

PRINCIPAL CHARACTERISTICS OF SCHOOL GOVERNANCE EFFECTIVENESS

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ABSTRACT

This quantitative study aimed to investigate essential factors affecting the effectiveness of schools through governance, with a particular focus on executive characteristics and their relationship to the effectiveness of schools as well as by reviewing the influence of the National Education Act 2542 B.E. Descriptive and inferential statistical analyses of survey data collected from 37 participants using one-sample t-tests, ANOVA, and multiple regression yielded that: (1) all indices of the characteristics of executives were reported to have been implemented to a great extent, based on mean scores greater than 3.50, with corresponding low standard deviations indicating a strong degree of homogeneity in responses; but (2) the only significant characteristics of executives statistically are initiative and creativity (IC) as well as morality and ethics (ME). All indicators of school effectiveness (high academic achievement [HAA], a positive attitude [PA], adapting to the environment/adapting to change [AA], and resolving problems [RP]) were provided in implementation to a high degree; the statistically significant indicators of this type of effectiveness are: (1) high academic achievement and (2) positive attitude and adapting both internally and externally to the environment. The National Education Act 2542 (B.E.2542) did not significantly affect the moderating effect; however, it significantly affected the effectiveness of schools in relation to adaptation to the environment. The regression analysis indicated that the aggregate characteristics of executives accounted for only 18% of the variance in school effectiveness and that the overall regression model was not statistically significant, suggesting that the identified executive characteristics have little predictive value for students' academic achievement. Based on this study, the findings support the view that attributes such as executive initiative and creativity, along with moral and ethical leadership, are primarily responsible for effective governance, but many broader contextual and systemic factors also impact the effectiveness of schools. Good governance principles such as accountability, transparency, participation, and a strategically focused vision will be critical for strong leadership and for sustaining effective, functional organizations.

Keywords: *Principal characteristics, school governance, national education, positive attitude, ethical leadership*

INTRODUCTION

The purpose of this research is to study the factors regarding characteristics of administrators and effectiveness of educational institutions under the Phitsanulok Primary Educational Service Area Office, Area 2.

Whether it is government or private educational institutions, they must develop children and youth with good quality. This depends on many factors: quality of teachers, and quality of the management system and administrators. In line with the educational reform guidelines, important factors to enhancing learning in schools are effective management systems and

participation. Educational institution administrators play an important role as leaders with authority in administration and education, including academics, budget, personnel management and general administration according to the National Education Act B.E. 2542 and the additional amendments (No. 2) B.E. 2002 and (No. 3) B.E. 2009, Section 39 (Office of the National Education Commission Office of the Prime Minister , 2010).

Statement of the Problem

1. To what extent are the following implemented:
 - a. Executive Characteristic
 - i. Knowledge
 - ii. Initiative and creativity
 - iii. Human relations
 - iv. Morality and ethics
 - b. School Effectiveness
 - i. High academic achievement
 - ii. Having a positive attitude
 - iii. Adaptation to the environment, both internal and external.
 - iv. Solving problems within the school
2. To what extent does National Education Act B.E. 2542 moderate:
 - a. Executive Characteristic
 - i. Knowledge
 - ii. Initiative and creativity
 - iii. Human relations
 - iv. Morality and ethics
 - b. School Effectiveness
 - i. High academic achievement
 - ii. Having a positive attitude
 - iii. Adaptation to the environment, both internal and external.
 - iv. Solving problems within the school
3. To what extent are the effects of effective characteristics to school effectiveness?
4. Based on the findings, what teachers collaborative teamwork teaching in grade 1 mathematics to creating global competitiveness model can be proposed?

Scope and Delimitations

Research on A study of the leadership characteristics of educational institution administrators under the jurisdiction of the area office Phitsanulok Primary Education Area 1 has the scope of research as follows:

Scope of content. Research on Factors regarding administrator characteristics that affect the effectiveness of educational institutions Under the district office Phitsanulok Primary Education Area, Area 2 , with research scopes as follows:

Study documents and research related to factors in administrators' characteristics that affect the effectiveness of educational institutions. Under the jurisdiction of the Phitsanulok Primary Educational Service Area Office, Area 2, the scope is as follows:

Factors regarding executive characteristics. By analyzing the characteristics of executives According to the views of 10 academics as follows: Rangsana Prasertsri (2006: 28) : Chomphonong Mongkolwa Nich (2012 : 199) : Yongyut Kasetsakhon (2012 : 145 - 148) .: Suthichai Panyaroj (2012 : 36 - 38) : Kranok Siriwong (2013 : 57) : Sakchai Phucharoen (2003 : online cited in Nirada Vej Yalak , 2017 : 11 - 13) : Jarunee Duangkaew (2010 , 26). Charan

