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# 21<sup>st</sup> Century School Management Skills from Crisis Management by Private School Administrators under the Nonthaburi Provincial Education Office

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## Abstract

This research aimed to study the level of crisis management skills, 21st-century management skills of private school administrators, and how crisis management skills impact the management skills of private school administrators under the jurisdiction of the Nonthaburi Provincial Education Office. The research sample consisted of 274 administrators, including directors, deputy directors, and heads of subject groups. The research tool used was a questionnaire, and statistical analysis included mean, standard deviation, t-tests, and multiple regression analysis. The findings revealed that: 1) The crisis management skills of private school administrators were at a high level overall, with the highest to lowest averages being problem assessment, plan modernization, planning team establishment, contingency plan testing, and contingency plan creation. 2) The 21st-century management skills of private school administrators were also at a high level overall, with averages ranked as follows: vision, communication, ethics, human relations, technical, and creativity skills. 3) Crisis management skills that significantly influenced the 21st-century management skills of private school administrators under the Nonthaburi Provincial Education Office included plan modernization, problem assessment, and planning team establishment, with statistical significance at the .05 level, collectively predicting 61.10% of the administrators' management skills for the 21st century.

**Keywords:** School Management, Crisis Management, 21<sup>st</sup> Century School Management

## 1. Introduction

Education is a key factor in improving population quality, serving as the foundation for a country's advancement in economic, social, and political areas. In Thailand, educational management is entrusted to institutions closely connected to the public, making it essential for educational development to align with sustainable national development plans and global changes (Ministry of Education, 2022). Environmental changes, such as disease outbreaks, storms, and floods, impact school operations, necessitating that administrators modernize management strategies and leverage technology to address these issues (Rangsan, 2016). This adaptation was evident during the COVID-19 crisis, which required a shift to online learning and strict preventative measures (Office of the Private Education Promotion Commission, 2021). The 21<sup>st</sup> century presents unique challenges compared to the

20<sup>th</sup> and 19<sup>th</sup> centuries, marked by rapid technological progress and global conflicts, demanding an updated educational system to prepare for swift changes (Sakol, 2016). Therefore, contemporary education must adopt new learning models to keep pace with these shifts (Vicharn, 2012). Crisis management involves handling sudden and confusing situations, where administrators need crucial skills, including technical, interpersonal, and conceptual skills (Katz, 1955), which are essential for effectively managing emerging issues. The Nonthaburi Provincial Education Office oversees 89 schools under the Office of the Private Education Promotion Commission, where educational management in the modern era has not sufficiently responded to ongoing changes.

Given these challenges, the researcher is interested in studying 21<sup>st</sup> century school management skills in crisis situations among private school administrators under the Nonthaburi Provincial Education Office. The study aims to provide a framework for effective school management aligned with institutional goals and to enhance management skills suited to the current environment, including adapting teaching methods to meet 21<sup>st</sup> century challenges.

## **2. Research Objectives**

- 1) To study the level of crisis management skills of private school administrators under the Nonthaburi Provincial Education Office.
- 2) To examine the level of 21<sup>st</sup> century school management skills of private school administrators under the Nonthaburi Provincial Education Office.
- 3) To investigate how crisis management skills influence the school management skills of private school administrators under the Nonthaburi Provincial Education Office.

## **3. Research Methodology**

This research aims to study the 21<sup>st</sup> century school management skills of private school administrators under crisis situations in Nonthaburi, Thailand. The study uses a survey research approach, collecting data through questionnaires.

### *3.1 The scope of population*

- 1) The population in this study consists of school administrators, including directors, deputy directors, and heads of subject areas, from 89 schools under the Nonthaburi Provincial Education Office for the academic year 2023, totaling 916 individuals.
- 2) The sample group for this study was determined using the sample size formula based on Krejcie and Morgan's table (Pisanu Fongsri, 2011), resulting in a sample size of 274 out of 916 individuals. The sampling method used was stratified random sampling, ensuring proportionate representation across different school sizes and within each district in Nonthaburi Province. Following this, simple random sampling was applied by drawing lots, with school names from each size category written down and selected to match the defined proportion.

