New Competency to be the Professional Announcer by The Office of The National Broadcasting and Telecommunications Commission (NBTC),Thailand under the Digital Communication Technology Disruption

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Abstract: The demanding for the new competencies among all reporters, announcers, communicators keep increasing in most parts of the world, especially about the digital technology disruption in the media world to serve the disruptive news industry transformation: digital technology, social platforms and the spread of misinformation and disinformation or fake news in short. most of the functions in the media world keep changing into the online basis. The Office of NBTC as the policy and regulation of communication system in Thailand has initiated the program to promote the announcer's competencies since 2013 till currently then got its evaluation by using the quantitative research to achieve three objectives : 1) the general demographic of Thai announcers; 2) to evaluate the program to promote the announcer's competency; and 3) the demanding announcer's competency under the current digital communication technologies disruption.

The population is 17,000 announcers who had previously attended the Announcer's Competency Program, then gained 1,008 samples by using the multistage random sampling techniques. the e-questionnaire was used then analyzed by descriptive statistics and inferential statistics. Results are summarized as follow;

1) The general demographic of Thai announcers registered under the NBTC, Thailand found quite equal in gender, having a bachelor's degree, and average aged between 31 - 45 years is highest; 2) The evaluation of the NBTC's Announcer's Competency Program to promote the announcer's competency assessed by LOGIC Assessment Model found the overall effectiveness of the Program is more than the required standard and the highest effective is the "outcome" of the Program followed by Program's resources and impact; 3) The demanding announcer's competency under the current digital communication technologies disruption. Four main competencies were studied : 1)be professional, 2) be ethic, 3) be E.Q., and 4) be digital literacy. The results found "be professional" is highest especially in being neutral follow by "be E.Q." especially in working under pressure, "be ethic" especially in personal privacy respect and "be digital literacy" especially in knowledge and skills in all digital tools.

All findings tangibly getting along well with the current demands such as Colm Murphy, 2019 mentioned in "Changing by the Click: The Professional/Standard Announcers &Journalists"; Galina Melnik, Konstantin Pantserev,2020 mentioned in "Digitalization of the Communication Environment"; Oxford Economics Skills in High Demands in the Next 5-10 Years, 2021, and Paul Bradshaw, 2012 mentioned in the "Model for a 21st Century Newsroom : How digitization has changed news organizations in a multiplatform world".

So, it could be final confirmed that all kinds of new knowledge and skills in the "Digitalization Communication" must be empowered to all announcers such as online chat; callback widget; analytics, search engine marketing, SEO (Search Engine Optimization), Social media marketing (SMM), email newsletters, content marketing, SERM (Search Engine Reputation Management), Twitter, Facebook, YouTube, Internet blogs, and information platforms.

Keywords: communication competency, professional announcer, digital technology disruption, NBTC

I. INTRODUCTION

The 21st century, demanding for the new competencies among all reporters, announces, communicators keep increasing in most parts of the world, especially about the digital technology disruption in the media world to serve the disruptive news industry transformation: digital technology, social platforms and the spread of misinformation and disinformation or fake news in short. Most of the functions in the media world keep changing into the online basis. The Office of NBTC (The National Broadcasting and Telecommunications Commission), Thailand as the policy and regulation of communication system in Thailand has set up its first Broadcasting Master Plan (2012-2016) in 2010 as a guideline for the development and promotion of free and fair competition among operators, the regulating of audio broadcasting and television broadcasting services as well as to improve diversity of information for equal and universal access by the public and also to promote the quality of community service broadcasting operators.

NBTC also has its strategy for the development of broadcasting service quality through development of personnel, programs and operators to 1) To promote the quality of personnel in the audio broadcasting and television broadcasting services so that they can provide their services with responsibility and consideration to the public interests; 2) To promote the quality of audio broadcasting and television broadcasting programs; and 3) To promote the quality of audio broadcasting and television broadcasting services. (https://www.nbtc.go.th)

Under the disruption of the digital communication technology, social media is one among the diffusion of many kinds of content, ranging from the personal to the societal especially the political. There are many instances produced overtly or covertly by the personal, the group, and the governments. As a result, countless bloggers, Instagram 'influencers' and YouTube stars story tellers, reporters, announcers, etc. with and without digital literacy, intention and un-intention, etc. In this context, also the emerging numbers of the independence of journalism, the citizen journalist, the community reporters, and others with their own "handy communication devices : smart phone".