Atiwiththayaporn (2011: 65 - 66); Tee Ra Run Charoen (2002: 63); Chanchai Ah Jinsamajarn (1997: 74 - 76). Mentioned 19 characteristics of administrators for study this time the researcher considered the frequency that corresponds to visas with a frequency of 5 or more, or a percentage of more than 50 according to the criteria of (Natthaporn Lao Thong, 2016: 96) to obtain the characteristics used as a conceptual framework for the research. This time, there are 4 characteristics: (1) knowledge, (2) creativity, (3) human relations, (4) morality and ethics. *Effectiveness of educational institutions.* By analyzing effectiveness According to the views of 10 academics as follows: Thaworn Seng-iad (2007 : 19 - 20) Thor Suntharayuth (2008: 459) Sakthai Sura Kitjaworn (2010: 22) Kamonwan Chaiwa Nitch Siri (1993) Waro Pengsawat (2006) Paradee Anannavee (2002) Edmons (Edmons 1979 , quoted in Thaworn Seng-iad 2007:72) Gill Ham (Gillham, 2000, quoted in Thaworn Seng-iad , 2007: 73) Purkey and Smith (Purkey & Smith. 1983, cited in Samrit Kangpeng , 2008: 72) Halton (Halton. 1992 , cited in Wiroj Sararattana , 2005) The effectiveness of educational institutions was obtained with 35 components for this study.

The researcher considers frequencies that correspond to academics with a frequency of 5 or more, or more than 50 percent according to the criteria of (Natthaporn Laothong, 2016: 96) to obtain the characteristics used as a conceptual framework for the research. This time there are 4 elements: (1) high academic achievement (2) having a positive attitude (3) adapting to the environment both inside and outside (4) solving problems within the school

Scope of the population and sample used in the research

- The population includes schools under the jurisdiction of the Phitsanulok Primary Educational Service Area Office, Area 2. Total 130 schools.
- The sample group includes schools under the Phitsanulok Primary Educational Service Area Office. Area 2 , which was obtained from defining the sample by opening the Crazy and Morgan tables (Wanida Waricharoen et al. , 2017: 440) and did a simple random sampling (Simple Random Sampling) by drawing lots to get a total of 97 schools . The informants were 97 school directors, 97 assistant directors, and 97 teachers. Total number: 291 people.

Review of Related Literature

Executives must learn and understand various principles that leads to concrete practice. Executives must use information technology appropriately, has knowledge and experience as an academic leader and a leader in learning reform. These are all important factors that will affect the successful operation of educational institutions. To organize education according to National educational standards, administrators are important variables in educational reform: a leader in changing, improving, and reforming various processes to educational personnel, students, parents, and the community. School administrators need to have a vision to make good decisions correct and appropriate; good coordination within the school as well as the community; creative and see the importance of improving the quality of education.

Changing the management paradigm. Promote individuals to have knowledge, understanding and skills in organizing the learning process for continuous self-improvement throughout life. Professional administrators manage to organize teaching and learning activities with quality that parents can be proud of. Every administrator needs to provide opportunities for many parties to participate, supervise, support, and play a role in setting the direction of education (Bunkham Raksri , 2003: 18).

Executives must focus on management, including academic administration, personnel, budget, and general administration as well as creating a good management system for effective educational institutions, creating incentives for personnel ones to work at their full potential. Executives should have good physical characteristics and be healthy: perfect, clean clothes,

suitable for the occasion, personality, positioning oneself appropriately for the occasion, having responsibility, and being committed to performing one's work. He must confidence in himself, be honest, etc. Good executives have an impact on management ability because subordinates will observe and pay attention to the leaders. It is admirable faith and admiration for leaders (Boontham Waiyamitra , 2010). Administrative behavior influences the behavior of teachers. It can be seen that school administrators will receive cooperation and support in administration to their full potential. Teachers being satisfied with their own progress and that of the school rely on good administrative behavior of school administrators [1].

