

Development of School Administrators based on Sangahavatthu IV Principles in Primary Schools under Bangkok Metropolitan Administration

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Abstract: The purposes of this research were 1) to study the characteristics of school administrators in primary schools, 2) to develop school administrators based on Sangahavatthu IV principles for primary schools, and 3) to propose the development process for school administrators based on Sangahavatthu IV principles for primary schools under Bangkok Metropolitan Administration. Mixed methods research was used for research design. Questionnaires were used for distribution to 390 administrators and teachers in primary schools, interview form by interviewing key informants, including 24 school administrators and questions for focus group discussion with 9 experts. Qualitative data was analyzed by using content analysis whereas quantitative data were analyzed using percentage, frequency, mean, and standard deviation. Results indicated that the characteristics of school administrators in primary schools under Bangkok Metropolitan Administration in 3 areas consisting of 1) leadership qualities, 2) morality and ethics, 3) knowledge and ability. Results of opinions towards the characteristics of school administrators in primary schools under Bangkok Metropolitan Administration found that in overall was in a high level. Considering in each aspect showed a high level in all aspects. The development of school administrators based on Sangahavatthu IV Principle for the primary school under Bangkok Metropolitan Administration, it was the physical characteristics and expression of the behavior of the person who is a part of character. There were 3 aspects which consisted of (1) leadership, (2) morality and ethics, (3) knowledge and ability. Sangahavatthu IV principles are the principles that are anchoring each other's generosity consisted of 4 aspects which are (1) giving, (2) polite speech, (3) good behavior, (4) place oneself properly. The development process for school administrators based on Sangahavatthu IV principles for primary schools under Bangkok Metropolitan Administration was called S A S Model, there are 3 important aspects which composed of 1) Sangahavatthu (S), the Sangahavatthu IV principle is a principle that is an anchor of one another's spirit. There are 4 aspects which consisted of (1) giving, (2) polite speech, (3) good behavior, (4) place oneself properly. 2) Administrator (A), the characteristics of the school administrators are 3 aspects which are (1) leadership, (2) morality and ethics, (3) knowledge and ability. 3) School (S), school administration is the operation in all 4 aspects of the school, which are (1) academic administration, (2) budget administration, (3) human resource management, and (4) general administration

Keywords: School Administrators, Sangahavatthu IV Principles, Bangkok Metropolitan Administration

1. Introduction

Organizations such as private businesses or government sector management is very important basic resources in administration there are four main components: people, money, materials, things, and personnel management is the most important resource because people are the factors that drive efficiency and administrative effectiveness. It is considered a hugely useful resource in the production process. The four feeders must have personnel being a user of other resources to get quality products, it is therefore essential that the organization has to develop personnel to have knowledge and capabilities have operational incentives this will result in the operation to achieve its objectives more efficiently [1].

Education is the cornerstone of security and the progress of the nation if the education of the nation is of quality, it means people in the nation have quality as well. Therefore, the school is the most important educational institution and school administrators are extremely important. The administrators manage the school personnel well and that efficiency administrators must have the ability to administer the school. There is an operation to effectively spot the damn study. For school administrators to manage the school effectively, management must be a potential person. In particular, it must be a person with knowledge, ability, skills, vision to make the personnel management in the school a success. As well as having a high achievement (Sukhothai Thammathirat Open University, 2012: 7-8) [2].

The school is one of the most important educational institutions that brings the policy of education into practice for success or failure the management of education in schools depends primarily on the administration of the school administrators. The hopes for the future of the youth of the nation must be entrusted to the school administrators. The hopes for the future of the youth of the nation must be deposited with almost all school administrators (Somchai Ratanathongkam, 2013: 12) [3]. It is therefore imperative to realize the duty of managing

the school to be successful. Therefore, personnel management in schools must be considered extremely important because the school has two components: people and work. How to manage people which is the success of the work efficiency people are considered essential elements because people are the ones who cause other factors in particular, work is the one who brings success to the goal. From the current Thai society has changed to progress in both science and technology relentless. It causes a wide range of economic, cultural, and other impacts when social objects and cultures change. Thai people in society therefore need to be developed and has been changed as well because it will create a balance in things that have changed. If one thing changes but another thing is still, and will definitely not produce good results. Therefore, education plays an important role in the development of people at the grassroots level to have progress in all areas.

Development of administrators according to the educational institution administration guidelines that are legal entities of the school in the mission of the school this is the main mission of educational institutions that the National Education Act 2019, section 8, paragraph 2 [4] aims to decentralize management to educational institutions as much as possible with the intention of enabling educational institutions to operate independently, flexibly, and in accordance with the needs of learners, educational institutions, local communities and participation from all stakeholders. This will be an important factor to strengthen the school's administration and management able to develop personnel including the measurement of factors supporting the quality development of students in local communities and effective.