### *3.2. The scope of content*

The researcher aims to study the crisis management skills of private school administrators under the Nonthaburi Provincial Education Office, focusing on five key areas based on the framework by Phratchaya Krapran (2008): 1) establishing a planning team, 2) assessing the scope of issues, 3) developing contingency plans, 4) testing contingency plans, and 5) updating plans as necessary. Additionally, the study examines six essential 21<sup>st</sup> century school administration skills among private school administrators: 1) communication skills, 2) creative thinking skills, 3) visionary skills, 4) technical skills, 5) interpersonal skills, and 6) ethical and moral skills.

### 3.3 Instruments in the study

This questionnaire focuses on 21<sup>st</sup> century school administration skills in crisis management among private school administrators under the Nonthaburi Provincial Education Office. It was developed by the researcher in line with the study objectives to gather various data points and is divided into four parts:

**Part 1:** Respondent Information — This section contains five open-ended questions to gather background information on the respondents, including gender, educational background, work experience, position, and school size.

**Part 2:** Crisis Management in School Administration — This section comprises 25 items across five areas and uses a rating scale format.

**Part 3:** 21<sup>st</sup> Century School Administration Skills — This section consists of 48 items across six areas: 1) communication skills, 2) creative thinking skills, 3) visionary skills, 4) technical skills, 5) interpersonal skills, and 6) ethical and moral skills. It also uses a rating scale format.

**Part 4:** Additional Comments and Suggestions

### 3.4 Making and testing research instruments

- 1) Review theories, concepts, and related research on 21<sup>st</sup> century school administration skills under crisis management for private school administrators. This review provided the theoretical framework and relevant research for understanding school administration skills in the context of 21<sup>st</sup> century learning.
- 2) Study the questionnaire construction methods based on the guidelines described by Pisanu Fongsri (2011), which served as a basis for developing the questionnaire.
- 3) Define the scope of questions using the study variables, create the research framework, and construct the instrument accordingly. The questionnaire was aligned with synthesized information from documents, literature, theories, and related research on the 21<sup>st</sup> century school administration skills under crisis management for private school administrators under the Nonthaburi Provincial Education Office. Initial feedback was sought from the academic advisor.
- 4) Present the draft questionnaire to the academic advisor for feedback and make necessary corrections to ensure accuracy and appropriateness.
- 5) Present the finalized questionnaire to five experts in educational administration to test content validity. The Index of Item-Objective Congruence (IOC) was set at 0.50 or higher, with all items achieving an IOC of 1.00.
- 6) Test the reliability of the finalized questionnaire. The researcher conducted a try-out with 30 participants not included in the sample group. The data from the try-out were used to calculate the reliability using Cronbach's alpha coefficient, resulting in an overall reliability score of 0.98.

### 3.5 Data Analysis

- 1) Analyze data from the questionnaire using frequency and percentage.
- 2) For Part 1 of the questionnaire, which covers general information about respondents with fill-in responses, data will be tabulated by frequency and analyzed to calculate percentages and mean values. Results will be presented in tables along with descriptive commentary.
- 3) For Parts 2 and 3, which cover crisis management in school administration and 21<sup>st</sup> century school administration skills of private school administrators under the Nonthaburi Provincial Education Office, scores will be calculated based on a 5 point weighted scale. The data will then be recorded, and mean scores and standard deviations will be calculated. Results will be interpreted item-by-item, by skill area, and overall, following Best's interpretative criteria (Best, 1981: 195).
- 4) Analyze the school administration skills under crisis management of private school administrators under the Nonthaburi Provincial Education Office using stepwise multiple regression analysis.
- 5) Present the data in tables accompanied by narrative explanations.

### 3.6. Statistical Analysis

The statistics used for data processing and analysis include:

- 1) Basic Statistics: Percentage, mean, and standard deviation.
- 2) Statistics for Instrument Quality Assessment: Content validity calculated by the Index of Item-Objective Congruence (IOC) and reliability of the entire questionnaire assessed by the Alpha Coefficient, as per Cronbach's method.
- 3) Statistics for Hypothesis Testing: Stepwise multiple regression analysis.

