

# Reformative Leadership according to the Pāpaṇikadhamma Principles for School Administrators in the Modern World

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## ABSTRACT

*This article is a presentation of Reformative Leadership according to the Pāpaṇikadhamma principles for school administrators in the modern world which is the world of unlimited information; the era that has more transfer and exchange information between people and organizations. Therefore, the reformative leadership is very important for being school administrators to drive the educational process to have efficiency and up to date, be able to develop students to be persons of searching for knowledge, to understand about humankind (humanism in education), to have thinking development (Growth mindset) and to be striving for working toward the goals. School administrators should develop themselves to have the characteristics of the reformative leadership that consists of: 1) Charisma, 2) Accepting individuals differences (individualized consideration), and 3) intellectual stimulation, by integrating with the Pāpaṇikadhamma principles of Buddhism, which will be the cause of Buddhist schools administration, that consists of: 1) Cakkhumā : having wide vision, 2) Vidhūro : having proficient working or good execution, 3) Nissayasampanno : having communication skills or good human relationship, for the development of educational institution organizations to be ready to access accomplishment in seeking knowledge, news and information more comfortably, to be learning-based society and increases the efficiency of working to achieve accuracy, quickly and to keep up with the changes of the modern world.*

## Keywords

Reformative Leadership, Pāpaṇikadhamma, Modern world

## I. INTRODUCTION

A world is transforming into a new era; an era that changed the way of life, work and business of people around the world. COVID-19 pandemic crisis is one of the important factors that drives everything in the world to change and not be the same. This crisis forcing the transformation in many areas to happen faster than expected including adaptation, skill adjustment in order to be in line with the new world. [1] Educational institutions are responsible for educational management and perform various tasks to promote teaching and learning consisting of personnel from many departments. The school administrators are responsible for school administration and teachers are responsible for teaching and learning and promote the learning of learners to be consistent with the Basic Education Development Plan (2023-2027) to develop professional teachers and instructors, to have the spirit of being a teacher have real knowledge. [2] Therefore, leadership in education will have guidelines and methods to support, promote the development of personnel in educational institutions to achieve prosperity in the midst of the changing trends of the new world. Executives are organizational representatives who must be ready in terms of maturity, characteristics, knowledge, ability in both the science and art of management. A successful leader knows a group of good leaders. This will not only result in the satisfaction of the members of the group but must lead and make the group successful and self-satisfied. [3]

Transformative leadership theory is the process of transforming a person from one type of leader to another.

Whether it's about emotions, values, ethics, standards and long-term goals including being a process to stimulate the motivation of the follower's response to needs and taking care of followers as fellow human beings. In addition, regenerative leadership is a form of influence that drives followers to exceed expectations. [4] School administrators in the modern world that make everything in the world change properly by bringing the characteristics of reformed leadership to integrate with the Buddhist principles using the principles of Pāpaṇikadhamma, namely: 1) Cakkhumā: having a broad vision; 2) Vidhūro: having experience in work or administration; 3) Nissayasampanno: communication skills good human relations to be ready to deal with changes promptly. Modern executives must know how to use leadership to suit changes and be able to adapt to suit every situation, must promote a system of cooperation in the organization. It makes people willing to cooperate in the organization and cooperate in work. In addition, executives are value creators, inspire and faith to subordinates. There are coordination communication skills have good educational knowledge. [5]

This article presents a regenerative leadership based on the principles of the Pope. For school administrators in the modern world which consists of 3 qualities according to the Dhamma principles: 1) Cakkhumā, having a broad vision, 2) Vidhūro, having experience in working or managing well, 3) Nissayasampanno, communication skills good human relations to integrate to develop reformed leadership of school administrators to be able to develop administration in

educational institutions until the change to prosperity at full potential in the modern world.

