

RESEARCH ARTICLE

AN ADMINISTRATIVE MODEL TO DEVELOP TEACHERS' ACTIVE LEARNING MANAGEMENT COMPETENCY AT BAN NAYANG SCHOOL UNDER THE NONG KHAI PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2

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ABSTRACT

This Research and Development (R&D) study aimed to assess needs, develop, implement, and evaluate an administrative model to develop teachers' active learning management competency at Ban Nayang School. Participants included 15 teachers and 160 students. Data from questionnaires and evaluation forms were analysed using descriptive statistics, $PNI_{modified}$, and a dependent t-test. Results revealed (1) The current administrative state was moderate, whereas the desirable state was highest. "Coaching and Empowerment" emerged as the top priority need, (2) The developed model comprised five components, highlighting a five-step COACH implementation process (Collaborative Visioning, organizing a Learning Community, Active Learning Ecosystem, Coaching and Empowerment, and Harvesting Knowledge and Reflection) driven by the PDCA cycle. Experts rated its appropriateness at the highest level, (3) post-implementation, teachers' competency improved significantly ($p < .01$) from moderate ($M=2.65$) to excellent ($M=4.80$). Teachers' satisfaction was at the highest level. Student quality exceeded school targets, with 72.43% achieving level 3 or higher in core subjects, and over 96% attaining "good" levels in desirable characteristics and key competencies, and 4) The model's evaluation demonstrated high utility in fostering a sustainable learning culture, and very high feasibility supported by a comprehensive manual. It exhibited high propriety by promoting Professional Learning Communities (PLC) and teacher ownership, alongside high accuracy by aligning with Systems Theory to effectively enhance competencies without imposing additional workload.

Keywords: Administrative Model; Active Learning Management Competency; Student Quality

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1. Introduction

The National Education Plan of Thailand (2017–2036) emphasizes educational provision that ensures all citizens across all age groups-ranging from early childhood and school age to the working population and the elderly-have access to educational opportunities and lifelong learning. This aims to empower

individuals to develop themselves according to their readiness and capabilities, reaching their fullest potential. It equips them with the knowledge, skills, and desirable characteristics necessary for daily living and harmonious coexistence within society. Furthermore, it fosters occupational competencies aligned with individual aptitudes and interests, which correspond to labour market demands and the country's socio-economic development. Ultimately, this leads to the advancement of oneself, one's family, society, and the nation, grounded in the overarching principle that "no one is left behind" (Office of the Education Council, 2017). In addition, the 13th National Economic and Social Development Plan (2023–2027) highlights human capital development for the modern era. It focuses on cultivating Thai citizens with skills and attributes suited for the contemporary world, encompassing cognitive skills, behavioural skills, and traits that align with positive social norms. Moreover, the plan accelerates the preparation of a high-quality workforce that meets labour market demands and facilitates economic restructuring toward targeted production and service sectors with greater potential and higher productivity (Office of the National Economic and Social Development Council, 2022).

The contemporary world is undergoing rapid transformations. The changes occurring in the 21st century, particularly before and after the Coronavirus Disease 2019 (COVID-19) pandemic, can be characterized as a VUCA World—an environment defined by Volatility, Uncertainty, Complexity, and Ambiguity. Beyond the VUCA paradigm, the current global landscape has also evolved into what is known as a BANI World, representing an environment that is Brittle, Anxious, Non-linear, and Incomprehensible (Chaichaowarat, 2024). These phenomena underscore the critical need to equip learners with future-ready skills, focusing on developing students' competencies to ensure they are well-prepared for the workforce and capable of leading high-quality, fulfilling lives. Consequently, the Thai educational system must undergo rapid reform to accelerate the cultivation of these essential future skills among learners (Sutthirat & Sutthirat, 2024). This requires a complete transformation of educational management, particularly at the school level, which serves as the primary agency for driving change. Therefore, it is imperative to have academic leaders who can genuinely enhance the quality of learners (Chaemchoy, 2023).

