDUC1	Between Groups	1.200	3	.400	.353	.789
	Within Groups	6.800	6	1.133		
	Total	8.000	9			
EDUC2	Between Groups	1.000	3	.333	.400	.758
	Within Groups	5.000	6	.833		
	Total	6.000	9			
EDUC3	Between Groups	1.500	3	.500	.667	.603
	Within Groups	4.500	6	.750		
	Total	6.000	9			
EDUC4	Between Groups	.600	3	.200	.240	.866
	Within Groups	5.000	6	.833		
	Total	5.600	9			

From the ANOVA table above, it is shown that INNO4 has no significant moderating effect to the indicators of Global Education Management IR 5.0. The sig>.05 indicates no significant moderating effect.

Overall, Innovative Education Management IR 5.0 has no significant moderating effect to Global Education Management IR 5.0.

Legend:

INNO1 collaboration of advanced technologies, such as robotics and intelligent solutions, with humans to improve efficiency and performance.

INNO2 cooperation between these technologies and educators and students to enhance the efficiency and effectiveness of teaching and learning.

INNO3 Industry 5.0 technologies have the potential to revolutionize the way students learn, and teachers teach.

INNO4 technology integration and learning performance.

INNO5 social and emotional development

3 To what significant extent are the effects of Global Educational Management Competencies IR 5.0 to Global Education Management IR 5.0 to Sisaket Secondary Educational Service Area Office, Yasothon administrators?

REGRESSION ANALYSIS

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 ^a	.432	-.022	.67392

a. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The Model Summary shows R Square = .432 or 43.2% of significant variables are included in the equation, that 57.8% are still to be discovered.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.729	4	.432	.952	.505 ^b
	Residual	2.271	5	.454		
	Total	4.000	9			

a. Dependent Variable: COMP1

b. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The ANOVA table indicates as to whether the derived equation is significant. Nonetheless, the computed sig=.505 is greater that $\alpha=.05$, thus, the derived regression equation is not significant, hence, it is not a valid tool to predict the dependent variable COMP1 using the predictors EDUC4, EDUC3, EDUC2, EDUC1.

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.000	2.022		.495	.642
	EDUC1	.083	.327	.118	.254	.809
	EDUC2	.146	.323	.179	.452	.670
	EDUC3	.521	.323	.638	1.614	.167
	EDUC4	4.692E-17	.355	.000	.000	1.000

a. Dependent Variable: COMP1

Consequently, the predictors EDUC4, EDUC3, EDUC2, EDUC1 are not significant as shown in the above coefficients table.

COMP2. COMP2 is determined if it has significant effect to EDUC.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653 ^a	.426	-.033	.75000

a. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The model summary above shows that R-Square = .426, that is, 42.6% of significant variables are included in the regression equation and 57.8% are yet to be identified.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.087	4	.522	.928	.515 ^b
	Residual	2.813	5	.563		
	Total	4.900	9			

a. Dependent Variable: COMP2

b. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The ANOVA table above is the test of significance of the derived regression equation. However, the computed sig=.515 is greater at $\alpha=.05$, thus, the derived equation is not a valid tool to predict COMP2 using the predictors EDUC4, EDUC3, EDUC2, EDUC1.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.750	2.250		3.000	.030
	EDUC1	-.292	.364	-.373	-.800	.460
	EDUC2	-.062	.359	-.069	-.174	.869
	EDUC3	-.437	.359	-.484	-1.219	.277
	EDUC4	.083	.395	.089	.211	.841

a. Dependent Variable: COMP2

Consequently, the predictors EDUC4, EDUC3, EDUC2, EDUC1 are not significant. **COMP3**. COMP3 is tested on its effect to the EDUC predictors.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 ^a	.288	-.281	.92421

a. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The Model Summary above shows that R-Square = .286, that is, 28.6% of relevant variables are included in the equation and 72.4% are yet to be identified.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.729	4	.432	.506	.735 ^b
	Residual	4.271	5	.854		
	Total	6.000	9			

a. Dependent Variable: COMP3

b. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The ANOVA table above provides the F-test of significance of the derived equation. However, the F-test of significance of the derived equation is not significant since the computed sig=.735 is greater than $\alpha=.05$. In such case, the equation is not a valid tool to predict COMP3 using the predictors EDUC.

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.000	2.773		1.803	.131
	EDUC1	.083	.449	.096	.186	.860
	EDUC2	.146	.442	.146	.330	.755
	EDUC3	-.479	.442	-.479	-1.083	.328
	EDUC4	.000	.487	.000	.000	1.000

a. Dependent Variable: COMP3

Consequently, the predictors EDUC4, EDUC3, EDUC2, EDUC1 are not significant to predict COMP3.