## 4. Research results

The results of the analysis of crisis management skills among private school administrators under the jurisdiction of the Nonthaburi Provincial Education Office are detailed in Table 1.

Table 1: Mean, Standard Deviation, and Crisis Management Skills of Private School Administrators under the Nonthaburi Provincial Education Office, Overall and by Aspect.

n = 274

Aspect	Crisis Management Skills of Private School Administrators under The Nonthaburi Provincial Education Office	Crisis Management Skills in Educational Administration			
		$\bar{X}$	S.D.	Interpret	Rank
1.	Establish a planning team	3.66	.47	High	3
2.	Evaluating the scope of the issue	3.78	.42	High	1
3.	Develop contingency plans	3.61	.53	High	5
4.	Test contingency plans	3.64	.66	High	4
5.	Modernize the plans	3.74	.42	High	2
<b>Total</b>		<b>3.69</b>	<b>.41</b>	<b>High</b>	

From Table 1, it is found that the skills in managing educational institutions during crises of private school administrators under the Nonthaburi Provincial Education Office are generally at a high level ( $M = 3.69$ ,  $S.D. = .41$ ). When considering each specific area, it is found that all areas are at a high level, arranged from the highest to the lowest mean scores as follows: evaluating the scope of the issue ( $M = 3.78$ ,  $S.D. = .42$ ), modernizing the plans ( $M = 3.74$ ,  $S.D. = .42$ ), establish a planning team ( $M = 3.66$ ,  $S.D. = .47$ ), test the contingency plans ( $M = 3.64$ ,  $S.D. = .66$ ), and developing contingency plans ( $M = 3.61$ ,  $S.D. = .53$ ).

The results of the analysis of management skills of private school administrators in the 21st century under the Nonthaburi Provincial Education Office are shown in Table 2.

Table 2: presents the means, standard deviations, and management skills of private school administrators in the 21<sup>st</sup> century under the Nonthaburi Provincial Education Office, both overall and by specific area.

n = 274

No.	Skills of Educational Administrators in the 21 <sup>st</sup> Century	Level of Skills in the 21 <sup>st</sup> Century			
		$\bar{X}$	S.D.	Interpret	Rank
1.	Communication Skills	3.71	.60	High	2
2.	Creative Thinking Skills	3.58	.58	High	6
3.	Visionary Skills	3.83	.45	High	1
4.	Technical Skills	3.63	.51	High	5
5.	Interpersonal Skills	3.68	.43	High	4
6.	Ethical and Moral Skills	3.69	.46	High	3
<b>Total</b>		<b>3.69</b>	<b>.39</b>	<b>High</b>	

From Table 2, it was found that the management skills of private school administrators under the Nonthaburi Provincial Education Office in the 21st century were overall at a high level ( $M = 3.69$ ,  $S.D. = .39$ ). When considering each aspect, it was found that all areas were at a high level, ranked from highest to lowest average as follows: visionary skills ( $M = 3.83$ ,  $S.D. = .45$ ), communication skills ( $M = 3.71$ ,  $S.D. = .60$ ), ethical and moral

skills (M = 3.69, S.D. = .46), interpersonal skills (M = 3.68, S.D. = .43), technical skills (M = 3.63, S.D. = .51), and creative thinking skills (M = 3.58, S.D. = .58).

Table 3: Variables of management skills in crisis situations that affect the management skills of private school administrators in the 21<sup>st</sup> century under the Nonthaburi Provincial Education Office overall.

Predictor variables according to the sequence of the equation	Unstandardized Coefficients		standardized Coefficients	t	Sig
	$\hat{\beta}$	Std. Error	Beta		
Constant value	1.396	.116		12.044	.000
Modernize the plans (X <sub>5</sub> )	.046	.056	.639	8.179	.000
Evaluate the scope of the issue (X <sub>2</sub> )	.275	.049	.356	5.644	.000
Establish a planning team (X <sub>1</sub> )	.129	.032	.243	4.069	.041

\*Statistical significance level of .05.

