

Honest School Management Model according to Sammappadhāna for Primary Schools under Saraburi Primary Educational Service Area Office 1

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ABSTRACT

The objectives of this research were 1) to study the condition of honest school management for primary schools under Saraburi Primary Educational Service Area Office 1, 2) to develop honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1; and 3) to evaluate honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1. Mixed methods research was designed which divided into 3 phases: Phase 1 studied the administration of Honest Schools for primary schools from a sample of 232 people, using questionnaires and analyzing data using descriptive statistics and factor analysis; Phase 2 developed an administration model of Honest Schools based on the principle of the Sammappadhāna 4 for primary schools by in-depth interviews with 12 key informants using purposive sampling, interviews, and inductive conclusion generation; and Phase 3 evaluated the administration model of Honest Schools based on the principle of the Sammappadhāna 4 for primary schools by focusing on the target group of 9 people, using a focus group manual and analyzing data with content analysis and checking the Content Validity Index (CVI) with 5 experts, using an assessment form and calculating the CVI value. The research results found that: 1. The overall condition of Honest School management for primary schools under Saraburi Primary Educational Service Area Office 1 was at a high level ($\mu = 4.45$, $\sigma = 0.61$). When considering each item, it was found that the aspect with the highest level of opinion was budget administration, followed by general administration. For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was management, followed by leadership and personality. When considering each item, it was found that the aspect with the highest level of opinion was budget administration, followed by general administration. For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was management, followed by leadership and personality. 2. Honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was developed, has four components: 1) Honest School administration, consisting of academic administration, budget administration, personnel administration, general administration, and results and images of success. 2) Five characteristics of Honest Schools, consisting of 2.1) thinking process skills, 2.2) discipline, 2.3) honesty, 2.4) living a simple life, and 2.5) public consciousness. 3) Sammappadhāna 4 (The Fourfold Efforts), consisting of 3.1) diligence in preventing corruption that has not yet occurred, 3.2) diligence in preventing corruption that has already occurred, 3.3) diligence

in making honesty that has not yet occurred occur continuously, and 3.4) diligence in making honesty that has already occurred develop further, and 4) Characteristics of educational institution administrators, consisting of leadership, management, and personality. 3. The evaluation results of honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was evaluated by group discussion and the results of the Content Validity Index (CVI) examination in 3 aspects: 1) process components, 2) guidelines for applying the model in educational institutions, and 3) measurement and evaluation of the success of the process found that the content validity index of each assessment item of the honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was 1.00, and the Content Validity Index (CVI) of the entire process was 1.00, meaning that the developed honest school management model according to Sammappadhāna 4 for primary schools is appropriate, correct, feasible to implement, and can be utilized. HS2C Model of Buddhist Honest School was developed for knowledge from research.

Keywords: Honest School Management Model, Sammappadhāna, Primary Schools

I. INTRODUCTION

Currently, the problem of corruption in Thailand is a chronic national problem that is becoming more and more severe and complex and has widespread impacts; especially, national security, which is one of the top obstacles to the development of the country in terms of economy, society, and politics because it occurs in every sector of Thai society, whether it is the political sector, the government sector, resulting in the image of Thailand, “Corruption has a negative effect”; The National Strategy 2018-2037 is a strategy that uses the main national objectives as the main framework to set policies and directions for development, private sector investment that are in line with the goals of the national strategy, state administration, budget allocation, etc. Therefore, the direction of corruption prevention and suppression, creating transparency and good governance in the administration of state agencies, all agencies will be determined by the 20-year national strategy as follows: 1) Security, 2) Building competitiveness, 3) Developing and enhancing human potential, 4) Creating equal opportunities and social equality, 5) Creating growth, quality of life that is friendly to the environment, and 6) Improving balance and development; public administration system The National Education Plan 2017-2036 sets the vision as “All Thais receive quality education and lifelong learning, living happily; in line with the philosophy of the Sufficiency Economy, and the changes in the 21st century world, it has set 2 goals: 1) Learner aspiration, aiming to develop all learners to have 21st century learning characteristics and skills (3Rs8Cs), 2) 5 educational management goals (aspiration) with 53 indicators for achieving the goals, and the National Education Plan also sets the compulsory education strategy under 6 main strategies that are in line with the 20-year National Strategy in order for the National Education Plan to achieve the goals according to the goals, visions, and educational management concepts mentioned above as follows: Strategy 1; Education Management for Social and National Security, Strategy 2; Production and development of human resources, research, and Innovation to create the competitiveness of the country, Strategy 3; Development of the potential of people of all ages and creation of a learning society, Strategy 4; Creation of opportunity, equality, and equity in education, Strategy 5; Educational management to enhance quality of life that is friendly to the environment, and Strategy 6; Developing the efficiency of the educational management system.

