

Model of Self-management based on Gharavasa Dhamma for School Administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3

Naruedeenatta Rattanakrajangsil¹, Phramaha Yannawat Thitavaddhano^{2*},
Peravat Chaisuk³, Phrakruwirojkanchanakhet⁴

^{1,2,3,4} Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

¹saengduan.ling@gmail.com, ²yannawat.bud@mcu.ac.th, ³pchaisuk@gmail.com,

⁴wit9195@hotmail.com

*Corresponding Author e-mail: yannawat.bud@mcu.ac.th

Abstract

This research article aimed to propose a model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3. Mixed methods research was designed and there are three research steps: Step 1 study the condition of the administrators of the educational institutions by using questionnaires to collect from 306 teachers in secondary schools. The data were statistically analyzed such as percentage, mean and standard deviation. Step 2 developing a model by interviewing 10 key informants with a semi-structured interview form. The third step was to propose a model by using focus group discussion of 8 experts. Data were analyzed by content analysis. The results of the study showed that a model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3 consisted of 1) principles, 2) objectives, 3) administrative process, self-administration, which is the administrative principle that school administrators have applied to the current administration, namely (1) self-reliance, diligence, and responsibility, and (2) saving and conserve, (3) maintaining discipline, respecting the law, (4) observing religious virtues, (5) being loyal to the nation, religion, monarch, and self-administration according to Gharavasa Dhamma principles that are suitable for integration with self-administration that lead to unity and effectiveness of educational establishments in administration, namely: (1) honesty and sincerity to each other, (2) self-cultivation, (3) tolerance, (4) sacrifice, and 4) evaluation.

Keywords— Model, Self-management, Gharavasa Dhamma, School Administrators.

I. INTRODUCTION

Educational administration is the cooperation of groups of people with the objectives of working to achieve the goals of the group of people must be established as different types of organizations. Management is made up of a group of people that have been around for a long time. Humans are naturally learning and passively informally from the older generation to the new generation. When humans live together as a society, it is a larger community. Life is more complicated humans have the idea

of establishing an educational establishment in order to be a central source of education, education administration was born in educating human beings, there are institutions that have evolved accordingly, namely: 1) Family institutions; provide informal education, where parents, grandparents, grandmothers are the educators for their children. 2) Religious institutions provide education by temples or religious office with monks, pastors, as educators. 3) Educational institutions to provide education by establishing educational

institutions such as schools, colleges, universities to design education with teachers as educators [1] to be able to do this, the main factor that is indispensable, the executive, who is considered a person who is extremely important to the organization, community and society. Because he is the person who plays a role in the policy setting, planning, implementation, practice guidelines and set an example for others within the organization. If the executives are conscious in formulating policies and adhere to ethical practices. They are also known for effective and ethical management inevitably affects the organization and society by participating [2].

School administrators under the change in the era of current Thai education management, the current of globalization that continues fast and diverse, affect education as a result of changing the context and educational administration structure under the subject of the provisions of the education law. It is an educational administration structure based on the principle of unity in practice, emphasis on decentralization and local participation principles. Therefore, it is appropriate to develop administrative behaviors to suit the changes of educational institution administrators with duties relating to academic administration, budgeting, personnel work, general work and other related tasks. The nature of the work performed is to command personnel in educational institutions. have the powers and duties to administer the affairs of the educational institution in accordance with the law, rules and regulations; Policies and objectives of educational institutions; educational development plans; assess and prepare a report on the affairs of the educational institution and have various developments that is to say, make it grow and make it sustainable, prosperous growth direction change. The goal is to change to a better state or to evolve in a better way [3].

The role of the manager is to be an academic leader, participatory management being a leader in social change or civil society innovation being a facilitator harmonization. Promotion of teacher and personnel development motivating.

Evaluation of the characteristics of good school administrators must help develop educational institutions to prosper both in terms of management to have knowledge and understanding of school management. It is a basic qualification of administrators using science and art to manage education. Personality has a good personality, especially the ability to control emotions well, to have self-confidence dress modestly appropriate according to cultural styles and values. Leadership should have the ability to lead change ability to diagnose tasks and assign tasks to others quickly. In terms of morality, ethics behave as a role model for subordinates. Honesty and integrity in work duties and other departments that should create morale and morale for workers. In the form of compensation study tour by sending in trainings and seminars, administrators should be the collaborators between temples, houses, schools, local government organizations and other agencies related to the principles of management assessment. There must be a standard of management behavior that is moral and ethical as a good role model dedicated to continuous work in educational institutions, being compassionate, responsible, fair, honest, administrators have good self-domination, no insolvency not related to evil addiction has leadership and have the ability to manage and have a vision of managing education to keep up with the changes leadership. There is a human relationship and is accepted by the people involved. There is democracy through the principles of self-domination [4].

