

A Model of Desirable Characteristics Development According to Kalyanamitta Principles for School Administrators under Office of Secondary Educational Service Area 1

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Abstract

The objectives of this research were 1) to study the condition and problem of the characteristics that depend on Kalyanamitta Principles, 2) to develop a model of desirable attributes according to Kalyanamitta Principles, and 3) to propose a model of desirable characteristics development according to Kalyanamitta principles for school administrators under Office of Secondary Educational Service Area 1. Mixed methods research was used integrated between documented research, quantitative research, and qualitative research. Data were collected on desirable characteristics development according to Kalyanamitta principles by asking for opinions of administrators and educational personnel in educational institutions under the Secondary Educational Service Area Office, Region 1, 357 samples, and were interviewed and discussed with 10 experts of secondary school administrators, expert in Psychology in terms of Buddhism and qualified persons in educational institution administration. The statistics used were the percentage, mean, and standard deviation and qualitative data was analyzed by content analysis. Research results revealed that 1) the condition and problem of the characteristics that depend on Kalyanamitta Principles overall 5 aspects found that the opinions of administrators and educational personnel was at a high level. 2) A model of desirable attributes according to Kalyanamitta principles consisted of 5 aspects which are 1) personality, 2) morality, ethics, 3) knowledge and competence, 4) human relations and 5) leadership. 3) A model of desirable characteristics development according to Kalyanamitta principles for school administrators under Office of Secondary Educational Service Area 1 divided into 4 parts. Part 1, introduction is the environment both inside and outside the school and new principles and methods concerning five characteristics. The objectives are desirable characteristics of applying the principle of good friend to the person involved. Part 2, the model is the work system such as the strategy for developing desirable characteristics according to Kalyanamitta principles consisting of 5 aspects: 1) personality aspect, 2) morality and ethics, 3) knowledge and competence, 4) human relations, and 5) leadership. Part 3, the implementation process is the desirable characteristics of the application of the five aspects integrated with Kalyanamitta principles, together with the decision-making process in implementing the process of developing desirable characteristics such to be used in educational institutions based on Kalyanamitta principles. Part 4, the conditions for success depend on the context of the educational institution such as the curriculum, vision, mission and policy of the educational institution administrators in the development of desirable characteristics according to Kalyanamitta principles.

Keywords— Desirable Characteristics, Kalyanamitta Principles, School Administrators

I. INTRODUCTION

The current trend of change in the world society is a factor that drives the search for strategy to develop the ability of the population in Thailand to be a country that is developing and changing rapidly in every aspect. Education has also changed. It is necessary to develop and adapt to keep up with the changing trends of society. The target groups that are extremely necessary for development are those involved in education, such as school administrators and teachers. When the executives are ready and have the potential to develop able to lead teachers in organizing the learning process effectively and when the teacher has knowledge and expertise teaching and learning process of quality teachers. It will result in learners to be trained and learn effectively by improving their education. According to the national educational standards, it's hard to do, but it's very important. can do and have the opportunity to successful because it is something that is in the minds of all people, as can be seen from 2001, the Research Support Fund Office (TRF) has supported the main research team from the Faculty of Education, Chulalongkorn University in conducting research to find strategies. Guidelines and forms of reform effective learning under the name "School-wide learning reform model through research and development" is a project that is in the interest of all administrators responsible for school development effective according to national educational standards. The executives are the target groups that play a role in implementing such a model process is a tool [1].

In education, it can develop learning throughout the school to be a tool for Change the knowledge base in educational development to be both efficient and effective. Decentralized national education in both academic administration and management. Budget, Personnel Management and General Administration to the Board and the District Office Education and educational institutions in the educational area directly [2]. In the administration of the educational establishments. It was conducted with the