National Strategy on Prevention and Suppression of Corruption, Phase 3 (2017-2021); Vision “Zero Tolerance & Clean Thailand”; defines 6 main operational strategies as follows: Strategy 1; create a society that does not tolerate corruption; strategy 2; raise political will to fight corruption; Strategy 3; block policy corruption; Strategy 4; develop a proactive anti-corruption system; Strategy 5; Reform the mechanism and process of suppressing corruption; and Strategy 6; raise the Corruption Perception Index (CPI) score of Thailand; technology and environment, [1] such changes are occurring rapidly and severely that everyone has to face. Therefore, every organization needs to have leaders with high potential, appropriate characteristics, and the power to drive the organization to change in a good direction and lead the organization to success. When every organization is efficient, society as a whole will be able to keep up with and prepare for the changes in the modern world very well, and can lead the organization to success, bringing happiness and prosperity to all sectors of society. Therefore,

creating leaders who are capable and have the power to drive the organization towards creative change is essential in this modern world. School administrators are an important mechanism that is a leader in managing education to be efficient and effective towards excellence in academics and educational quality. In the success or failure of education, school administrators play an important role in making educational management and educational quality development successful.

From all the facts that have been studied, it is found that the problem of corruption in society has many forms and is very complicated. In particular, at present, people in society tend to honor the rich, the powerful, the well-known and the socially respected; without considering how the wealth or power was obtained; “Is it a morally correct and humane method?” When the core or the shell that is inside is not considered, but the outer shell is given importance, it results in a materialistic society. Whoever has better opportunities and status will seize the collective benefits for themselves; without much consideration for correctness and morality, it is similar to the proverb that says, “Whoever has longer arms will get the girl.” Such self-seeking benefits arise from a lack of shame and fear of the sins that have been done, only considering the benefits that one will receive without considering the collective benefits of the country. Sometimes, when the benefits are not as desired, one may use deceitful methods, or take advantage directly or indirectly, in order to gain the benefits as desired. It is similar to the proverb that says, “If they can’t get it by trickery, they’ll do it by magic; if they can’t get it by spells, they’ll do it by spells.” In order to get the desired rewards, they are willing to do many immoral things; they don’t consider other people. Such wrongdoings are the source of corruption problems in Thai society. If these things can’t be solved, it will have a very negative impact on the education, society, economy, and politics of the country. Therefore, there is an interesting question: “How can we solve these problems?”

From the condition of the problem, the impact, and the importance of the problem mentioned above, it is said that this is an urgent problem that should be researched; if left without research and the research results are applied to solve the problem, it will increase the severity or may spread widely and lead to various problems; it will be difficult to solve. If research is done on this matter and the research results are applied, it will help solve the problem of mismanagement; it is still a problem in almost the entire system to be eliminated or at least reduced and can be used to plan and set policies or guidelines for the administration of honest schools by school administrators effectively. It can be a good model for others. And from the study, documents, and related research, it was found that no one has ever done research on this matter before. The researcher, as an educational institution administrator, is interested in researching “Honest School Management Model according to Sammappadhāna for Primary Schools under Saraburi Primary Educational Service Area Office 1” to use the research results as a guideline for solving the problem.

II. RESEARCH OBJECTIVES

The objectives of this research were as follows: 1) to study the administration of Honest Schools for primary schools under Saraburi Primary Educational Service Area Office 1, 2) to develop an administration model of Honest Schools based on the principle of the Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1; and 3) to evaluate the administration model of Honest Schools based on the principle of the Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1.

III. CONCEPTUAL FRAMEWORK

Honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 obtained from the study of documents can show the relationship between the following variables:

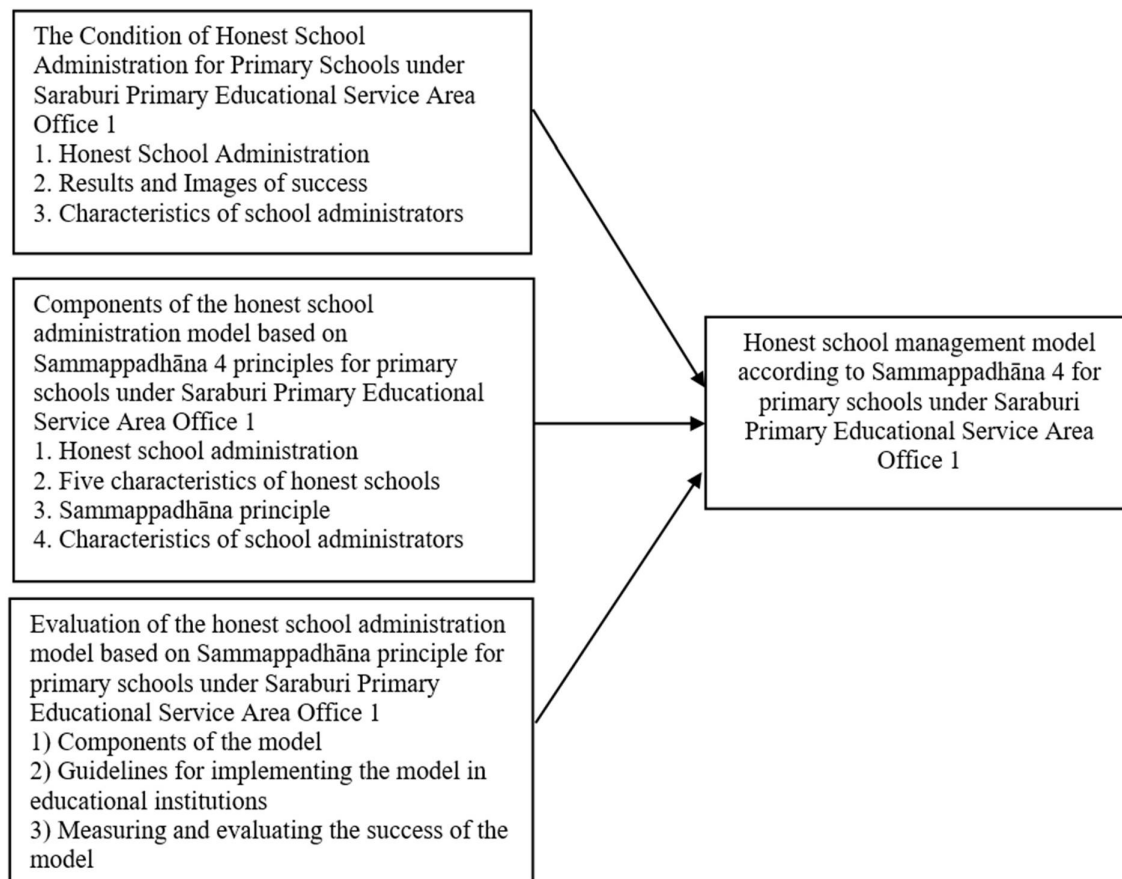


Figure 1 Conceptual Framework

IV. RESEARCH METHOD

Mixed methods research was designed which divided into 3 phases: Phase 1 studied the administration of Honest Schools for primary schools from a sample of 232 people, using questionnaires and analyzing data using descriptive statistics and factor analysis; Phase 2 developed an administration model of Honest Schools based on the principle of the Sammappadhāna 4 for primary schools by in-depth interviews with 12 key informants using purposive sampling, interviews, and inductive conclusion generation; and Phase 3 evaluated the administration model of Honest Schools based on the principle of Sammappadhāna 4 for primary schools by focusing on the target group of 9 people, using a focus group manual and analyzing data with content analysis and checking the Content Validity Index (CVI) with 5 experts, using an assessment form and calculating the CVI value.

V. RESULTS

The research results found that:

1. The overall condition of Honest School management for primary schools under Saraburi Primary Educational Service Area Office 1 was at a high level ($\mu = 4.45$, $\sigma = 0.61$). When considering each item, it was found that the aspect with the highest level of opinion was budget administration, followed by general administration. For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was management, followed by leadership and personality. When considering each item, it was found that the aspect with the highest level of opinion was budget administration, followed by general administration. For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was management, followed by leadership and personality, can be summarized and classified into the following aspects:

1.1 Academic administration; Overall, it was at a high level. When considering each item, it was found that the item with the highest level of opinion was: The educational institution promotes and supports teachers to record the results after teaching after organizing activities in each learning management plan; followed by: The educational institution promotes and supports teachers to evaluate learning outcomes as specified in the learning management plan; The item with the lowest level of opinion was: The educational institution systematically plans in advance before implementing the anti-corruption education curriculum and the administrators have a strategic plan for school administration.