Internal supervision at Ban Nayang School revealed a deficiency in the instructional skills required to foster student learning, essential competencies, and desirable characteristics. Teachers predominantly relied on lecture-based instruction, failing to provide learners with opportunities to construct their own knowledge, engage in diverse learning experiences, or participate in hands-on activities. This pedagogical approach has severely undermined students' learning potential and negatively impacted the overall educational quality of the school (Ban Nayang School, 2023). Furthermore, the school's Self-Assessment Report (SAR) for the 2022 academic year indicated that students' academic achievement remained at a low level, falling short of the established targets. Additionally, the Ordinary National Educational Test (O-NET) results for Grade 6 and Grade 9 students from the 2021 to 2022 academic years demonstrated that the average scores across all core learning areas were below the standard criteria and consistently lower than the national average (Ban Nayang School, 2023).

The key success factor in resolving student quality problems and elevating educational outcomes is teacher development. However, effective teacher development does not rely solely on training; rather, it depends profoundly on the "leadership of school administrators" and a systematic "management model. A well-defined management model enables administrators to establish directions, formulate development plans, allocate resources, and concretely monitor teachers' performance, thereby effectively bridging the gap between policy and classroom practice. Therefore, school administrators act as the crucial variable in enabling educational institutions to achieve their intended objectives. They must possess theoretical knowledge, capabilities, skills, and modern educational administration experience suitable for adapting to the changing modern world and driving transformation (Wetchayaluck, 2024). Furthermore, they must exhibit academic leadership to ensure the success of the school's academic operations. This ultimately facilitates learners in acquiring the knowledge, skills, desirable characteristics, and key competencies as prescribed in the Basic Education Core Curriculum B.E. 2551 (Chaochai, 2025).

The aforementioned significance and challenges highlight the urgent need for educational institutions to manage and elevate the quality of education. This is imperative to ensure that learners attain high standards, acquire essential life skills, and can navigate safely and happily amidst rapid global changes. Consequently, the researcher, in the capacity of a school administrator, is deeply committed to creating an administrative innovation through the "development of an administrative model" to address these issues systematically and sustainably. Such an endeavour will catalyse a transformation in teachers' instructional processes, thereby genuinely enhancing student quality. These rationales lead to the initiation of this research, which aims to formulate the **"Administrative Model to Develop Teachers' Active Learning Management Competency at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2."**

2. Materials and Methods

Research objectives are to (1) study the current state, desirable state, and necessary needs of the administration to develop teachers' active learning management competency (2) develop an administrative model to develop teachers' active learning management competency (3) examine the results of implementing the administrative model to develop teachers' active learning management competency and (4) evaluate the administrative model to develop teachers' active learning management competency.

Methods

The research was conducted using a Research and Development (R&D) methodology. The operational procedures were divided into four phases as follows:

Phase 1: Studying the current state, desirable state, and necessary needs of the administration to develop teachers' active learning management competency at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2. The target group consisted of 15 teachers at Ban Nayang School.

Phase 2: Developing the administrative model to develop teachers' active learning management competency.

Phase 3: Examining the results of implementing the administrative model to develop teachers' active learning management competency. The target group consisted of 15 teachers and 160 students from Grade 1 to Grade 9 at Ban Nayang School. The model was implemented over the course of one academic year, specifically the 2025 academic year (May 2025 - April 2026).

Phase 4: Evaluating the administrative model to develop teachers' active learning management competency.

The research instruments included a questionnaire regarding the current and desirable states, an expert interview form, an active learning management competency evaluation form, a satisfaction questionnaire, a student quality evaluation form, and a model evaluation form.

Data were analysed using percentage, mean, standard deviation, the Modified Priority Needs Index (PNI_{modified}), and a Dependent t-test.