Primary school Under Bangkok, the mission of education management is in accordance with the Education Act, which has 50 districts consisting of 435 schools, divided into 1,015 school administrators and 13,143 teachers, totaling 14,158 people. Most of them have a problem of manpower planning to enhance operations to work as efficiently as possible. Personnel quality the number of teachers and staff did not meet the required standard. Therefore, it has an impact on the academic work, but all of them affect the personnel management of the executives, which is the key to sustainable success in the work. In the midst of change organization development and human resource development to be a new organization is a learning organization increase operational efficiency and work processes must emphasize results, efficiency and cost-effectiveness. Personnel must be professional, competent, quality and efficient. In the past, personnel have been developed in this area to a small extent, and is not a continuous system. It depends on how effective the school administrators are, and most importantly that there is a moral principle how much is ethical? The Buddhist principles that administrators should have in their own development, Sangahavathu IV, which is the principle of governing and caring for people. And the dharma that must be in the heart and direct the behavior it is called purely living and behaving with all human beings like to make the personnel management in the school more efficient.

Therefore, in this study the students are interested in studying and analyzing the application of Sangahavathu IV to increase the efficiency in the development of school administrators according to Sangahavathu IV principles for primary schools under Bangkok this will be a way to know the introduction of Sangahavathu IV.

2. Research Objectives

The purposes of this research were 1) to study the characteristics of school administrators in primary schools, 2) to develop school administrators based on Sangahavathu IV principles for primary schools, and 3) to propose the development process for school administrators based on Sangahavathu IV principles for primary schools under Bangkok Metropolitan Administration.

3. Research Method

This study researchers used a survey research model, along with in-depth interview and Focus Group Discussion, which was a mixed methods research between quantitative research and qualitative research by analyzing data from documents, textbooks, statistical data, research reports of various departments academic articles, thesis, as well as relevant research work and a formal in-depth interview by using the interview questionnaire created by the researcher to study the opinions of the school administrators who are target groups as a case study, questionnaires were distributed to the administrators, and elementary school teachers 390 sets of Bangkok Metropolitan Administration, interviews with key informants are 20 school administrators and questionnaires for group discussion. There were 11 key informants. The researcher collected the data and analyzed the data as follows: 1) Document analysis, content analysis, 2) Analysis by using percentage, frequency, mean, standard deviation, 3) Interview using content analysis and conclusion by Interview, and 4) focus group using content analysis.

4. Research Results

Results of the study of the characteristics of primary school administrators under Bangkok, the level of opinion on the characteristics of the primary school administrators. The 3 aspects of Bangkok Metropolitan Administration consisted of 1) leadership, 2) morality and ethics, 3) knowledge and competence found that opinions on the

characteristics of primary school administrators in Bangkok, the overall level is at a high level while each side is at a high level in all aspects.

Results of the study of the development of school administrators according to Sangahavathu 4 principles for primary schools under Bangkok Metropolitan Administration. The development of school administrators according to Sangahavathu IV principles for elementary schools Bangkok Metropolitan Administration comprises the development of the characteristics of primary school administrators under Bangkok it is the physical and expressive characteristics of a person's behavior that are part of their character. Which shows others to see of elementary school administrators under Bangkok according to the 20-year educational development plan, there are 3 aspects: (1) having leadership, (2) having morality and ethics, (3) having knowledge and abilities, and Sangkhahavathu IV is a principle that is an anchor for each other's spirit goodwill, generosity, support, coordination, suitable for management, there are 4 aspects: (1) donation (giving), (2) piyavaja (sweet speech), (3) atthajariya (conduct self-interest), (4) Samanattata, results of the presentation of the development process for school administrators according to Sangahavathu IV principles for elementary schools the development process for educational institution administrators according to Sangahavathu IV principles for primary schools Bangkok Metropolitan Administration (S A S Model) will have 3 important focus points: 1) Sangahavathu, Sangahavathu 4 is a principle that is an anchor for each other's spirit, goodwill, generosity, support, coordination, suitable for management, there are 4 aspects: (1) donation (giving), (2) piyavaja (sweet speech), (3) Atthajariya (conduct self-interest), (4) Samanattata (appropriate). 2) Administrator there are 3 characteristics of school administrators: (1) leadership, (2) morality and ethics, (3) competence. 3) School administration. It is the operation in working in four areas of the school, including (1) academic administration, (2) budget management, (3) personnel management, and (4) general administration.