administrators of the school with support from parents representatives, teachers representatives, community organization representatives, local government organization representatives. Alumni representative of the school Representative of the monks or Representatives of other religions in the area [3], with the principles set out in this Education Act make school administrators. Many roles need to be defined in the management of one's educational institutions to be able to drive towards becoming a learning organization by having to define one's own roles. It is clear as a leader of an educational institution and it is necessary to determine the role of working with the faculty related to educational institutions in order to have coordination in internal activities jointly educational institutions, including defining roles in managing the workload of the entire school system so that it can be systematically and clearly implemented in accordance with the goals that have been set, namely, the development of learning of both learners and school. In order to achieve such results, it is imperative that leaders Educational institutions must have guidelines, principles, theories and principles to be used as important mechanisms in order to lead to driving the administration of the entire educational institution system and the administration of academic affairs is an important mission of the educational institution administrators who must determine the plans, methods, and steps to operate in a systematic manner because if the administrative system within the educational institution is not good may affect other parts of the agency. Therefore, success or failure in school administration. It depends mainly on the performance of the administrators of the educational institutions. School administration as a source of development. A country's population is critical as a unit that uses large amounts of people, money, materials and equipment if school management is ineffective. School productivity is that students who have successfully left low efficiency which affects the development of the country will be delayed as well [4] in the condition of the administration

of the administrators of the educational institutions of Phra Pradaeng District School Samut Prakan Province. There is progress in education management and the adoption of modern technology. used in teaching and learning causing a change in materialism rather than spirituality, that is, the emergence of authoritarian materialism. It affects the role of the administrators of the educational institutes regarding the morality, culture, and traditions of Buddhism. School administrators used to manage less. More than it should make the administration not smooth and not as good as it should be important as the administrators of other departments because the duties of the administrators of the educational institutions have to perform the same duties, but sometimes the Management between executives and subordinates is not smooth. In addition, the work on the quality of education of Educational institutions have not been developed to keep up with the changes as well as they should cause problems in administration such as requesting to move staff teachers which is dissatisfied with the management of the executives or does not receive cooperation in the development of work makes academic works not accepted by the general public. Therefore, the administration of the administrators of the educational institutions must have both the work and the kindness of their colleagues. Executives who hope to use power or power to give orders for subordinates to do the same work would not benefit from the work said that the administrators of educational institutions sometimes do not attach importance to the use of morality in the administration of teachers lack of morale and the executives have not clear enough knowledge of morality. As a result, when implementation is not effective as it should be, the administrators need to enhance the image to be believed and trusted which is a guideline Practice is to have love, compassion, and joy. Neutral kindness is not biased both individually and a good administrator should use more grace than His Majesty or use prestige powers more than legal powers [5].

Buddhism speaks of a friend consisting of seven virtues, namely, Kalyanamitta Dharma, which means "the virtues of good friends. The

qualities of a good friend or a true friend that is, those who are in a relationship with or are approached will cause goodness and prosperity according to qualifications [6], which is a Buddhist principle that promotes the characteristics of executives to be good managers who can dominate themselves, dominate people, and dominate management tasks for school effectively. For this reason, the researcher is interested in studying the development of a model of dependent attributes according to the principles of good luck for administrators of educational institutions under the Office of Secondary Education Service Area Bangkok, District 1, as a guideline and a model for administrators to integrate the principles of goodwill to promote desirable characteristics in order to be able to professionally manage educational institutions in a changing society.

II. Research Objectives

The objectives of this research were 1) to study the condition and problem of the characteristics that depend on Kalyanamitta Principles, 2) to develop a model of desirable attributes according to Kalyanamitta Principles, and 3) to propose a model of desirable characteristics development according to Kalyanamitta principles for school administrators under Office of Secondary Educational Service Area 1.

III. Research Methods

Mixed methods research was used integrated between documented research, quantitative research, and qualitative research. Data were collected on desirable characteristics development according to Kalyanamitta principles by asking for opinions of administrators and educational personnel in educational institutions under the Secondary Educational Service Area Office, Region 1, 357 samples, and were interviewed and discussed with 10 experts of secondary school administrators, expert in Psychology in terms of Buddhism and qualified persons in educational institution administration. The statistics used were the percentage, mean, and standard

deviation and qualitative data was analyzed by content analysis.