1.2 Budget management; overall, it was at the highest level. When considering each item, it was found that the item with the highest level of opinion was: The administrators are honest, followed by: The school has systematic financial reporting, the item with the lowest level of opinion was: The administrators understand the policies, authority, and activities in the unit, and the administrators have knowledge of the budget system. Personnel management; overall, it was at the highest level. When considering each item, it was found that the item with the highest level of opinion was: The administrators are committed to the development of the organization, followed by: The administrators are patient, tolerant, the item with the lowest level of opinion was: The administrators are good speakers.

1.3 General administration aspect; overall, it is at the highest level. When considering each item, it was found that the item with the highest level of opinion is: Executives have high responsibility for their work, do not give up on problems and obstacles; followed by: Executives know how to delegate authority and responsibility to the appropriate people; the item with the lowest level of opinion is: Executives have knowledge and manage using modern information systems.

1.4 In terms of results and images of success; overall, it is at a high level. When considering each item, it was found that the item with the highest level of opinion is: the educational institution presents the results of the operations and supervision, monitoring, and evaluation of the use of the curriculum, anti-corruption education to the parent organization systematically and continuously, and the educational institution analyzes and summarizes the results of the operations, and supervision, monitoring, and evaluation of the anti-corruption education curriculum, followed by: the educational institution publicizes the use of the anti-corruption curriculum, education in the educational institution to those involved, and the educational institution publicizes the results of the use of the anti-corruption education curriculum to the public in general according to the specified period.

1.5 In terms of the characteristics of educational institution administrators in terms of leadership; overall, it was at the highest level. When considering each item, it was found that the item with the highest level of opinion was: the administrators are responsible for their administration; followed by: the administrators are always eager to learn and develop themselves; and the item with the lowest level of opinion was: the administrators have skills and experience in administration.

1.6 In terms of characteristics of school administrators in terms of management; overall, at the highest level, when considering each item, it was found that: the item with the highest level of opinion was; the administrators use participatory school management, followed by: the administrators use the principles of good governance in management and the administrators organize the management structure systematically and comprehensively and the item with the lowest level of opinion was: the administrators are capable of managing the school and the administrators have a strategic plan for managing the school.

1.7 In terms of personality characteristics of school administrators: overall, it was at the highest level. When considering each item, it was found that the item with the highest level of opinion was: the administrator has good thinking skills, is creative, followed by: The administrator can control emotions well, is mentally stable, does not take emotions for granted, and the administrator can control emotions well, is mentally stable, does not take emotions for granted. And the item with the lowest level of opinion was: The administrator is self-identified and does not believe others without reason.

2. Honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was developed, has four components: 1) Honest School administration, consisting of academic administration, budget administration, personnel administration, general administration, and results and images of success. 2) Five characteristics of Honest Schools, consisting of 2.1) thinking process skills, 2.2) discipline, 2.3) honesty, 2.4) living a simple life, and 2.5) public consciousness. 3) Sammappadhāna 4 (The Fourfold Efforts), consisting of 3.1) diligence in preventing corruption that has not yet occurred, 3.2) diligence in preventing corruption that has already occurred, 3.3) diligence in making honesty that has not yet occurred occur continuously, and 3.4) diligence in making honesty that has already occurred develop further, and 4) Characteristics of educational institution administrators, consisting of leadership, management, and personality.

3. The evaluation results of honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was evaluated by group discussion and the results of the Content Validity Index (CVI) examination in 3 aspects: 1) process components, 2) guidelines for applying the model in educational institutions, and 3) measurement and evaluation of the success of the process found that the content validity index of each assessment item of the honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was 1.00, and the Content Validity Index (CVI) of the entire process was 1.00, meaning that the developed honest school management model according to Sammappadhāna 4 for primary schools is appropriate, correct, feasible to implement, and can be utilized. HS2C Model of Buddhist Honest School was developed for knowledge from research.

VI. DISCUSSION

1. Discussion on the condition of Honest School management for primary schools under Saraburi Primary Educational Service Area Office 1, from the study on the condition of honest school administration for primary schools under the Office of the Primary Education Area 1, Saraburi, it was found that overall, it was at a high level. When considering each item, it was found that: The aspect with the highest level of opinion was: budget administration, and second was: general administration; For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was: management, followed by: leadership and personality. From this finding, it shows that honest school administration for primary schools has been carried out continuously and in every educational area. The results of the study on the condition of honest school administration are consistent with the research of Rungthip Salorum (2021) [2] who studied the condition and guidelines for school administration according to the honest school project under the Office of the Secondary Education Area 32 with the objective of the research to study the condition of school administration according to the honest school project under the Office of the Secondary Education Area 32. The research results concluded that teachers' opinions on the condition of school administration according to the honest school project under the Office of the Secondary Education Area 32 were overall at a high level, and the guidelines for school administration according to the honest school project were found that the school should promote students to have problem-solving skills; Through organizing various activities, organizing hands-on learning (Active Learning), allowing students to participate jointly presenting ideas, keeping up with the 21st century, using various technologies, emphasizing integration, and having innovations to assist in teaching and learning, and also in line with the study results of Thitima Thaosiri (2019), [3] who studied "Standards for the Administration of Honest School Projects in Educational Institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3". This research aimed to study the conditions and problems of the standards for the administration of honest school projects in educational institutions under the Office of the Primary

