



Education Quarterly Reviews

Songsiri, T., & Nampradit, A. (2024). Innovative Entrepreneurship Characteristics that Affect the New Normal School Administration of Sarasas Affiliated Schools Administrators. *Education Quarterly Reviews*, 7(1), 31-41.

ISSN 2621-5799

DOI: 10.31014/aior.1993.07.01.799

The online version of this article can be found at:
<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH
Connecting Scholars Worldwide

Innovative Entrepreneurship Characteristics that Affect the New Normal School Administration of Sarasas Affiliated Schools Administrators

Tassada Songsiri¹, Anusorn Nampradit²

^{1,2}Suvarnabhumi Institute of Technology

Correspondence: Tassada Songsiri. E-Mail: svit.nuna@gmail.com

Abstract

The objectives of this research are to 1) investigate innovative entrepreneurship characteristics of Sarasas Affiliated Schools administrators. 2) inspect of new normal school administration of Sarasas Affiliated Schools administrators. 3) investigate innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators and 4) suggest methods to improve those innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators. The tools that were involved for this research include content synthesis tables, questionnaires and interview form. Statistics used in data analysis were percentage values, average values, standard deviations, correlation coefficients (Pearson Correlation) and stepwise multiple regression analysis. The results of the research found that 1) innovative entrepreneurship characteristics of Sarasas Affiliated Schools administrators are found high overall. 2) the success the new normal school administration of Sarasas Affiliated Schools administrators is considered high overall. 3) innovative entrepreneurship characteristics are significantly found to affect the success of new normal school administration of Sarasas Affiliated Schools administrators $R^2 = .640$ at 0.01 significance level. 4) Four factors that would affect the new normal school administration of Sarasas Affiliated Schools administrators are found which 5 approaches regarding risk-taking, 3 approaches to hunger for success, 4 approaches to self-confidence and 2 approaches to innovative thinking.

Keywords: Innovative Entrepreneurship Characteristics, New Normal School Administration, Sarasas Affiliated Schools Administrators

1. Introduction

Thailand 4.0 is a strategy that aims to change Thailand's economic structure to be "Value-Based Economy" or "Innovation-Driven Economy". Its goal is to change Thailand's economic model from "Do more, get less" to instead be "Do less, get more" according to Thailand's 20-Years National Strategic Plan by improve our internal strength while connecting with the world community. Of which, change of focus from consumer goods to innovation goods, implementation of technology-driven industry, creativity and innovation towards servitization are the three dimensions that Thailand 4.0 aims to change (Suwit Maesincee, 2559: 2).

Moreover, Thailand also must implement these changes onto countless business sectors. Several sectors include technological management among farming sectors (Smart Farming), switching from Traditional SMEs to be Smart Enterprises and Startups, change of Traditional Services into High Value Services and improvements of unskilled labors with knowledge and trainings (Office of the Education Council: ONEC, 2018).

Throughout the past 2 years, coronavirus or COVID-19 that scourge throughout the year 2019-2020 were firstly found to be spreading in China in December 2019. Later, COVID-19 was announced as public health emergency of international concern since 30th of January 2020. This pandemic affects human's lifestyle, work behaviors and people's way of working. Working from home, thus, became one major part of our daily lives. It also leads to the introduction of "Work-Life Integration" between the mixture of people's workplace and their personal lifestyle. Furthermore, it also stimulates change in our traditional educational system. E-commerce and online classes also play a significant role, focusing more on education-related personnel including students and teachers' health and security. Adaptation towards "New Normal" is crucial towards a safe education provision and educational institutions are required to adapt to continue the stuttered educational system while preparing for the pandemic (Practical manual for educational institutions to prevent the spread of COVID-19 disease, 2563).

Sarasas Affiliated Schools are firstly founded in 1964 by Professor Piboon and Professor Pensri Yongamol which is an Office of the Private Education Commission subsidiary. The schools offer both English and Thai language education in parallel to each other. They also follow the regulations in the Constitution of the Kingdom of Thailand 1997 Section 81. The regulation provides descriptions of educational supports provided by private schools in order to develop student's diverse skills both technologically and innovatively as aligned with the change in the society.