So, this comes up to be the requirement of Professional communicators, reporters, journalists with the tangible professional standards as the ethical, accountable communicator, announcers, and the journalists to fit well with all the demanding of this disruptive digital technology, norms and values of the society. What kinds of competency demands to be the professional announcer in regulated by NBTC, Thailand and beyond is the key issues of this research.

II. LITERATURE REVIEW

Digital technologies open more and more interaction particularly online spaces provide all people especially the young opportunities for many new forms of interaction. They can create and communicate any message by their own thoughts, their own devices, and their own time to shaped up their own community and link to the others. This made today's world all over the globe demanding for digital literacy for being the digital citizen or the netizen among all groups of each country.

Digital Citizenship

Under the midst of digital technology disruption, the digital citizenship is very important as being the foundation of digital intelligence. The digital world is today and influencing what that world will look like tomorrow. It is up to us to ensure that they are equipped with the skills and support to make it a place where they can thrive.

1) Digital citizen identity: the ability to build and manage a healthy identity online and offline with integrity.

2) Screen time management: the ability to manage one's screen time, multitasking, and one's engagement in online games and social media with self-control.
3) Cyberbullying management: the ability to detect situations of cyberbullying and handle them wisely.
4) Cybersecurity management: the ability to protect one's data by creating strong passwords and to manage various cyberattacks.
5) Privacy management: the ability to handle with discretion all personal information shared online to protect one's and others' privacy.
6) Critical thinking: the ability to distinguish between true and false information, good and harmful content, and trustworthy and questionable contacts online.
7) Digital footprints: the ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly.
8) Digital empathy: the ability to show empathy towards one's own and others' needs and feelings online. Picture 1.

Picture 1:Digital citizen

Digital communication competency

Digital communication under the disruptive technology especially the digital communication technology and innovation. Most of the communication keeps transiting itself to online platforms. Digital news reporting, digital investigating, digital storytelling, digital writing and publishing, digital campaign, and others. All those skills required new knowledge and skills of digital competencies to be a digital savvy communicators, reporters, and announcers.

Digital communication competence is one of the eight key competences and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. Digital competence is essential for learning, work and active participation in society. It is also important to consider

that "as a transversal competence that can help people as a tool lead to the other competencies under this disruptive technology.
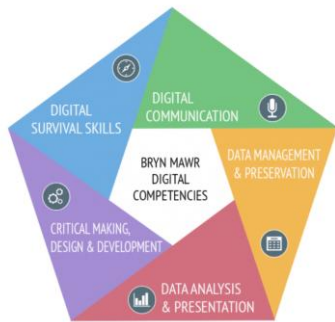
Picture 2: Digital communication competence

https://www.brynmawr.edu/digitalcompetencies/digital-communication

Digitalization Communication

Galina Melnik, and Konstantin Pantserev, 2020 Digitalization of the Communication Environment as an Incentive for Innovation in Media Education due to the current undergoing major changes, influenced by digital tools include: 1) website (online chat; callback widget; analytics); 2) search engine marketing, SEJ and SEO (digital display advertising; SEO (search engine optimization) helps to increase the visibility of a website in the search engine by users' request keywords); 3) SMM (Social Media Marketing); 4) email newsletters; 5) content marketing; 6) SERM (Search Engine Reputation Management) aimed at enhancing brand credibility. SMM, which became popular in journalism, helps periodicals to expand their audience by attracting new friends from social networks. Journalist training programs now include disciplines related to understanding the marketing mechanisms of the existence of information. SMM is a new direction in the educational system. Students acquire skills of attracting audience's attention to mass media brand and information products. SMM is studied as a set of tools aimed at involving the audience in business activity. Future journalists learn new methods of work with an audience, for example, by using word of mouth (viral marketing). This requires not only efforts to enhance the credibility of a particular media, but also promotion on Twitter, Facebook, YouTube. According to some researchers, online content created by professional journalists is surrounded by Internet blogs, personal online diaries and information platforms of several co-authors, and competes with them for audience reach. Education is aimed at developing the capability to work in a tough competitive environment, as university graduates have to compete with freelancers, bloggers, and all kinds of leaders. Trendsetters and influencers, who regularly communicate with their subscribers, set cultural trends, increase audience engagement, and interact directly with the source, helping innovators and early adapters tell their story to the masses through social media. Technologies can replace

human in certain areas. Today, robots capable of collecting information on a certain topic can take part in creation of news, and compete with journalists.