From Table 3, it can be seen that the skills in managing educational institutions during crises that affect the management skills of private school administrators in the 21<sup>st</sup> century, under the Office of the Education District of Nonthaburi, are analyzed across five areas. It was found that crisis management skills can statistically predict the management skills of private school administrators in the 21<sup>st</sup> century in three significant areas at the .05 level: modernize the plans (X<sub>5</sub>), evaluate the scope of the issue (X<sub>2</sub>), and establish planning team (X<sub>1</sub>).

These 3 variables together can predict 61.10% of the management skills of school administrators in the 21<sup>st</sup> century.

The equation of multiple regression analysis can be written in the form of raw score as follows:

$$\hat{Y}_{\text{tot}} = 1.396 + 0.046 (X_5) + 0.275 (X_2) + 0.129 (X_1)$$

The predictor equation can be written in the form of standard score as follows:

$$\hat{z}_{Y_{\text{tot}}} = 0.639 (X_5) + 0.356 (X_2) + 0.243 (X_1)$$

## 5. Discussion

1. The level of management skills in educational institutions during a crisis among private school administrators under the Nonthaburi Provincial Education Office is overall at a high level. This may be due to the severe communicable disease crisis that has occurred over the past three years. Schools have held meetings with the community and parents to manage operations during the crisis by establishing task forces and spokespersons as central coordinators between schools and the community. They have set goals and objectives, planned communication with stakeholders, and selected strategies to respond to the crisis to minimize damage, rather than allowing the situation to escalate without knowing how to cope or learning how to bring the organization back to normal as soon as possible. This aligns with the concept explained by Smith Boonchutima (2017), who described crisis communication management as requiring organizations to define clear and appropriate goals and objectives for communication in the event of a crisis. This is essential for guiding actions and measuring the success of communication. Establishing task forces and appointing spokespersons is critical for issuing announcements to present information, clarify details about the crisis, and manage the situation in the short term, along with long-term management plans. Regular announcements must be made to the public through media channels or the organization's own media, with a designated spokesperson prepared to provide information during planned events. This includes preparing Holding Statements to be sent to the media or drafting letters with announcements for the organization's media. Furthermore, it aligns with the research of George Spais & Pallab Paul (2021), who studied crisis management models for marketing education: reflecting the changes in the marketing education system in light of the COVID-19 crisis. The primary objective of their research was to apply crisis management models to marketing education that has faced challenges due to the COVID-19 pandemic. They employed strategic crisis management methods, initially introduced by Burnett, to develop a framework for managing turmoil in teaching and success during this pandemic. They conducted an in-depth discussion of the literature, employing a critical realist perspective, and presented current examples of best practices in universities and decisions for each of the three stages of crisis management (selecting strategies for crisis response, planning communication with

stakeholders, and defining goals and objectives) to achieve successful recovery during these times. There is a consistent effort to address the significant concern among scholars regarding the gap between theory and practice. They hope that their article and proposed framework will provide a special opportunity to explore and study how unexpected changes occur in higher education and how remedies are applied. In reflecting the nature of current marketing education through crisis management, they identify the implications of their framework and offer valuable recommendations for future research.

2. The level of management skills in 21<sup>st</sup> century educational institutions among private school administrators under the Nonthaburi Provincial Education Office is overall at a high level. This may be because school administrators must prioritize the development of professional quality, which enables educational institutions to achieve success in all areas. Such success relies on knowledge, ability, and an understanding of management principles, or management skills, as well as planning skills. This aligns with Jitjarun Songwitya (2019), who stated that the skills of educational administrators are crucial for managing educational institutions, ensuring that all operations within the school align with the educational goals or the objectives of the curriculum. Pimolpan Petsombat (2017) noted that the skills of educational administrators refer to the knowledge and abilities in management demonstrated through five key skills: Systemic Thinking The ability to understand the structural system of people, the organizational structure of positions, educational management policies, and administrative systems to effectively achieve educational objectives. Human Relations The knowledge and ability to achieve results through group processes, fostering cooperation among individuals within the institution, coordinating efforts, and providing guidance to colleagues.

