

SECONDARY SCHOOL ADMINISTRATORS' COMPETENCIES TOWARDS A LEARNING ORGANIZATION IR 5.0 MODEL

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ABSTRACT

The purpose of this quantitative study was to investigate the skills of secondary school administrators toward a Learning Organization IR 5.0 Model and to determine the magnitude of these skills, what effect having a shared vision on learning organizations as a mediating variable may have on the skill levels of the administrators, plus, if the Office of the Basic Education Commission (OBEC) provides any influence over them. A total of 37 secondary school administrators were used to gather data for this study, which was analyzed using one-sample t-test, ANOVA, and regression. The results indicated that the level of ability of the secondary school administrators (Mean = 3.9189) and the level of Learning Organization IR 5.0 practices of the administrators (Mean = 3.9189) were both statistically significantly above average, with a very close clustering of responses, as shown by standard deviations of less than 1.00. One-sample T-test analysis of these results demonstrated that both means of responses to the items on the instruments were significantly greater than 3.5. The ANOVA results indicated no significant mediating influence from shared vision on the skills of secondary school administrators. Further analysis indicated that OBEC exerted a significant moderating influence on Learning Organization IR 5.0, strongly suggesting that the administrative practices, policies, and governance structures of the respective institutions strongly affect administrators' ability to enact Learning Organization IR 5.0 practices. However, OBEC did not demonstrate any significant influence on the administrators' skills. Regression analysis indicated that Learning Organization IR 5.0 accounted for only 0.9% of the variance in administrators' skills and was therefore not a significant predictor of administrator competency, suggesting that it could not be the sole predictor of competency. From these findings, the conceptual framework was left intact, placing OBEC as a Moderator on the Learning Organization IR 5.0 and the shared vision as a mediator of the administrators' competencies, although not statistically significant. Therefore, although the competencies and the Learning Organization IR 5.0 are demonstrated to a high degree, they do not currently appear to predict direct or mediated relationships between them, and the Learning Organization IR 5.0 paradigm, as a model for education, requires further research.

Keywords: *Secondary school administrators, learning organization, administrative practices, education, competencies*

INTRODUCTION

The world situation is changing rapidly and becoming increasingly interconnected, resulting in more intense economic competition. World society will be closely connected and borderless. Technology is developing rapidly and greatly affects life in society and economic activities. Thailand must make major adjustments by accelerating the development of science, technology, research, and innovation as key drivers of development across all areas to increase Thailand's competitiveness amid increasingly intense global competition.

Education is an important tool for building people, society, and the nation. It is a mechanism for developing quality human resources. It enables to live happily with other people and

education plays an important role in creating a country's competitive advantage and standing up to other countries. Under a dynamic economic and social system. Many countries around the world are giving importance to the development of education to develop human resources to keep pace with changes in the country's, region's, and world's economic and social systems, while maintaining the country's identity. Thailand has placed importance on education, developing the potential and capabilities of Thai people to acquire skills, knowledge, abilities, and competencies that are in line with the needs of the current job market and national development. Under external pressure from globalization and internal pressures, these are critical problems that the country must face.

For Thai people to have a good quality of life, Thai society adheres to morality and ethics to avoid the middle-income country trap and become a developed country. Support for changes, both now and in the future, is needed to develop the country sustainably and build its competitiveness. It is an important goal that will lay the foundation for further progress in education in the country.

In Thailand, this guideline for sustainable national development and for building the country's competitiveness in the future has been used to organize basic education. According to the policy of the Office of the Basic Education Commission In line with the National Strategy 2018-2037, importance is given to the potential and quality of human resources as "Human resources are an important driving factor in raising the level of national development in every dimension towards the goal of being a developed country with the ability to compete with other countries." Developing students' potential and quality to achieve academic excellence is essential and must be carried out consistently. Emphasis is placed on changing the teaching and learning process of educational institutions. To be an educational institution that provides learning for individual competency-based learners, interests and aptitudes are necessary to have academic excellence. Necessary skills in the 21st century in accordance with the National Education Act of 1999. "Education" means the learning process for the prosperity of individuals and society, to transfer knowledge from cultural inheritance, training creativity academic progress, creation of knowledge by arranging environmental, social, and learning conditions that support individuals to learn continuously.

Administrators must promote and support teachers and personnel to develop themselves according to their actual needs. This is consistent with the concept of a learning organization. The competence of school administrators affects the school's effectiveness as a learning organization in keeping up with changes in society.

Sustainable development also focuses on developing a quality society: a society of wisdom and learning, a harmonious and caring society.

In the current situation, there have been changes in many aspects, such as civil service reform, political, and educational, according to the National Education Act 1999 Amendment (No. 2) 2002, Section 39.

Educational institution administrators are responsible for administrative tasks of academic administration, budget management, personnel management, and general administration. The education area committee places importance on various reforms, including the education system, the learning and administration and management systems, teachers, faculty, personnel, and the resource and investment systems. The Ministry of Education has established guidelines in 4 areas: reforming schools or educational institutions, reforming teachers, and educational personnel. Curriculum reform, teaching, and the learning process reform.

The Department of Academic Affairs (2001: 2-8) states that administrators must identify the most effective management methods to ensure quality and maximize organizational efficiency. Experienced executives believe that modern management will be characterized by smaller organizations by using a team that focuses on the achievement of the work, participation, striving for excellence as a commitment to work, have a way of thinking and an open perspective and use reason in making decisions, have systematic thinking and understanding, decision-making power to most practitioners, use knowledge as a base to create visions and attitudes.

Statement of the Problem

This study is designed to examine secondary school administrators' competencies within the Sisaket Secondary Educational Service Area Office, Yasothon, in relation to the IR 5.0 learning organization model.

Specifically, the study will address the following questions:

1. To what significant extent are the profiles demonstrated in terms of the following:
 - a. Secondary school administrator's competencies; and
 - b. Learning organizations IR 5.0?
2. To what significant extent do shared vision mediate secondary school administrators' competencies?
3. To what extent do the Office of the Basic Education Commission moderate:
 - a. Learning Organization IR 5.0; and
 - b. Secondary School Administrators' competencies?
4. To what significant extent are the effects of Learning Organization IR 5.0 to School Administrators' competencies?
5. Based on the findings, what Secondary School Administrators Competencies towards a Learning Organization IR 5.0 Model can be proposed?