School administrators should therefore have guidelines for self-management based on the principles of Buddhism, namely the 4 secular principles mentioned above, which can bring benefits and values to the physical, behavioral, mental, and intellectual aspects to greatly reduce the mistakes and problems of educational administration in schools consistent with the research found that the moral category applied as the moral foundation of school administrators is the virtue of self-domination. It is very important for school administration because any administration to be successful will

require knowledge and virtue. However, it appears that school administrators tend to have moral behavior that does not meet the expectations of society because executives use their powers unfairly. Executives lack impartiality [5]. The importance of practicing one's teachings in accordance with the principles of self-management which is an essential competency of educational administrators, will affect the educational administration and performance of the education administrators, teacher and educational personnel with efficiency and sustainable effectiveness [6]. Therefore, it is important that there is a need for research on self-administration by integrating with the four principles of Buddhism, secular and dharma, for the benefit of school administrators in school administration.

From the background and importance of the above problems, the researcher is interested in conducting research on form of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya. For the benefit of the administration of the secondary school, administrator is integrated with the 4 secular principles that will be useful for further application in the development of educational institution administration.

II. Research Objectives

This research article aimed to propose a model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3.

III. Research Methods

Mixed methods research was designed and there are three research steps: Step1 study the condition of the administrators of the educational institutions by using questionnaires to collect from 306 teachers in secondary schools. The data were statistically analyzed such as percentage, mean and standard deviation. Step2 developing a model by interviewing 10 key informants with a semi-

structured interview form. The third step was to propose a model by using focus group discussion of 8 experts. Data were analyzed by content analysis.

IV. Research Results

The results of the study showed that a model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3 consisted of 1) principles, 2) objectives, 3) administrative process, self-administration, which is the administrative principle that school administrators have applied to the current administration, namely (1) self-reliance, diligence, and responsibility, and (2) saving and conserve, (3) maintaining discipline, respecting the law, (4) observing religious virtues, (5) being loyal to the nation, religion, monarch, and self-administration according to Gharavasa Dhamma principles that are suitable for integration with self-administration that lead to unity and effectiveness of educational establishments in administration, namely: (1) honesty and sincerity to each other, (2) self-cultivation, (3) tolerance, (4) sacrifice, and 4) evaluation result of model assessment showed that a model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3 is appropriate and feasible to apply the model to the development of institution administrators.

V. Discussions

1. The state of self-administration of educational institution administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya, in general, it was at a high level. When classified by aspect, it was found that it was at a high level in every aspect. They are arranged in descending order as follows: Managing oneself with discipline and respecting the law. Managing oneself with loyalty to the nation, religion and monarch self-management diligent and responsible. Self-management with saving and saving and self-management by observing

the virtues of religion The results of the research are consistent with the concept of Phra Srikhambhirayan (Somjin Sommapanyo/Vanchan) who said that Principles of self-management of executives in the modern western world in an era when the industry is booming and large business organizations are born, it is evident that 2 approaches are used: 1) using general management theories that have been invented before or later invented by themselves; 2) use the concept of other theories are added, such as psychology, sociology. However, when technology has been developed a lot along with the emergence of information overload. The executives have added a third approach to add that is the concept of philosophy and religion by the way to bring some aspects of the theory that to complement the weaknesses or points where the concept of management theory still has problems. Some western administrators have used an integrated approach to create a new management model, such as Steve Jobs's case[7]. Educational administrators play an important role in making education management effective. It is necessary to integrate Buddhism with modern sciences to be a creative power in the management of a new era of educational institutions. Therefore, there should be an integration of Buddhist principles with general administration principles, namely self-management, with an approach to integrate Buddhism with general administration principles, namely self-management educational administrators should manage themselves with intelligence, working with honesty in body, speech and mind that will enable proper self-management and educational institution administrators should know how to treat their own bodies, known to eat nutritious food get enough rest and know how to exercise regularly, etc. [8] including in accordance with the concept of the memorial, which said that the administration of educational institution administrators, including self-management is to be a good model. The components of this management activity include learning from work to build management skills, learning from mistakes to build accountability learning from others to build personality and learning from

training to create a vision [9] and is consistent with the research of Sukpinya Srikhamthai. The research found that self-management is the application of management principles to apply to a study of executive self-management, which is self-development training work ethics and setting a good example at work. It consists in observing the virtues of religion building a good relationship with people in the organization strong-mindedness, self-reliance, diligence and responsible saving and saving maintaining discipline and respecting the law honesty. Allocating time for maximum efficiency, loyalty to the nation, religion, monarch self-awareness exercise and health care emotional control training and sacrifice and generosity [10] may be due to the importance of management in self-management. It is an essential management principle that will influence the success and failure of educational administration and teacher performance and educational personnel with sustainable efficiency and effectiveness.

