

Analysis Of Ethical Practices Among School Administrators

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Abstract

This research aims to study and compare the adherence to the ethical practices as principles of Royal Moral Virtues by school administrators. The study focuses on a sample group comprising teachers and educational personnel from 17 secondary schools, totaling 297 individuals. Data collection involves surveys, measurement instruments, and analysis techniques, including frequency distribution, percentage, mean, standard deviation, t-test, and one-way ANOVA. The statistical significance level is set at 0.05. The study's findings can be summarized as follows:

- 1. The overall level of adherence to the principles of Royal Moral Virtues by school administrators is high.*
- 2. When comparing the adherence to the principles of Royal Moral Virtues by school administrators based on educational qualifications, work experience, and job positions, there is no significant difference observed.*

Keywords: *Royal Moral Virtues, school administrators.*

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I. Introduction and Significance of the Problem

Management science is crucial and has been of great importance from the past to the present in the administration of various affairs. The changing and competitive political, economic, and social contexts necessitate adaptation in all parts of society. Education, as a fundamental aspect of life and a crucial tool for societal development, must also undergo transformation to keep pace with these changes. Education is a process that aids human development in all aspects, from laying the foundations in life to developing capabilities for sustainable living and professional engagement.

The current state of education management aligns with the National Education Act of 1999, revised in 2002, focusing on developing quality individuals capable of seeking knowledge independently, being morally upright, and adapting to a changing global society (Office of the National Education Commission, 2001). Education management involves various components, and the National Education Plan and laws for educational development provide guidelines for quality teacher and staff development, aligning with societal changes. The nation's educational management aims to instill Thai values, discipline, consideration for overall benefits, and adherence to governance within a democratic framework under a constitutional monarchy.

The pivotal force driving and leading to success is educational administrators who play a significant role in the management and administration of educational affairs within the legal framework and the community context where the educational institution is situated. The importance of educational administrators in Thailand is emphasized by the Ten Royal Virtues, which include generosity, legal and disciplinary compliance, philanthropy, integrity, gentleness, perseverance, non-anger, non-discrimination, patience, and fairness. The current educational management shows progress in educational management practices and the incorporation of modern technology, but challenges arise concerning ethical and cultural aspects, impacting the role of educational administrators in fostering morality and cultural traditions prescribed by Buddhist principles. These challenges include issues related to loyalty to the monarchy, social discrimination, and gender-based violations. Recognizing the role of educational administrators as a crucial mechanism for preventing and resolving these problems, this research aims to study the application of the Ten Royal Virtues by educational administrators from the perspective of teachers and staff in schools.

II. Objectives of the Research

1. To examine the adherence to principles of Royal Moral Virtues among educational administrators.
2. To compare the adherence to principles of Royal Moral Virtues among educational administrators based on their positions and experiences.

III. Research Hypothesis

Educators and educational staff in secondary schools with different qualifications, work experiences, and positions, may have varying opinions on the adherence to principles of Royal Moral Virtues by educational administrators.

Research Framework

The research framework is derived from relevant literature and the conceptual framework. The study will explore the perspectives of educators and staff in secondary schools considering their qualifications, work experiences, and positions. The goal is to analyze differences in opinions regarding the adherence to principles of Royal Moral Virtues by educational administrators.

Independent Variable: Status of Teachers and Educational staff in the Field of Education.

1. Educational Qualification
2. Work Experience
3. Job Position

Dependent Variable: Application of the Principles of Royal Moral Virtues in School Administration

1. Generosity
2. Legal and Disciplinary Compliance
3. Philanthropy
4. Integrity
5. Gentleness
6. Perverserance
7. Non-Anger
8. Non-Discrimination
9. Patience
10. Fairness

IV. Research Methodology

Population and Sample Group - The population comprises teachers and school staff, totaling 109 schools and 1,289 individuals.

The sample size is determined using Krejcie and Morgan's table, with a total of 297 participants selected through stratified random sampling based on school size and simple random sampling proportionate to each school, ensuring comprehensive representation.

Research Tools

The research tools consist of questionnaires divided into three parts:

Part 1: Checklist regarding the respondents' status, including educational qualifications, work experience, and job positions.