IV. Research Results

Research results revealed that 1) the condition and problem of the characteristics that depend on Kalyanamitta Principles overall 5 aspects found that the opinions of administrators and educational personnel was at a high level. 2) A model of desirable attributes according to Kalyanamitta principles consisted of 5 aspects which are 1) personality, 2) morality, ethics, 3) knowledge and competence, 4) human relations and 5) leadership. 3) A model of desirable characteristics development according to Kalyanamitta principles for school administrators under Office of Secondary Educational Service Area 1 divided into 4 parts. Part 1, introduction is the environment both inside and outside the school and new principles and methods concerning five characteristics. The objectives are desirable characteristics of applying the principle of good friend to the person involved. Part 2, the model is the work system such as the strategy for developing desirable characteristics according to Kalyanamitta principles consisting of 5 aspects: 1) personality aspect, 2) morality and ethics, 3) knowledge and competence, 4) human relations, and 5) leadership. Part 3, the implementation process is the desirable characteristics of the application of the five aspects integrated with Kalyanamitta principles, together with the decision-making process in implementing the process of developing desirable characteristics such to be used in educational institutions based on Kalyanamitta principles. Part 4, the conditions for success depend on the context of the educational institution such as the curriculum, vision, mission and policy of the educational institution administrators in the development of desirable characteristics according to Kalyanamitta principles.

V. Discussions

1. The results of a study on conditions and problems of characteristics that depend on the principles of goodwill for administrators of

educational institutions Under the Office of Secondary Education Service Area Bangkok, District 1, the results of the research showed that Conditions of characteristics that depend on the principle of Kalyanamit for educational institution administrators under the Office of Secondary Education Service Area Bangkok, District 1 as a whole is at a high level sorted from ascending to descending, administrators and educational personnel had their opinions on the condition of characteristics that depend on the principles of friendship for the administrators of the educational institutions. Under the Office of Secondary Education Service Area Bangkok, District 1, vision Characteristics personality traits academic features and leadership qualities respectively by the results of this research because the management has facilitated the material - equipment academic papers to work in its entirety There is advice, suggestions, correct methods of work. There are assignments that match their knowledge and abilities. There is an organizer of Buddhist activities together with the community. Organize a Dharma practice project to develop the mind Provide a security system for both life and property for everyone. There is help when there is an accident. Congratulations on receiving a special reward or bonus. There is support to encourage the opportunity to be promoted or adjust the skill level. Be neutral in what cannot be done within the scope of powers and duties, have a collective meeting, build understanding before every relocation change. There was a general meeting. The results of this research are consistent with the research of Vorapas Prasomsuk, "Principles of educational administration according to Buddhist teachings" concluded the results of the research. Found the Buddhist principles that are consistent with the principles of education administration, namely self-domination, people's dominance, and occupation [7], under the Office of Secondary Education Service Area Bangkok District 1 found that some executives were indecisive, lacking leadership, indecisive, indecisive management, daring, fearful, having an insecure personality, crazy for power, indulging in the

power that exists, and use your position to force others to do your own thing or use your power for personal gain Temperamental Uncontrollable Choice of love, nepotism, partiality, selfishness, evil on others, narrow world, lack of vision, lack of knowledge in work and life perspective, consistent with Malikamas Sangiamkaew's research on "Presentation of the model of participation in educational institution administration of the basic education committee Nakhon Sawan Educational Service Area Office, Region 3". Problems of participation in educational institution administration of basic education committees Nakhon Sawan Educational Service Area Office, District 3, Academic Administration budget management Personnel management and in general administration in all 4 areas, the problems were at a moderate level. The model of participation in educational institution administration of the basic education committee Nakhon Sawan Educational Service Area Office 3 consists of 4 sub-models, which are participation in academic administration; budget management participation model Form of participation in personnel management and forms of participation in general administration [8].