In the digital era, the functions of communicator, reporters also changing they acquiring the qualities of multimedia or mastering with digital media capacity such as can use the basic methods of obtaining and working with information, taking into account modern technologies of the digital economy and information security. Some of the new courses are "Digital Culture: Technologies and Security", "Digital Transformations in the Modern Information Society", "Language of Effective Communication in the Digital Society", "Convergence Technologies of Today's Editorial Staff", "Creating Text for Online Media", Digital Story Telling, Digital Communication Research, etc.

Changing by the click: the communication professional development

Globally, journalism education has changed significantly over the past decade to keep abreast with the profession which has been through huge upheaval. The profession is transforming itself to keep relevant with the technological, audience and business model changes. It has also to deal in many countries with declining public trust in journalists and increased threats to both journalists' safety and media freedom. The challenge for educators and the profession is only just beginning given unrelenting pace of change.

Colm Murphy, 2019 mentioned in "Changing by the Click: The Professional Development of UK Journalists" that changes in technology, audience engagement, the business model and ethical requirements have greatly expanded the skills required to be a professional journalist in the UK. His research used the UK journalism profession as a case study of change in a profession. It asked what were the changes in the profession since 2012. The research method includes an in-depth survey of 885 UK journalists, two previous similar surveys, interviews with stakeholders, national data and documentation. The study finds that UK journalist numbers, their educational attainment and workload has increased significantly in the period. The majority have become multiplatform journalists : working across at least two mediums like print and online.

Ethics with self-regulation, co-regulation, and policy regulation

Under the midst of digital technology disruption, the ethical and accountable journalism as well as all functional communication got its challenges in in doing their professional standards including disinformation and fake news. Ethics and norms agreement among all journalists has regulated since the 17th century focus on social responsibility, freedom of the press, sincerity, truthfulness, accuracy, impartiality, fair-play, and decency till currently under the 21st century amidst with the digital technology disruption, all

regulations especially the self-regulation are more focus on human rights, hate speech, privacy, media and national security, religion and believes to underpin the neutrality and the credibility of journalism. Additional issues are more concerns among all stakeholders such as transparency, fairness, independence, accuracy, contextuality, protection of confidential sources and perspicacity.

Some of the key global ethic issues are : 1) Do not attempt to make news; 2) the truth and the whole truth; 3) Do not to invade the private rights; 4)Keep the confidence of its news sources; 5) Refrain from allowing party politics); 6) Serve the whole society, not just one "class"; 7) Fight and discourage crime; 8) Must respect and aid the law and the courts; 9) Respect churches, nationalities and races; 10) Be prompt in correcting errors, and etc.

(https://liff.line.me/1454988218-NjbXbq18/v2/article/1ZN8BB?utm_source=lineshare)

Communication core competencies

The distinctive role today lies in its capacity to contribute clarity and build trust around verified content. The following seven principles, which are to varying extents about ethics, should inform the execution of this course, and guide exercises, discussions and assessments

1) Accuracy: Journalists cannot always guarantee 'truth' but being accurate and getting the facts right remains a cardinal principle of journalism.

2) Independence (media freedom): Journalists must be independent voices. This means not acting, formally or informally, on behalf of special interests and declaring anything that might constitute a conflict of interest, in the interests of transparency.

3) Fairness: Fair reporting of information, events, sources and their stories involves sifting, weighing and evaluating information open-mindedly and perspicaciously. Providing context and presenting a range of competing perspectives builds trust and confidence in reportage.

4) Confidentiality: One of the foundational tenets of investigative journalism is the protection of confidential sources (with the narrowest of exceptions). This is essential for maintaining the trust of information sources (including whistleblowers) and, in some cases, ensuring the safety of those sources.

5) Humanity: What journalists publish or broadcast can be necessarily hurtful (e.g. the humiliation experienced by a corrupt politician once exposed by good investigative journalism), yet the impact of journalism on the lives of others must be considered. The public interest is the guiding principle here. Humanity also means consideration of problems faced by disadvantaged groups, even if not necessarily going as far, for example, as adopting a persistently social-justice oriented style of journalism.