## II. TRANSFORMATIVE LEADERSHIP OF SCHOOL ADMINISTRATORS

Transformational leadership theory is the process by which leaders have the courage to change their subordinates to create change in their organization for the better and to increase the competence of the subordinates directly. In detail, educators have addressed various meanings of reformed leadership: the process by which the leader engages with the follower; by building a relationship that raises the level of motivation and ethics to a higher level. This style of reformed leadership focuses on the needs and motivations of the follower in order to maximize the potential that exists in the subordinate, this process results in mutual support, make both leaders and followers have a higher level of motivation and ethical level [6] or that reformed leadership can show followers a clear vision of the future by showing behaviour as a model that corresponds to that vision. It also encourages followers to accept the goals of the group and support individual followers' effective regenerative leadership can change values, beliefs. Therefore, followers become more willing to perform at a level greater than the organization's goals. [7] Whether it is about emotions, values, ethics, standards and long-term goals including being a process to stimulate the motivation of the follower's response to needs and taking care of followers as fellow human beings. In addition, regenerative leadership is a form of influence that drives followers to exceed expectations [8] or that reformed leadership causes. The follower has trust and faith, loyalty and respect and leaders motivate their followers to perform more than they expect [9] or may say. It is a leader's behaviour that can make his followers follow by using methods to develop the interest level of followers by overlooking their own needs, work beyond expectations raise awareness about the mission, co-create the vision and look at the goals of the group together. Behaviours of regenerative leaders include: challenging process creation inspiring a shared vision enabling others to demonstrate their abilities exemplary and strengthening of morale, etc.

In conclusion, regenerative leadership is the character, beliefs, and qualities of a leader that can lead to significant changes in vision, corporate strategy and culture to change subordinates to follow with faith and empowering the subordinates by inspiring a common vision by focusing on success and focusing on relationships with members of the group to create organizational change for the better. [10]

## III. ELEMENTS OF TRANSFORMATIVE LEADERSHIP

Transformative Leadership It is a leader's behaviour that can make his followers follow by using methods to develop the interest level of followers by overlooking their own needs, work beyond expectations. The educators have summarized many elements of regenerative leadership, for example, 4 elements of regenerative leadership: 1) charismatic leadership, in which the leader acts as a model for his followers; A leader is a person who lifts the channel, respect, faith, trust and makes the follower proud when working together, 2) Inspiration motivation; leaders behave in a way

that motivates and inspires followers by creating intrinsic motivation to give meaning and challenge the follower's work, 3) Intellectual stimulation; leaders encourage followers to be aware of the problems that arise in the organization causing followers to want to find new ways to solve problems in the agency to find new and better conclusions to create something new, and 4) focusing on individual relationships (individualized consideration); leaders give individual attention to their followers, and make them feel valued and important, leader's coach and mentor each follower to develop followers [11] or elements of regenerative leadership as a process to bring about change within the organization, emphasizing action by allowing followers to lead, make leaders a leader of change by three strategies for transformative leaders: 1) Developing a vision, creating a channel to use the power of the group of members to achieve a common vision in the organization; 2) Developing commitment and trust when a shared vision of the organization is formed. The next stage of development is to make the vision so deeply rooted that it becomes part of the organizational culture; 3) Promote learning within the organization (Facilitation organization learning) giving importance to the learning of people in the organization. Leaders must know how to develop themselves gaining additional knowledge from work experiences that have had successes or failures, information network creation and there is support for the learning of members in the organization through various methods [12] or regenerative leadership consists of 4 components; Component 1: affection or prestige, also known as charisma or idealized. Influence is the behaviour that reform leaders demonstrate with strong role models to be seen by their followers. When the follower perceives such behaviour of the leader, it will imitate the behaviour. Normally, reformed leaders behave with high moral and ethical standards until the acceptance that it is right and good. Component 2: Inspirational motivation is the behaviour of a reformed leader which is expressed by communicating the followers of the high expectations of the leaders towards the followers by inspiring the motivation to adhere to and join the dream of the organization in the practice of leaders tend to use symbols and emotional stimuli to get the group to work together towards a goal instead of an individual benefit. Component 3: Stimulating the use of intelligence (intellectual stimulation) is the behaviour of regenerative leaders expressed by encouraging initiatives, creation of new things by means of rethinking their beliefs and values of leaders or organizations. A reformed leader creates a sense of challenge in his followers. Component 4: Focusing on individual relationships (individualized consideration) is the behaviour of a reformist leader which focuses on the importance of promoting a good working atmosphere with awareness and able to respond to the individual needs of the follower. Leaders will play the role of mentors and counsellors giving advice to help followers to develop the level of their needs to a higher level. [13]

