

A Leadership Characteristic Model Of Upright School Administrators Under The Office Of Basic Education Commission

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Abstract

The purposes of this research were to 1) study the leadership characteristics of upright school administrators, 2) construct the leadership characteristic model of upright school administrators 3) evaluate the suitability and possibility and benefit of model. The research was comprised of 2 steps: 1) study the leadership characteristics of upright school administrator 2) construct the leadership characteristic model of school administrators. The sample were the school administrators, teachers and stakeholders by using sampling purpose in the lower Northeast. The statistics used for data analysis were arithmetic mean and standard deviation. The major of research find that 1) the leadership characteristics of upright school under the Office of Basic Education Commission consisted 3 characteristics: conducting oneself conducting people and conducting career 7 aspects; personality, morality, students, teachers and staff, parent and community, academic, and management; 2) The leadership characteristic model of upright school administrators was comprised of 4 parts: Part1) acknowledgement and cognition; Part2) learn and develop comprised of 6 steps: 3.1) evaluation before developing, 3.2) objective 3.3) contents 3.4 activities 3.5 evaluation after developing, and 3.6) redeveloping; Part 3) Guidance the contents to apply, Part 4) conditions of using model.

Keywords : A Model, Leadership Characters, Upright Schools

Introduction

The ranking corruption perceptions index in 2012, Thailand have 37 points out of 100 which was the 88th out of 176 ranked countries. The upper score means the corruption perceptions index is low, the lower score means the corruption perceptions index is high. In 1997 Good governance in the public sector due to economic crisis that caused severe of Thailand. The public sector and those affected that fueled in part by the weak performance of the mechanisms of governance (Office of the Public Sector Development Commission, 2014: 1).

Projects to strengthen the moral and governance in education “prevent corruption” (upright school) occurs because the National Strategy on the Prevention of Corruption Phrase 2. A vision that Thailand social discipline, transparency, adherence to moral principles. Ethics and anti-corruption together. It recognized international. The main goal is to reduce corruption in Thailand and Raise the moral of the Thai people to a higher level. By setting a target of 50 percent by the year 2017.

It can be seen that the problem of corruption is worrisome and is a major obstacle to developing countries. Office of Basic Education Commission as to whether an event is responsible for providing education to the youth of the country and approve to the Bureau of Educational Innovation Development perform the projects to strengthen the moral and governance in education “prevent corruption” By giving priority to preparation for the prevention and suppression of corruption in schools to raise awareness for the foundation, which is a mechanism to prevent of the nation. The upright school project is a project that is consistent with the strategic intent of the Office of Basic Education Commission on prevention of corruption. Office of Basic Education Commission intended destination towards determining whether an organization is learning, economical life, avoid the temptation, all agencies responsible, in response to anti-fraud.

From the scope of the mission and the focus that the Office of Basic Education Commission defined above and the upright schools are the schools that focused on promoting ethics and transparency, free of corruption. The schools must continue the policy to achieve that aims. Everybody has the influence to be able to bring education to carry out the purposes thereof would not be the directors. The driving school will lead to a goal that directors must be a person’s faith. The directors are good model of the teachers, education personnel, students, parents, community and stakeholders, management transparency and are accepted by them. The directors who have recognized the need to protect human leadership personality, ethics, be able to adapt to society and management features. It can be seen that the leadership of management is of paramount importance. The reason why such a capacity that allows researcher to study the leadership characteristic model of upright school administrators under the Office of Basic Education Commission.

This research will lead to the leadership characteristic model of upright school administrators under the Office of Basic Education Commission that cover the essence of leadership under the concept of a theory of leadership and administration on 3 leadership characteristics of upright school : conducting oneself conducting people and conducting career

Objectives

1. To study the leadership characteristics of upright school administrators under the Office of Basic Education Commission

2. To construct the leadership characteristic model of upright school administrators under the Office of Basic Education Commission.

Methods

3.1 Population and Sample

Population: The population in this study are the secondary schools of the Secondary Educational Service Area under the Office of Basic Education Commission in the Northeast.

Sample: The sample in this study are:

1. The upright school model that Best practice 3 schools
2. The directors of the upright school model
3. The directors or vice directors, 5 teachers, 2 committees on Basic Education of 84 upright schools for 672 persons.

3.2 Research Instruments

The instrument used in the research are as follows

1. Unstructured interview
2. The questionnaire focused on the leadership characteristics of upright school administrators under the Office of Basic Education Commission

3.3 Data Collection

To collect the data to focus on the leadership characteristic of upright school administrators under the Office of Basic Education Commission. The researcher collected the data as follows:

1. Request from the Graduate School to inform the experts, the professional and the school sample every steps
2. The researcher connects to the advisors of 3 schools for making an appointment the directors to interview about the leadership characteristic of upright school administrators.
3. The researcher interviewed the directors about the leadership characteristic of upright school administrators in each school according to the appointment.
4. The researcher collected the questionnaires by him/herself.
5. Check the integrity of the questionnaire, get the complete 633 vols.

