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DESIRED CHARACTERISTICS OF PROFESSIONAL ADMINISTRATORS IN THAILAND

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Abstract

This abstract aims to present the desirable characteristics of professional managers in today's educational context, emphasizing the continuous professional development necessary for effectively managing schools amidst rapid changes in education, encompassing various dimensions such as material, societal, environmental, and cultural. Effective educational administrators should possess qualities including knowledge, vision, ethical integrity, adaptability to technology, dedication to development, sound decision-making, effective vision communication, and the ability to inspire followers towards organizational success and satisfaction. Professional managers leverage academic principles, life experiences, ethics, arts, strategies, and various principles to efficiently manage and achieve organizational goals as per policies. This study intends to explore these desirable characteristics through academic documents, books, and scholarly articles to understand the importance and role of managers in creating conducive learning environments for the present and future.

Keywords: characteristic, professional educational administrator

Introduction

The National Education Act B.C. 1999 outlines the authority and responsibilities for managing and administering education by the state, local administrative organizations, and private sectors. During the second decade of educational reform (B.C. 2009-2018, a new framework for education management was introduced with the following key directions : Decentralization of authority and education management to educational institutions and educational service areas. Development of governance-based administration that emphasizes transparency, fairness, and an efficient monitoring and accountability system. Enhancement of education management to increase access to quality education. Promotion of public participation by encouraging greater involvement from the public, private sectors, and all stakeholders in the management and support of education and learning. Development of resource management systems to improve efficiency in educational administration. The outcomes of past educational reforms have included improvements in education management efficiency, increased public participation, and the decentralization of administrative authority from central bodies to educational service areas and schools. However, despite the issuance of ministerial regulations setting out the criteria and procedures for decentralizing administrative and educational management powers, the operational units still lack the autonomy and flexibility required for effective administration and management (Ministry of Education, 2012, p. 9-10).

In today's rapidly changing world, educational administrators must continuously engage in professional development to manage schools effectively amidst sweeping changes in material, social, environmental, and cultural aspects. This aligns with Weber's (1989) assertion that strong leadership is a critical characteristic for successful educational institutions.

Therefore, it is essential for administrators at all levels to possess a clear vision, recognizing the importance of enhancing the quality of education, and being ready to lead change. They must also be able to shift paradigms in management, promoting knowledge, understanding, and skills in managing educational processes for continuous self-development throughout life. Professional educational administrators are responsible for ensuring that schools provide high-quality learning activities. They must also encourage the participation of all stakeholders in overseeing, supporting, and promoting educational initiatives while playing a key role in setting the direction for educational management. The National Education Act B.C. 1999 (Amended B.C. 2002), section 40 (Ministry of Education, 2003, p. 10), mandates the establishment of school boards for every institution. These boards assist in organizing all school activities to ensure quality education for learners. The educational administrator, as the key mechanism behind all operations, bears the responsibility for the success or failure of these endeavors. Therefore, they must be equipped with the necessary knowledge, skills, abilities, and professional characteristics to lead effectively.

Desirable Characteristics of Administrators

In today's educational administration, several key elements contribute to an organization's progress and the achievement of its objectives. One of the most crucial factors is the desirable characteristics of educational administrators, who play a central role in setting the goals and direction of the organization. Administrators are pivotal in ensuring the success of the institution, guiding subordinates, and managing internal systems effectively. Leaders or administrators in any organization have a significant influence on the success and efficiency of the work. Sometimes, even if an organization is not perfectly structured, a capable administrator with good qualities and behavior can still achieve high performance. Conversely, if an administrator lacks appropriate qualities or exhibits poor behavior, no matter how well-structured the organization is, success will be hard to attain. Therefore, it can be said that administrators or leaders must possess suitable qualities and behavior. The success of every aspect of an organization hinges on the administrator, who must assess, direct, and make decisions to solve problems, ensuring that operations run efficiently and effectively, ultimately achieving the organization's goals.

Key Characteristics of educational administrators

Knowledge and Competence: This refers to a educational administrator's ability to manage in an increasingly digital world, where people's lives and society are deeply integrated with digital tools. A good administrator should stay up-to-date with current events, demonstrate intellectual acumen in school management, and creatively solve problems. They should be skilled in creating a positive work environment for staff, possess comprehensive knowledge, and have strong communication skills to engage both internal and external personnel in a constructive manner. Additionally, they should use the school as a foundation for applying new knowledge, improving the organization, and helping staff achieve organizational goals while maintaining balance within the institution.

