

A Development Model of Characteristics based on Brahmaviharadhamma Principles for Thai School Administrators

Phrasuwanmahaphuthaphibal (Ho Subhaddo)^a, Phrakrusoponpattaravet (Ittipol Padhāniko)^b,
Phrakrukosolpariyattayanukij (Tharueti Rungchaiwitton)^{c*}, Uthai Satiman^d

^{a,b,c}Mahachulalongkornrajavidyalaya University, ^dSuandusit University, Thailand

Email:^ahowatrimitr@gmail.com, ^boodwatsaymai@gmail.com, ^ckonkuandee@gmail.com, ^duthaisati@gmail.com

*Corresponding author e-mail: ^ckonkuandee@gmail.com

Article History: Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 20 April 2021

Abstract: The purposes of this research were 1) to study the characteristics of school administrators in Thai primary schools, 2) to develop the characteristics of the Brahmaviharadhamma Principles for Thai school administrators, and 3) to propose a model of developing the characteristics of the Brahmaviharadhamma Principles for Thai school administrators. Mixed methods research was designed, and the instrument used in the research was a questionnaire distributed to 390 administrators in primary schools, interview form by interviewing 24 key informants, and questions for focus group discussion with 17 experts. Qualitative data from in-depth interview and focus group discussion were analyzed by using content analysis whereas quantitative data were analyzed by using percentage, frequency, mean, standard deviation. Results showed that 1) the characteristics of the school administrators in Thai primary schools consisted of 4 aspects which were 1) knowledgeable and capable, 2) social maturity and generous, 3) accountability, and 4) good human relations in the overall level was very high. Considering to each aspect was also at a high level in all aspects. 2) The characteristics of the Brahmaviharadhamma Principles for Thai school administrators was the operation in all 4 aspects of the school, which were (1) academic administration, (2) budget administration, (3) human resource management, and (4) general administration. The principle of Brahmaviharadhamma is a principle that must be kept in mind and supervised behavior that suitable for executives with 4 areas which are (1) compassion, (2) kindness, (3) happy when others are happy, and (4) neutral mind. 3) A model of developing the characteristics of the Brahmaviharadhamma Principles for Thai school administrators was called C B S Model which consisted of 3 important points which were 1) Characteristics (C), characteristics of school administrators was the physical characteristics and expression of the behavior of the person who is a part of character which was shown to others for Thai primary school administrators in 4 aspects which composed of (1) have knowledge and ability, (2) have social maturity and generous, (3) accountability, and (4) good human relations. 2) Brahmaviharadhamma (B), it is a principle that must be kept in mind and supervised behavior and suitable for executives with 4 areas which consisted of (1) compassion, (2) kindness, (3) happy when others are happy, and (4) neutral mind. 3) School (S), School administration was the operation in all 4 aspects of the school, which were (1) academic administration, (2) budget administration, (3) human resource management, and (4) general administration.

Keywords: Characteristics, Brahmaviharadhamma, School Administrators

1. Introduction

The current trend of change in the global society is the driving factor the pursuit of strategy emerged. In developing the capabilities of the population in Thailand as a country that is developing and changing rapidly in all areas. Education has changed and there is a great need for development and adaptation to keep up with the changing trends of society. The target groups that are essential to the development are those involved in education, namely the school administrators and teachers when the executives are ready and have the potential for development can be a leader for teachers in organizing the learning process effectively. The instructor has knowledge and expertise then quality teacher teaching and learning processes inevitably results in students being trained and learning more effectively by improving their education. According to that national educational standard difficult to do, it is very important and can do it and have a chance to success it is something that comes to everyone's mind, as can be seen since 2001. The Research Fund Office (TRF) has supported the main research team from the Faculty of Education, Chulalongkorn University in conducting research to seek strategy, guidelines and forms of reform effective learning under the name "The School-wide Learning Transformation Model through Research and Development" is a program of interest to administrators who are responsible for the development of schools. Effective according to national educational standards the executives are target groups that play a role in operates the model process as a tool. (Phra Brammabundit (Prayoon Dhammajitto), 2013: 3)[1].