The Constitution of the Kingdom of Thailand 1997 Section 81 also mentioned the challenges regarding the recruitment of managerial staffs. It highlighted the need of display of responsibility as managerial level employees and the cruciality of innovation development. Moreover, those administrators must have vision, innovative strategies, creativity and proper innovation adoption especially regarding educational quality. The schools must aim to satisfy students, parents and the community with proper educational quality and proper adaptation according to those policies and the stated curriculum (Summary document of the meeting of the Sarasas Affiliated Schools, No. 2/2022).

Due to that importance as mentioned above, this research, thus, aims to focus on the innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators. This research would encourage higher educational quality as required given this constantly changing world. All of which could be guidelines towards the new normal school administration to be implemented efficiently.

2. Research Objectives

- 1) Investigate innovative entrepreneurship characteristics of Sarasas Affiliated Schools administrators.
- 2) Inspect of new normal school administration of Sarasas Affiliated Schools administrators.
- 3) Investigate innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators
- 4) Suggest methods to improve those innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators.

3. Research Methodology

This research has 2 procedures as follows. 1) Investigation of innovative entrepreneurship characteristics that affects the new normal school administration of Sarasas Affiliated Schools' administrators is conducted towards school administrators and teachers under Sarasas Affiliated Schools in academic year 2022. Of which, there are 46 schools with the total of 319 administrative personnel and 5,798 teachers. The sample size is determined using Krejcie & Morgan's Table (Krejcie & Morgan, 1970: 608). Consequently, there are 170 school administrators and 357 teachers qualified, totaling up to 527 participants. Questionnaires with Rating Scale according to Rensis

Likert Methods are used in this 1st step and are divided into 4 more parts. The first part of the questionnaire revolves around the participants' general status whilst the second part focuses on their opinions regarding innovative entrepreneurship characteristics among Sarasas Affiliated Schools administrators. Then, the participants' opinions towards the new normal school administration among Sarasas Affiliated Schools administrators are enquired in the third part. Participants suggestions towards innovative entrepreneurship characteristics that affect new normal school administration of Sarasas Affiliated Schools' administrators are collected in the fourth part of the questionnaire. Consequently, those results are synthesized using Descriptive Analysis to identify the similarities and frequencies of those recorded answers.

3.1. Research Design

Several procedures have been considered to develop a proper research methodology. Those procedures include 1) examination of corresponding documents, mindsets, theories and research to generate the questions and 2) questionnaire development to collect suggestions toward the innovative entrepreneurship characteristics and the new normal school administration. The questionnaire consists of 4 parts which are a) checklists about the participants general demographics b) and c) 5-points rating scales to gather opinions regarding entrepreneurship characteristics and success in new normal school management and d) open-ended questions to gather qualitative suggestions. 3) Those questionnaires were later presented to the supervisor and 5 experts for further improvement regarding content validity while calculating the Index of Item Objective Congruence (IOC) that must exceed 0.6. 5) Edit those questions within the first draft of the questionnaire according to those recommendations made by the research supervisor and those corresponding experts. Consequently, the second draft of the questionnaire was resubmitted for recheck. 6) The improved version of the questionnaire was used to undergo pilot test to try out among another group of 30 participants which share some similar characteristics with the samples. 7) Confidence testing were calculated along with Cronbach' Alpha Coefficient of which resulted in 0.984 confidence level which is found reliable for the research. 8) The official questionnaire, then, was printed out for data collection purposes.

3.2. Data Collection

Data collection procedures for this research are as follows. 1) The official letter from the Suvarnabhumi Institute of Technology for Sarasas Affiliated Schools principal is contacted for collaboration and help toward required data collection from Sarasas Affiliated Schools teachers. Of which, Google Forms are used to create the questionnaires and collect the required data regarding innovative entrepreneurship characteristics that affect new normal school administration among Sarasas Affiliated School administrators. 2) The requested letter is then submitted from Suvarnabhumi Institute of Technology along with the Google Form questionnaires to the teachers in those 46 sampled schools and are appointed to be submitted within 1 week. 3) The Sarasas Affiliated School principals are also contacted via phone calls to request reinforcing of innovative entrepreneurship characteristics questionnaire submission. There are 527 responses which accounted for 100% of the sample size. 4) Those responses are, then, revised and rechecked before data analysis.