3.4 Data Analysis

Analysis of data from the interviews and the questionnaires about the leadership characteristic of upright school administrators under the Office of Basic Education Commission is as follows.

1. The data from the interview was analyzed oriented content.
2. The data from the questionnaire was analyzed as follows
 - 2.1 Overview of the respondents were analyzed by frequency and percentage
 - 2.2 The data about the important of the leadership characteristic of upright school administrators were analyzed by mean and standard deviation.

Results

1. The leadership characteristic of upright school administrators under the Office of Basic Education Commission

Table 1: The average and standard deviation of the leadership characteristic of upright school administrators under the Office of Basic Education Commission

The leadership characteristic of upright school administrators under the Office of Basic Education Commission	\bar{x}	S.D.	Level
Conducting oneself			
1. Personality	4.78	0.47	highest
2. Morality	4.86	0.38	highest
Conducting people			
3. Students	4.81	0.45	highest
4. Teachers and staff	4.82	0.44	highest
5. Parents and community	4.81	0.44	highest
Conducting career			
6. Academic	4.72	0.51	highest
7. Management	4.88	0.44	highest
The Average	4.78	0.47	highest

According to the table 1, it found that the leadership characteristic of upright school administrators under the Office of Basic Education Commission in personality aspect was at the highest level (\bar{x} = 4.78). When it was considered in each aspect in leadership characteristic of upright school administrators under the Office of Basic Education Commission, it showed that the most aspect level was management (\bar{x} = 4.88). The second aspect level was morality (\bar{x} = 4.86). And the least aspect level was academic (\bar{x} = 4.72)

In conclusion, the leadership characteristic of upright school administrators under the Office of Basic Education Commission consisted of three aspects: 1) conducting oneself such as personality and morality, 2) conducting people such as students, teachers and staff, parents and community, and 3) conducting career such as academic and management

2. A leadership characteristic model of upright school administrators under the Office of Basic Education Commission consisted of four parts as bellowed:

Part 1: To have acknowledgement and cognition which was a part of the inspiration to developing the aspects, and try to understand or to acknowledge with awareness, consciousness, guidance for the administrators or others who were

interested in studying about the leadership characteristic of upright school administrators under the Office of Basic Education Commission

Part 2: To learn and improve. They could help to explain the processes in developing the leadership characteristic of upright school administrators under the Office of Basic Education Commission by taking the important aspect needed to apply from the research of the leadership characteristic of upright school administrators model in academic year 2015 for specifying the content both three issues and seven aspects. Self-assessment should be done before developing objectives, contents, activities. After that, there should be evaluated and redeveloped.

Part 3: Contents used. It was the guidance of applying model

Part 4: The conditions of applying. Rules and restriction were the conditions of model applying the leadership characteristic of upright school administrators under the Office of Basic Education Commission

The result of evaluation in the leadership characteristic model of upright school administrators both its structures and components were harmoniously appropriateness, possibility, and usefulness to apply at highest level of all items.

Discussion

As research results, the researcher studied the leadership characteristic model of upright school administrators in creating development model of the leadership characteristic model of upright school administrators and evaluated as bellowed:

1. The leadership characteristic of upright school administrators had three aspects; conducting oneself, conducting people, and conducting career in accordance with Wagner and Stenberg noted that the behaviors of experts in "Practical Intelligence" could help their professions and lives to successfully administrate. It was divided into three types: 1) Managing self 2) Managing others 3) Managing career together with seven aspects that were personality, morality, students, teacher and staff, parent and community, academic, and management. It found that the upright school administrator model under the Office of Basic Education Commission including teachers and staff and school commissions emphasized on the leadership characteristic of upright school administrators by putting in order ranging from the most to the least important as the following aspects. (1) Management aspect; all seven items were rated as the highest. The administrators were holding leadership and capable of management administration. The administrators applied sufficient economy as a guideline to manage educational institutes as well as co-management and planning strategies. Moreover, the administrators were discerning, having good governance and systematically and completely arranging management structures conformed to the fifth standard of educational administrators' criteria of the Teachers' Council of Thailand which was developing and