Educational Service Area, Sri Saket Area 3. The research results found that the opinions of school administrators and teachers on the conditions of the standards for the administration of honest school projects in educational institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3 were found to be at a high level overall and in each aspect, and the opinions of school administrators and teachers on the problems of the standards for the administration of honest school projects in educational institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3 were found to be at a low level overall and in each aspect, and suggested guidelines for developing the standards for the administration of honest school projects in educational institutions, according to the opinions of school administrators and teachers. Under the jurisdiction of the Office of the Primary Education Area of Sisaket, Area 3, most of them agreed that: 1) there should be an organization of teaching and learning management: There should be a promotion of students to develop themselves according to the 5 characteristics of honest schools by organizing learning through media, innovation, learning resources that are diverse and accessible to students, having a virtual learning experience, and there should be an evaluation of students, and the evaluation results should be used in research to solve problems and develop behaviors, there should be an instillation of awareness and understanding of the 5 characteristics of honest schools, and there should be internal supervision and academic services both inside and outside the school, 2) there should be a standard of financial, accounting, and material management: to be in accordance with government regulations with participation, economy, value, transparency, and auditability, 3) there should be care and convenience for school personnel: create morale, take care of the maintenance of personnel's rights and benefits, carry out activities to promote and develop knowledge and skills for school personnel, 4) there should be a management of building services for teachers, students, and the community: create a clean, shady, beautiful, safe atmosphere in the school, and take care of and maintain the school building, classroom buildings, and various special rooms to be in a good condition, ready for use and conducive to learning that can be truly applied, 5) there should be the use of results from the development of administrators, teachers, and students according to the characteristics of the project to strengthen morality, ethics, and good governance in educational institutions, "preventing corruption", instilling awareness in students (under the name of honest schools), to be applied and result in schools and communities being honest societies, not corrupt, transparent, verifiable, and being complete human beings in a sustainable manner.

2. Discussion on the results of the development of honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1, the management model of honest schools based on the principles of the Four Foundations for primary schools under Saraburi Primary Educational Service Area Office 1, which was developed, has 4 components: 1) The management of honest schools consists of; academic administration, budget administration, personnel administration, general administration, and results and images of success. 2) The five characteristics of honest schools consist of: 2.1) Thinking process skills, 2.2) Discipline, 2.3) Honesty, integrity, 2.4) Living with sufficiency, and 2.5) Public consciousness. 3) The principles of the Four Foundations consist of: 3.1) Effort to prevent corruption that has not yet occurred, 3.2) Effort to prevent corruption that has already occurred from occurring again, 3.3) Effort to make honesty that has not yet occurred occur continuously, and 3.4) Effort to make honesty that has already occurred develop further. 4) Characteristics of educational institution administrators consist of: leadership, management, and personality. From this finding, it shows that the developed honest school administration model integrates the principles of Dhamma to drive the administration of honest schools in the Buddhist way. This guideline for developing the honest school administration model according to Sammappadhāna 4 principles for primary schools under the Office of the Primary Education Area, Saraburi Area 1, is consistent with the research of Ratchataporn Senamat (2019) [4] who studied the leadership characteristics of honest school administrators under the Office of the Basic Education Commission. This research aims to: 1) study the leadership characteristics of honest school administrators under the Office of the Basic Education Commission, 2) create a leadership characteristics model of honest school administrators under the Office of the Basic Education Commission, 3) evaluate the appropriateness, feasibility, and benefits of implementing the leadership characteristics model of honest school administrators under the Office of the Basic Education Commission. The results of the study can be summarized as follows: The leadership characteristics of

the administrators of honest schools under the Office of the Basic Education Commission consist of 3 characteristics: self-control, people control, and work control, in 7 aspects: personality, morality, students, teachers, and personnel, parents and community, academics, and management. 2. The leadership characteristics model of the administrators of honest schools consists of 4 parts: 1) Creating awareness, 2) Learning and development, consisting of: self-assessment before development, objectives, activity content, self-assessment after development, and development, 3) Suggesting content for implementation, and 4) Conditions for implementation of the model. 3. The evaluation results of the model, which were examined by 15 qualified persons, were at the highest level in terms of suitability, feasibility, and usefulness of implementation in general and in each aspect.

