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DEVELOPING THE CAPACITY OF THE ADMINISTRATORS OF PHRAPARIYATTIDHAMMA GENERAL EDUCATION SCHOOLS UNDER THE PHRAPARIYATTIDHAMMA GENERAL EDUCATION SCHOOLS

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ABSTRACT

This research aims to present the guideline on developing the Capacity of the Administrators of Phrapariyattidhamma General Education Schools under the Phrapariyattidhamma General Education Schools in Thailand Act., B.E.2562. The researchers used qualitative research methods by collecting data from documents. Analyzing the data with descriptive results, it was found that: The successful administration of the Phrapariyattidhamma General Education Schools requires knowledgeable leaders, competent, moral and ethical, serves. According to the regulations, the qualifications of the school administrator must be monks only and must have been ordained. At least 5 years old, including being a Buddhist monk (Ph.D. 3 or above) or having received a Bachelor of Buddhist (B.A.) or Bachelor of Theology (B.A.) degree. The regulations place great importance on the qualities of executive leaders. They must be well-versed in the principles of Buddhism. As such, leadership development will enhance the quality of the Administrators of Phrapariyattidhamma General Education Schools and teachers. Executives must be knowledgeable. Ability to develop oneself and have a vision to develop a well-rounded and thoughtful work system to lead to the effectiveness and quality of teaching and learning.

Keywords: Executive Competency Development/ Phrapariyattidhamma General Education Schools / Phrapariyattidhamma General Education Schools in Thailand Act., B.E.2562

INTRODUCTION

Therefore, the government has established policies to improve the quality and standards of education, linking the school development plan in line with social development, enabling it to support global economic growth. From developing learning curricula and building a network of educational cooperation throughout the system, Develop the structure of the school to achieve excellence efficiently and effectively. Consists of 1) An external quality assurance agency established by law and must be recognized by all ASEAN countries 2) The external quality assurance process has common benchmarks 3) Internal quality assessment that creates a quality culture in all missions including learning, teaching, research, Educational Services and 4) learner-centered efforts to promote lifelong learning (Kanyada Anouvong and Ajaree Supasutheekul, 2018, pp. 9-18).

The failure to provide quality of instruction is caused by the teaching staff of education having to be systematically linked. From unclear government policies in producing teachers and innovations in teaching, let learners think critically, synthesize, to be successful, teachers must change their way of thinking that is not confined to the framework. Give students the freedom to choose their aptitude by promoting the fulfillment of their potential, which is a very technical teaching method. It consists of 1) being a spirit of teacher and giver 2) Knowledgeable, 3) Communication skills 4) Facilitate effective learning 5) Wake up, Up-to-date 6) Keep up with technology and news 7) Inspire learners' learning 8) Continuously pursue and seek knowledge 9) Be a model of morality, ethics and morality 10) Accept and lead change, and 11) Be ready and improve for global change (Chakrapan Chaithat, 2019). The leaders of Phrapariyattidhamma General Education Schools will have difficulty in defining a vision that should take into account the identity and purpose of establishing a school to provide ordinary education to novice monks in addition to studying only theologians and Pali, whose identity is the good heirs. Conduct as a monk, Novice according to the discipline of Buddhism, virtuous, classy ethics, Lack of development, improvement of management quality and management of teaching and learning to meet the standards of Because more than half have not passed the second and third rounds of assessment (Orauma Kaewmanichote, 2020).

The problem is today. For leadership of the Administrators of Phrapariyattidhamma General Education Schools Most of them have problems because of lack of ability to manage their work effectively, Obligations to teachers abound, the teacher resignation rate is quite high due to lack of morale, the teacher-to-student ratio is quite high, the quality of teachers in terms of qualifications and teaching experience must be improved, teacher development also lacks serious and understaffed support, make the quality of graduates low, tools, equipment, there are not enough teaching materials because of low budget.

Therefore, the researchers are interested in conducting a study titled "Developing the Capacity of the Administrators of Phrapariyattidhamma General Education Schools under the Phrapariyattidhamma General Education Schools in Thailand Act., B.E.2562".

RESEARCH OBJECTIVES

To present guidelines in Developing the Capacity of the Administrators of Phrapariyattidhamma General Education Schools under the Phrapariyattidhamma General Education Schools in Thailand Act., B.E.2562.

LITERATURE REVIEW

Educational Innovation Management Concept

The advancement of science in various aspects of globalization has affected the social and economic changes of the country, including the education management system. Therefore, in the management of education, it is essential to use various information technologies to manage schools effectively and keep up with the changes that occur. Sections 63-69 of the Act provide the necessary infrastructure for the purpose of education in the system, informal and independent education, Encouraging and encouraging the production and development of learning models, texts, academic books, other publications, Materials and technology

development for education, to develop personnel in both manufacturers and users of educational technologies, To have competencies and skills in production as well as the use of appropriate technology, quality and efficiency in terms of developing the capability to use that technology. Students are entitled to develop the ability to use technology in education at the earliest possible opportunity to have sufficient knowledge and skills to use educational technology in the pursuit of self-knowledge continuously throughout their lives. (Gurusabha Secretariat, 2020) In addition, research and development of educational technologies must be encouraged, as well as monitoring, monitoring and evaluating the use of educational technologies in order to achieve cost-effective and appropriate use of the learning process. As well as raising funds for the establishment of the Educational Technology Development Fund, including the assessment of the quality and efficiency of the production and use of technology for education (Constitution of the Kingdom of Thailand, B.E. 2560).

RESEARCH METHODOLOGY

Subject Research: Developing the Capacity of the Administrators of Phrapariyattidhamma General Education Schools under the Phrapariyattidhamma General Education Schools in Thailand Act., B.E.2562. The researcher used qualitative research methods by collecting data from documents (Documentary Research) by reviewing concepts and theories from relevant documents and research.

FINDINGS

Developing the Capacity of the Administrators of Phrapariyattidhamma General Education Schools under the Phrapariyattidhamma General Education Schools in Thailand Act., B.E. 2562 It was found that the main problem of Phrapariyattidhamma General Education Schools in Thailand Act., B.E.2562, should be that the leaders who are the Administrators of Phrapariyattidhamma General Education Schools. The monk who holds the position must have a leader who has theoretical and practical knowledge of leadership in Buddhist principles. It can be applied to school administration in appropriate situations. The successful administration of Phrapariyattidhamma General Education Schools was successful. Will require knowledgeable leaders, competent, moral and ethical, according to the regulations, the qualifications of the school administrator must be monks only and must have been ordained for at least 5 years. As well as being a Buddhist monk (Ph.D. 3 or above) or having received a Bachelor of Buddhist (B.A.) or Bachelor of Theology (B.A.) degree, the regulations place great importance on the qualifications of executive leaders. They must be well-versed in the principles of Buddhism. As such, leadership development will enhance the quality of the Administrators of Phrapariyattidhamma General Education Schools and teachers. Executives must be knowledgeable, Ability to develop oneself and have a vision to develop a well-rounded and thoughtful work system to lead to teaching and learning, Promote the learning process as well as coordinate with the community to achieve the goals and objectives set for efficiency and quality.

SUMMARY AND RECOMMENDATIONS

Based on this research, the researcher found that: It helps to promote and support knowledge for both public and private schools to be applied in accordance with their own context as well as the management to improve policies for higher achievement.

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