In education that can create the development of learning throughout the school to be a tool for change the knowledge foundation for educational development to be both efficient and effective. In addition, the current education management has been developed and changed in accordance with the National education Act with decentralized administration and management of education both academically budget, personnel administration and general administration to the committee and area office education and educational institutions in the education area directly (Prawet Wasi, 2007: 5)[2]. Operated by the school administrators with support from parents' representatives, teachers' representatives, community organizations representatives, local government organizations. alumni

representatives of schools representative for a monk or representatives of other religions in the area (Thaina Khaemmanee, 2012: 12)[3].

With the principles set out in this act of education make the school administrators, it is imperative that many of their roles in the management of their educational establishments can be driven to become a learning organization, with their own roles being assigned. It is clear as an academy leader and need to define the role in working with the group of people that are involved with educational institutions in order to have coordination and cooperation in doing internal activities together with the determination of roles in the management of the workload of the school system to be systematically and clearly in the implementation of the goals that have been defined is the development of learning for both learners school in order to achieve this effect. It is essential that leaders educational institutions must have principles, theories, and principles to be used as an important mechanism in order to lead to driving a model for the development of school management system and academic administration is a very important task for the school administrators to formulate plans, methods and stages. In operating systematically because if the administrative system within the school is not good will affect other parts of the agency therefore, success or failure in the school administration it depends on the competency of the school administrators. School administration is a source of development the population of a very important country is a unit that uses many people, money, materials, if the school administration is ineffective. School productivity is that students who have successfully gone out have low efficiency which affects national development inevitably as well (Ministry of Education, 2019: 24)[4].

In the management of educational institution administrators of schools under Bangkok in the field of education management has progressed and modern technology has been applied in the field of teaching and learning. Causing changes in the material rather than the psyche, that is, the materialistic power It affects the roles of the school administrators on the morality, culture and traditions of Buddhism. School administrators used to manage the work less. Than it should be, causing the administration to be unsatisfactory and not as good as it should be, the same importance as the administrators of other departments because the duties of the school administrators must perform the same duties, but sometimes the management between executives and subordinates was not smooth. Moreover, the work on educational quality of schools have not been developed to keep up with the changes as they should. Causing problems in the administration, such as requesting a move for teacher staff which are dissatisfied with the management of the executives or not received cooperation in work development makes academic works unacceptable to the general public. Therefore, the administration of the school administrators must have both the work and the kindness of their colleagues. In this regard, administrators must use both His Majesty the King. Executives who hope to use their power or command in command to the subordinates to do the same work would not benefit in the work said that the school administrators sometimes do not value the use of morality in the administration of the teacher. Lack of morale and the management has insufficient knowledge of morality as a result, when it does not work as expected, the management needs to strengthen the image of faith and trust which guide practice is love, pity, joy, kindness not biased, both individually and a good management team should use grace rather than usefulness more prestige than legal authority (Sanguineet Lerdarun, 2007: 28)[5].

Buddhism is the basic principle of life. It is part of the Thai way of life mainly for the peaceful life of the people in society. Brahma Vihara IV is therefore a principle that is especially suitable for application in school administration because the school is the main source of shaping humanity for all students. Education administrators should adhere to Brahmaviharn IV principles in empowering people and apply them to leadership and communication skills. In line with Phra Brahmakunaporn (P.A. Piyutto) said that people have good quality to the public. (Good member of society) has Dharma is the following principles of behavior, or a person whose heart is great and generous like Brahmaviharn IV are the following: mercy, loving-kindness, compassion, mercy, joy, humility, impartiality practice relief (Phra Promkhunaporn (P.A.Payutto), 2006: 20)[6].

Therefore, an educational institution is like a place to produce people with knowledge and morality. In order to bring their knowledge and ability to work for themselves and their families along with morality to apply in everyday society educational administration can achieve the objectives of the current policy. Therefore, it must focus on morality which has to start from the administration of the educational institution in order to have principles as a tool for various administration to achieve goals and objectives it can also affect the students.

From the importance of management problems of the management, it is very important which executives must perform duties and responsibilities as a consultant be the administrator of an educational institution about academic work teaching and learning control arrange teachers to teach provide equipment, tools, teaching materials, measurement, evaluation and management of human and material resources to improve and develop academic progress the researcher saw that applying the Buddhist principles of administration, especially Brahmaviharn IV, in the academic administration of the institution administrators would be a good approach. In the development the efficiency of the administration of the school administrators, especially the academic work, can be more effective. Therefore, the researcher is interested in researching the development of Brahma Dharma characteristics. For school

administrators the results of the research obtained can be used for the determination and development. Level of application of Brahma Vihara 4 in developing the characteristics of appropriate school administrators as well as being able to utilize the research results by using as a guideline for considering improvement or development of school administration, able to integrate with Buddhist principles, especially the Brahma Vihara IV for further efficiency.