It can be concluded that from the concepts and attitudes of scholars and will be found that the elements of regenerative leadership that uses criteria to consider the elements and for consistency with the principles of the Buddha's teachings can be summarized in 3 components: 1) respectable personality (Charisma), 2) acceptance of individual differences

(Individualized consideration), and 3) encouraging the use of intelligence (intellectual stimulation) which will enable the development of school administrators efficiently and effectively to create a higher level of morale and morale. Executives can make subordinates motivated to work and try to work more than expected, etc.

#### IV. PAPANIKADHARMA PRINCIPLES

It is the principle of administration that appears in the Suttantapitaka Ānguttaranikāya Tikanipāta Paṭhampaṇṇāsaka, where the Buddha said that “A person who is a good manager must have a vision, good management and have good human relations” [14] which are both Buddhist scholars or scholars studying general management who apply or integrate such principles, has mentioned this principle in many aspects, such as spiritual or shopkeeper is the virtue of a merchant (qualities of a successful shopkeeper or businessman), consisting of: 1) Cakkhumā: knowing the product, looking at the product, being able to calculate the price, speculating accurately, shrewd, 2) Vidhūro: know the movement of the market demand, have the ability to procure and distribute; know hearts and know how to please customers capable of administering business), 3) Nissayasampanno: along with a source of funds to live (trustworthy among major sources of capital, easy to earn money for investment or business, having good credit rating) [15] or spirituality. It is the qualities of an intrinsic leader, referring to the state of mind, virtue, or principles of conscience that most leaders should have, an attitude and a thought including the mood being on the good side and can be adapted for management purposes. The moral principles that determine such characteristics and qualities are classified as conscience. In this sutta, the qualities of a leader are mentioned as follows: Cakkhumā is a person who has a wide vision, look at an event, situation, or situation able to plan, prepare, receive or offensive; Vidhūro is an expert in the job, know the principles and methods, not defective in the duties that they are responsible for and; Nissayasampanno is a person who has good human relations and gained the trust of others [16]. Details of the principles of the Pāpaṇika in each verse can be explained as follows:

1) Cakkhumā: having good eyesight, having wide vision; having good eyes means having the eyes to see the continuous development far ahead of the leader himself. A good leader can see what others can't. It was an inner-eye comparable to imagining the future (visualization) and see how to develop to that point of success.

2) Vidhūro: having good leadership skills with having a detailed knowledge of the work, namely; proficiency in one's business and job functions means that a leader is well versed in working in all elements of an organization able to lead the organization to achieve the goals set together.

3) Nissayasampanno: communication skills good human relations, work with people of all levels can bind people's hearts with faith and confidence, including that leader in organizations who can discuss and exchange ideas can be used with people of all levels without being arrogant do not feel that they are superior to others willing to listen and work together, be a service leader, be generous, willing to help everyone who is in trouble. [17]

It can be concluded that the principle of the Dhamma being the principle that is the process of developing the

qualifications of executives to have wide vision, expertise in work, and know how to manage an organization and have good human relations and can create love and unity in living together, consisting of: 1) Cakkhumā: having a wide vision; 2) Vidhūro; having experience in working or managing well; 3) Nissayasampanno; communication skills good human relations to make good results for colleagues, strengthen good feelings for each other in the educational organization.