3.3. Data Analysis

After collecting all the responses, the completion of those responses was checked and later was brought to analyze according to these steps. 1) Each part of the questionnaire about innovative entrepreneurship characteristics and new normal school administration of Sarasas Affiliated School administrators were analyzed separately from each other as described below. 1A) The first part regarding general participant demographics was analyzed through descriptive analysis based on their frequencies and percentages. 1B) The second part about the innovative entrepreneurship characteristics of Sarasas Affiliated Schools administrators includes both the overview and in-depth details of different aspects. Those responses in this part were included to calculate the statistical average (\bar{x}) and standard deviation (S.D.). Consequently, those calculations were compared with the Likert Scale (Bunchom Srisa-at, 2013, page 121) 1C) On the other hand, the third part focuses on the new normal school administration. Those responses in this were included to calculate the statistical average (\bar{x}) and standard deviation (S.D.). Consequently, those calculations were compared with the Likert Scale (Bunchom Srisa-at, 2013, page 121) 1D) For the fourth part of the questionnaire, suggestions regarding the innovative entrepreneurship characteristics are

collected. Consequently, descriptive analysis and frequency distribution were both used to analyze those qualitative responses. 2) Secondly, the analysis towards innovative entrepreneurship characteristics that affects the new normal school administration of Sarasas Affiliated School administrators require Stepwise multiple regression analysis to identify variables that significantly influence the new normal school administration among Sarasas Affiliated School administrators.

4. Second Step of this Research

Moreover, apart from those questionnaires involved, the second part of this research aims to investigate how to enforce innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools' administrators. In-depth interviews were conducted among 9 expert participants selected using purposive sampling technique and were separated into 5 subgroups.

4.1. Research Methodology

For this step specifically, in-depth semi-structured interviews were considered as the main data collection method to inquire about innovative entrepreneurship characteristics that affect new normal school administration of Sarasas Affiliated Schools administrators. Of which, the set of questions were predeveloped open-ended and were flexible accordingly to be able to probe deep insights. Prior to the semi-structured interview, documents, books and research revolving around semi-structured interviews were reviewed before conducting interviews with 9 experts in this field.

4.2. Data Collection

In-depth semi-structured interviews are conducted with 9 experts to gain insights for this research. The procedures are as follows. 1) Official letter from the Suvarnabhumi Institute of Technology is requested and are sent to 9 participants selected through purposive sampling technique. The letter was used to contact and appoint participants for the interviews regarding innovative entrepreneurship characteristics that affect the new normal school administration by Sarasas Affiliated Schools administrators. 2) Interviews were appointed along with the participants preferred date, time and location. 3) Those interviews were held privately one-on-one at the date, time and location as specified. Of which, the interview guidelines were submitted prior to the interview for participants to prepare themselves.

4.3. Data Analysis

Consequently, after those interviews, the responses from participants were summarized through the Content Analysis method.

5. Result

The results from the study regarding innovative entrepreneurship characteristics that affect the new normal school administration by Sarasas Affiliated Schools administrators can be summarized as follows.

1. The result regarding innovative entrepreneurship characteristics in Sarasas Affiliated Schools administrators.

Table 1: Display of each aspect's description, its average score, standard deviation, importance and ranking of innovative entrepreneurship characteristics in Sarasas Affiliated Schools administrators. (n=527)

	Innovative Entrepreneurship Characteristics of Administrators	Assumption/Actual		Importance	Rank
		\bar{x}	S.D.		
1	Risk-taking	4.16	0.67	High	4

2	Hunger for Success	4.23	0.66	High	2
3	Self-Confidence	4.25	0.65	High	1
4	Innovative Thinking	4.17	0.64	High	3
Overall (X_{tot})		4.20	0.65	High	

As displayed in table 1, the overall innovative entrepreneurship characteristics in Sarasas Affiliated Schools administrators are found high (\bar{x} = 4.20, S.D.=0.65). When considering each characteristic individually, self-confidence traits is found highest (\bar{x} = 4.25, S.D.=0.65). Similarly, the average of every other aspect span within the range of 4.16 to 4.23 which are considered high as well.