3. Discussion on the results of the evaluation results of honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1, the results of the evaluation of the honest school administration model based on Sammappadhāna 4 for primary schools under the Office of the Primary Educational Service Area 1, Saraburi, by group discussion and the results of the content validity examination (Content Validity Index: CVI) in 3 aspects: 1) process components, 2) guidelines for applying the model in educational institutions, 3) measurement and evaluation of the success of the process found that: the content validity index of each assessment item of the honest school administration model based on the four principles of Sammappadhāna 4 for primary schools, was equal to 1.00, and the content validity index of the entire process was equal to 1.00, meaning that the developed honest school administration model based on the four principles of Sammappadhāna 4 for primary schools was appropriate, correct, feasible to implement, and could be utilized. From this finding, it is consistent with the research of Piyamas Chaichuwong (2018) [5] who studied the evaluation of the honest school project of Ban Pradu Ngam School, Office of the Primary Educational Service Area 5, Nakhon Ratchasima. This research aimed to evaluate the honest school project of Ban Pradu Ngam School. Nakhon Ratchasima Primary Educational Service Area Office 5 by applying, evaluation of the CIP model in 5 aspects: context, initial factors, process, effectiveness, and impact; the target groups used in the research were: administrators, teachers, students, basic education committees, parents, and experts, totaling 59 people. The tools used to collect data were interviews with experts and questionnaires on opinions about the honest school project of Ban Pradu Ngam School, all 3 questionnaires; were in the form of rating scales, version 1; had a reliability of the entire questionnaire equal to 884, version 2; had a reliability of the entire questionnaire equal to 880, version 3; had a reliability of the entire questionnaire equal to 880. The statistics used for data analysis were: descriptive statistics; mean percentage, and standard deviation. Qualitative data analysis used the analysis and summary of key points from the interviews. The results of the research found that: 1. Context; found that the consistency of the project objectives, feasibility in practice, and community acceptance of the project activities Overall, the evaluation results were at the highest level (average 4.82). In terms of preliminary factors, it was found that the readiness and adequacy of personnel, materials, equipment, time, and budget were at a high level overall (average 4.07). In terms of process, it was found that: management, activity implementation, and measurement and evaluation, were at the highest level overall (average 4.79). In terms of effectiveness; it was found that the five honest characteristics of students at Ban Pradu Ngam School were at the highest level overall (average 4.62). In terms of impact; it was found that the satisfaction of those involved was at the highest level overall (average 4.38). (2) The evaluation results of the honest school project of Ban Pradu Ngam School, Nakhon Ratchasima Primary Educational Service Area Office 5, the overall evaluation results were at the highest level. 2. The evaluation results of the honest school project of Ban Pradu Ngam School from interviews with qualified persons resulted in guidelines for promoting the organization of activities of educational institutions in 5 aspects: contextual aspect, promoting the community to accept the activities of the honest school project, preliminary aspect, promoting the allocation of a budget sufficient for operations; In terms of the process of promoting coordination of assistance between schools, communities or other relevant agencies; Effectiveness: promoting students to have thinking process skills; and Impact: promoting service recipients or stakeholders to be satisfied with the honest school project of Ban Pradu Ngam School. It is also consistent with Supaporn Utdchai's research (2020) [6] on "Evaluation of the Honest School Project of Wat Wetwan Thammawat School". This evaluation aimed to evaluate the honest school project of Wat Wetawan Thammawat School, Bangkok Primary Educational Service Area Office,

using the systematic evaluation model (CIPPI Model). The informants were: 25 teachers and personnel, 1 administrator, 1 educational supervisor, 11 teachers responsible for activities in the project, 3 members of the Anti-Corruption Commission for Communities, 224 students in grades 4-6, and 224 parents of students in grades 4-6. The research instruments were: 1) questionnaires, 2) interviews, 3) student behavior assessment forms, 4) recording forms, group discussions, and 5) project data recording forms: quantitative data analysis by finding frequency values. And percentage, and analyzed qualitative data using content analysis. The evaluation results were as follows: 1) context; it was found that the objectives were clear and appropriate, 2) input factors; it was found that personnel, budget, materials and equipment were appropriate and sufficient, process; it was found that the school had a process for organizing activities, public relations, monitoring and evaluation appropriately, 4) output; it was found to have achieved the three objectives of the honest school project, 5) impact; it was found that after the school operated, the school became famous and received many awards. The results of the evaluation in all five areas passed the evaluation criteria for all indicators.