#### V. REFORMED LEADERSHIP BASED ON PAPANIKHARMA FOR SCHOOL ADMINISTRATORS IN THE MODERN WORLD

The trend of changing the world that is occurring rapidly and directly affecting the way of life of people on the planet including Thailand. Whether it is the advancement of information technology that is linked to hyper dimensions, information distribution new knowledge and innovation especially in the age of digital society that makes it possible to conveniently access information sources at your fingertips. People can learn anytime and anywhere. The new generation who are stepping into the role in the current labor market have clearly different behaviors from the previous generation. Women are playing an increasingly important role in all fields as well as environmental problems and lack of natural resources. These phenomena affect consumption behavior, work and life of people in society causing opportunities and economic driving force. [18] Therefore, Thai education in this modern world requires training students to understand humanity (Humanism in education) and must be able to develop students' consciousness to see being important to seek knowledge all the time including the need to develop learners to be a person who seeks knowledge for integration (a search for integration). [19] School administrators are important people who should develop reformed leadership, which has 3 elements: 1) personality respectable (charisma); 2) Accepting individual differences (individualized consideration) and; 3) encouraging the use of intelligence (intellectual stimulation) by integrating with the principles of Buddhism, namely: The principles of the Dhamma are as follows:

1. Reformed leadership based on the principles of the Pāpaṇika (shopkeeper, businessman) for school administrators in the modern world, vision, having a vision for development. Executives should have a vision of transformational leadership in the element of charisma, build confidence in subordinates with a keen eye, able to analyze strengths, weaknesses, obstacles and opportunities, as well as combine personnel's creativity and use discretion from experience to drive into action, able to direct personnel to visualize success possibility and the process to achieve success together in a concrete way.

2. Reformed leadership based on the principles of the Pāpaṇika (shopkeeper, businessman) for school administrators in the modern world in terms of Vidhūro, having good leadership skills. Executives should have expertise in managing good “management” in all aspects according to the principles of reformed leadership in the element of individual differences (individualized consideration), that is, people with good management expertise, must be able to manage people and manage the

work properly and appropriately, must know the individual differences of personnel in their organization, able to put the right person to the job once the right person has been placed for the right job, the executive must keep practicing and gaining knowledge in order to develop themselves to be able to be a consultant, giving advice on operational guidelines and solving problems in each part of the job in a comprehensive and accurate manner. Therefore, it will be able to lead educational institutions to achieve their goals to keep up with the world in the new digital society, which is a world of learning anytime, anywhere.

3. Reformed leadership based on the principles of the Pāpaṇika (shopkeeper, businessman) for school administrators in the modern world (Nissayasampanno; communication skills). Executives should have expertise in communicating and coordinating with others and have good human relations with colleagues and subordinates according to the principles of reformed leadership in the component of intellectual stimulation. A good executive must have a way of speaking to stimulate the use of intelligence and creativity among personnel within the organization which is in order to achieve full potential and efficiency in operations as well as encouraging the use of intelligence and creativity of both internal and external personnel within the organization to achieve cooperation, source of information, source of help and resources that are complete and useful for the operation to achieve the objectives quickly and easily, create benefits for educational institutions and learner development suitable for the modern world with quality.

### CONCLUSION

Transformative leadership is the character, belief, and quality of a leader who can effectively lead an educational organization to change. It contributes to the development of the vision, strategy and culture of the organization to change subordinates to follow with confidence and faith in the leader and empowering the subordinates inspiring common goals by focusing on success and focusing on relationships with members in the organization to create organizational change for the better, which has 3 main components: 1) respectable personality (charisma); 2) acceptance of individual differences (individualized consideration) and; 3) encouraging the use of intelligence (intellectual stimulation) can be integrated with the principles of the Buddha. This is a principle that develops the qualifications of executives to have broad vision, expertise in work, and know how to manage an organization. and having good human relations, creating love, unity and cooperation in the organization, consisting of: 1) Cakkhumā: having a wide vision; 2) Vidhūro; having experience in working or managing well; 3) Nissayasampanno; communication skills, good human relations to reform educational institutions to have efficient operational processes under the shared inspiration of personnel in the organization, and develop learners appropriately for the modern world, which is a society without limitations of quality information as shown in Figure 1.



**Figure 1** Reformed Leadership According to the Pastoral Principles for school administrators in the modern world

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