Part 2: Likert scale questionnaire with 5 levels, evaluating the respondents' adherence to the 10 principles of Royal Moral Virtues in school administration.

Part 3: Consists of open-ended questions to allow respondents to provide suggestions in the questionnaire regarding the implementation of the principles of Royal Moral Virtues in school administration. The quality of the research tool has been assessed by five qualified individuals. The Index of Congruence (IOC) is 0.867, and the reliability coefficient is 0.815.

Research Analysis

Data will be analyzed using frequency distribution, percentage, mean, standard deviation, t-test, and one-way ANOVA. The statistical significance level is set at .05.

V. Results of Research Analysis

1. Adherence to the Principles of Royal Moral Virtues by School Administrators.

Table: Mean and Standard Deviation of Ethical Practices among School Administrators

Dimension	Mean	Standard Deviation	Results
1. Generosity	4.55	0.36	Very high
2. Legal and disciplinary compliance	4.31	0.32	High
3. Philanthropy	4.27	0.37	High
4. Integrity	4.52	0.36	Very high

5. Gentleness	4.41	0.36	High
6. Perverserance	4.38	0.39	High
7. Non-Anger	4.20	0.41	High
8. Non-Discrimination	4.28	0.43	High
9. Patience	4.26	0.50	High
10. Fairness	4.24	0.40	High
Total	4.34	0.17	High

From Table, it is evident that school administrators, exhibit a high level of adherence to principles of Royal Moral Virtues overall. When analyzed in detail, the practices are found to be highest in two dimensions: generosity and integrity. Additionally, there are high levels of adherence in dimensions such as gentleness, perserverance, legal and disciplinary compliance, non-discrimination, philanthropy, patience, fairness and non-anger respectively.

2. Comparative Analysis of Principles of Royal Moral Virtues among school administrators, Based on Variables found

2.1 Education Qualifications: Despite differing educational qualifications among education staff/personnel, their overall ethical practices (Principles of Royal Moral Virtues) do not significantly differ. However, when considering specific dimensions, significant differences are found in the dimensions of philanthropy, non-anger, gentleness, and fairness at a statistical significance level of .05.

2.2 Work Experience: Variances in work experiences among education staff/personnel do not result in significant differences in overall ethical practices (Principles of Royal Moral Virtues). However, statistically significant differences are observed in dimensions related to philanthropy and fairness at a significance level of .05.

2.3 Job Positions: Differences in job positions among education staff/personnel do not contribute to variations in overall ethical practices (Principles of Royal Moral Virtues). Nevertheless, statistically significant differences are identified in dimensions related to philanthropy and justice at a significance level of .05.

VI. Summary of Findings, Conclusion, and Recommendations

The research findings contribute to a comprehensive understanding, indicating that the objectives of the study have been achieved. The study concludes that the responses align with the research objectives, leading to a detailed analysis of the results. In summary:

1. The ethical practices (Principles of Royal Moral Virtues) of school administrators are generally at a high level, as the principles of Royal Moral Virtues serve as a correct and commendable framework, encouraging positive behavior at all levels of the organizations. The study recommends continued emphasis on ethical leadership to foster positive organizational behavior and motivation among school administrators. The findings support the positive correlation between adherence to principles of Royal Moral Virtues and motivation among administrators, as identified in a previous study by Sunan Phatnommongkol (2010).

1.1 On Generosity, school administrators practice 10 principles of Royal Moral Virtues by providing protection against various dangers, ensuring that individuals are not exploited or taken advantage of, at the highest level. This may be attributed to the administrators' responsibility to ensure the safety and well-being of those under their authority. The successful execution of tasks relies heavily on the dedicated work of personnel, making protection against exploitation crucial. Administrators recognize the importance of safeguarding individuals under their authority from being taken advantage of, considering generosity as a significant aspect. This aligns with the philosophy of Putthathatshiphikul (2549: 22-25), emphasizing that generosity involves providing external things, fostering a sense of security, and contributing to the creation of peace and happiness. Recognizing and rewarding good work through incentives, compliments, or performance evaluations is vital in motivating school administrators, teachers, education staff/personnel, and those under their authority.