VII. KNOWLEDGE FROM RESEARCH

This research entitles on honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was conducted and knowledge from research can be shown as below figure.

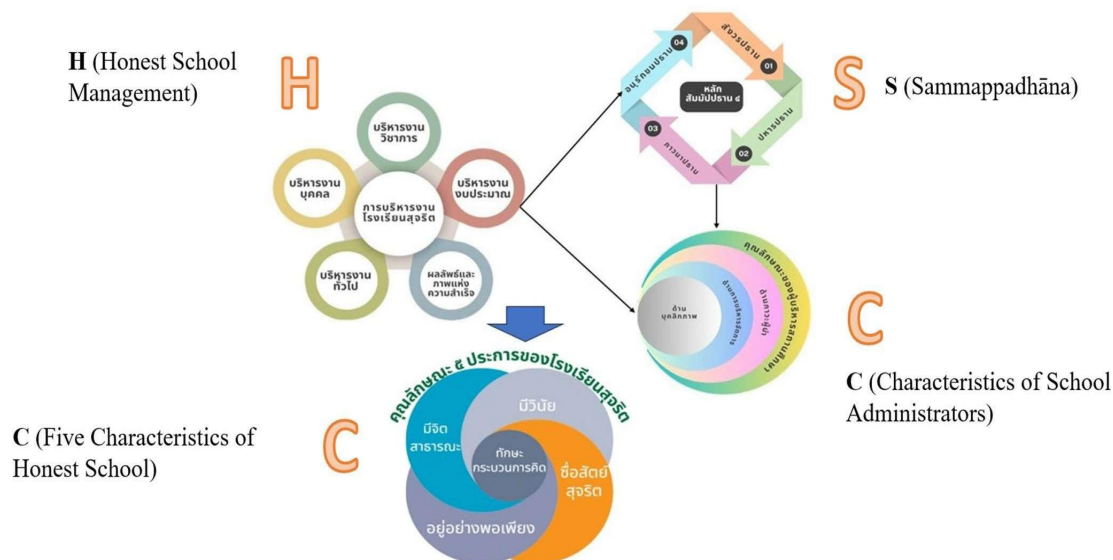


Figure 2 Knowledge from Research of HS2C Model

Source: Kamonwan Nakonsri (2024)

Symbols are H (Honest School Management), S (Sammappadhāna), C (Five Characteristics of Honest School), and C (Characteristics of School Administrators).

From Figure 2, the knowledge from research on the honest school management model according to the 4 Sammappadhāna principles for primary schools under the Saraburi Primary

Educational Service Area Office, Area 1, MS2C Model, which shows the linkage between the following 4 important Components:

Component 1: Honest School Management: H (Honest School Management) is management according to the criteria and guidelines for honest school management, which consists of 5 standards: Standard 1; Academic Administration, Standard 2; Budget Administration, Standard 3; Personnel Administration, Standard 4; General Administration, and Standard 5; Results and Images of Success.

Component 2: Five Characteristics of Honest School; C (5 Characteristics of Honest School) consists of: 1) Thinking Process Skills: Students are able to distinguish, compare, reason, have judgment, solve problems and be creative in knowing what should and should not be done, and not to do anything for themselves or others to gain benefits that they do not have the right to receive through improper or dishonest methods; 2) Discipline: Students are aware of their roles and duties and comply with agreements, rules, regulations, rules, laws of the family, school, society, and accept the consequences of their actions, respect the rights of others and be good citizens of the community, society, country, and world. 3) Honesty: Students demonstrate their behavior in accordance with the truth to themselves, their family, society, and the world through their body, speech, and mind. 4) Sufficiency Economy: Students live their lives based on the principles of moderation, reasonableness, and immunity to live happily in society. 5) Public-mindedness: Students willingly help others without expecting anything in return, and participate in activities that benefit the public, school, community, and society.

Component 3, Sammappadhāna 4, is a Buddhist principle that is a factor of the attainment of Dhamma. It can be applied to benefit one's daily life very well, in the present society, or in the practice of various right occupations. It can be applied to benefit oneself indefinitely. When talking about Sammappadhāna 4, in general, it refers to perseverance, consisting of: 1) perseverance to prevent corruption that has not yet arisen from arising, 2) perseverance to prevent corruption that has already arisen from arising again, 3) perseverance to continuously make honest virtue that has not yet arisen, and 4) perseverance to further develop honest virtue that has already grown.