2. Form of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya is a form development by synthesizing documents and interviews with 10 qualified persons/person. for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya, consists of 4 components as follows: (1) Principles (1.1) Educational institution administrators have self-administration principles that are both a science and an art in school administration in the new era. by integrating self-management principles with secular principles; (1.2) the government sector, the Ministry of Education; and relevant agencies can be effectively applied in the administration of the educational institution and the development of the administrator of the educational institution; school management in the new era which will enable educational institution administrators to have administrative principles that are both science and art in educational institution administration; (2) to serve as a guideline for the government

Ministry of Education and related agencies have adopted the model to develop school administration. This will result in knowledge, love and unity towards those involved and will benefit students, communities, society and the nation and the self-administration of educational institution administrators according to the four secular principles; (2.1) truthfulness, honesty with one another, (2.2) Dhamma, self-training, (2.3) tolerance, tolerance, (2.4) caga, sacrifice, and evaluation, which is consistent with the research of Sukpinya Srikhamthai. The model aims to be a guideline for executives to apply the principles of administration and Buddhist principles to apply to self-management [11] and in accordance with the research of Phra Khrulapaththawat Athipanya (Anunayon) that the research results found that Leadership of administrators according to secular principles 4 primary schools under Bangkok for schools. It consists of leadership principles of primary school administrators. under Bangkok physical behavior verbal in various ways of leaders so that participants or subordinates working together to achieve the tasks set by the primary school administrators affiliation with Bangkok is the 4 secular Dharmas. It is a virtue for those who live together, honesty with each other, self-cultivation, tolerance, sacrifice, sharing, and generosity. Qualifications of those who can build honor, build wisdom, build wealth and build close friends with their perseverance. It consists of four qualities: (1) truthfulness, sincerity, (2) Dhamma, emotional control, (3) tolerance, patience, (4) caga, sacrifice [12].

3. Form of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya, consisted of 4 components: 1) Principle 2) Objective 3) Administrative process, 4) Assessment found that it was appropriate and feasible to apply the model. This is because the results of this research are a complete model development process according to the model development guidelines using an integrated research process There are three research steps, which are: Step 1, the state of

self-administration of educational institution administrators; under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya, a sample questionnaire was used by 306 teachers to analyze the data by statistical analysis, i.e. percentage, mean and standard deviation. Step 2, Develop a model by interviewing 10 key informants/person, interview form and the third step was to propose a model with a group discussion of 8 experts/person. Data were analyzed by content analysis based on questions for group discussion. This is consistent with what Thawatchai Rattanyu said that model development is the process of creating or developing a model. It consists of the study of relevant knowledge model drafting and feasibility and feasibility checks or model trials [13].

VI. Body of knowledge

Knowledge from this research It is a form of self-management according to secular principles. for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya The summary is a picture of the research body as shown in Figure 1.



Figure 1 Body of Knowledge from Research
“S5G4 MODEL” Source : Naruedeenatta
 Rattanakrajansil (2021)

Explain the image of the body of knowledge from the research as follows:

“S5G4 MODEL” is the adoption of secular Dhamma principles that are suitable for integrating with the management of educational institution administrators to bring happiness, prosperity and peace to those who follow. and cause the educational institution to be united

and effective in 2 aspects of administration as follows:

S5 = SELF-ADMINISTRATION, self-administration of school administrators, the principles of self-administration that school administrators have applied to the current administration lead to integration. The new school administrators should have principles of self-management with both science and art to create relationships with communities to participate. It consists of five elements: 1) self-reliance, diligence and responsible 2) saving and saving 3) maintaining discipline and respecting the law 4) observing religious virtues 5) being loyal to the nation, religion and the king.

G4 = GHARAVASA DHAMMA, secular Dhamma appropriate, Dhamma principles to be integrated with the self-administration of educational institution administrators bring happiness, prosperity and peace to those who follow. and cause the educational institution to be united and effective in administration, consisting of 4 things:

1. Sacca: Truth, honesty, sincerity with one another is a virtue that educational institution administrators should instill in their minds in order to use them in their successful self-management.

2. Dama: self-training It is a virtue that educational institution administrators use to control the mind by using wisdom, self-training both physically, mentally, and skills related to school administration. which is beneficial to the administration of educational institutions to progress.

3 Khanti: Patience, patience It is a virtue that the administrators of the educational institutes should make for themselves. When problems or obstacles arise to have more patience with determination in the goal, not giving up, which is tolerating the things that affect physically and mentally And it is beneficial to their management which will make the administration effective.

4. Caga: sacrifice is a virtue that educational institution administrators should make it happen in themselves to sacrifice personal benefits for the common good. which is what creates

friendship and co-ordination in the administration of educational institutions.