Scope and Delimitations

A study of the competency of secondary school administrators towards becoming a learning organization in the 5.0 era of the Sisaket Secondary Educational Service Area Office, Yasothon has the scope of study as follows:

1. Scope of content

Competencies of administrators in the secondary schools studied in this study It is a core competency in 8 areas, namely focusing on results. good service self development teamwork Analysis and synthesis Communication and motivation Personnel potential development having a vision

Learning organization in the 5.0 era in this study According to Peter Senge 's concept of a learning organization, there are five elements: personal mastery , mental models, shared vision, and team learning.) and thinking systematically (systems thinking)

2. Population and sample

A study of the competency of secondary school administrators towards becoming a learning organization in the 5.0 era of the Sisaket Secondary Educational Service Area Office, Yasothon. The population consists of administrators and teachers of schools under the Sisaket Secondary Educational Service Area Office, Yasothon. There are 83 schools, totaling 3,248 students, with details as follows:

- 1 Directors of educational institutions, 83 people.
- 2 Deputy directors of educational institutions, 125 people.

3 Teachers, 3,040 people.

The sample used in the research was determined using Slovin's formula. The researcher used stratified random sampling to select representative samples.

Review of Related Literature

Learning Organization is another form of management that is used as a base to advance to the success of every type of organization whether government sector, state enterprises, or private businesses. They have the characteristics of developing the organization with creativity (Creative Organization) achieving success in the overall quality management system (Total Quality Management) throughout the organization [1].

Knowledge and wisdom become elements in operations. Every organization must seek ways to create stable and permanent prosperity (Nattaphon Khecharanun, 2003). Learning organizations have dynamic learning methods that manage knowledge and use it as a tool to lead the organization to success. In Hoy & Miskel's view [2], schools are organizations that provide services related to teaching and learning. The final goal of the school is Student Learning.

Wirot Sararatana [3], citing Peter Senge (1990), stated that an organization learns through a group of individuals who are interested in learning. Individual learning is not a guarantee that learning will occur in the organization. This can happen only when people have learning and the ability to perform continuous work effectively. There must be a goal and a work system for developing leaders and members. According to Peter Senge [4], organizational development will become a learning organization. It arises from people in the organization as a guideline for improving efficiency. There are five aspects of human resource development: creating and sustaining a vision (Share Vision), striving for excellence (Our commitment to excellence), learning together as a team (Team Learning), and ways of thinking and open perspectives (Mental Model) and systematic thinking and understanding (System Thinking), which are considered the most important characteristics in developing a school into a learning organization. The role of school administrators is very important in leading to organizational leadership in facilitating a learning organization.

In developing a school into a learning organization, administrators play an important role in facilitating it. Each executive will guide and enable the process [5].

An open environment promotes cooperation. making it possible to exchange opinions. School learning organization and organizational leadership competencies are important components of learning. Administrators are responsible for the vision, renewal, mission, guidance, and execution of the teaching curriculum, supporting a positive climate and relationships in the school community, and developing the school to be financially efficient and to create a school learning organization.

From the aforementioned studies, it was found that educational institution administrators are extremely important in shaping the school's learning organization through their competencies. It is a learning organization to keep up with current social changes. The researcher is therefore interested in studying the competency of secondary school administrators to become a learning organization in the IR 5.0 era, as guidelines for further development into a learning organization.

In this study, the researcher studied documents and research related to the competency of secondary school administrators towards becoming a learning organization in the 5.0 era of schools under the jurisdiction of the Sisaket Secondary Educational Service Area Office, Yasothon. The researcher brought relevant content. By presenting them in the following order:

1. Competency of secondary school administrators

1.1 History of the competency

- 1.2 Definition of competency
- 1.3 The importance of competency
- 1.4 Types of competencies
- 1.5 Concepts and theories related to competency
- 1.6 Competencies of educational institution administrators
- 2. Learning organization in the 5.0 era
 - 2.1 Definition of a learning organization
 - 2.2 The importance of being a learning organization
 - 2.3 Components of a learning organization

Executive competency. McClelland (McClelland [6] divides competencies into three types:

1 **Core Competency** refers to the personality characteristics of people that reflect the knowledge, skills, attitudes, beliefs, and habits of people in the organization as a whole. that will help the organization achieve its vision goals.

2 **Job Competency** refers to a person's personality that reflects knowledge, skills, attitudes, beliefs, and habits that will encourage that person to be able to produce work results in that position that are higher than the standard.

3 **Personal Competency** refers to a person's personality that reflects knowledge, skills, attitudes, beliefs, and habits that make that person capable of doing something outstanding than the average person. We often refer to Personal Competency as "personal talent."

In Thailand, the competency concept has been applied in organizations that are networks of leading multinational companies, such as Siam Cement Group, Intouch Holdings, and PTT Public Company Limited. The private sector that successfully applied the competency concept achieved awareness in government circles. This concept has been tested in government agencies. The Civil Service Office hired Ray Group Company as a consultant to apply this concept and develop civil servants. The first phase was the concept of human resource development based on competency (Competency-Based Human Resource Development) in the senior executive recruitment system (SES) in the Thai bureaucracy. and determined the competency of civil servants to be recruited in the future. However, more leaders have applied this concept to human resource management in both public and private agencies. Each organization uses different terms, such as competencies, potentials, or capabilities, and designs individuals' competencies to meet the agency's needs (Competency-Based Human Resource Management).

Definition of competency. Scott B. Parry[7] defines performance as a group of related knowledge, skills, and attributes that impact the main work of a particular position through the group's knowledge, skills, and characteristics. The performance of that position can result in accepted standards and be strengthened through training and development [8].