2. The result regarding the new normal school administration of Sarasas Affiliated Schools administrators

Table 2: Display of each aspect's description, its average score, standard deviation, importance and ranking of new normal school administration of Sarasas Affiliated Schools administrators. (n=527)

New Normal School Administration	Assumption/Actual		Importance	Rank
	\bar{x}	S.D.		
1 Curriculum Management	4.13	0.66	High	6
2 Staff Development	4.27	0.64	High	2
3 Teaching Management	4.34	0.58	High	1
4 Evaluation Methods	4.24	0.61	High	4
5 Feedback Acceptance from Staffs, Parents, Students and Society	4.26	0.68	High	3
6 Resource Management	4.16	0.67	High	5
Overall (Y_{tot})	4.23	0.65	High	

From Table 2, the overall level of New Normal School Administration in Sarasas Affiliated Schools administrators is found high (\bar{x} = 4.23, S.D.=0.65). When considering each aspect individually, Teaching Management aspect is found highest (\bar{x} = 4.34, S.D.=0.58). Similarly, the average of every other aspect span within the range of 4.13 to 4.27 which are also considered high.

3. The results regarding innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators

Table 3: Multiple Regression Analysis of innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators.

Innovative Entrepreneurship Characteristics Variables	New Normal School Administration of Sarasas Affiliated Schools administrators.				
	b	S.E.b.	β	t	p
Coefficients	.828	.112		7.378**	.000
Risk-taking (X_1)	.170	.040	.185	4.261**	.000
Hunger for Success (X_2)	.213	.041	.236	5.206**	.000

Self-Confidence (X ₃)	.099	.042	.112	2.358*	.019
Innovative Thinking (X ₄)	.329	.040	.361	8.220**	.000
$r = .801$, $R^2 = .642$, $\text{Adjust } R^2 = .640$, $\text{SE}_b = .295$, $F = 234.410$, $p = 0.000$					

* refers to .05 statistical significance level ** refers to .01 statistical significance level

From the depicted table 3, multiple linear regression of variables was analyzed to identify correlated variables that influence innovative entrepreneurship characteristic that affect new normal school administration in Sarasas Affiliated Schools administrators. When those 4 mentioned variables were involved in the analysis to identify their correlations, the model comprised of those variables were found to be 64% accurate ($R^2 = .640$). Consequently, when considering the Beta value, it is revealed that independent variable that can predict the level of success regarding new normal school administration by Sarasas Affiliated Schools administrators at .01 significance level are Innovative Thinking (X₄) (Beta = .361), Hunger for Success (X₂) (Beta = .236), Risk-taking (X₁) (Beta = .185). Conversely, self-confidence trait (X₃) (Beta = .112) were an independent variable that can forecast the level of success regarding new normal school administration by Sarasas Affiliated Schools administrators at .05 significance level. Those variables can be used to develop a mathematical equation as follows.

Innovative Entrepreneurship Characteristic That Affects New Normal Schools Administration by Sarasas Affiliated Schools Administrators Forecasting Equation (Raw Score)

$$Y = a + b_2.X_1 + b_3.X_2 + b_1.X_3 + b_4.X_4$$

$$Y = 0.828 + 0.170 (X_1) + 0.213 (X_2) + 0.099 (X_3) + 0.329 (X_4)$$

Innovative Entrepreneurship Characteristic That Affects New Normal Schools Administration by Sarasas Affiliated Schools Administrators Forecasting Equation (Standardized Score)

$$\hat{Z}y = \beta.Z_1 + \beta.Z_2 + \beta.Z_3 + \beta.Z_4$$

$$\hat{Z}y = 0.185 (Z_{X_1}) + 0.236 (Z_{X_2}) + 0.112 (Z_{X_3}) + 0.361 (Z_{X_4})$$