2. Research Objectives

The purposes of this research were 1) to study the characteristics of school administrators in Thai primary schools, 2) to develop the characteristics of the Brahmaviharadharma Principles for Thai school administrators, and 3) to propose a model of developing the characteristics of the Brahmaviharadharma Principles for Thai school administrators.

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 both at home and abroad 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 elementary school teacher 390 sets of Bangkok Metropolitan Administration, interviews with key informants were 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 4) Focus group discussion using content analysis.

4. Research Results

Results of the study of the characteristics of primary school administrators.

The level of opinions on the characteristics of school administrators in the primary schools in all four aspects consisted of 1) knowledge and competence, 2) social maturity and openness, 3) responsibility, and 4) good human relations included in the high level, each side at high level in all aspects.

Results of the study of the development of Brahmaaviharndham for school administrators development of the Brahmaaviharndham For school administrators must adhere to the principles of school administration it is the operation in working in all four areas of the school, including (1) academic administration, (2) budget administration, (3) personnel management, (4) general administration including principle of character development. School administrators. 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 the Bangkok Metropolitan Administration has 4 aspects which are (1) knowledgeable and competent, (2) social maturity and generosity, (3) responsible, (4) good human relations and the principle of Brahma Vihara IV. It is a principle that must be in the heart and directive of behavior, suitable for management, there are 4 areas: (1) mercy (affection), (2) kindness (compassion), (3) empathy (joy when others are well-being), (4) doubts (neutral).

The results of presenting the process of character development for school administrators process of character development for school administrators (C B S Model) there are 3 important focus points: 1) Characteristics. 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 there are 4 aspects of the Bangkok Metropolitan administration: (1) Knowledge and competence, (2) Social maturity and openness, (3) Responsible, (4) Good human relations. 2) Brahmaviharadharma it is a principle that must be in the heart and directive of behavior. Suitable for management, there are 4 areas: (1) mercy (affection), (2) kindness (compassion), (3) empathy (joy when others are well-being), (4) detention (impartiality). For 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 opinions on the characteristics of school administrators in the primary schools in all four aspects consisted of 1) knowledge and competence, 2) social maturity and openness, 3) responsibility, 4) good human relations included at a high level while in each aspect at a high level in all aspects because School Administration of elementary school have good school management efficient is excellent which is in line with the research of Prakrong Russamikaew (2008) [7] has studied 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 study documents and work manuals for further education. Study visit attending the training and attendance of academic seminars it is also in line with the research of Petros Pashiardis (2004)[8] investigating 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, and have a strong determination to make decisions. 5) Be comparable to working with other agencies in the country and abroad. 6) Be honest and 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 schools and parents, and to participate in the policy; and 10) have faith in leadership theory to develop the management to be effective.

Development of the Brahmaaviharndham for school administrators must adhere to the principles of school administration it is the operation in working in all four areas of the school, including (1) academic administration, (2) budget administration, (3) personnel management, (4) general administration including principle of character development of school administrators. 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 the Bangkok Metropolitan Administration has 4 aspects which are (1) knowledgeable and competent, (2) social maturity and generosity, (3) responsible, (4) good human relations and the principle of Brahma Vihara IV, it is a principle that must be in the heart and directive of behavior. Suitable for management, there are 4 aspects: (1) mercy (affection), (2) kindness (compassion), (3) empathy (joy when others are well-being), (4) doubts (neutral) which In line with research by Stogdill (2004),[9] we have researched the subject. 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 results of not less than 15 studies, it was concluded that a person holding a position as an executive must have qualifications. The following are greater than members of the group: 1) intelligence, 2) education, 3) responsibility and in line with the research of Hatchaphan Uachotikhun (2014) [10] conducted a study on "Poor leadership traits that have a negative effect on the morale of a follower," the research found that 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 performance is not good. 2) There is no sincerity, 3) Lie, 4) Impersonation of the merits of both of them alone, 5) Likes to speak, hurt kindness or bully his subordinates, 6) In spite of no participation, 7) Prevent favoritism, 8) I have little control over my emotions, 9) Not open to words, and 10) Feel hurt. Recommendations from the results of this study are that there should be a leadership development for personnel in the organization by aiming to eliminate all bad characteristics the top 10 lists first, followed by generating oppositional good leadership traits instead. The research also ranked 38 other bad leadership traits (48 in total) which can be used as a framework determine the bad leadership qualities that should be aimed at continuing to manage as appropriate.