2. The results of the development of the model of characteristics that depend on the purpose according to the principles of good luck for administrators of educational institutions Under the Office of Secondary Education Service Area Bangkok, District 1 consists of part 1, the leading part, which is the environment inside the educational institution and the environment outside the educational institution, principles and objectives; part 2 consists of the work system, steps, part 3, the implementation process. consist of structure and decision-making in education and management in 11 areas, part 4, conditions for success depending on the context of the school. The results of this research are consistent with the research of Ratre Poonpat. "Participation of the Board of Basic Education Schools in the administration of schools under Kalasin Educational Service Area Office 3" The participation of the Board of Basic Educational Institutions in the

administration of schools under Kalasin Educational Service Area Office 3 in 4 areas, namely academic administration; budget management Personnel management General administration. Overall and item details are at a high level. This may be because at present, various basic educational institutions has a policy to accelerate quality. There are educational reforms in accordance with the Ministry of Education's policy and regulations. In addition, educational institutions also attach importance to and awareness of the opinions of the basic education committees on participation [9].

3. Propose a model of desirable characteristics according to the principles of goodwill for administrators of educational institutions under the Secondary Education Service Area Office. Bangkok, District 1 consists of 4 parts: Part 1, the leading part, which is the environment inside the educational establishment and the environment outside the educational institution, principles, definitions, and characteristics of school administrators. The administrators must be knowledgeable and knowledgeable, able to have vision and leadership ethical, being a good role model and being accepted by society, having vision, leadership academic expertise and having admirable personality. Objectives are the importance of educational institution administration. Part 2 consists of work systems, which are 4 desirable characteristics of school administrators, and 10 steps of intellectual management processes of educational institution administrators go to use. It consists of a structure which is the scope of school administration, 4 aspects, decision making, 11 aspects of education administration and management, assessment guidelines, which are the qualifications of a person who acts as a friend, consisting of a moral body. or the seven principles of good luck, part 4, conditions for success These findings are consistent with Pressel's research on a study of the relationship between personality traits, which measured the 16 elements of personality by the Cattell tool with what is essential to being a leader. It was found that primary school administrators were less gentle than secondary school

administrators. PhD graduates will be based on the group and executives in general. They tend to be warm-hearted, adaptable, intelligent and empowered, tenderness and altruism more than personal interests. They also found that education administrators were more executive-oriented and more motivating for their peers than other administrators [10], and consistent with Rice's study of school principal behavior. Elementary School Principal and Elementary School Teachers, Savannah River District, Central Georgia. The results showed that there was a significant difference between the views of headmasters and elementary school teachers towards teachers' leadership behavior in terms of their ability to influence people judgment Emphasis on work and the ability to integrate the topics discussed [11].

VI. Body of knowledge

The researcher has presented a new body of knowledge from the model of characteristics that depend on the principle of friendship for administrators of educational establishments under the Secondary Education Service Area Office. Bangkok, District 1, as shown in Figure 1.

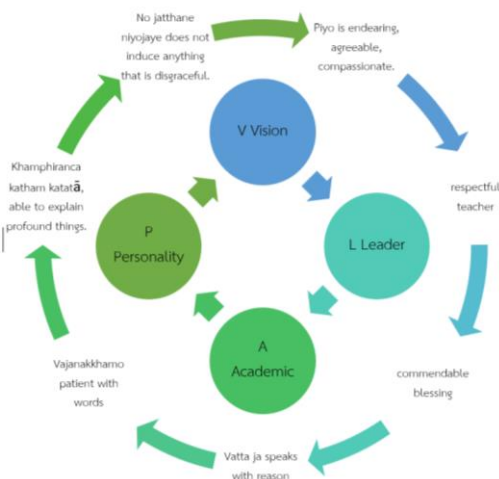


Figure 1 Body of knowledge obtained from the research "VLAPK Model"

Source: Phra Samuyuthana Anuthayo (New Korn) (2021)

Symbol Description

Figure 1 shows the body of knowledge obtained from research on "The Dependable Characteristics Model according to the Kalyanamit Principle for Educational Institution Administrators Under the Secondary Educational Service Area Office Bangkok, District 1" by the researcher can be summarized as the "VLAPK Model" as follows:

V (Vision) Vision means delegating tasks that match their knowledge and abilities. Renovate or develop an office room or workplace as appropriate. To be a leader in organizing social gatherings to help communities around the school, giving advice, suggestions, and correct working methods. Facilitate the material - equipment academic papers to work in its entirety do not obstruct the working hours of subordinates Visualize the future of leaders and members of the organization and determine the destination that is linked to the mission, values and beliefs together, to reach the heart, sincere in management.