5. Discussion

The level of opinion on the characteristics of the primary school administrators, there are 3 aspects of Bangkok Metropolitan Administration consisted of 1) leadership, 2) morality and ethics, 3) knowledge and competence found that opinions on the characteristics of primary school administrators under Bangkok, overall at a high level this is because School administrators in primary schools under Bangkok have good management efficient is excellent this is in line with the research of Petros Pashiardis (2004) [5] researching the characteristics of effective primary school administrators in Cyprus. A place to study effective school administrators it was found that the management must have the following characteristics: 1) Have strong ambition in the profession, and realize that a career is something to be respected. It is sacred and dignified, 2) Have a deep thought and a constant interest in education, 3) Have confidence and influence with others. The position of management is more than other positions likes to do challenging work, 4) Take risks and are not afraid to share ideas with other people, 5) Work with other agencies in the country and abroad must be compared, 6) Be honest and have integrity sincere there is no forward and back sleep, 7) Teachers and students must be creative. It is encouraged by rewarding people who do their jobs with intentions, 8) Be ambitious and use driving force to develop authority and influence for both personal and professional reasons, 9) Interest and build understanding between educational institutions and parents, and to participate in the policy; and 10) have faith in leadership theory. To develop the management to be effective, and it is consistent with the research of Rehab Radiuskaew (2008) [6]. Leadership characteristics of quality educational institution administrators were found that 1) the leadership characteristics of the quality school administrators consisted of 4 components: (1) executive emotional intelligence, (2) management's self-esteem, (3) Executives' Performance, and (4) Executives' Personality. 2) Guidelines for Leadership Development Of school administrators Under the Office of the Basic Education Commission is Management should develop leadership qualities by studying documents and work manuals for further education, and study visit attending the training and attendance of academic seminars.

The development of school administrators according to Sangkhahavathu IV principles for elementary schools Bangkok Metropolitan Administration comprises the development of the characteristics of primary school administrators under Bangkok. It is the physical and expressive characteristics of a person's behavior that are part of their character which shows others to see of primary school administrators under Bangkok. According to the 20-year educational development plan, there are 3 aspects: (1) having leadership, (2) having morality and ethics, (3) having knowledge and abilities and Sangahavathu IV is a principle that is an anchor for each other's spirit Goodwill, generosity, support, coordination, suitable for management, there are 4 aspects: (1) donation (giving), (2) piyavaja (sweet speech) (3) atthajariya (conduct self-interest), and (4) Samanattata (self-fitting), in line with research by Hatchaphan Uachotikun (2014) [7]. "Poor leadership traits that have a negative effect on the morale of a follower," the research found. The poor leadership qualities of that supervisor. It affects the morale of work of followers in almost all cases. In this study, the top 10 list of bad attributes of a leader that affects the working morale of a follower by processing the answers of the respondents all questionnaires. The list is as follows: 1) ward off responsibility or blame others when there is a problem or when the results are not good, 2) There is no sincerity, 3) Lie, 4) Only pretend the merits of the whole team, 5) Likes to speak, hurt kindness or bully his

subordinates, 6) impersonates the merits of the work of others both that no participation, 7) Prevent favoritism, 8) I have little control over my emotions, 9) Not open to words, 10) Feel hurt. Recommendations from the results of this study are that there should be a leadership development for personnel in the organization. It aims to eliminate the top 10 bad traits first, followed by establishing the best good leadership traits. In addition, this research has ranked 38 other bad leadership traits (48 in total) that can be used as a framework for defining non-leadership characteristics well that should focus on managing as next as appropriate. It is also consistent with research by Magnuson (1991) [8]. The characteristics of the school administrators who succeed in the administration of the school administration. The results of the research found that the personal and professional characteristics of management are as follows: 1) Personal characteristics are fairness, honesty, and integrity. It has a stable mood, has an open mood, is easy to understand, is cool and empathy for others, for example. 2) Professional qualifications such as the ability to communicate well with others have good knowledge in management, know the assignment, able to work with others well, and have the ability to make decisions.