COMP4. Now, it is to test COMP4. The Model Summary shows that R-Square = .184, that is, just 18.4% of relevant variables are included in the derived regression equation.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 ^a	.184	-.469	.76649

a. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

There are 82.4% variables to be identified.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.663	4	.166	.282	.878 ^b
	Residual	2.938	5	.588		
	Total	3.600	9			

a. Dependent Variable: COMP4

b. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The ANOVA table above is the F-test of significance of the derived equation. The computed sig=.878 is greater than $\alpha=.05$, thus, the derived equation is not a valid tool to predict COMP4 using the predictors EDUC.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.500	2.299		2.392	.062
	EDUC1	-.167	.372	-.248	-.447	.673
	EDUC2	-.062	.367	-.081	-.170	.871
	EDUC3	.063	.367	.081	.170	.871
	EDUC4	-.167	.404	-.208	-.413	.697

a. Dependent Variable: COMP4

Correspondingly, the predictors EDUC4, EDUC3, EDUC2, EDUC1 are not significant.

COMP5. To test COMP5 for significance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445 ^a	.198	-.444	.98107

a. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The Model Summary above shows that R-square = .198, that is, 19.8% of relevant variables are included in the regression equation.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.188	4	.297	.308	.861 ^b
	Residual	4.813	5	.963		
	Total	6.000	9			

a. Dependent Variable: COMP5

b. Predictors: (Constant), EDUC4, EDUC3, EDUC2, EDUC1

The ANOVA test of significance of the equation is not significant since the computed sig=.861 is greater than $\alpha=.05$. In such case, the equation is not a valid tool to predict COMP5 using EDUC4, EDUC3, EDUC2, EDUC1 as predictors.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.250	2.943		.764	.479
	EDUC1	-.458	.477	-.529	-.961	.380
	EDUC2	.188	.470	.188	.399	.706
	EDUC3	.313	.470	.313	.665	.535
	EDUC4	.417	.517	.403	.806	.457

a. Dependent Variable: COMP5

Consequently, since the F-test of significance of the derived equation is not significant, the predictors are not also significant.

Overall. The EDUC indicators are not significant predictors to COMP. The indicators are as follows.

Global Educational Management Competencies IR 5.0

COMP1 Prioritizes the importance of real-world experience and allows for learning to take place anywhere, anytime.

COMP2 Utilizing accessible and immersive technologies, learners can develop a greater understanding of their subjects within the context of their experience.

COMP3 Education 5.0 education becomes accessible and engaging, enabling students to deeply explore topics through hands-on, real-world activities.

COMP4 Leveraging the power of advanced technology, Education 5.0 allows us to create an immersive and personalized learning experience that engages and challenges learners. By placing the learner at the center of their education,

COMP5 Education 5.0 allows students to develop a deeper understanding, not just of their chosen subject, but of their particular learning style and how best to maximize it.

Global Education Management IR 5.0

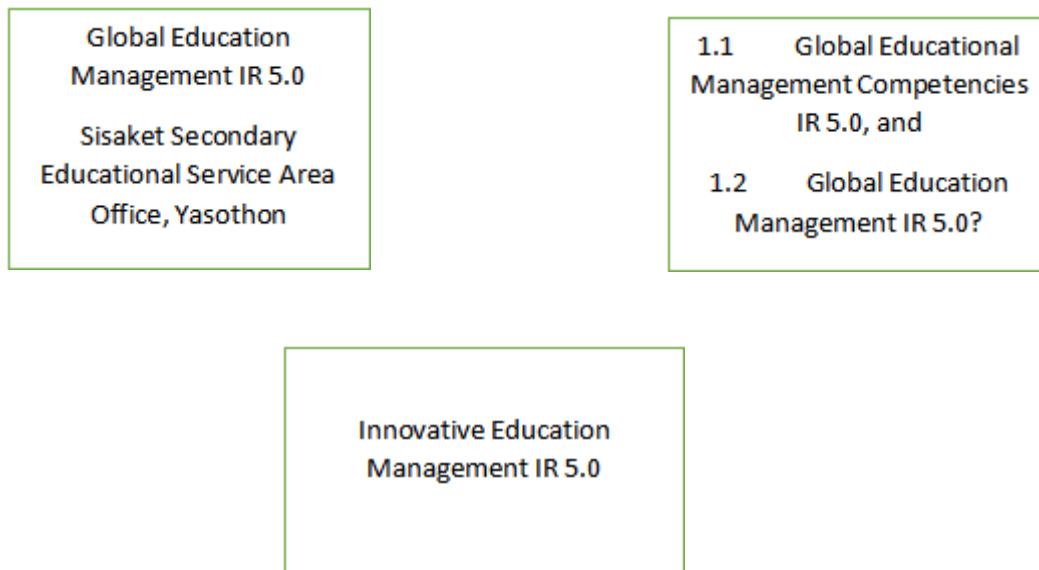
EDUC1 Focus on developing courses and programs that are specifically tailored to the needs of the new economy. This means that classes should give students the skills and knowledge they need to do well in a world that changes quickly.

EDUC2 Put more effort into teaching the soft skills that are important in the new economy. This includes skills such as communication, problem-solving, and critical thinking. Higher education institutions should also focus on developing courses that are focused on innovation and entrepreneurship. This will help students gain the skills and knowledge needed to become successful entrepreneurs and innovators in the new economy.