4. Results regarding methods to improve those innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators.

1) According to the findings, there are 5 possible ways to improve risk-taking characteristics as follows: 1.1) Encourage knowledge, skills and experience improvement through seminars, courses and self-development campaigns to offer deeper prediction of different negative consequences and possible risks. 1.2) Offer staff opportunities to explore and tackle tasks that have never been experienced before. Some actions that could be taken includes providing full responsible towards small to large projects while providing different possible environment to replicate real-life scenarios as possible such as funding, people management, success, failure and risks. 1.3) Develop a risk management plan to assess and use as guidelines towards risk assessment that does not exceed the administrators' skills. 1.4) Analysis of strengths, weaknesses, opportunities and threats towards the school to determine plans while raising quality to be satisfied and accepted by the society. 1.5) Sets of events, regulations and plans should be set such as action plans, managerial structure, guidelines, responsible personnel, follow-up assessments and trust-building meetings 2) Conversely, there are 3 possible actions that could be taken to increase the hunger for success factor as highlighted from the interviews. 2.1) Clearly set milestones and targets for a clear and determined start of educational business operations. 2.2) Set a unique value proposition that a school or an academy would focus on differentiating from competitors. Moreover, considering marketing strategies such as branding, and reputation building would also be crucial as those mentioned strategies would allow prioritization on attracting skillful students, sales improvements and alumni networking. 2.3) Operate educational businesses with high patience and determination both physically and mentally to achieve set milestones and goals. 3) Similarly, self-confidence can also be developed through 4 actions which are 3.1) Skill and knowledge development through activities, seminars and meetings must be considered, encouraged and supported. 3.2) Opportunities must be taken and learned through challenging tasks while daring to think, act and decide. All of which would create a space for people to exchange knowledge and skills with each other. 3.3) Encourage

teamworking environment and trust-building among collaborators. 3.4) Be an example by starting to exhibit self-confidence while displaying its cruciality towards required team-leading situations so subordinates can deliver results with quality and success. 4) Lastly, as identified from the responses, 2 suggestions to improve Innovative Thinking emerge as follows: 4.1) Develop a proper and suitable environment, encourage staff and develop teachers to be creative and innovative until continuous improvement in working and thinking process are noticed. 4.2) Give chance for people to exchange life lessons, experiences and stories in form of a discussion meeting or networking.

6. Result Analysis and Discussion

This research aims to understand innovative entrepreneurship characteristics that affect new normal school administration by Sarasas Affiliated Schools administrators. Of which, the findings have revealed opinions made by administrators and personnel regarding different aspects which influence innovative entrepreneurship characteristics that affect new normal school administration by Sarasas Affiliated Schools administrators. Those results would encourage development and plans to improve educational institution administration quality among Sarasas Affiliated Schools administrators. There are, however, several points that need to be highlighted as follows.

The level of innovative entrepreneurship characteristics in Sarasas Affiliated Schools administrators were found to be high as reported by administrators and the teaching personnels. Of which, self-confidence was found highest while risk-taking were instead found least compared to other traits.

The innovative entrepreneurship characteristics in Sarasas Affiliated Schools administrators according to the responses made by participants including administrators and teachers were found high overall when considered. The characteristics regarding self-confidence were found highest while risk-taking traits were found least.

Regarding self-confidence (X_3), this specific characteristic includes the confidence to speak, act and differentiate were found with the highest average compared to the 4 other characteristics. The reason behind this might be due to their personal behavior that develops their self-positivity, self-assertiveness and self-dependence. Consequently, those behaviors lead them to be proud and value themselves. Interviewed experts have mentioned that they could tackle challenges, adapt accordingly with their own skills. They also mentioned that self-assertiveness and adaptability are crucial traits that are required by administrators nowadays to achieve success. Clear expressions also help administrators to convey mindsets, maintain relationships and make decisions effectively. Moreover, it also speeds up the time required to adapt their businesses according to the market demands and technological advancements. As a result, their business would still be in the competition while allowing administrators to accept changes, introduce solutions and acquire opportunities simultaneously. Those effects would ultimately lead administrators to maintain their service quality, tackle challenges while shaping their visions to be reliable in the end. As mentioned by Ekkarat Chankrung (2011) in his study regarding assertiveness among gymnasts and their coaches' techniques to build confidence, assertiveness and adaptability are keys to success. The study has also revealed that self-confidence refers to how assertive and independent a human is, leading to self-proudness, self-valuation and adaptability.