L (Leader) means leadership organizes a security system for both life and property for everyone to have a Dharma practice project to develop the mind, give opportunities to those whose performance is below the assessment standards, improve yourself and keep attending, to be a leader in disaster assistance, provide advice and support to solve problems with the correct and appropriate methods. Assistance is provided when disaster strikes, be fair not inclined to any party exemplary good behavior, moral behavior.

A (Academic) means academics with support and encouragement to have the opportunity to promote or adjust the skill level. Congratulations on being given the opportunity or being selected to study, and give them the opportunity to show case their work and abilities. Congratulations on receiving a special reward or bonus. Show creative roles and duties of school administrators who are able to influence, motivate or direct personnel in educational institutions and those involved understand and realize the aims of educational management; unite and coordinate to provide

academic work which is directly related to the quality of teaching and learning management and the quality of learners. Exchange knowledge and learn with all teachers to have knowledge and ability in academic work.

P (Personality) refers to the personality, which has the fair assignment of special duties beyond the main one, match the ability and not too much, not too little, be neutral in what cannot be done within the scope of powers and duties, have a collective meeting, build understanding before every relocation change, have a democratic mind, respect rights, listen to the opinions of others, and know how to compliment, speak, and persuade.

K (Kalyanamitta) means a good friend who helps by treating oneself as a guru, respectful, Bhavaniyo, commendable, vattaca, speaks rationally, vajanakkhamo, endures words, Kambhiranca, katam kata, explains. profound, no jatthane niyojaye, does not induce what is corrupt.

VII. Recommendations

A. Recommendations for Practices

1. There is an improvement or development of the office room or workplace as appropriate.
2. Provide advice and help solve problems when facing problems at work.
3. Provide congratulations when receiving an opportunity or being selected for further studies or see work abroad
4. Special duties other than the main duties are fairly assigned match the ability and not too much, not too little

B. Recommendations for

Further Research

1. A study of the condition and problems of desirable characteristics should be conducted according to the principles of friendship for administrators of educational institutions Under the Office of Secondary Education Service Area Bangkok
2. Should study the pattern of characteristics that depend on the principles of goodwill for administrators of educational institutions Under the Office of Secondary Education Service Area Bangkok District 1

3. Should study the process of developing desirable characteristics according to the principles of goodwill for administrators of educational institutions Under the Office of Secondary Education Service Area Bangkok

CONCLUSION

This paper studied about a Model of Desirable Characteristics Development According to Kalyanamitta Principles for School Administrators under Office of Secondary Educational Service Area 1, 1) the condition and problem of the characteristics that depend on Kalyanamitta Principles overall 5 aspects found that the opinions of administrators and educational personnel was at a high level. 2) A model of desirable attributes according to Kalyanamitta principles consisted of 5 aspects which are 1) personality, 2) morality, ethics, 3) knowledge and competence, 4) human relations and 5) leadership. 3) A model of desirable characteristics development according to Kalyanamitta principles for school administrators under Office of Secondary Educational Service Area 1 divided into 4 parts. Part 1, introduction is the environment both inside and outside the school and new principles and methods concerning five characteristics. The objectives are desirable characteristics of applying the principle of good friend to the person involved. Part 2, the model is the work system such as the strategy for developing desirable characteristics according to Kalyanamitta principles consisting of 5 aspects: 1) personality aspect, 2) morality and ethics, 3) knowledge and competence, 4) human relations, and 5) leadership. Part 3, the implementation process is the desirable characteristics of the application of the five aspects integrated with Kalyanamitta principles, together with the decision-making process in implementing the process of developing desirable characteristics such to be used in educational institutions based on Kalyanamitta principles. Part 4, the conditions for success depend on the context of the educational institution such as the curriculum, vision, mission and policy of the educational institution administrators in the development of desirable

characteristics according to Kalyanamitta principles. Results can apply in secondary school development.

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