Jeera Ngoksin [9] said that Professor David McClelland, a psychologist at Harvard University, pioneered the concept of competency. David McClelland's research approach uses comparisons between groups of people who Success in tasks and groups of less successful people (Medium group) to see how two In what ways are these groups different? (Or what competencies are they called?) His data collection method focuses on thoughts and behaviors that relate to successful job outcomes.

In conclusion, the competencies used to manage and evaluate the performance of government teachers and educational personnel in all positions, as well as to develop the long-term potential of civil servants and the bureaucratic system, are behavioral characteristics that make personnel in an organization work more effectively than others.

The importance of competency. The concept of competency is widely used in managing people and organizations. and enable the organization to achieve high performance by harnessing the potential of employees in the organization. Motivating, stimulating, and

rewarding employees whose behavior is conducive to creating efficiency in work. The obvious benefits when using this concept in people management are [10]:

- 1 Help improve the personnel selection process
- 2 Help improve the assessment of personnel potential.
- 3 Help develop processes to improve performance results.
- 4 Help improve the communication process to achieve high efficiency.
- 5 Help employees evaluate and develop themselves.
- 6 An important tool for training and guiding employees.
- 7 Help develop and strengthen organizational culture.
- 8 Help build a successful team.
- 9 Helps design work more efficiently.

Competencies can be used in many areas of management as follows:

- 1 Planning for the advancement of personnel (Succession Planning).
- 2 Training competencies will help in creating development and training paths.
- 3 Employee Bargaining when negotiating wages and salaries. or work changes.
- 4 Identifying the competencies required to work at various levels will help those who want to find work.
- 5 Compensation Management helps to set compensation rates for new employees that are appropriate according to skills and abilities, rather than setting initial compensation rates based on educational level.
- 6 Human Resource Information System (HRIS) competencies will be like a database of human resource needs in the organization.
- 7 Job Design : Competencies help in deciding who will do what.
- 8 Performance Management creates clarity and a clear understanding of the competencies required of individuals in specific tasks in the organizational environment is a dynamic state. Employees are viewed as economic resources, with little emphasis on individual differences. Implementing competency systems within the organization is beneficial to personnel, executives, agencies, and administrators.
 - 1 Personnel (Operators)
 - 1.1 Help personnel know the behavioral framework that the organization expects them to exhibit and used as a criterion for measuring knowledge, skills, and behavior in performing standardized tasks.
 - 1.2 Help personnel see the path for advancement in their own careers and create guidelines.
 - 1.3 Help personnel know their own competency levels (knowledge, skills, and characteristics).
 - 2 Department level executives (Director)
 - 2.1 Used as basic information for individual personnel development planning.
 - 2.2 Help executives know the competencies of personnel in their own departments.
 - 2.3 Executives use it as a tool for recruiting. and selecting personnel to match job position qualifications.
 - 3 Top Executives
 - 3.1 Able to connect or transform vision, mission, and organizational culture or strategy.
 - 3.2 Use competency as a driving force (Driver) for vision, mission, organizational
 - 3.3 Helps the organization to evaluate the strengths and weaknesses of the personnel in the organization.
 - 3.4 Can be used to measure organizational performance systematically and clearly.
 - 4 Human Resource Management Division

4.1 See an overview of competencies in the organization, core competencies, and competencies according to work groups.

4.2 Can be used in human resource management within the organization, such as recruiting and selecting Personnel development performance evaluation Position, planning Developing progress in, Careers, personnel maintenance and compensation, etc.

4.3 Able to analyze the need for development and training of personnel in the organization. Office of the Basic Education Commission. The competencies for performing duties of teachers and educational personnel have been determined, consisting of core competencies and line competencies as follows:

1 Core Competency is a behavioral characteristic that is defined as a common characteristic of teachers and educational personnel. in order to mold values and mutually desired behavior consisting of five competencies:

1.1 Focusing on achievement in work (Working Achievement Motivation) means commment to performing duties with quality, accuracy, completeness, and creativity. with planning, set goals, monitor and evaluate performance and continually improve efficiency and performance.

1.2 Good service (Service Mind) means intention and willingness to provide service, and continuously improving the service system.

1.3 Self -Development means studying, researching, and acquiring knowledge, follow and exchange learning new knowledge, academic and professional, knowledge creation and innovation for self-development and job development.

1.4 Working as a team (Team Work) means cooperating, helping, and supporting, empower and encourage co-workers adapting to others.

1.5 Teacher 's Ethics and Integrity means behaving correctly according to the principles of ethics, and professional ethics of the teaching profession. as well as being a good role model for students.

2 Functional Competency refers to behavioral characteristics that enable personnel to perform their jobs effectively. and clearly demonstrates behavioral characteristics, competencies:

2.1 Learning management refers to the ability to create and develop curricula, learning design consistently and systematically that focuses on students.

2.2 Student Development means the ability to develop life skills, inculcate morality and ethics, develop physical and mental health. and organizing a student care and support system.

2.3 Classroom management (Classroom Management) means setting up an atmosphere of learning, preparing information and classroom/subject documents.

2.4 Analysis, synthesis and research for student developments (Analysis & Synthesis and Classroom Research) refers to the ability to understand s eparate issues into small parts, compile them, draw conclusions systematically and use them in research to develop students.

2.5 Teacher Leadership refers to characteristics and behaviors of teachers who demonstrate personal connection and exchanging knowledge with each other both internally and outside the classroom without using the influence of administrators resulting in quality learning management.

2.6 Building relationships and cooperation with communities for learning management (Relationship & Collaborative Building for Learning Management) means coordination and cooperation, build good relationships and network with parents, communities, and other organizations in both the public and private sectors.

Theoretical Framework Related to Competency

McClelland [11] proposed the idea of being the first to compete. He explained competency using the iceberg model, explaining that individual differences can be compared to two parts of an iceberg: the part that is easy to see and easy to develop. It is the part that floats above the water, including the various knowledge and skills that a person has. This can be developed easily with study, research, and practice. The part that is difficult to see is the part that lies beneath the surface, including character traits, motivation, and self-image, the role they play in society. This is a difficult part to develop because it is hidden within a person, which greatly affects a person's work behavior.