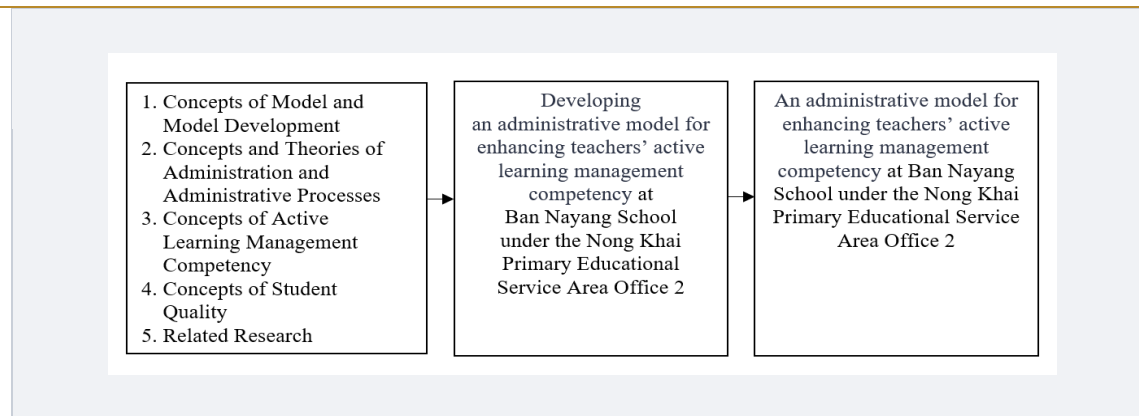


Figure 1. Research Conceptual Framework

3. Results and Discussion

Phase 1: The results of studying the current state, desirable state, and necessary needs of the administration to develop teachers' active learning management competency at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 were as follows:

1.1 The current state, desirable state, and necessary needs in the administration to develop teachers' active learning management competency are presented in Table 1.

Table 1 Current State, Desirable State, and Necessary Needs in the Administration to Develop Teachers' Active Learning Management Competency

Administration to Develop Teachers' Active Learning Management Competency	Current State			Desirable State			PNI	Priority Needs
	Mean	S.D.	Level	Mean	S.D.	Level		
1. C - Collaborative Visioning	2.48	.27	Moderate	4.87	.19	Highest	0.964	2
2. O - Organizing a Learning Community	2.88	.28	Moderate	4.97	.09	Highest	0.726	5
3. A - Active Learning Ecosystem	2.55	.30	Moderate	4.85	.16	Highest	0.902	3
4. C - Coaching and Empowerment	2.50	.28	Moderate	4.92	.12	Highest	0.968	1
5. H - Harvesting Knowledge and Reflection	2.73	.27	Moderate	4.95	.10	Highest	0.813	4
Total	2.63	.14	Moderate	4.91	.08	Highest	0.867	-

As indicated in Table 1, the overall current state of the administration to develop teachers' active learning management competency was at a moderate level (Mean = 2.63, S.D. = .14). When analysed by individual aspects, every aspect was also found to be at a moderate level. Conversely, the overall desirable state was at the highest level (Mean = 4.91, S.D. = .08), with all individual aspects similarly rated at the highest level. Regarding the necessary needs assessment, the results revealed that the aspect with the highest Priority Needs Index ($PNI_{\text{modified}} = 0.968$) was Coaching and Empowerment.

Phase 2: The results of developing the administrative model to develop teachers' active learning management competency were as follows:

2.1 The developed administrative model consisted of five components: 1) Principles; 2) Objectives; 3) Implementation, which comprised five steps: 3.1) C - Collaborative Visioning, 3.2) O - Organizing a Learning Community, 3.3) A - Active Learning Ecosystem, 3.4) C - Coaching and Empowerment, and 3.5) H - Harvesting Knowledge and Reflection, with each step driven by the PDCA quality cycle; 4) Evaluation; and 5) Success factors. (Figure 2)