6) Accountability is a sure sign of professionalism and ethical journalism[1]; correcting errors promptly, prominently and sincerely; listening to the concerns of audiences and responding to them. Such practices can manifest in news organisations' guidance notes and self-regulatory bodies that hold journalism to account based on voluntary professional codes of conduct.

7) Transparency in practice supports accountability and assists in the development and maintenance of trust in journalism.

8) Pluralism : diversity of open societies, participatory media, such as community radio and social media, are also important to ensure that the voices of under-represented or disadvantaged groups are not at the margins of news making. pluralism also means recognizing the validity of a range of narratives within ethical journalistic practice, while identifying disinformation, propaganda, and other types of content which fall outside professional standards. (http://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism)

Digital communication competencies summarized by digicomp 2.0 as below:

1) Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organize digital data, information and content.

2) Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.

3) Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

4) Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

5) Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

(https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework)

Model for a 21st Century Newsroom : How digitization has changed news organizations in a multiplatform world (Paul Bradshaw, 2012) has its main 6 stages as follow;

Stage 1: Call To Action/Respond To Action Speed is one of the key qualities of journalism: we want to be the first to a story, or to a particular part of it. It is the battleground on which emerging news technologies do their fighting

Stage 2: Open Draft: liveblogging is the first draft of journalism but a format that provides the opportunity for more, faster, from multiple directions and in multiple media, responding to a networked context by defining itself by how it adds value to the user within a network.

Stage 3: Articles and packages for multiplatform publication as outlined in the final report.

Stage 4: Context: portals, networks, explainers, pages and aggregation - the wikification of news broadly speaking depth is king. Webpages that have built up thousands of inbound links over months and years will often rank more highly than entirely new ones.

Stage 5: Comment and connection: analysis and reflection is highly social - and becoming more

Stage 6: Control and Customization: multimedia and the news app. Initial work in this area centered on the clickable interactive: typically a selection of multimedia resources (video, audio, galleries, maps and text) that the user could navigate based on their own interests. Picture 3.
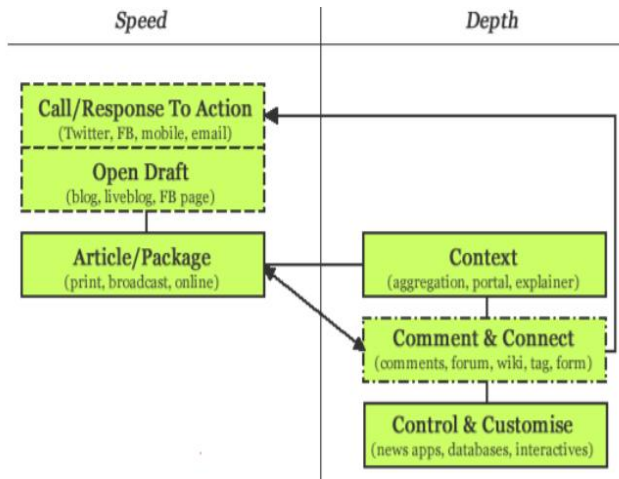
Picture 3 : New Model for a 21st Century, Bradshaw (2012)

Research Objectives

The research of "New Competency to be the Professional Announcer by NBTC, Thailand under the Digital Communication Technology Disruption" has its objectives as follow;

1) the general demographic of Thai announcers;
2) to evaluate the Program to promote the announcer's competency; and
3) the demanding announcer's competency under the current digital communication technologies disruption.

Research Method

The quantitative research of "New Competency to be the Professional Announcer by NBTC, Thailand under the Digital Communication Technology Disruption studied with the population of 17,000 announcers who had previously attended the Announcer's Competency Course. The 1,008 samples gained by using the multistage random sampling techniques. The e-questionnaire was used then analyzed by Descriptive statistics and inferential statistics.

III. FINDINGS AND DISCUSSION

Findings presented as of the objectives as follow;

1) The general demographic of Thai announcers

The demographic of announcers legally registered under the NBTC, Thailand found quite equal in gender (male 50.79 %, female 50.89%), having a bachelor's degree (76.49%), and average aged between 31 - 45 years is highest (50.89%). Table1.