Regarding the risk-taking traits (X_1), this study has considered 5 sub characteristics 2.1) Understanding the perspectives from that of parents and societies' expected innovation development to stimulate practical changes. 2.2) The belief that the opportunity to achieve success comes with risks and consequences. 2.3) The ability to gather information and lessons learned from past success or failure to use sensibly. 2.4) The ability to identify current problems and challenges while making decisions decisively to test and learn from those possible failures. 2.5) Encourage personnel and staff to be confident to make decisions when there are risks so they can experience and learn from those possible failures. This characteristic specifically has the least average value. The reason may be due to the possible decisiveness under the unpredictable circumstances that can influence successful and failed measures through unwavering efforts towards success. Risks in these scenarios could be categorized as the risks regarding unbeknownst consequences, risks regarding asset utilization towards a business and the risks associated with loans. The latter involves the nature of uncertainty as the entrepreneur must assess risks not to exceed their own capabilities. Moreover, they must understand how to manage risks as there are numerous exhibiting

methodologies to counteract those risks. They also have to encourage voluntary involvement in business activities and transactions that are unable to predict whether they will result in a success or failure. Those transactions might involve risks such as possible damage, leakages, contaminations, depreciations and unexpected events that might affect a business's intended success. Those mentioned consequences from risks will be an indicator of overall risks as mentioned by Sawee Wongchaiya (2017) regarding the influence of marketing strategies and the entrepreneurial characteristics of towards successful SMEs. The risk-taking characteristic could be categorized into 3 subthemes which are risks regarding the lack of knowledge, risks towards asset utilization and the risks associated with loans. All of which are related to the evasion of uncertainty.

Regarding the scores of new normal school administrations by Sarasas Affiliated Schools administrators according to the staff and personnel, the analysis has revealed that overall quality was found high. However, when considering each of those traits according to the average value, teaching management towards new educational normal is found highest while curriculum management in new educational normal is found least. Those results could be interpreted as follows.

There are 4 considerable points towards teaching management (Y3) in the context of this research. 2.1.1) Firstly, involvement of a wide variety of media such as seminars or videos along with a discussion session to exchange experiences and knowledge among students or teachers is encouraged. 2.1.2) Benefit encouragement through a development session to improve students and personnels is a must in these new normal school administrations 2.1.3) It is crucial to encourage teachers to design teaching strategies according to the needs of students while involving recreational activities. 2.1.4) Support for teachers to offer self-learning opportunities for students to expand their knowledge as appropriate is needed. The provision of self-learning opportunities for students is found to have the highest average score compared to the other points. Of which, the reasons might be due to the need to adapt their educational mediums and teaching procedures under new normal circumstances to maximize efficiency. Moreover, school administrators must also consider new teaching methods such as consideration of new assignments etc. It is also crucial to involve both on-hand and online to appropriately manage learning opportunities. One possible action to consider is giving teachers more freedom to provide appropriate content and technological adoption to encourage real-life applications and understanding. Most importantly, the educational contents must align with the set targets, inspirations and the current social contexts. These actions will allow students to discover newer mindsets while enjoying their learning journey. Of which corresponds to the study conducted by Natthaphat Bunket (2022) regarding learning management in new normal context to expand educational opportunities among primary schools in Sukhothai are 2. The mentioned study has found that learning management with consideration of both on-hand and online assignments by having both physical assignments and hybrid teaching methods would suit best among students. Those actions would also give teachers more freedom and flexibility to develop learning content appropriately while adopting technology to help develop understanding among students. As a result, it would influence creative exploration and knowledge sharing in these new normal education circumstances filled with enjoyment, fun and safe learning experiences.

In this research, there are 5 main considerations regarding curriculum management under new normal circumstances (Y1). 1) Curriculums should be adapted for students to be able to apply them accordingly, especially under these new normal circumstances. 2) Consideration of contents which focus on student development while achieving of what to be known must be done. 3) the main curriculum structure must be organized, considering the diversity of students and the context of the local school environment. 4) promotion and support must be included in the collaborative network involving all sectors to design the curriculum. 5) The curriculum management must be flexible while emphasizing the development of outcome-based education (OBE). Of which was found with the least average value. The reason behind the staggering results might be due to 1) The school should arrange meetings with teachers and staff to ensure proper curriculum preparation. It should be developed according to the situation, necessities, what needs to be known, and what should be applied based on the circumstances. This adaptation should consider new learning methods or adjustments to the school curriculum in accordance with the Ministry of Education's policy for educational management in the New Normal learning format. 2) The school should use a flexible, adaptable curriculum based on the core educational framework. It should be relevant, cover essential knowledge, and align with new learning methods for small-scale schools. This curriculum should also support teachers and staff in effectively performing their duties. 3) The school should be continuously overseeing,