3. The management of educational institutions during a crisis has a significant impact on the management skills of private school administrators under the Nonthaburi Provincial Education Office. This is because the school administrators in this area possess the knowledge and skills necessary to effectively drive their institutions toward achieving their goals. Paradhi Ananawiw (2010) stated that the administration by educational leaders is a key factor in implementing policies and setting the direction for operations to achieve the ultimate goals. This requires a systematic approach to defining procedures and methods, managing human resources and other resources for maximum benefit, and evaluating outcomes for adjustments that suit the situation. Jantharane Sanguanname (2010) mentioned that the skills of educational administrators involve both science and art, requiring knowledge, skills, and experience, as well as the ability to communicate and demonstrate leadership to ensure effective management toward achieving objectives. Research by Janpen Thanarak (2012) found that the skills of professional educational administrators, as perceived by teachers in secondary schools in Kanchanaburi Province, are at a high level. The skills are ranked in order as follows: systemic thinking skills, human relations skills, and technical skills. Moreover, the results of the comparison of skills among administrators, based on the opinions of teachers in secondary schools in Kanchanaburi Province, showed no significant statistical differences when classified by gender. However, when classified by work experience, significant differences were found, particularly in the area of systemic thinking skills, highlighting the importance of experience in developing the skills of educational administrators in an ever-changing environment.

## 6. Suggestions

### 6.1 *Suggestions from the Research Findings*

From the study on the management skills of private school administrators in crisis situations under the Nonthaburi Provincial Education Office, it was found that the approaches to developing crisis management skills can be applied to improve the efficiency of school administration. The researcher therefore proposes the following suggestions:

1. **Communication Skills:** The lowest average score indicated that administrators have a poor ability to use information technology for communication with parents, the community, and external organizations. Therefore, administrators should develop their communication skills to ensure that the team has a mutual understanding of common goals. Effective communication should involve systematic thinking, using various communication formats according to the situation, actively listening, asking open-ended questions, being empathetic, and keeping promises.

2. **Creative Thinking Skills:** The lowest average score shows that administrators need to study and acquire new knowledge, be ready to face challenges, and be willing to make decisions. Therefore, administrators should be open to listening to feedback from their teams, focusing on collaborative decision-making to ensure everyone is involved in the work by setting common goals and providing appropriate guidance.
3. **Visionary Skills:** The lowest average score indicates that administrators should elevate the subconscious and moral standards of their team. Quality leadership requires creating motivation for staff to be satisfied with their work, which leads to effective organizational management.
4. **Technical Skills:** The lowest average score in financial capability shows that administrators should be honest in their operations, even if it may not please everyone. Integrity is a fundamental principle that builds trust. If administrators lack honesty, they will not be able to achieve success and acceptance within the organization. Developing these skills will enable school administrators to manage effectively during crises and lead the organization to future success.
5. **Interpersonal Skills:** The lowest average score indicates that school administrators need to employ various methods to motivate staff to work to their fullest potential and to understand human nature and behavior. Therefore, administrators should possess leadership qualities, knowledge, decision-making skills, intelligence, and adaptability to effectively and efficiently manage their tasks.
6. **Ethical Skills:** The lowest average score indicates that school administrators should apply principles of good governance in their management and provide opportunities for teachers and the community to participate in school administration. Thus, administrators need to make decisions, set goals, and establish various methods for teachers while closely supervising their work, providing guidance, encouragement, and morale-boosting when performance meets goals, as well as fostering a friendly relationship with teachers while maintaining authority.

## 6.2 Suggestions for Future Research

1. **Leadership Development in Crisis Situations:** Future studies should explore appropriate leadership development strategies for crisis situations in private schools under the Nonthaburi Provincial Education Office. This research can prepare administrators to handle potential future crises effectively.
2. **Factors Influencing the Effectiveness of Media and Technology in Education:** Research should investigate the factors that affect the efficiency of media and technology use in small schools under the Nonthaburi Provincial Education Office. The findings can be utilized to develop effective media and technology integration in small educational institutions.
3. **Teacher Learning Process Development:** Future studies should examine the development models for the learning processes of teachers in private schools under the Nonthaburi Provincial Education Office. The data obtained can serve as a guideline for enhancing teachers' learning processes.

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