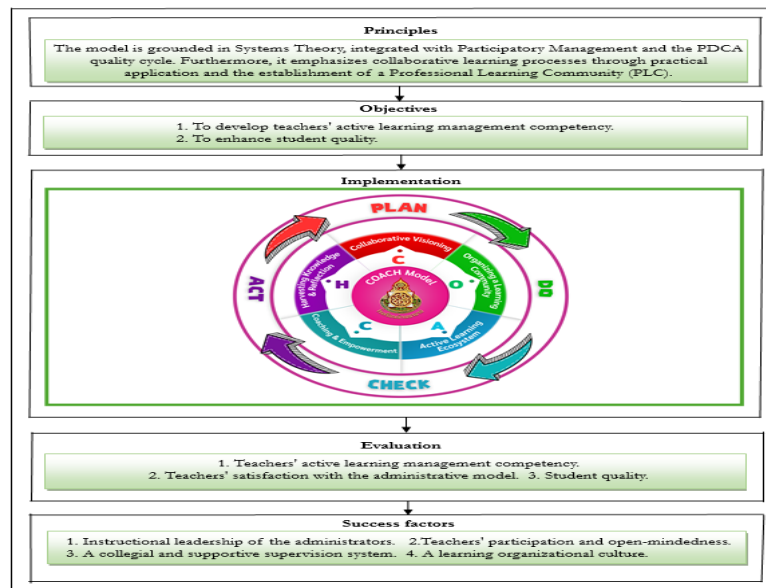


Figure 2. The Administrative Model to Develop Teachers' Active Learning Management Competency

2.2 The verification results regarding the appropriateness of the administrative model are presented in Table 2.

Table 2 The appropriateness of the administrative model evaluated by 7 experts

Lists	n = 7		
	The appropriateness		
	Mean	S.D.	Level
Component 1: Principles	4.57	.53	Highest
Component 2: Objectives	4.57	.53	Highest
Component 3: Implementation	4.86	.38	Highest
Component 4: Evaluation	4.71	.49	Highest
Component 5: Success factors	4.57	.53	Highest
Total	4.66	.19	Highest

Table 2, The verification results regarding the appropriateness of the administrative model revealed that the administrative model to develop teachers' active learning management competency at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 was overall appropriate at the highest level (Mean = 4.66, S.D. = 0.19). When analysed by individual components, all components were also found to be at the highest level.

Phase 3: The results of implementing the administrative model to develop teachers' active learning management competency at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 are presented in Tables 3 - 7.

Table 3 Comparison of Teachers' Active Learning Management Competency Before and After Implementing the Administrative Model

Teachers' Active Learning Management Competency	Statistical values						
	N	Total Score	Mean	S.D.	df	t	P (Sig)
Before	15	5	2.65	.19	14	47.45	.001
After	15	5	4.80	.13			

As shown in Table 3, the teachers' active learning management competency after implementing the administrative model was significantly higher than before the implementation at the .01 statistical level ($t = 47.45$). Prior to the implementation, the teachers' competency was at a moderate level (Mean = 2.65, S.D. = 0.19), and after the implementation, the competency reached an excellent level (Mean = 4.80, S.D. = 0.13).

Table 4 Results of Teachers' Satisfaction Evaluation Regarding the Administrative Model to Develop Teachers' Active Learning Management Competency