monitoring, and evaluating progress. The school should import and prepare data on teaching outcomes. This data should inform curriculum management, particularly in the context of the New Normal learning format, which involves refining and adjusting the curriculum structure to be adaptable. Essential content aligned with age-specific standards should be provided to assist teachers in planning appropriate lessons. Schools should also develop a curriculum that focuses on students and diverse ways of teaching. This helps students take part in planning their learning. Teachers should make lesson plans easy, encourage students to learn on their own based on what they like, and add useful activities that boost knowledge. Those suggestions and results were found to align with the research by Rangsan Promma, Sai Rung Thita, Pai Rattanachuvong (2020), studying educational management approaches for the New Normal learning in small-scale schools under the Chiang Mai Primary Educational District Office 3. Of which, the study's findings can be summarized as follows: 1) Schools should hold meetings with teachers and staff involved to understand how to make the curriculum. Thus, requiring continuous adaptability by knowing what's important, using it for the new normal learning and applying them according to the New Normal learning as introduced by the Ministry of Education's policies for educational management in the New Normal. 2) Schools should use a newly created curriculum based on the basic education framework. This curriculum should be adaptable, allowing adjustments by reducing measurements, adjusting subject structures, and content to fit the situation's context and necessities. It should cover what's important, adapting to the new way of learning in small schools, making it clear and supporting teachers and staff in their work. 3) Schools should have their administrators guiding, overseeing, monitoring, and evaluating progress and lastly, 4) Schools should collect and compile teaching and learning management reports to evaluate curriculum management outcomes.

7. Suggestions

From the study regarding innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated School administrators, it is suggested that.

From the research findings, it was observed that the entrepreneurial characteristics regarding risk-taking showed the lowest average score. To address this, management should promote:

1. Cultivating a learning culture: Encourage a culture where learning from mistakes is supported, avoiding blame but instead fostering analysis and solutions.
2. Creating a safe space for experimentation: Establish an environment where employees feel confident to experiment without fear of negative outcomes.
3. Providing guidance and sharing experiences: Offer advice and share decision-making experiences, emphasizing learning from errors.
4. Supporting analysis and improvement: Aid in identifying and rectifying mistakes to prevent recurrence.
5. Allocating necessary resources: Provide budget, equipment, or specialized personnel required for experimentation and improvement.
6. Encouraging positive responses to experimentation: Instill confidence in experimentation and learning from errors, showcasing their value in organizational development. By promoting these aspects, management can empower staff to make bold decisions in risky situations and efficiently learn from the organization's operational experiences.

Moreover, it was evident that the school administration by Sarasas Affiliated School administrators regarding curriculum management had the lowest average scores, specifically in managing flexible curriculum aligning with Outcome-Based Education (OBE). Consequently, the management should promote:

1. Clear goal setting: Assisting in defining goals and desired outcomes for the OBE curriculum, offering guidance and useful information to the teaching team and curriculum designers.
2. Staff development support: Supporting teachers and staff in developing skills and knowledge relevant to OBE through training and beneficial information.
3. Reviewing and evaluating: Supporting the review and evaluation of OBE curriculum usage to ensure expected outcomes are achieved.
4. Enhancing communication efficiency: Supporting communication within the teaching team and providing clear information to students about OBE curriculum goals and outcomes.
5. Collaboration with stakeholders: Encouraging contact and collaboration with relevant stakeholders to provide students with practical professional experiences related to OBE curriculum.
6. Curriculum review and improvement: Supporting the review and enhancement of OBE curriculum to ensure its continued suitability and relevance. By promoting these aspects, management can effectively implement OBE curriculum leading to desired outcomes.

Thirdly, it was found that the innovative entrepreneurial characteristics that affect new normal school administrations by Sarasas Affiliated Schools administrators had a total of four dimensions. Among these, the

variable with the best predictive power was innovative thinking. Therefore, promoting and maximizing these factors should be at a high to maximum level to significantly influence the management of new educational paradigms across various aspects.