Boyatzis' concept was the one who pushed the concept of competency into the field of human resource management. He defines competency quite broadly as "the internal characteristics of an individual. This characteristic can be defined as a relatively permanent personality drive, a skill, social role or self-perception, and a body of knowledge that people must use. His research has shown that using inappropriate selection tools will cause people with qualifications that do not match those desired to come to work and will make other characteristics that create high performance results.

Boyatzis' Performance model of effective executive competency [12] has been proposed, consisting of 12 competencies: efficiency orientation, proactive work, ability to judge, ability to consider impacts, self-confidence, ability to make oral presentations, ability to see the big picture, ability to use social power, ability to manage group processes, ability to perceive, ability to control oneself; and patience and adaptability.

Spencer and Spencer [13] proposed the concept of important competencies for future executives and managers include:

- 1 Competencies for executives (For Executives): Strategic Thinking, Understand marketing opportunities, Change Leading must be able to convey vision, encourage and motivate them to want to work and make social contracts, Relationship Management.

- 2 Competencies for Managers (For Managers): Flexibility, Methods for implementing change (Change implementation), Entrepreneurial innovation, creating incentives

To realize excellence in new production various services and production processes, etc., Understanding of relationships between individuals (Interpersonal Understanding), Empowering : Management behavior must share information, Supporting teamwork (Team Facilitation) group process skills required, Portability : Managers must have the ability to adapt. Quickly and always ready to do the job. able to perform their duties effectively.

Zwilling's concept [14]. Zwilling has divided competencies into five groups, consisting of competencies in pursuit of achievement in job duties, relationship competencies:

- 1 Competency in pursuit of achievement in work duties. This competency enables a person to work effectively. and being a successful person consists of results orientation, performance management, influence, initiative, productivity, flexibility, innovation, attention to quality, continuous improvement, and technical expertise.

- 2 Relationship competencies. This type of competency relates to character traits and relationships, including working as a team, Service orientation, Personal relationship awareness, understanding of the organization's possibilities, relationship building, conflict resolution, willingness to communicate, and cultural sensitivity.

- 3 Competency in personal characteristics. The internal competency of each person, which relates to beliefs, feelings, and affective work, is self-identity perception, which consists of honesty, personal development, decision-making ability, decision-making quality, stress management, analytical thinking, and self-concept.

- 4 Management competency. Competencies that will determine who will be an excellent manager. This ability consists of work duties. The important principles are Employee

supervision, project management, and employee development. This competency consists of team building, motivating others, creating motivation for others, and developing others.

5 Leadership competencies. Specific key competencies that enable a person to lead others in alignment with their objectives. Vision and main mission consist of visionary leadership, strategic thinking, an interest in entrepreneurship, change management, building organizational commitment, creating a focal point, and objectives, principles, and values. Hellriegel, Jackson, and Slocum. Hellriegel, Jackson, and Slocum [15] provided six executive competencies as follows:

1 Communication Competency is the ability to effectively convey and exchange information between executives and others.

2 Planning and Administration competency is the ability of the person management of data collection and analysis including problem solving, analyze the obtained information to find the cause of the problem, and find ways to solve those problems.

3 Teamwork Competency is the ability of executives in building effective teams. It is the duty and responsibility of executives to set clear goals, roles, duties, and responsibilities.

4 Strategic Action Competency is an ability of executives in analyzing organizational strategies and adjusting work structures.

5 Competency in being aware of globalization (Global Awareness Competency) is the ability of executives to adapt in line with the trend of globalization. Self-Management Competency is the ability of Executives in knowing their own identities Have enthusiasm and motivation to work towards your goals, are dedicated and work hard to get the job done. endure obstacles and able to turn around the situation when faced with failure .

Competencies of educational institution administrators

The Office of the Basic Education Commission has determined the competencies of educational institution administrators, consisting of the following core competencies and line competencies:

Main competencies include:

1 **Focus on achievement.** It means focusing on performance so that the organization achieves its goals and objectives.

2 **Good service** means to provide assistance, take action for the benefit of another person.

3 **Personal development.** Refers to necessity in terms of professional development (Career Development). Each career requires special expertise in that field and must receive direct training.

4 **Teamwork.** It refers to the basic process of developing a group of people working together.

Line competencies include:

1 **Analytical thinking and synthesis** means separating actions and feelings through a process. Thinking that leads to behavior that responds to situations. Thinking skills are the ability to draw on knowledge skills.

2 **Communication and motivation** refer to important strategies that make the work of the organization proceed further and assist in the coordination of agencies in terms of educational institution administration communication and create motivation.

3 **Personnel potential development.** It means increasing the competency of personnel in the direction that answers respond to changes in the environment.

4 **Having a vision** refers to the qualities of administrators who can clearly see the future vision of the educational institution. The vision must be consistent with the possible goals, and be able to see the practical methods that will lead the educational institution to achieve that need.

Learning organization. Learning Organization [16] is a concept in organizational development that has received a great deal of attention from both the academic, business and management circles that aim to change and develop organizations to survive effectively amidst the current trend.

Karen Watkins and Victoria Marsick [17] define a learning organization as an organization that empowers its own people to integrate quality into their lives, working independently for learning, encourages collaboration, shared work, fosters curiosity and creates continuous learning opportunities.

Pedler, Burgoyne and Boydell [18] gave the meaning that a learning organization means an organization that promotes the learning of its members, accommodating, convenient to promote learning, an atmosphere created for everyone to learn together.

Senge [19] said that a learning organization means an organization in which personnel learn to continually expand their own capabilities. In order to create work according to the desires of people in the organization, the organization has new things and expands the scope of thought patterns to provide knowledge into an organization that can freely create shared aspirations.

Garvin [20] said that a learning organization Refers to an organization that has the skills to create and transfer knowledge into practice and can scale behavior that reflects insight, and new knowledge

Dixon [20] said that a learning organization means having more knowledge will lead to better work performance. The quality of skills and knowledge that employees have directly affects their efficiency and effectiveness. Learning organizations also value the sharing of ideas. A learning organization is also a proactive change, anticipating trends and changes in a timely manner. Errors are regularly checked for correction.