Table 1: The demographic of the Thailand announcers legally registered under the NBTC, Thailand (n= 1,008)

General demographic	n (ppl)	%
Gender		
male	**512**	**50.79**
female	496	49.21
total	**1008**	**100.00**
Education		
Under Graduate	52	5.16
Bachelor Degree	**771**	**76.49**
Graduate	185	18.35
total	1008	100.00
Age		
Lower 30 years old	425	42.16
31-45 years old	**513**	**50.89**
More than 45 years old	70	6.94
	1008	100.00

2) The evaluation of the NBTC's Announcer's Competency Program to promote the announcer's competency. From the LOGIC Assessment Model found the overall effectiveness of the Program is more than the standard and the highest effective is the "outcome" of the Program. Table 2.

Table 2: The overall assessment of the NBTC's Announcer's Competency Program

Assessment Topic of the Program	M	SD	%	Results	t-test Sample	P
1.Program's resources	4.35	.54	87.00	much	34.801	.000
2.Processes/Management	4.28	.60	85.60	much	28.299	.000
3.Output	4.23	.53	86.40	much	33.882	.000
4.Outcome	4.36	.55	87.20	much	35.058	.000
5.Impacts	4.34	.52	86.80	much	35.976	.000
total	4.33	.49	87.00	much	37.664	.000

Table 3 : The Assessment of the "**Input**" of the Program found highest score in "the Program has clear goals", (90.40%) while its lowest score is "use of information technology (ICT) for training, 84.60%).

	Assessment issue of the Program	M	SD	%	Results	t-test Sample	P
	Inputs/Resources						
1.	The Program has very clear goal	4.52	.71	90.40	most	34.589	.000
2.	Trainer's competency	4.37	.71	87.40	much	27.615	.000
3.	Places for Theory practices	4.36	.69	87.20	much	28.032	.000
4.	The interesting of Training Handbook	4.30	.77	86.00	much	22.715	.000
5.	Place for Practical Training	4.30	.70	86.00	much	25.030	.000
6.	To use ICT in the Program	4.23	.71	84.60	much	21.328	.000
	Total : Inputs/Resources	4.35	.54	87.00	much	34.801	.000

Table 4 : The "**processes**" assessment found highest score in all kinds of training activities (87.60%) while its lowest score is all kinds of media to support the training (84.60%).

	Assessment issue of the Program	M	SD	%	Results	t-test Sample	P
	Processes/Activities						
1.	**All kinds of activities used in the Program**	**4.38**	**.74**	**87.60**	**much**	**26.747**	**.000**
2.	Vocal practices in the Voice Studio	4.31	.70	86.20	much	25.569	.000
3.	Vocal practices & rehearsal	4.26	.72	85.20	much	22.378	.000
4.	Practices training	4.26	.82	85.20	much	19.881	.000
5.	Theory Training	4.25	.86	85.00	much	18.386	.000
6.	**All kinds of media to support the Program**	**4.23**	**.73**	**84.60**	**much**	**21.014**	**.000**
	Total : Processes/Activities	**4.28**	**.60**	**85.60**	**much**	**28.299**	**.000**

Table 5 :The "**Outputs**" assessment found its highest score is on NBTC's mission (86.80%) while the lowest score is the new knowledge about Programming, Broadcasting, etc. (85.40%)

	Assessment issue of the Program	M	SD	%	Results	t-test Sample	P
	Output						
1.	**Gain knowledge in NBTC's Mission**	**4.34**	**.74**	**86.80**	**much**	**25.292**	**.000**
2.	Gain knowledge in Standard language	4.34	.70	86.80	much	26.678	.000
3.	Gain knowledge & skills in Thai language communication	4.34	.70	86.80	much	26.598	.000
4.	Gain knowledge in Personality & Creditability	4.34	.69	86.80	much	27.234	.000
5.	Gain knowledge & skill in Standard of Thai language pronunciation	4.33	.69	86.60	much	26.999	.000
6.	Gain knowledge & skill in impromptu problem solving	4.31	.71	86.20	much	25.159	.000
7.	Gain knowledge in ethics & norms	4.30	.69	86.00	much	25.625	.000
8.	Gain knowledge laws relevant to being Announcer	4.28	.72	85.60	much	23.415	.000
9.	**Gain knowledge & skill in any new Programming**	**4.27**	**.72**	**85.40**	**much**	**23.100**	**.000**
	Total : Outputs	**4.32**	**.53**	**86.40**	**much**	**33.882**	**.000**