The Administrative Model to Develop Teachers' Active Learning Management Competency	Level of opinion		
	Mean	S.D.	Level
1. The administrative model helps you clearly understand the school's direction and goals.	4.87	.35	Highest
2. You participate in setting the vision and goals for developing student quality.	4.80	.41	Highest
3. You are proud and ready to be part of driving the school as a model for active learning to enhance student quality.	4.80	.41	Highest
4. The PLC team structure (Model/Buddy/Mentor) is appropriate and conducive to working.	4.73	.46	Highest
5. The time allocation for PLC activities is clear and sufficient.	4.87	.35	Highest
6. The PLC process practically enables you to solve learner issues and develop learning management.	4.80	.41	Highest
7. You gain new techniques or knowledge from peer teachers in the PLC that are beneficial to your teaching.	4.80	.41	Highest
8. The support systems and resources provided by the school are well-prepared and readily available for use.	4.53	.64	Highest
9. The environment, classrooms, and technological media are conducive to active learning management.	4.73	.59	Highest
10. The working atmosphere is warm, welcoming, and joyful.	5.00	.00	Highest
11. You receive appropriate morale support, praise, and recognition from the administrators.	4.80	.41	Highest
12. The workshops align with your needs and are practically applicable.	4.80	.41	Highest
13. The Open Class process provides clear guidelines for developing your teaching.	4.87	.35	Highest

14. The supervision atmosphere is collegial and supportive, focusing on constructive feedback rather than fault-finding.	4.87	.35	Highest
15. The supervision feedback is clear and practically applicable for teaching improvement.	5.00	.00	Highest
16. The supervision increases your confidence in organizing Active Learning activities.	4.87	.35	Highest
17. The reflection process clearly helps you identify your strengths and pathways for self-development toward becoming a professional teacher.	4.93	.26	Highest
18. The process of extracting lessons learned helps you generate new knowledge and best practices.	4.80	.41	Highest
19. You can apply the acquired knowledge to further develop and sustainably enhance student quality.	4.80	.41	Highest
20. The knowledge-sharing forums provide opportunities for you to demonstrate your potential and instil a sense of pride.	4.87	.35	Highest
Total	4.83	.09	Highest

As shown in Table 4, The overall satisfaction of teachers at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 regarding the administrative model was at the highest level (Mean = 4.83, S.D. = 0.09). When analysed by individual items, all items were also rated at the highest level. The items with the highest mean scores were "The working atmosphere is warm, welcoming, and joyful" and "The supervision feedback is clear and practically applicable for teaching improvement" (Mean = 5.00, S.D. = 0.00). This was followed by "The reflection process clearly helps teachers identify their strengths and pathways for self-development toward becoming professional teachers" (Mean = 4.93, S.D. = 0.26). Conversely, the item with the lowest mean score was "The support systems and resources provided by the school are well-prepared and readily available for use" (Mean = 4.53, S.D. = 0.64).

The evaluation results of student quality at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 are presented in Tables 5 - 7.

Table 5 Evaluation Results of Student Academic Achievement at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2

Subject	Total Number of Students	Number of Students Achieving Level 3 or Higher	Percentage of Students Achieving Level 3 or Higher
1. Thai	160	101	63.13
2. Mathematics	160	92	57.50
3. Science	160	103	64.38
4. Social Studies	160	115	71.88
5. Health and Physical Education	160	143	89.38
6. Art	160	143	89.38
7. Occupations	160	128	80.00
8. English	160	102	63.75
Total	160	115.88	72.43

As shown in Table 5, the overall academic achievement of students at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 in the 2025 academic year revealed that out of a total of 160 students, 115.88 students achieved an average academic performance across all 8 subjects at the "Good" level or higher, accounting for 72.43 percent.

Table 6 Evaluation Results of Students' Desirable Characteristics at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 in the 2025 Academic Year

Desirable Characteristics	Total Number of Students	Number of Students Achieving "Good" Level or Higher	Percentage of Students Achieving "Good" Level or Higher
1. Love of Nation, Religion, and the King	160	160	100
2. Honesty and Integrity	160	160	100
3. Discipline	160	160	100
4. Eagerness to Learn	160	160	100
5. Living a Sufficiency Lifestyle	160	160	100
6. Dedication to Work	160	160	100
7. Cherishing Thai-ness	160	160	100
8. Public-mindedness	160	160	100
Total	160	160	100

As shown in Table 6, the evaluation results regarding the desirable characteristics of students at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 in the 2025 academic year revealed that, overall, out of a total of 160 students, all 160 students achieved an evaluation result at the "Good" level or higher, accounting for 100 percent. When analysed by all 8 desirable characteristics, it was found that 160 students (100 percent) achieved at the "Good" level or higher comprehensively across every characteristic.