Michel Marquardt [21] gives the meaning: Where there is an atmosphere of individual and group learning, teaching one's own analytical thinking process to help them understand things. As a result, everyone is aware of the change and can adapt effectively.

Wicharn Panich [22] said that learning organizations are dynamic in nature, developing in various aspects similar to life. It will continually develop its work in terms of quality, efficiency, and innovation, including organizational development in a manner called organizational culture.

There is a joint effort to share knowledge to increase competency and potential that will create continuous progress in running the business towards the goal. Defining and laying out organizational development models to create a learning organization in five areas: self-knowledge, thought patterns, shared vision, team learning, and systems thinking.

The importance of being a learning organization

Recognizing and accepting the importance of a learning organization is therefore an important base of thought for everyone in organizations at all levels.

Senge mentioned five important characteristics of a learning organization as follows:

First, have unique knowledge.

Second, there is a pattern of thought. The members of the organization have a clear work ethic, understand their roles, and have a broad vision for the future.

Third, have a shared vision. The members of the organization think together. Together, they create the organization's vision, mission, goals, objectives, and strategies. and can operate in one direction.

Fourth, there is learning together. The members of the organization regularly discuss. To exchange news, information, knowledge, opinions, and experiences, as well as have the opportunity to learn various things together, and be able to work together as a team by helping each other. There is unity and friendliness with everyone.

Fifth, there is systematic thinking. The members of the organization are up to date on the situation and see various opportunities that benefit the organization. Members think and work systematically at all times.

Garvin [23] mentioned that the important characteristics of a learning organization are: organization of Learning creates skills in creativity and knowledge transfer, and can adapt and expand behavior that reflects new insight and knowledge.

Orcharee Na Takuatung spoke about the importance of a learning organization. Which includes the importance of human resource development work, the importance of personal development of personnel, and the importance of organizational development.

The importance of the organization's personnel. Personnel in a learning organization must have their own vision. Clearly see the picture of self-change, receive training orders according to management orders, and develop himself into an expert of the organization.

In a learning organization, channels are created to transfer knowledge among personnel. This, coupled with external learning, creates opportunities for personnel to learn best practices. For operations, it leads to the development of operational competencies as defined by the organization as a learning organization.

Components of a learning organization. Senge has expressed the concept of management as a learning organization. The success of the organization consists of five principles: personal mastery, mental models, shared vision, team learning, and formal thinking systems.

1 Personal mastery. It is a practice that must be done continuously to gain clarity and depth in your own vision.

1.1 Creating a personal vision (personal vision) to expand the ability to create work towards the vision of yourself and the organization. Managing tension creatively. The power that comes from being an expert in letting go of the belief that you cannot succeed or are not worthy.

1.2 Building confidence in one's own abilities Creating the power of will power) and the abandonment of structural conflict.

Mental models. It is about understanding in order to clarify thought patterns. Beliefs that affect one's decisions and actions and try to develop thought patterns beliefs in accordance with environmental changes social, economic and political conditions without clinging to old ideas and beliefs that are not beneficial to the organization.

expression of behavior towards things around us. This is a training tool or training principle.

Shared vision It is a picture of the future of the organization that everyone works together to create. It also shows the vision that people are truly connected to each other. Because it reflected their vision. A shared vision is essential to a learning organization. Because it determines the purpose and energy for learning. Shared vision starts from looking at things differently and becomes a process of looking forward to what will happen.

1 Promoting personnel to create personal visions. A learning organization must be an organization in which every member develops his or her own vision to create a combined and collaborative membership with expectations for change and further progress.

2 Developing a personal vision into a shared vision. Senge suggests that a vision that giving members the freedom to express their dreams must learn to listen to each other's dreams and live together peacefully.

3 Dissemination of the organization's shared vision. It will be done through contact between people. Teachers and parents may meet and talk privately in a friendly manner.

4 Making vision a part of the mindset used in governance.

4.1 The organization's vision and the future we seek to create.

4.2 Purpose or mission Why is this? Why does the organization exist?

4.3 Core values answer the question of what we want to do.

4.4 Creating a positive vision by relying on the power of desire as the source of continuous learning and growth.

4.5 Adherence to creative tension and commitment to core truths.

Team learning. It is a constant effort to learn together with co-workers and members of the organization, focusing on having everyone on the team have a sense of what the group does. And how to make it better? This is what deeply determines in what form the organizational group will function.

Systems thinking. It is a systematic look at the causal relationships between each other that are important components of each system. In addition to being able to see the whole picture, one must also look at the details of the smaller components within the image. and be able to see the process of change in various matters rather than just seeing part of the change. Systematic thinking is a thought process that has cause and effect in a systematic way. and is a collection of various factors that are related in a cyclical structure.

Reinforcing feedback is continuous growth. From process feedback the output will be increased or expanded more than before. and in the same direction or deteriorating.

Marquardt and Reynold view organizations as systems.

1 Appropriate structure (appropriate structure) , which is a small and flexible structure without too many chains of command.

2 Corporate Learning Culture, which promotes experimentation with new things, even if there is a risk of making mistakes. Measuring the success of learning takes all of these ideas together. and promoting experiential learning by giving people the opportunity to participate in setting policies for their own development.

3 Increasing power and responsibility in work is support and opportunity.

4 Environmental scanning is the prediction of changes that may affect the environment.

5 Knowledge Creation and Transfer is the creation of innovation and new knowledge. which may conduct research and development.

6 Learning Technology is the application of appropriate technology to help work in transferring information quickly and correctly, appropriate to people and situations, and helping to transfer learning throughout the organization.

7 Focus on quality is that the organization gives importance to overall quality management. and emphasize continuous improvement, resulting in good learning outcomes.

8 Strategy is a learning strategy that involves intentional learning, action and organizational consciousness along with work.