Table 6 : The "Outcomes" assessment found its highest score in "more networks gains" (88.00%) while its lowest scores is "feel secured in the announcer's career" (86.40%)

	Assessment issue of the Program	M	SD	%	Results	t-test Sample	P
	Outcomes						
1.	Gain more networks	4.40	.70	88.00	much	29.477	.000
2.	Feel more pride as the professional announcer	4.37	.69	87.40	much	28.452	.000
3.	Feel more confident as the professional announcer	4.34	.70	86.80	much	26.497	.000
4.	Feel more secured as being the professional announcer	4.32	.70	86.40	much	26.172	.000
	Total : Outcomes	4.36	.55	87.20	much	35.058	.000

Table 7 : The "Impact" assessment found its highest score in "contents' credibility trust"(88.20%) while its lowest is "being neutral" (84.80%)

	Assessment issue of the Program	M	SD	%	Results	t-test Sample	P
	Impacts						
1.	**Public feel trust in all contents announced by the announcer**	**4.41**	**.70**	**88.20**	**much**	**29.754**	**.000**
2.	The announcer is the key solution for Fake News	4.39	.71	87.80	much	28.442	.000
3.	The announcer could be the role model of Standard Thai language	4.37	.69	87.40	much	28.236	.000
4.	The announcer must focus on facts than personal comment/ critique	4.34	.69	86.80	much	27.027	.000
5.	The announcer	4.32	.70	86.40	much	25.995	.000

		M	SD	%	Results	t-test Sample	P
	must have ethics & norms in their duty function						
6.	**The public consider the neutrality / bias of the announcer**	**4.24**	**.70**	**84.80**	**much**	**22.261**	**.000**
	Impacts	**4.34**	**.52**	**86.80**	**much**	**35.976**	**.000**

3) The demanding announcer's competency under the current digital communication technologies disruption. Four main competencies were studied : 1)be professional, 2) be ethic, 3) be E.Q., and 4) be digital literacy. The results found "be professional" is highest especially in being neutral (91.60%) follow by "be E.Q." especially in working under pressure (90.60%), "be ethic" especially in personal privacy respect (89.80%) and "be digital literacy" especially in knowledge and skills in all digital tools (89.40%). Table 8.

Table 8: The demanding announcer's competency under the current digital communication technologies disruption

	The Demanding Announcer's Competency	M	SD	%	t-test Sample	P
	Be Professional					
1.	The announcer must be neutral	4.58	.64	91.60	41.156	.000
2.	The announcer must communicate with facts and can be checked	4.45	.66	89.00	33.670	.000
3.	The announcer must work under any kind of pressure	4.44	.63	88.80	34.857	.000
4.	The announcer must be fast, correct, and responsible to the society	4.43	.63	88.60	34.149	.000
5.	The announcer must have the good skills in reporting & story telling	4.43	.66	88.60	32.572	.000
6.	The announcer must have specific / expert in some specific field then can offer in-dept reporting	4.41	.65	88.20	32.337	.000
7.	The announcer must have critical & analytic thinking to any kind of situation especially under any pressure	4.41	.67	88.20	31.615	.000
8.	The announcer must be the life long learner, open, and adjustment	4.40	.67	88.00	30.755	.000
9.	The announcer must offer solution to the society as well as taking care the society	4.38	.67	87.60	30.228	.000
10.	The announcer should have liberty in doing their function and decision	4.36	.69	87.20	28.263	.000
	Total	4.43	.48	88.60	45.492	.000
	Be Ethics					
1.	The announcer must not violate the other personal privacy	4.49	.68	89.80	34.573	.000
2.	The announcer must have self-regulation under ethics & norms	4.46	.67	89.20	33.674	.000
3.	The announcer must be neutral and liberal in making their won decision without any benefit oriented	4.44	.66	88.80	33.116	.000
4.	The announcer must do all sources citation for credit and truth	4.42	.65	88.40	32.597	.000
5.	The announcer must not use their fame or credit for any benefit	4.40	.70	88.00	29.322	.000
	Total	4.43	.50	88.60	43.228	.000
	Be E.Q.					

