

A Strategic Management for Enhancing Primary School Teachers' Artificial Intelligence-Based Learning Management Competencies Affiliated with the Chachoengsao Primary Educational Service Area Office 2

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Abstract:

This research aims to study the current state, desired state, and necessary needs of strategic management to enhance the AI-based learning management competencies of primary school teachers affiliated with the Chachoengsao Primary Educational Service Area Office 2. The sample group consisted of 313 teachers from Chachoengsao Primary Educational Service Area Office 2, determined using the Krejcie-Morgan table and stratified random sampling based on school size: one extra-large school (77 teachers), two large schools (25 teachers each), eight medium-sized schools (12 teachers each), and eighteen small schools (5 teachers each). The research instrument was a questionnaire. Data analysis included mean, standard deviation, and needs analysis (PNI Modified). The research findings revealed that: 1) The current state of strategic management to enhance the AI-based learning management competencies of primary school teachers affiliated with the Chachoengsao Primary Educational Service Area Office 2 was generally at a high level. 2) The desired state of strategic management to enhance the AI-based learning management competencies of primary school teachers was at the highest level overall. 3) The ranking of necessary needs for strategic management to enhance AI-based learning management competencies, from most to least necessary, was: strategy implementation, environmental analysis, strategy formulation, and evaluation and control, respectively.

Keywords:

Management, strategic, learning management competencies, artificial intelligence, primary school teachers.