9 Supportive atmosphere , which is an atmosphere that supports the aim of improving the quality of working life. and develop human potential, having respect for the dignity of being a human being, acceptance of individual differences Respect equality to enable learning, and develop together.

10 Teamwork and Networking. The organization is aware of teamwork and networking. This is not just a solution to immediate problems, but a collaborative effort to solve problems continuously in the long term.

11 Vision is the shared opinion of people in the organization to support what will happen in the future. Including the mission that will be the driving force for action to reach the goal. Pedler , Burguyne and Boydell mentioned the characteristics of a learning company that has elements into five areas: strategy, looking inside the organization structure, looking outside, and learning opportunities.

1 The learning approach to strategy means that a company generally refines its direction and strategy in the appropriate direction.

2 Participation in policy making means sharing participation in the policy and strategy making process. by all personnel in the company, giving them the opportunity to participate in discussions about problems.

3 Information is used for understanding each other, not for rewards or punishments. Information technology is used to create databases and communication systems that help everyone understand where they are going.

4 Formative accounting and control system of budget auditing. and reporting was organized to help in learning.

5 Internal exchange : The production department views other departments as customers and suppliers of raw materials and negotiates and has an agreement on quality.

6 Reward flexibility : The basic assumptions and values underlying a reward system are used and shared across the organization. The nature of rewards is studied in depth and alternative reward systems are tested, discussed and trialled.

7 Enabling structures : Roles and careers are structured with flexibility to allow for experimentation, growth and adaptation. Performance evaluation must be used for learning and development rather than as a reward or punishment.

8 Boundary workers as environmental scanners. It is part of everyone's job to collect and bring back and report news about things happening outside the company.

9 Inter-company learning : Meeting with competitors to share ideas and information regularly. People from the company have relationships with business partners including suppliers, customers, and competitors.

10 Learning climate : Everyone in the company will help support and be interested in the lessons. People take the time to ask questions about their practices.

11 Self-development for all (self - development for all) Resources and various facilities for self-development will be available to all personnel of the organization. Have a budget for self-development.

Garvin said that being a learning organization involves three main steps: learning or acquiring knowledge, sharing knowledge, and applying the knowledge gained.

1 Systematic problem solving is used to analyze problems using Deming 's cycle , namely " Plan Do Check Act".

2 Experimentation with new approaches is an activity that involves finding and testing new knowledge in a systematic way using scientific methods. This experiment will be done in parallel with the systematic problem solving. The experiment may be in the form of a mini-experiment.

3 Learning from their own experience and history. The organization must consider reasons for mistakes and past successes and analyze systematically to create learning that is accessible to everyone.

4 Learning from the experiences and best practices of others is learning from the experiences and best practices of other organizations. The organization must find new perspectives from external by being open and accepting to listen to both criticism and criticism of the organization.

5 Transferring knowledge quickly and efficiently. Knowledge must be distributed quickly and efficiently throughout the organization. There are various mechanisms that will help in distributing knowledge, such as writing.

Marquardt proposed creating a learning organization that consists of five subsystems.

1 Learning Subsystem refers to the thinking system, thinking style, and commitment to excellence. Self-directed learning and dialogue. These important skills will fully support organizational learning that occurs. This learning subsystem is essential for organizations as well as correct organizational skills.

2 People System means that managers and leaders must be trainers, mentors, and role models for others.

3 Knowledge Subsystem refers to the pursuit of knowledge and organizational learning to manage knowledge.

4 Technology Subsystem means a network of technology and various information tools that help support people in the organization access to knowledge and exchange information and learning from each other.

Creating an organization into a learning organization requires understanding that a learning organization is like a large system similar to a general organization. Reforming the organization into a learning organization is to create an organization that is characterized by major change so that the organization can be a learning organization the elements of the organization consist of four dimensions, which are vision, culture, strategy, and structure.

Stata has proposed the concept of organizational learning as a key process that will create innovation or learning at both the individual and organizational levels. This creates a sustainable business advantage. Especially in industries that rely heavily on knowledge, Stata has proposed factors that support organizational learning as follows:

1 Systems thinking states that people's thoughts are the ones that help eliminate understanding of what happens in the organization.

2 Planning in addition to directly benefiting objectives and strategies. It also causes a learning process in planning one thing. That allows learning from and understanding changes caused by the external environment and adjust to behavior that is compatible with that change.

3 Quality improvement. Improving quality or controlling overall quality is a management method that causes improvement and change. Emphasis is placed on product quality.

4 Organizational behavior: The cultural values of the organization affect its effectiveness in improving and changing the learning process.

5 Information systems. Information should be considered supporting. Organizing the information system will help transform data into.

Theoretical Framework

School heads' competencies and school performance revealed as highly positive significant influence and relationship on leadership and governance, curriculum and learning, resource management, and accountability and continuous improvement.

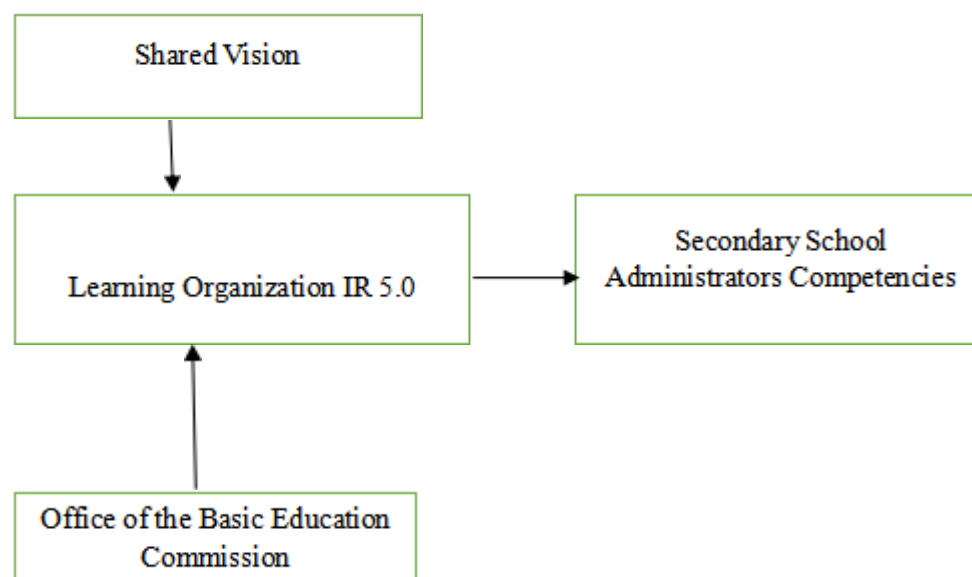
School heads' competencies are the most essential element that an administrator should develop for them to run the school in a smooth sailing way despite of some hindrances that they might encounter along the way as they are implementing mandates, standards, appropriate knowledge and skills towards its common direction set by the Department of Education. They also need to embrace the leadership role that includes stewardship of human and fiscal resources of the school.