EDUC3 Focus on providing students with hands-on learning experiences. This means that students should be given opportunities to apply their knowledge and skills in real-world settings. This will help them gain the practical experience they need to be successful in the new economy.

EDUC4 Make sure that students have access to the latest technology. This will ensure that students are able to keep up with the rapidly changing demands of the workplace. It will also ensure that students are able to take advantage of the opportunities that the new economy has to offer.

4 Based on the findings, what Innovative Secondary Education Management in Education IR 5.0 towards a Global Competency Model can be proposed?



The statistical test show that the variables are all demonstrated to a high extent. However, the global competencies have no significant effects to the global education management IR 5.0. Likewise, the moderating variables Innovative Education Management IR 5.0 has no significant moderating influence on Global Competencies IR 5.0 and Global Education Management IR 5.0.

In such cases, there is a need to revisit these three major variables and provide corrective actions for management to implement.

CONCLUSIONS

The hypotheses testing show that:

1. Innovations did not moderate significantly secondary education management in education management IR 5.0, and global competency IR 5.0.
2. Secondary education management in Education IR 5.0 has no significant effect to global competency.
3. The hypotheses tests are not supported by the review of related literature.

RECOMMENDATIONS

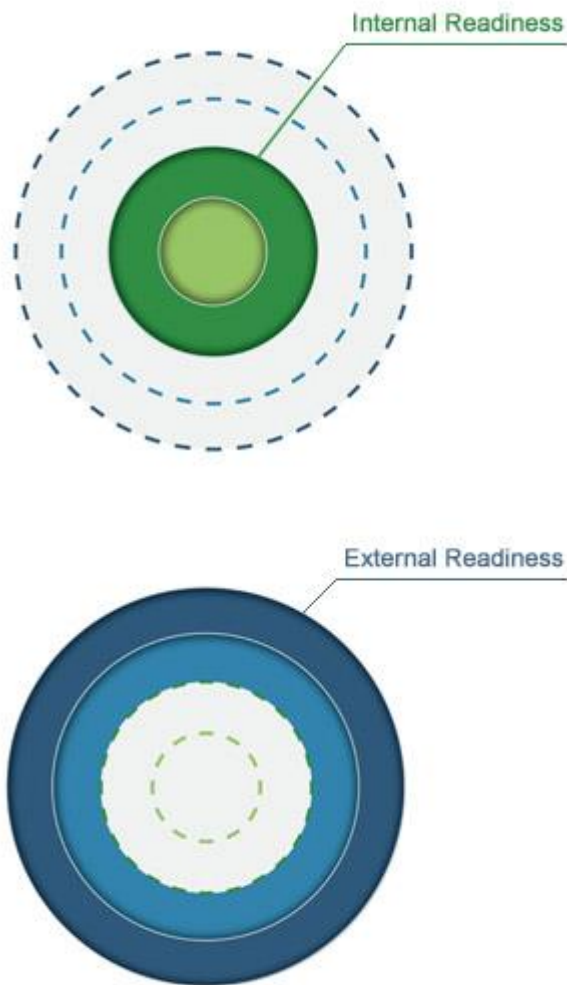
The Global Competence Model™ visually represents the specific combination of knowledge, skills, and attitudes necessary for global competence, as determined by comprehensive original worldwide consensus research. It is the unique compilation of factors, which we call “dimensions,” that jointly comprise global competence.

As a competency, by definition, requires a cluster of various capabilities, no single dimension is a competency, and the phrase “global competencies” is a misnomer. Therefore, it is the synergy of all eight dimensions that collectively comprise global competence.

Internal Readiness

The green sections of the model, which relate to the self-perspective and attitudinal drivers of Global Competence, denote Internal Readiness.

Beginning at the light green core is the ability to know yourself and how you fit into your own culture, including personal preference gaps compared with norms and mores (Self-Awareness). The darker green layer reflects how you approach people and situations. Having a curiosity to learn about things holistically before arriving at conclusions (Open-Mindedness); possessing a sensitivity to and a respect for differences (Attentiveness to Diversity); and maintaining a willingness to extend beyond your cultural framework by trying new experiences (Risk Taking) are the essential and flexible attitudes identified by the research.



External Readiness

The blue sections of the model, which highlight a person's acquired knowledge through education or life experience, represent External Readiness.

The lighter blue layer represents knowledge of major cultures around the world—both visible aspects (Global Awareness) and hidden aspects that inform values and beliefs (Historical Perspective).

The darker blue layer reflects the interpersonal skills that you develop with life experience, and your ability to apply cultural knowledge to personal interactions; thus a cultural knowledge deficiency can prevent a person from adapting empathetically. Critical skills include your ability to modify outward behavior to show respect for different cultural preferences (Intercultural Capability) and your ability to work effectively in diverse teams (Collaboration Across Cultures).

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