Personality: This refers to the physical attributes and demeanor of the educational administrator, which are influenced by their environment and various situations. In today's era, where technology and platforms are integral to work processes, administrators need to have a modern appearance and be proficient with technological tools. They should dress appropriately for the occasion, maintain proper manners in speech, behavior, and emotional conduct, and demonstrate maturity. These qualities enhance the administrator's credibility and foster respect from others.

Ethics and Morality: This refers to the moral and ethical conduct of educational administrators, both in terms of their personal qualities and their actions. A good administrator must be honest in speech, actions, and intentions. They should be responsible, punctual, compassionate, fair, and equitable towards colleagues. Additionally, they must be selfless, prioritize the common good, avoid all forms of vices, and be recognized

and respected by society. **Interpersonal Relationships:** This refers to the administrator's ability to build and maintain good relationships with others. A good educational administrator should be lively, cheerful, and capable of controlling their emotions. They should use appropriate language, remain humble, and foster goodwill and generosity. Importantly, they should be open to the opinions of others. In today's context, building strong relationships with nearby schools and creating networks can facilitate smoother operations and collaboration. **Leadership:** This refers to the administrator's ability to lead effectively and foster positive changes. A good leader should have a clear vision for organizational development, be bold in decision-making based on sound principles, and lead the organization in solving problems. Their leadership ensures that the school moves forward and overcomes challenges in a successful and strategic manner. (Chantima Jaisue, 2023, p. 7-10)

Desirable Characteristics of Administrators

This refers to the specific characteristics that educational administrators should possess. These qualities will result in behavioral changes in various aspects, such as: continuous learning, creativity, and innovation; awareness of external factors, flexibility, adaptability, and inspirational leadership; and a service-oriented mindset. The qualities of educational administrators are crucial in developing high-quality learners as they are responsible for imparting knowledge, culture, vocational skills, and fostering desirable values to become good members of society (Kaewmanee Sopin & Jaras Atiwittayaporn, 2020: 1310). They also promote organizational development and operational efficiency. Desired qualities of educational administrators refer to various specific personal characteristics that influence the ability to manage effectively (Hodgetts, 1999, p. 57). Not only is it necessary to have knowledge and managerial skills, but also ethics, morality, and the ability to develop organizations to respond effectively to current societal changes. The qualities of a good administrator can be summarized into 21 essential attributes: 1) possessing deep knowledge; 2) being inspiring; 3) remaining calm under pressure; 4) being humble; 5) making timely decisions; 6) being impartial; 7) being adaptable; 8) being courageous; 9) being optimistic; 10) being prepared for hard work; 11) having emotional stability; 12) being compassionate; 13) being enthusiastic; 14) being consistent; 15) being able to control meetings and offer suggestions; 16) loving their work; 17) not giving up easily; 18) being able to perform multiple tasks well; 19) having a strong sense of purpose; 20) being honest and straightforward; and 21) being moral (Kreitton, 1960, p. 81). **Contextualization:** While the translation provides a general understanding, the specific context of the original Thai text might require further adjustments. For example, the nuances of certain Thai terms or phrases may not have exact equivalents in English. **Cultural Nuances:** Some cultural nuances and specific educational contexts might be better understood by native Thai speakers. **Citation:** The citations (e.g., Kaewmanee Sopin & Jaras Atiwittayaporn, Hodgetts, Kreitton) are directly translated and may require further verification or adaptation based on specific referencing styles. Would you like me to translate a specific part of the text or focus on a particular aspect of the desired qualities of educational administrators? **Specific qualities:** We could delve deeper into any of the 21 qualities mentioned, providing examples or discussing their importance. **Comparison to Western concepts:** We could compare these qualities to similar concepts in Western educational leadership theories. **Cultural implications:** We could discuss how these qualities might vary across different cultural contexts. **Implications for educational practice:** We could explore how these qualities impact teaching, learning, and school climate.