Component 4: Characteristics of School Administrators: (C- Characteristics of School Administrators) includes: leadership, management, and personality.

The findings of this research show that Sammappadhāna 4 (S) principles are components that promote the honest school administration model according to Sammappadhāna 4 principles for primary schools under the Office of the Primary Educational Service Area 1, Saraburi. This means that in extending the knowledge from this research, the beneficiaries of this research can integrate Sammappadhāna 4 principles and design activities to enhance the potential of honest school administration in schools under the Office of the Primary Educational Service Area in every area with the context of teacher development administration to pass on to the development of student learning in sequence.

VIII. RECOMMENDATIONS

A. Recommendations for Policy

1. Saraburi Primary Educational Service Area Office 1 should set guidelines for the development of honest school administration according to Sammappadhāna 4 principles for 4 primary schools so that school administrators can integrate the principles of Dhamma into the administration of honest schools in accordance with the Buddhist way.

2. Educational institutions should set policies for the administration of honest schools according to Sammappadhāna 4, according to the developed model by specifying the implementation of projects or practical activities in a tangible manner.

B. Recommendations for Implementation

1. Educational institutions should study and apply the management model of honest schools according to the principles of Sammappadhāna 4 for primary schools that have been developed to organize practical activities to promote the management of honest schools, which are elements that are linked through the principles of Sammappadhāna 4 to the outcome of being an honest school in the Buddhist way.

2. Educational institutions should apply the management model of honest schools according to the principles of the Four Foundations for primary schools as part of the development towards a

professional learning community (PLC) to enhance the potential of educational institution administrators to further develop teachers and students.

3. From the research results, it was found that Sammappadhāna 4 are principles that promote the management of honest schools. Therefore, the principles of the Four Foundations should be applied to design activities or integrate activities to enhance the administrative potential of educational institution administrators.

C. Recommendations for Further Research

1. There should be a research design to test the management model of honest schools based on the principles of Sammappadhāna 4 developed in educational institutions using quasi-experimental research to develop it to be more efficient.

2. There should be a study of the management model of honest schools based on the principles of Sammappadhāna 4 by integrating it with other principles of Dhamma and examining the validity of the developed process model to see if it is consistent with empirical data or not.

3. There should be a study using qualitative research to obtain in-depth information about the management model of honest schools for primary schools in order to obtain guidelines for developing school administrators that truly meet the needs of personnel and can manage honest schools in the Buddhist way.

CONCLUSION

This research conducted on honest school management model according to Sammappadhāna for primary schools under Saraburi Primary Educational Service Area Office 1. The research results found that the overall condition of honest school management for primary schools under Saraburi Primary Educational Service Area Office 1 was at a high level. When considering each item, it was found that the aspect with the highest level of opinion was budget administration, followed by general administration. For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was management, followed by leadership and personality. When considering each item, it was found that the aspect with the highest level of opinion was budget administration, followed by general administration. For the characteristics of school administrators, it was found that the aspect with the highest level of opinion was management, followed by leadership and personality.

2. Honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was developed, has four components: 1) Honest School administration, consisting of academic administration, budget administration, personnel administration, general administration, and results and images of success. 2) Five characteristics of Honest Schools, consisting of 2.1) thinking process skills, 2.2) discipline, 2.3) honesty, 2.4) living a simple life, and 2.5) public consciousness. 3) Sammappadhāna 4 (The Fourfold Efforts), consisting of 3.1) diligence in preventing corruption that has not yet occurred, 3.2) diligence in preventing corruption that has already occurred, 3.3) diligence in making honesty that has not yet occurred occur continuously, and 3.4) diligence in making honesty that has already occurred develop further, and 4) Characteristics of educational institution administrators, consisting of leadership, management, and personality. 3. The evaluation results of honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was evaluated by group discussion and the results of the Content Validity Index (CVI) examination in 3 aspects: 1) process components, 2) guidelines for applying the model in educational institutions, and 3) measurement and evaluation of the success of the process found that the content validity index of each assessment item of the honest school management model according to Sammappadhāna 4 for primary schools under Saraburi Primary Educational Service Area Office 1 was 1.00, and the Content Validity Index (CVI) of the entire process was 1.00, meaning that the developed honest school management model according to Sammappadhāna 4 for primary schools is appropriate, correct, feasible to implement, and can be utilized. HS2C Model of Buddhist Honest School was developed for knowledge from research.

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