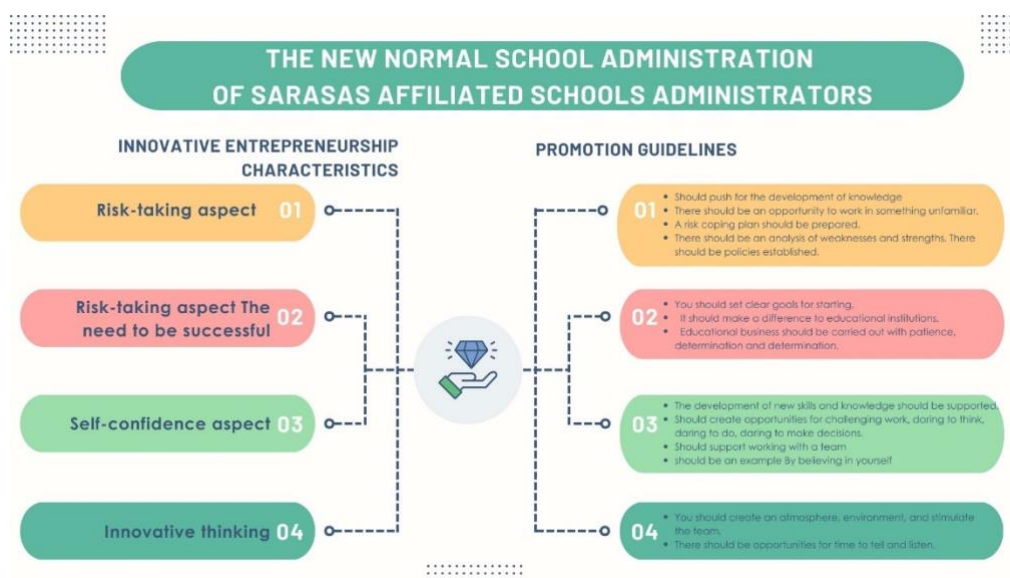
Lastly, Sarasas Affiliated Schools and other private institutions should incorporate the research findings on promoting innovative entrepreneurial characteristics into their developmental strategies for managerial qualities.

8. Directions for future research

1. Action research could be studied on top of this research foundation regarding innovative entrepreneurship characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators. Of which would introduce solutions while continuously improving innovative entrepreneurship characteristics among Sarasas Affiliated Schools administrators.
2. Further research should be conducted to develop indicators of innovative entrepreneurial characteristics for further application and development.
3. Future research could focus on how to develop innovative entrepreneurial characteristics of school administrators in the digital age to further expand these findings regarding new normal school contexts.

9. Implications

In this research, the researcher has studied relevant documents, concepts, and research on the characteristics of innovative entrepreneurship and the new school normal administration. Consequently, data and that knowledge are synthesized prior to data collection through interviews. As a result, the guidelines to promote innovative entrepreneurial characteristics that affect the new normal school administration of Sarasas Affiliated Schools administrators are introduced as shown in Figure 1.



Author Contributions: All authors contributed to this research.

Funding: Not applicable.

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics Approval: Not applicable.

References

Bunchom Srisa-at, 2013, page 121

Practical manual for educational institutions to prevent the spread of COVID-19 disease. (2020). New Normal.

Retrieved 5 November 2022. <https://multimedia.anamai.moph.go.th/associates/educational-manual-covid19/>

Office of the Education Council: ONEC. (2018). research report Providing education for entrepreneurial development. Bangkok: Ministry of Education.

Suvit Maesincee.. (2559). Concepts about Thailand 4.0. Retrieved on 20 October 2022. From

http://planning2.mju.ac.th/goverment/20111119104835_planning/Doc_255908_23143652_358135.pdf.

Anoma Phaksutthi, Phongphan Kerdpitak, Prasarn Malakul Na Ayutthaya. (2021). Being a successful entrepreneur. Journal of Psychology. Kasem Bundit University, Year 11 (July-December 2021).

Onuma Maiyawong. (2021). Administrative factors affecting the effectiveness of small schools under the Office of Primary Educational Service Area in Nakhon Phanom Province. (Degree Thesis Master of Education (Master of Education) Sakon Nakhon: Sakon Nakhon Rajabhat University.