The competencies that school heads need to possess include school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, personal and professional attributes, and interpersonal effectiveness. These are the seven (7) interweaving leadership domains, and each domain mandates significant aspects of leadership that should be well attended since these all measure the performance of the school.

School heads face challenging roles as instructional leaders, curriculum experts, finance and facility managers, special program administrators, and community builders (Davis, Darling-Hammond, LaPointe, & Orr, 2009). The school heads are facing challenges such as lack of

resources (Sincar, 2013), improving school conditions (Nettles & Herrington, 2007) and novices experienced the responsibility shock due to unmanageable workloads (Spillane & Lee, 2014). The decentralized education and school-based management create new demands on the school principal that few can meet (Sindhvad, 2009).

Conceptual Framework



In this research, the researcher is interested in studying the competency of secondary school administrators towards becoming a learning organization in the 5.0 era of schools under the Sisaket Secondary Educational Service Area Office, Yasothon.

Independent Variable. The independent variable is Learning Organization IR 5.0. It will determine to what extent are its effects to the Secondary Schools Administrators competencies.

Dependent variable. The dependent variable is Administrators competencies to determine if their competencies are in congruent to the requirements of Learning Organization IR 5.0.

Mediating variable. Shared Vision is a mediating variable to Secondary Schools Administrators competencies: achievement motivation, good service, self development, teamwork, analysis and synthesis, communication and motivation, personnel potential development, having a vision and being a learning organization.

Moderating variable. The moderating variable to Learning Organization IR 5.0 and Competencies of Administrators is Office of the Basic Education Commission to determine the extent of its moderating effects.

METHODOLOGY

Research Design

Quantitative research is used in this study. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

Quantitative research is widely used in the natural and social sciences: biology, chemistry, psychology, economics, sociology, marketing, etc.

Population and Sampling Technique

Sampling is a critical process in research, allowing researchers to draw conclusions about a larger population by examining a smaller, manageable subset. Sampling methods are essential for producing reliable, representative data without needing to survey an entire population.

Sampling is a critical process in research, allowing researchers to draw conclusions about a larger population by examining a smaller, manageable subset. Sampling methods are essential for producing reliable, representative data without needing to survey an entire population. This guide covers various types of sampling methods, key techniques, and practical examples to help you select the most suitable method for your research.

Sampling is the process of selecting a subset of individuals or items from a larger population to make inferences about that population. Researchers use sampling to collect data more efficiently and to generalize findings to the entire group without surveying everyone.

Nonetheless, since the school administrators comprise 42, the total population is considered in the study.

Data Gathering Procedure

Face-to-face Survey. The researcher administer the questionnaire personally to the respondents. Gaining information from respondents via face-to-face mediums is much more effective than the other mediums because respondents usually tend to trust the surveyors and provide honest and clear feedback about the subject in-hand.

Data Analysis

Key Methods of Statistical Treatment of Survey Data

Data cleaning. Data cleaning removes incomplete responses, duplicate, or irrelevant responses. It ensures that the analysis is based on high-quality data.

Data organizing. Data organizing structure customer data into formats suitable for analysis, such as tables or spreadsheets. It facilitates smoother application of statistical methods.

Inferential statistics. Inferential statistics draw conclusions about a population based on a sample size. It helps customer experience professionals generalize findings.

The study uses, mean, standard deviation, hypothesis testing, one sample test, ANOVA, and regression analysis.

The SPSS software v.28 is utilize to process the data.

Limitations and Ethical Considerations

As a guide, the survey ethics are divided into 3 main areas: how to treat participants, how to treat data, and how to treat sponsors and interested parties, including the public and anyone who might make decisions based on the findings.

Ethical treatment of survey participants. Begin the survey with an introduction that explains the purpose of the survey, what will happen to the data and who the research benefits are. Transparent about what are asked of them, what to do with their data, and how to handle their personal or sensitive information.

Write the introduction and questions on the basis that participation is 100% voluntary, and that a participant can choose whether to begin the survey, or if they have already begun, complete the survey. Take care to avoid question wording that may offend, distress or humiliate participants.

Ethical data handling and processing. Have the necessary security and storage solutions in place to protect the data, and use software systems and human procedures that will help keep it safe. Guard against bias in your survey flow and wording to avoid skewing your data. Use appropriate statistical tests to validate your findings and show significance in your results. Use tools and technologies that are fit for purpose and will not introduce errors or bias into your results.

Ethics in communicating results. Document and publish the methodology used in the research, including the sample selection process, sample size, data processing techniques etc.

RESULTS AND DISCUSSION

Specifically, the study addressed the following questions:

1 To what significant extent are the profiles demonstrated in terms of the following:

1.1 Secondary school administrator's competencies; and

1.2 Learning organizations IR 5.0?

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
SEC11	37	3.9189	.75933	.12483
LEARN 12	37	3.9189	.79507	.13071

The one-sample statistics table shown above presents that secondary school administrators' competencies are exhibited to a high extent (3.91890)

Likewise learning organizations IR 5.0 demonstrated to a high extent (3.9189).

In both cases, the computed standard deviations are less than 1.00 providing a homogenous situation of the responses.