Process of character development for school administrators (C B S Model), there are 3 important focus points: 1) Characteristics, 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 there are 4 aspects of the Bangkok Metropolitan Administration: (1) Knowledge and competence, (2) Social maturity and openness, (3) Responsible, (4) Good human relations. 2) Brahmaaviharndham it is a principle that must be in the heart and directive of behavior. Suitable for management, there are 4 areas: (1) mercy (affection), (2) kindness (compassion), (3) empathy (joy when others are well-being), (4) detention (impartiality), 3) School of school administration it is the operation in working in four areas of the school, including (1) academic administration, (2) budget management, (3) personnel management, (4) general administration. This is consistent with the findings of magnuson (1991) [11]. Characteristics of school administrators to succeed in 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, and is cool and empathy for others, for example. 2) Professional qualifications such as the ability to communicate well with others and have good knowledge in management know the assignment able to work with others well, have the ability to make decisions and it is consistent with research of Smith (2004) [12] conducted a research study. The characteristics of

effective teachers found that the effective characteristics were in descending order as follows: 1) Build relationships with senior management over the school and faculty, school committee members, 2) Plan and cooperate closely with the school teachers, 3) Build understanding and make connections between financial statements, 4) Encourage teachers to develop both professional and personal, 5) Build stability and confidence in the school atmosphere, 6) the big teacher itself, 7) Have patronage, 8) Develop oneself in academics, and 9) Unite and work with teachers to promote their own schools, 10) work on different development projects, 11) work in good relationships with the community, 12) be an academic leader, 13) show the ability to teach and manage the school seeing visions, 14) encourages students to behave well and have discipline, 15) have good relationships with students. The behaviors that are obstacles to effective management is a behavior contrary to the 15 above.

6. Recommendations

6.1. Recommendation for Practices

Research results on development of the Brahmaaviharandham for the educational institution administrators, the researcher has the following recommendations:

1.1 compassion for school administrators there should be additional benefits provided by the government. There should be a place to rest to relax from work more and giving advice, suggestions, how to work properly.

1.2 The Kindness of school administrators there should be an effective security system for both life and property and there should be a regular meditation practice project for mental development.

1.3 Aspects of school administrators there should be support and promotion of the work for the benefit of the public more as well as promoting opportunities for promotion or leveling of abilities and joining and congratulating the community activities.

1.4 Expansion of school administrators there should be a general meeting. understanding every change in position as well as assigning special duties other than the main duties fairly match with ability and not too much, not too little and should pay attention to divided party behavior share more pods.

6.2. Recommendation for further research

If there is a further research on the characteristics of the school administrators, the researcher recommends 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 on the application of Buddhist principles such as the Iddhipada IV, Brahma Vihara IV to develop the characteristics for the school administrators in the future.

2.3 The research results obtained should be applied to schools or the next unit in order to consider the achievement of the development of characteristics for the school administrators.

2.4 Should study other factors that affect the development of educational institution administrators such as participation development of academic administration or other areas.

7. Conclusion

The characteristics of school administrators in primary schools in all four areas consisted of 1) knowledge and competence, 2) social maturity and openness, 3) responsibility, 4) good human relations overall level most of the aspects were at high level in all aspects. For the school administrators, it was found that the development of Brahmaaviharantham. For school administrators, it must adhere to the principles of school administration that it is the operation in working in all four areas of the school, including (1) academic administration, (2) budget administration, (3) personnel management, and (4) general administration including principle of character development. School Administrator 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 the Bangkok Metropolitan Administration has 4 aspects which are (1) knowledgeable and competent, (2) social maturity and generosity, (3) responsible, (4) good human relations and the principle of Brahma Vihara IV. It is a principle that must be in the heart and directive of behavior that suitable for executives, there are 4 areas: (1) mercy (affection), (2) kindness (compassion), (3) empathy (joy when others are well-being), (4) detention (impartiality) for presentation of the process of character development for school administrators(C B S Model) there are 3 important focus points: 1) Characteristics. 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 there are 4 aspects of the Bangkok Metropolitan

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