Professional educational Administrators

The six key characteristics of a professional educational administrator include vision, creativity, leadership, personality, interpersonal skills, and technological and digital literacy. **Vision:** Administrators should have a long-term perspective and consider the overall organization compared to others, then develop a broad vision. This vision should be discussed and shared with staff to inspire collective efforts towards achieving goals. A strong vision should be innovative, challenging, exciting, credible, and able to motivate staff, ultimately fostering satisfaction among employees. **Creativity:** Creativity refers to the ability to think innovatively and solve problems effectively. A creative administrator has independent thinking, is constantly alert, and does not follow trends blindly. They can focus deeply, analyze ideas thoroughly, and are open to new experiences. They prefer to express themselves rather than keep their thoughts hidden and have the ability to think from multiple perspectives. **Leadership:** Leadership involves the process and context in which an individual is accepted as a leader within a group and influences the behavior of group members. The group trusts that the leader can solve issues they face, using authority or actions to guide others in achieving the group's goals. **Personality:** Personality in educational administrators reflects a combination of behaviors that are unique or distinctive to an individual. Internal personality traits are expressed through thoughts, emotions, interests, and intelligence, while external traits are shown through appearance, posture, clothing, manners, habits, skills, and tastes. **Interpersonal Skills:** This refers to human relationships in a social context that lead to mutual understanding and cooperation. **Technological and Digital Literacy:** This involves the use of technology for data gathering, processing, storage, and dissemination of information in the form of text, numbers, images, and sound. These processes are carried out using computers and telecommunications for quick, efficient, and broad access to information. (Adapted from Kittipich, 2021, p. 239)

Theories of Professional educational Administrators

The Role of educational Administrators in Driving Professional Learning Communities for Teachers through a Thai Cultural Perspective consists of the following key components: Demonstrating appropriate authority while engaging in knowledge exchange with teachers. Building the spirit of a professional development team for teachers. Challenging teachers to face uncertainty, helping them adopt new perspectives. Encouraging teachers to find joy in participating in professional learning community activities. (Worapak Maitriphan et al., 2020, p. 455) In the 21st century, the role of educational administrators includes academic expertise, entrepreneurship, creativity, technological proficiency, positive motivation, role modeling, and creating learning communities. (Jarinya Srichandari and Chulaparnporn Thanapaet, 2021, p. 25) educational administrators play a critical role in curriculum development, both directly and indirectly, by ensuring students are developed to their full potential. Academic administration is the core of School management, and the quality of a school heavily depends on effective academic management. Therefore, school leaders must have a deep understanding of academic principles, processes, and goals to manage academic tasks efficiently. (Warunyupa Xiangliou et al., 2022: 149) educational administrators are also instrumental in promoting diverse learning models. They must encourage and support teachers in facilitating instruction that equips students with knowledge and skills applicable to their future careers. For precise translation services, you may use <https://hix.ai/th/translate> for accurate and convenient results.

Conclusion

This article examines the rapidly changing educational landscape and highlights the crucial role of educational administrators. Professional administrators with desirable characteristics must exhibit leadership across various roles, demonstrating their ability to

manage schools effectively, shape positive learning environments, and promote organizational success. Such administrators possess impressive traits that enable the efficient operation of schools. These qualities not only enhance school management but also positively impact student learning outcomes, staff well-being, and community relationships. The article aims to explore the desirable characteristics of professional school administrators and the importance of the current educational context. A key characteristic of effective educational administrators is leadership, which includes having a clear vision, strategic thinking, and the ability to inspire and motivate others toward efficient decision-making. Effective administrators set clear directions, clarify the organization's objectives, and possess the knowledge and skills to manage based on school goals and outcomes. They cultivate an organizational culture that fosters collaboration and encourages staff to succeed in their respective roles. Communication skills are another essential aspect of effective educational administration. Administrators must communicate well to promote understanding, listen attentively to others, and build positive relationships within the organization. They need to understand human interactions and communication networks. Effective communication fosters transparency, trust, and collaboration, helping resolve conflicts and manage resources appropriately. In addition, emotional intelligence (EI) is highly important for leadership and management in educational settings. Administrators with high EI can effectively understand and manage their emotions while being sensitive to the emotions of others. This skill helps create a supportive and trusting environment and fosters positive relationships within the organization.

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