One-Sample Test

Test Value = 3.5

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SEC11	3.356	36	.002	.41892	.1657	.6721
LEARN 12	3.205	36	.003	.41892	.1538	.6840

The test of significance of difference from the means are highly significant, that is, Secondary school administrator's competencies; and Learning organizations IR 5.0 are demonstrated highly significantly.

2 To what significant extent do shared vision mediates secondary school administrators' competencies?

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.201	3	.400	.676	.573
Within Groups	19.556	33	.593		
Total	20.757	36			

The F-test of significance as to what extent vision mediates secondary administrators' competence shows that it does not moderate significantly

3 To what extent do the Office of the Basic Education Commission moderate:

3.1 Learning Organization IR 5.0; and

3.2 Secondary School Administrators' competencies?

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
LEARN 31	Between Groups	4.458	2	2.229	4.255	.022
	Within Groups	17.812	34	.524		
	Total	22.270	36			
SEC32	Between Groups	.377	2	.189	.373	.692
	Within Groups	17.190	34	.506		
	Total	17.568	36			

The ANOVA table above presents the F-test of significance the extent to which Office of the Basic Education Commission moderate Learning Organization IR 5.0. The test of significance is significant (sig=.022), that the Office of the Basic Education Commission influence significantly Learning Organization IR5,0.

However, in the case of Secondary of School Administrators' Competencies, no significant influence is seen.

4 To what significant extent are the effects of Learning Organization IR 5.0 to School Administrators' competencies?

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094 ^a	.009	-.019	.76667

a. Predictors: (Constant), ADMCOMPETENCE

The Model Summary above, shows a R-square = .9% (.009), that is, the predictor Learning Organization IR 5.0 is 09% of significant variables that is included in the regression equation to predict Administrators' Competence.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.184	1	.184	.313	.579 ^b
	Residual	20.573	35	.588		
	Total	20.757	36			

a. Dependent Variable: SEC11

b. Predictors: (Constant), ADMCOMPETENCE

The ANOVA table to test for significance of the regression equation is not significant (sig=.579), hence, the derived equation is not a valid tool to predict Administrators' Competence.

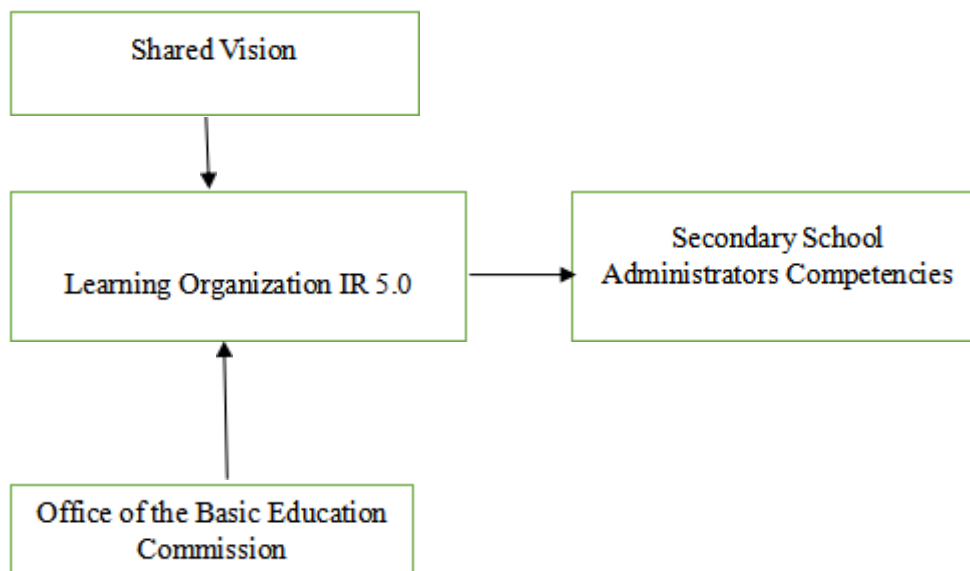
Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4.347	.775		5.611	.000
	ADMCOMPETENCE	-.105	.187	-.094	-.560	.579

a. Dependent Variable: SEC11

Consequently, the predictor Learning Organization IR 5.0 is not a significant predictor.

5 Based on the findings, what Secondary School Administrators Competencies Towards a Learning Organization IR 5.0 Model can be proposed?



From the findings, the initial conceptual framework is retained. The Office of the Basic Education remains as a moderating influence to Learning Organizations IR 5.0 and secondary School Administrators' Competencies. Shared Vision serves as a mediating factor to Secondary School Administrators' Competencies.

CONCLUSIONS

From the hypothesis tests, the following are the results.

HO1: The extent to which the profiles demonstrated as against as expected is not significant in terms of the following:

- 1 Secondary school administrator's competencies.
- 2 Learning organizations IR 5.0.

For Hypothesis 1, the extent to which the profiles demonstrated as against as expected, is significant for Secondary school administrators' competencies and for Learning organizations IR 5.0.

HO2: The extent to which shared vision mediates secondary school administrators' competencies is not significant.

For Hypothesis 2, the extent to which shared vision mediates secondary school administrators' competencies is not significant.

HO3: The extent to which the Office of the Basic Education Commission does not significantly moderate:

- 1 Learning Organization IR 5.0.
- 2 Secondary School Administrators' competencies.

For hypothesis 3, the extent to which the Office if the Basic Education Commission does not significantly moderate Learning Organizations IR 5.0; on the other hand, it does moderately significantly Secondary School Administrators' competencies.

HO4: The effects of Learning Organization IR 5.0 to School Administrators' competencies are not significant.

For Hypothesis 4, the null hypothesis is accepted that learning organizations IR 5.0 does not have significant effect to school administrators' competencies.

RECOMMENDATIONS

The vision can be further delved into as in turned out in this study that it is not a significant mediating factor to school administrators' competency.

The effects of Learning Organization in IR 5.0 can be looked into further as this is a new trend. Administrative competency of school administrators, stakeholder engagement and strategic thinking and innovation can be considered for competency of school administrators in a future study.

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