The development process for educational institution administrators according to Sangahavathu IV principles for primary schools Bangkok Metropolitan Administration (S A S Model) will have 3 important focus points: 1) Sangahavathu IV, Sangahavathu IV is a principle that is an anchor for each other's spirit, goodwill, generosity, support, coordination, suitable for management, there are 4 aspects: (1) donation (giving), (2) piyavaja (sweet speech), (3) Atthajariya (conduct self-interest), (4) Samanattata (appropriate). 2) Administrator there are 3 characteristics of school administrators: (1) leadership, (2) morality and ethics, (3) competence. 3) School administration. It is the operation in working in four areas of the school, including (1) academic administration, (2) budget management, (3) personnel management, and (4) general administration. This is consistent with research by Stogdill (2004) [9]. Handbook of the leader of the theory survey and research from at least 10 research papers, it was found that the person holding the position as the management must have the following qualifications: 1) know how to socialize, 2) initiative, 3) persistence, 4) know how to get work done, 5) Self-confidence, 6) Be alert and insightful, 7) Cooperate, 8) Popular with all, 9) Good adaptability, 10) Ability to speak and from the research results not in less than 15 copies, it was concluded that a person holding an executive position had to be qualified. The following are greater than members of the group: 1) intelligence, 2) education, 3) responsibility. It is also consistent with Smith's research (2004) [10] on Characteristics of effective teachers found that the effective characteristics were in descending order as follows: 1) Establish relationships with senior management over the school and the higher education institutions, 2) Plan and cooperate closely with the teachers in the school, 3) Build understanding and make contacts between the school teachers, budget for education, 4) Encourage teachers to develop both professional and personal, 5) To build stability and confidence in the atmosphere of the school and the teacher, 6) Supporting you, 8) Develop yourself in academia, 9) Build unity and work with teachers to promote their own schools, 10) Work according to ongoing various development projects of educational institutions, 11) Working with good relationships with the community, 12) Be an academic leader, 13) Show your ability in teaching and administration of educational institutions can be seen, 14) make students behave well and have discipline, 15) have good relationship with students. The behaviors that are obstacles to effective management is a behavior contrary to the 15 above including in accordance with the research of Supawadee Wongsakul (2555) [11] has researched "Development model for transformational leaders that is effective in basic educational institution administration. " The effectiveness of the basic school administration is to achieve the goals of the school at a high level. The teachers' satisfaction was at a high level, respectively. The factors influencing the transformational leadership of the administrators. The basic educational institutions are management characteristic factors behavioral factors and situation factors for change leadership development process model the effectiveness of basic education management is divided into four steps: self-assessment, self-development planning, development implementation and evaluation of success the development process is divided into 3 categories: training program, development activities and self-development activities and to examine the feasibility and feasibility of the transformational leadership development model. Productive in basic school administration, it was found that from small group discussion. All 18 experts have the same opinion that the pattern is suitable principles and rationale, objectives, factors and processes of development is consistent and it is possible to use it to develop the administrators in the basic education institutions.

6. Recommendations

6.1 Recommendation For Practice

Research results on the development of school administrators according to the principle of Sangkhawathu 4 for primary schools under Bangkok the researcher has the following recommendations.

1.1 In the aspect of review, school administrators should provide assistance to their colleagues in need with useful advice and must always be able to forgive when a collective error occurs, etc.

1.2 In terms of Piyavaja, school administrators should be keen. Say hello in a sincere tone and should speak and explain various information politely even when experiencing stress or confusion

1.3 Aspects School administrators should have a solid relationship including that it must not be attached to that person or job, but should take into account the interests of the organization and there must be norms or rules that everyone accepts and encourage everyone to follow

1.4 Samanattata School administrators should work based on rules rather than results and should encourage appropriate technology and equipment to be used in the operation

6.2 Recommendation for further research

If there is further research on the development of school administrators according to Sangahavatthu 4 principles, the researcher would suggest conducting research in the following way.

2.1 Should be studied in a research that narrows the scope of the research area and should be defined as a study area only.

2.2 Should study the application of other Buddhist principles such as the Itthipada IV, Brahma Vihara IV, etc. that can be applied to the development of school administrators.

2.3 The research results obtained should be applied to schools, or the next unit in order to consider the educational achievement of the educational institution administrators further.

2.4 Should study other factors that affect the development of school administrators, such as participation educational innovation etc.

7. Conclusion

Characteristics of school administrators in primary schools, the 3 aspects of Bangkok Metropolitan Administration consisted of 1) leadership, 2) morality and ethics, 3) knowledge and competence found that opinions on the characteristics of primary school administrators. In general, the Bangkok Metropolitan Administration was at the high level, the individual aspects were at the high level in all aspects, while the development of the school administrators according to Sangkhahawatthu IV principles for primary schools under Bangkok Metropolitan Administration comprises the development of the characteristics of primary school administrators under Bangkok. It is the physical and expressive characteristics of a person's behavior that are part of their character which shows others to see of elementary school administrators Under Bangkok according to the 20-year educational development plan, there are 3 aspects: (1) having leadership, (2) having morality and ethics, (3) having knowledge and abilities. Sangkhahawatthu IV is a principle that is an anchor for each other's spirit goodwill, generosity, support, coordination, suitable for management, there are 4 aspects: (1) donation (giving), (2) piyavaja (sweet speech), (3) atthajariya (conduct self-interest), (4) Samanattata (suitable position) for the development process of school administrators according to Sangkhahawatthu IV principles for elementary schools Bangkok Metropolitan Administration (S A S Model) will have 3 important focus points: 1) Sangahavatthu IV, 2) Administrator, and 3) School administration. It is the operation in working in four areas of the school, including (1) academic administration, (2) budget management, (3) personnel management, and (4) general administration.

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