VII. Recommendations

A. Recommendations for Practices

1. Adopting a model of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya to implement in the development of executives a detailed and clear user manual should be provided for the benefit of effective implementation.

2. Adopting a model of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya to put into practice. You should learn more about the limitations of different agencies, organizations, and locations.

3. Adopting a model of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya to put into practice. There may be a form of self-management of educational institution administrators according to secular principles. This can be developed into four important aspects: 1) honesty with one another (Sacca), 2) self-cultivation (Dama), 3) patience (Khanti), and 4) sacrifice (Caga).

B. Recommendations for Further Research

1. Should conduct research on the form of self-management according to secular principles for school administrators under the Office of Secondary Education Service Area, District 3, Phra Nakhon Si Ayutthaya with quantitative research using advanced statistics

2. Research should be done on the form of people management and administration according to secular Dhamma or according to other Buddhist principles for school administrators Elementary, Secondary and Higher Education.

CONCLUSION

A model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3 was conducted by using mixed methods research.

Results of the study showed that a model of self-management based on Gharavasa Dhamma for school administrators under Office of Phranakhon Si Ayutthaya Secondary Educational Service Area 3 consisted of 1) principles, 2) objectives, 3) administrative process, self-administration, which is the administrative principle that school administrators have applied to the current administration, namely (1) self-reliance, diligence, and responsibility, and (2) saving and conserve, (3) maintaining discipline, respecting the law, (4) observing religious virtues, (5) being loyal to the nation, religion, monarch, and self-administration according to Gharavasa Dhamma principles that are suitable for integration with self-administration that lead to unity and effectiveness of educational establishments in administration, namely: (1) honesty and sincerity to each other, (2) self-cultivation, (3) tolerance, (4) sacrifice, and (4) evaluation, the developed model can be applied in school under Secondary Educational Service Area in Thailand.

REFERENCES

1. Nippon Ginawong. (2000). *Principles of Educational Administration*. Phitsanulok : Thai family. page 16.
2. Phra Srikampirayan (Somjin Sammapanyo/Monday). (2016). *Integrating Buddhism to Strengthen Executive Power*, 2nd Edition. Bangkok: Mahachulalongkornrajavidyalaya Printing Press. page 4. .
3. Manit Manitcharoen. (1976). *Thai Dictionary*. Bangkok : Sumsane, page 663.
4. Thira Runcharoen. (2002). *Administration for Learning Reform*. Bangkok: Yellow Printing. Ma 36.
5. Mongkol Phakthontuwanon. (1996). *"The moral behavior of the administrators of secondary schools under the Department of Education Roi Et Province"*. Master of Education Thesis. Graduate School : Mahasarakham University. Abstract page.
6. Worapas Prasomsuk and Nippon Ginawong. (2007). "Principles of Educational Administration according to the Buddhist Dharma". *Education Journal*. Year 18, No. 2, November 2006-March 2007: 67.
7. Phra Srikhamphirayan (Somjin Sammapanya/Monday). (2016). *Integrate Buddhism to strengthen executive power*, Second Edition. (Phra Nakhon Si Ayutthaya : Mahachulalongkornrajavidyalaya University, pages 89-90.
8. Somsak Boonpu. (2014). "Poltham : The Creative Power of the New Era of Educational Institution Administrators". *Journal of Education, Faculty of Education, Mahachulalongkornrajavidyalaya University*. Year 1, Issue 2, September-December 2014 : 1-12.
9. Anusorn gave. (2006). *"Presentation of the management style of educational institution administrators Under the Office of the Basic Education Commission"*, Doctoral Thesis. Graduate School: Naresuan University. Abstract.
10. Sukpinya Srikhamthai. (2019). *"Educational Administration Model Based on Right Mindfulness"*, Doctor of Philosophy Degree Buddhist Educational Administration Program. Graduate School: Mahachulalongkornrajavidyalaya University, page 328.
11. Sukpinya Srikhamthai. (2019). *"Educational Administration Model Based on Right Mindfulness"*, Doctor of Philosophy Degree Buddhist Educational Administration Program. Graduate School: Mahachulalongkornrajavidyalaya University, page 328.
12. Phrakhrui Lad Nattawat Athipanya (Anuhanayon). (2019). *"Leadership model of administrators according to secular dharma principles of 4 primary schools under the Bangkok Metropolitan*

Administration", Doctor of Philosophy of Buddhism Buddhist Educational Administration Program. Graduate School: Mahachulalongkornrajavidyalaya University, pp. 158-168.

13. Thawatchai Rattanyu. (2008). *"The Development of School-Based Management Models in Schools Under Local Administrative Organizations"*, Doctor of Philosophy Thesis Educational Administration. Graduate School: Siam University, page 80.