1.	The announcer must be flexible and can work under pressure	4.53	.64	90.60	38.518	.000
2.	The announcer must solve any impromptu problem with good decision	4.38	.65	87.60	30.929	.000
3.	The announcer must have good collaboration with others	4.42	.64	88.40	33.190	.000
	Total	4.45	.51	89.00	43.349	.000
	Be Digital Literacy					
1.	The announcer should have knowledge & skills in digital media (tools & innovative communication)	4.47	.66	89.40	34.890	.000
2.	The announcer can benefit from digital media, digital technology tool & innovative communication	4.41	.65	88.20	32.053	.000
3.	The announcer can create creative media, digital technology tool & innovative communication	4.40	.68	88.00	30.401	.000
4.	The announcer can think critically & critique & make decision from any resource	4.36	.68	87.20	28.463	.000
	Total	4.41	.51	88.20	41.469	.000

IV. CONCLUSION

The demanding for the new competencies among all reporters, announcers, communicators keep increasing in most parts of the world, especially about the digital technology disruption in the media world to serve the disruptive news industry transformation: digital technology, social platforms and the spread of misinformation and disinformation or fake news in short. most of the functions in the media world keep changing into the online basis. The Office of NBTC as the policy and regulation of communication system in Thailand has initiated the program to promote the announcer's competencies since 2013 till currently then got its evaluation by using the quantitative research to achieve three objectives : 1) the general demographic of Thai announcers; 2) to evaluate the program to promote the announcer's competency; and 3) the demanding announcer's competency under the current digital communication technologies disruption.

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1) The general demographic of Thai announcers registered under the NBTC, Thailand found quite equal in gender (male 50.79 %, female 50.89%), having a bachelor's degree (76.49%), and average aged between 31 - 45 years is highest (50.89%).

2) The evaluation of the NBTC's Announcer's Competency Program to promote the announcer's competency assessed by LOGIC Assessment Model found the overall effectiveness of the Program is more than the required standard and the highest effective is the "outcome" of the Program followed by Program's resources and impact. Among 5 elements of the Program's assessment : Input/resources, Process/activities, Output, Outcome, and Impact found as follow;

"Input" assessment found highest score in "the Program has clear goals", (90.40%) while its lowest score is "use of information technology (ICT) for training, 84.60%).

"processes" assessment found highest score in all kinds of training activities (87.60%) while its lowest score is all kinds of media to support the training (84.60%).

"Outputs" assessment found its highest score is on NBTC's mission (86.80%) while the lowest score is the new knowledge about Programming, Broadcasting, etc. (85.40%)

"Outcomes" assessment found its highest score in "more networks gains" (88.00%) while its lowest scores is "feel secured in the announcer's career" (86.40%)

"Impact" assessment found its highest score in "contents' credibility trust"(88.20%) while its lowest is "being neutral" (84.80%)

3) The demanding announcer's competency under the current digital communication technologies disruption. Four main competencies were studied : 1)be professional, 2) be ethic, 3) be E.Q., and 4) be digital literacy. The results found "be professional" is highest especially in being neutral (91.60%) follow by "be E.Q." especially in working under pressure (90.60%), "be ethic" especially in personal privacy respect (89.80%) and "be digital literacy" especially in knowledge and skills in all digital tools (89.40%).

All findings tangibly getting along well with the current demands such as Colm Murphy, 2019 mentioned in "Changing by the Click: The Professional/Standard Announcers &Journalists"; Galina Melnik, Konstantin Pantserev,2020 mentioned in "Digitalization of the Communication Environment"; Oxford Economics Skills in High Demands in the Next 5-10 Years, 2021, and Paul Bradshaw, 2012 mentioned in the "Model for a 21st Century Newsroom : How digitization has changed news organizations in a multiplatform world".

So, it could be final confirmed that all kinds of "Digitalization Communication" must be empowered to all announcers. New knowledge and skills relevant to digitization, innovation in the communication world : broadcasting, telecommunication and all kinds of pedagogies must be trained to all announcers such as online chat; callback widget; analytics, search engine marketing, SEO (Search Engine Optimization), Social media marketing (SMM), email newsletters, content marketing, SERM (Search Engine Reputation Management), Twitter, Facebook, YouTube, Internet blogs, and information platforms.

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