utilizing management innovation leading to high quality of works. The management innovation was an important equipment of administrators for creating high quality and efficiency of works. The professional administrators had to acquire modern management, choose, and evolve various innovations according to situations, conditions, and limitations of works so that the organizations will be continuously improved and all staff will potentially work. (The Secretariat of Teachers Council of Thailand, 1999 : 27 – 31). (2) Morality aspect; all 12 items were rated as the highest importance. The administrators adhered to profession moral, honesty, discipline, fairness, and high responsibility. Also, they had to admit to their mistakes and goodness, refuse conflict of interest, being a role model, more considerate of others than themselves, benevolence, to be democratization, and insist on religious doctrine. This was in accordance with that the professional school administrators in the period of educational reform must acquire morality in management in order to be a good role model for subordinates, and did not seek to benefit from working position both directly and indirectly. (3) Teachers and staff aspect; all eight items were rated at highest level which were the administrators should support and develop ethical/moral for teachers and staff, code of ethics of teaching profession, professional standard, creating motivation for teachers and staff, creating awareness of honesty and no corruption, providing equality for teachers and staff, and sharing idea and deciding to develop school together. This result is associated with Preeyaphon which mentioned that managing the school should focus on cooperation of all sectors including school board, teachers, parent, and another sectors in community. As mentioned, all sectors should participated in managing education in order to reach the high effectiveness for students. Teachers is the most importance in school, so the management of school administrators should follow the good governance which is the appropriate way and beneficial. The administration of school administrators can enhance teachers to have motivation and pay attention on their job with satisfaction. Thus, the job satisfaction of teachers is related to the administration of school administrators. The satisfaction can influence people to work with intention and encouragement which will affect the effectiveness of the organization. (4) Students aspect; all nine items was important which include the administrators support ethical/moral for students, support and develop the abilities of students, support the appropriate characteristics of students, give a chance for students to develop school, create awareness of honesty and no corruption, support students to have good health and good mental health, take care students usually, create extra activities according to students' need, and support students to participate in the Buddhist Holly Days and community's activities. The result is related with (Runchareon T, 2550: 33) which said that the administrators should manage the school with intention focusing on developing learners' learning. The administrators must be knowledgeable and

seek for more knowledge that always changeable. The Basic Education Core Curriculum 2008 (The Ministry of Education, 2008 : 5) also focuses on developing students to be a good, wise, and happy person and to have ability to study in higher education and find career. The Ministry of Education set a goal for students that when they graduate they should 1) have moral, ethical, and desirable value, have self-esteem and discipline, adherence to the principles of Buddhism or other religion, and follow the philosophy of sufficiency economy, 2) have knowledge, abilities (to communicate, to think, to solve problem, and use technology), and also lives skill, 3) be healthy, have good mental health, and love exercising, 4) love the nation, aware of being Thai citizen and world's citizen, be intent to live according to democratic form of government with the King as Head of State, 5) be conscious on preserve Thai culture and Thai wisdoms, and develop the environment, have service mind to do good things for society, and live in society happily. (5) Parents and community aspect; all seven items were rated as the highest. The administrators had a good relationship and generousness with parents and community. They always listened to the opinions of parents and people in the community. Parents and community had participated in school development. The information technology was also opened to publics. This was in accordance with (Daychanon ,U, 2007: 36-44) that the roles of administrators should consist of academic leadership and co-management. The management of school administrators was independent and flexible in form of educational committee by emphasizing on the cooperation of teachers, school staff, and external sectors both public and private. For example, teachers, staff, parents, and community were facilitators and coordinators. The school administrators had cooperated and made a good relationship with all related sectors both inside and outside schools in order to create supporting network. There was an evaluation in supporting and developing teachers and staff. Moreover, the promotion of research and development was publicized. The administrators should give priority to publicize school information to community and publics by using various methods in order to create mutual understandings and more cooperation. Besides, the administrators had to support the usage of technology in order to cope with advancement both inside and outside country. (6) Personality aspect; the administrators, teachers, staff, and school committee gave precedence to all six aspects at the highest level. The administrators acquired a good thinking skill, creativity, emotional intelligence, self- independence, and reliability. This was in line with the Teachers Council of Thailand which regulated school administrators' standard as a part of the 8th standard that personality had highly affected acceptability of subordinates leading to trustworthy towards the management. (7) Academic aspect; the findings revealed that the administrators, teachers, staff, and school committee gave precedence to all nine academic leadership characteristic aspects at the highest level. The administrators acquired the knowledge of

school academic management, curriculum management, lesson plan, and technology for education. Additionally, they had understandings of evaluation system and school quality assurance. There were supporting in research, instructional media, and technology. Moreover, the administrators always regulated, followed, examined, evaluated, and supervised teachers and staff because the academic work was a core in educational management of schools. This was in accordance with (Cunningham; & Cordeiro's study, 2003: 126-137). They mentioned that the leaded academic administrators needed knowledge in learning theories, effective instruction, and curriculum. They must mainly focus on work in teaching and learning successfully. In other words, they had to regulate and control students' progress; spend time observing classrooms; participate in staff development; provide resources for teachers; emphasize on the development of curriculum and learning process; develop teamwork; be a supervisor, focus on teacher and student evaluation, and experiment and research program to improve instructions and continuous learning.

Suggestions

The leadership characteristic of administrators in upright school under the Office of Basic Education Commission was beneficial for the school administrators. The school administrators could use it as a guideline to improve themselves to be successful on being administrators. Guidelines for the management and organization of education at the same level or similar to apply the leadership characteristic model of administrators in upright school under the Office of Basic Education Commission.

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