1.2 On Legal and Disciplinary Compliance, school administrators adhere to principles of Royal Moral Virtues by promoting compliance with local laws and regulations among teachers and students, to the highest level. This is likely because laws and regulations are crucial for all education staff/personnel, at every level, to follow diligently. This includes adherence to the regulations outlined in the Royal Decree on the Discipline of Teachers and Educational Personnel B.E.2547. The clear direction and practices outlined in legal and disciplinary frameworks help instill ethical behavior and trustworthiness among educators, ensuring they serve as reliable pillars for the community. This aligns with Jaroensuwatthano's (2553) statement that leaders must conduct themselves with morality, adhere strictly to discipline, laws, and the good customs of the community, and establish themselves as trustworthy and reliable figures in the capacity of leading groups or nations. As for the public, they must also behave similarly because if leaders act alone in doing good, but the public does not follow, society will not be peaceful and orderly. Likewise, if the public tries to do good but leaders do not participate, the public will

face difficulties. Therefore, both sides must have virtues a mutual guide for good conduct. Only then can society be peaceful and prosperous.

1.3 On Philanthropy, school administrators practice principles of Royal Moral Virtues by demonstrating a broad-minded and supportive attitude toward students, teachers, parents, and the community, at the highest level. This may be because administrators willingly sacrifice their knowledge, abilities, and resources for the organization, fostering cooperation between the school and the community. Administrators' active involvement in community donations is necessary to propel the organization forward. This aligns with Phitunromluang's (2548: 184) statement that philanthropy involves providing goods to reduce the suffering of others, fostering a sense of sacrifice for the happiness of others, and benefiting the community.

1.4 On Integrity, school administrators adhere to principles of Royal Moral Virtues by managing school affairs with openness and transparency, reaching the highest level. This is crucial for achieving the school's objectives within the established policy. Administrators must possess a high level of honesty and integrity to successfully manage affairs. Honesty is emphasized by Jaroensuwatthano (2553), stating that success in any endeavor requires the collective adherence of leaders and followers to honesty and righteousness. Therefore, mutual integrity is necessary for the success of both individuals and the community.

1.5 On Gentleness, school administrators adhere to principles of Royal Moral Virtues by practicing flexibility and avoiding rigidity when working with colleagues. This is crucial because excessive rigidity may deter subordinates, hindering collaborative efforts. The highest level of administration requires an attitude of adaptability, in line with the Phra Mahahansa (2546:16-83), emphasizing humility, politeness, and softness in leadership. Gentleness is essential for successful leadership, beginning with the leader's willingness to compromise and accommodate others, fostering acceptance and teamwork. Thus, a leader's soft and adaptable approach is instrumental in guiding the team toward common goals, promoting harmony and unity within the organization.

1.6 On Perseverance, school administrators demonstrate perseverance, intending to achieve success amid various challenges, emphasizing the necessity of determination in performing their duties. Their commitment to achieving success creates a positive impact, inspiring subordinates to recognize the true abilities of their leaders. This aligns with Jaroensuwatthano (2553), emphasizing that perseverance eliminates animosity and wrongdoing, contributing to the successful execution of responsibilities.

1.7 On Non-Angry, school administrators adhere to principles of Royal Moral Virtues by not expressing anger, frustration, or resentment when faced with problems or misunderstandings in the workplace. This approach, at the highest level, signifies the leader's ability to control their emotions, promoting reason and avoiding confrontational behavior. Managing conflicts without displaying anger fosters a compassionate and judicious atmosphere, aligned with Phra Chaiwat Thammawattano (2552), stated that not being angry means knowing how to reason, avoiding arbitrary judgments devoid of reason, and refraining from acting with the power of anger. It involves having a compassionate heart, knowing how to suppress the turmoil of the mind, and exercising discernment in actions with a happy, composed, and calm spirit.

1.8 On Non-Discrimination, school administrators actively promote unity and mutual assistance among staff, avoiding discrimination and ensuring a work environment free from distress. This aligns with Wisit Dechkunchorn (2551: 10-11), emphasizing that leaders must avoid discrimination, oppression, and abuse of power, creating a conducive environment where subordinates can continue their work without obstacles.

1.9 On Patience, school administrators exhibit endurance/patience and the ability to confront various challenges effectively, given the demanding and complex nature of their work. The necessity of patience is crucial for achieving success in their roles. This aligns with Kamol Chayawatana (2549), emphasizing that effective leaders must possess endurance/patience, waiting patiently for the right time and enduring challenges that come their way. Without endurance, leaders risk becoming unstable.