Table 7 Evaluation Results of Students' Key Competencies at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 in the 2025 Academic Year

Students' Key Competencies	Total Number of Students	Number of Students Achieving "Good" Level or Higher	Percentage of Students Achieving "Good" Level or Higher
1. Communication Capacity	160	154	96.25
2. Thinking Capacity	160	155	96.88
3. Problem-Solving Capacity	160	155	96.88
4. Capacity for Applying Life Skills	160	155	96.88
5. Capacity for Technological Application	160	156	97.50
Total	160	155	96.88

As shown in Table 7, the overall key competencies of students at Ban Nayang School under the Nong Khai Primary Educational Service Area Office 2 in the 2025 academic year revealed that out of a total of 160 students, 155 students achieved an evaluation result for key competencies at the "Good" level or higher, accounting for 96.88 percent.

Phase 4: The evaluation results of the administrative model to develop teachers' active learning management competency revealed as follows:

1. Utility Standard: The administrative model demonstrated high practical value and the utmost cost-effectiveness. It possessed a high potential to sustainably cultivate a learning organizational culture within the school, generating benefits for teachers, learners, the community, society, and the nation. Furthermore,

it proved highly beneficial for planning the professional development of teachers and school administrators, as well as for concretely establishing guidelines to promote active learning management at the educational service area level.

2. Feasibility Standard: The model exhibited a very high degree of feasibility for actual implementation at Ban Nayang School, along with a high likelihood of driving success. This was attributed to the provision of a clear, systematic, and flexible operational manual. The manual comprehensively specified detailed roles and responsibilities, operational procedures, tools, sample documents, assessment forms, and monitoring guidelines. Consequently, it can serve as a prototype or a Best Practice for dissemination to other educational institutions.

3. Propriety Standard: The model was highly congruent and appropriate for the context of Ban Nayang School. It emphasized the creation of a shared vision, teacher participation, the establishment of a Professional Learning Community (PLC), collegial supervision, and a "No Blame Culture." These concepts align perfectly with modern administrative principles, as well as professional standards and educational ethics. The model maintained a balanced and appropriate approach in accordance with contemporary school administration principles, which prioritize collaboration over top-down directives. Consequently, this fostered a sense of ownership of the change process among teachers and increased their participation in elevating educational quality.

4. Accuracy Standard: The administrative model possessed a high level of academic accuracy and clearly aligned with Systems Theory. The processes defined within the model demonstrated the potential and accuracy to effectively promote teachers' learning and their understanding of active learning management approaches. It fostered an appropriate school ecosystem without imposing additional workload on teachers. The tools and criteria utilized for measurement and evaluation were accurate, valid, consistent, and comprehensive in covering the research objectives. Furthermore, the coaching process and the professional learning community outlined within the model were academically accurate and capable of efficiently enhancing teachers' active learning management competency.

4. Conclusion

This study demonstrates that implementing the COACH administrative model-grounded in System Theory and Participatory Management-significantly enhances teachers' active learning management competencies. While initial assessments revealed a strong need for practical coaching and empowerment, post-implementation results showed a remarkable improvement in instructional competencies (from moderate to excellent) and maximized teacher satisfaction. Consequently, student academic quality and core competencies substantially exceeded institutional targets. The principal contribution of this research is the validated COACH model, which leverages Professional Learning Communities (PLCs) and collegial mentorship to seamlessly transition teachers into effective learning facilitators. The implications strongly suggest that educational leaders should prioritize cultivating psychologically safe, collaborative ecosystems over traditional supervision. Future research should explore the model's longitudinal impact across diverse educational contexts and its adaptability to different academic levels.

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