1.10 On Fairness, school administrators practice fairness by maintaining a balanced and impartial demeanor at all times. This involves consistent behavior that is fair and unbiased, aligning with Wisit Dechkunchorn (2551), who emphasizes the importance of upholding righteousness and fairness, adhering to traditions, regulations, and legal standards without favoritism. This consistent and fair approach establishes administrators as respected figures among all subordinates.

2. Comparison of the Application of Principles of Royal Moral Virtues by School Administrators

A comparison was made based on educational qualifications, work experience, and job positions. Overall, no significant differences were found, contradicting the research findings of Peerapat Suksawat (2549). The study had revealed variations among primary education administrators in the jurisdiction of the educational district office in Kalasin, Region 3. These school administrators, with differing educational qualifications and job positions, applied principles of Royal Moral Virtues in their management practices, resulting in varied outcomes. The discrepancies may stem from differences in respondents' contexts, geographical locations, understanding of principles of Royal Moral Virtues, and managerial approaches. Further analysis based on educational

qualifications and job positions revealed significant statistical differences in generosity/donation practices and fairness. Teachers with a doctoral degree and other job positions exhibited higher averages than other groups. This discrepancy could be attributed to the perception that donation represents generosity, benevolence, and sacrifice for the benefit of students, teachers, and the overall well-being. This fosters varying levels of trust and belief, aligning with Phra Thammakittiwong (Thongdee Suratecho, P.Th.9, 2553) idea that fairness involves consistently unbiased behavior, adhering to democratic principles in administration, and assigning tasks impartially based on capability. It also requires following customs, laws, and moral standards while fulfilling responsibilities responsibly. Ethical practices (Principles of Royal Moral Virtues) among school administrators involve assigning tasks fairly and justly, following customs, laws, and moral principles. Their performance is assessed through responsible task execution, whether directly assigned or delegated. Teachers, staff, and other positions must work efficiently to lead the organization towards goals effectively. Therefore, fairness and ethical conduct contribute to school administrators being perceived as consistent and fair, in line with Phra Thepakhunaphorn (Sophon Sophonfitto, P.Th.9, 2553) fairness concept that ethical behavior of teachers, who have the duty to teach, guide, praise, and elevate students in the presence of peers, must be met with respect. Students, in turn, have the responsibility to demonstrate genuine respect, stand up with sincerity, listen attentively to instructions, and focus on learning with respect.

Recommendations from Research Findings:

From analyzing the content from open-ended questionnaires and items with the lowest averages among teachers and staff regarding adherence to the principles of Royal Moral Virtues of school administrators following recommendations are summarized:

1. Generosity, provide guidance to teachers and educational staff, emphasizing the importance of giving, both for personal development and societal benefit.
2. Legal and Disciplinary Compliance, promote adherence to laws and disciplinary regulations within the framework of professional ethics.
3. Philanthropy, foster awareness of consistent and regular performance in work-related activities, contributing to the government's initiatives.
4. Integrity, encourage teachers to develop teaching methods that emphasize honesty and integrity among students.
5. Gentleness, school administrators should manage tasks with respect for the dignity and honor of everyone involved.
6. Persistence, promote self-development among students and teachers to keep pace with changes in the world and society.
7. Non-Anger, advocate for individuals who can control and manage emotions, avoiding unnecessary anger.
8. Non-Discrimination, ensure that administrative work and conduct do not discriminate against teachers, students, parents, communities, and society.
9. Patience, cultivate the ability to patiently wait for others while performing duties.
10. Fairness, promote and uphold governance within the democratic system, with the monarch as the cornerstone.

Recommendations for Future Research:

For future research, consider studying the following topics:

1. Factors Influencing Changes in Adherence to Principles of Royal Moral Virtues - Explore factors beyond individual characteristics that influence changes in adherence to principles of Royal Moral Virtues among school administrators. This could include positive attitudes toward the organization and institution.
2. Leadership Qualities, investigate the influence of leadership qualities, knowledge, and understanding of management, motivational factors, and awareness of the moral and ethical responsibilities of administrators in school management.

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