Phitsanulok Primary Educational Service Area Office 2 is an agency responsible for supervising, supervising, monitoring, and evaluating educational institutions under its jurisdiction. From the performance report for fiscal year 2018, Phitsanulok Primary Educational Service Area Office 2 supports special activities and ad hoc activities for efficiency. Nonetheless, in the past, there were still problems with academic achievement. It was found that the results of the project implementation Fiscal year 2018 , data comparing the results of the basic national education test (O-NET) of the Phitsanulok Primary Educational Service Area Office, Area 2 , academic year 2016-2017 , found that the average results in 2016 was 40.36 and in 2017, average was 37.83 , a difference of - 2.53; student quality assessment (NT) for the 2016-2017 academic year had an average of language, numeracy and reasoning abilities. The 2016 academic year had a district level average of 44.03 and the national average is 47.13.00 , difference - 3.10. The 2017 study had a district average of 41.91 and a national average of 45.25 , a difference of - 0.34.

Considering whether an educational institution is effective or not, an important indicator is student academic achievement consistent with MOT: high academic achievement, ability to develop students to have positive attitudes, ability to develop and adapt educational institutions to suit the environment, and the ability to solve problems [3]. For academic year 2018, of the Phitsanulok Primary Educational Service Area Office, Area 2, it was found that the teachers who improved the curriculum make the process of improving the curriculum not relevant.

From the external quality assessment of basic education institutions by the Office for National Education Standards and Quality Assessment (NESDB), third round between 2011 and 2015, totaling 130 schools, it was found that there are still 26 unaccredited schools, accounting for 20.00 percent, and there are small schools managed, disbanding schools with no students and schools with less than 40 students; 5 schools, including Ban Khlong Rae School Ban Mae Thiap School Wat Chaiyanam School Ban Wang Pradu School and Aphai Suphanphum Wat Tanglad School Went was combined with Ban Khlong Ped School; Ban Sa Setthi School combined with Ban Nen Kum (Prasanukul) (Phitsanulok Primary Educational Service Area Office 2, 2017 : online).

From the above reasons, the researcher is interested in studying the factors regarding administrators' characteristics that affect the effectiveness of educational institutions. Under the jurisdiction of the Phitsanulok Primary Educational Service Area Office, Area 2.

Executive characteristic factors. There are 4 characteristics of executives used as a conceptual framework for this research: knowledge, creativity, human relations, and morality and ethics.

Knowledge. Executives need to have knowledge to develop organizations efficiently. Chomphong Mongkolwa Nich (2012: 199) mentioned the characteristics of knowledge executives as follows: Knowledge is a characteristic of leaders who will be successful. Technical skills in management as well as motivation in management are also studied.

Yongyut Kasetsakhon [4] mentioned characteristics of knowledge. Past experiences help in performing the job well. It allows leaders to make predictions about management, especially in the beginning stages. Activities will require leaders with extensive experience in practice and starting with limited experience and capital.

Suthichai Panyaroj [5] said that the leader must be someone who works well in groups. They must learn and develop their own work all the time and have considerable work experience. A good leader must be able to teach subordinates when they encounter problems at work.

Sakchai Phucharoen [6] mentioned that knowledge is the information that a person has obtained in their profession and understanding of their subordinates. In addition to their professional knowledge, they should be aware of events within and outside the country.

Charan Atiwitthayaporn [7] mentioned the following characteristics of knowledge executives: influence success in professional educational administration. It is knowledge such as information technology, any relevant laws, administrative knowledge, such as principles and theories of management, organizational planning, curriculum, teaching, measurement, evaluation, etc.

Somchai Thepsaeng [8], cited in Sakthai Sura [9] mentioned the characteristics of knowledge executives as follows: Executives must have knowledge and understanding of politics, can get along with people of all classes.

Creativity. It is a characteristic of an executive that leads to continuous change, improvement, and development in a better way.

Rangsan Prasertsri [10] said that the characteristics of creative executives are conducive to success. It is the ability to collect and analyze data for creative problem-solving that consists of good judgment, decision-making, data collection and interpretation, and creativity and innovation.

Chomphonong Mongkolwa Nich [11] mentioned the characteristics of creative executives that initiative will make them successful. They also studied technical skills and motivation in management, with differences in methods and interests.

Suthichai Panyaroj [12] mentioned the characteristics of creative executives as follows: leaders' work requires thinking.

Sakchai Phucharoen [13] mentioned the characteristics of creative executives, including being an initiator, defined as a person who knows how to use ideas to seek work.

Charan Atiwitthayaporn [14] mentioned the characteristics of creative executives as creativity. Initiate new projects and ensure their success and acceptance by the general public.

Human relations. Building human relations, executives demonstrate a treatment of persons that fosters a group of people working together happily. Results were achieved in accordance with the organization's objectives.

Rangsan Prasertsri [15] identified the characteristics of executives in human relations as those conducive to success. It is the ability to work effectively as a team member and lead a team.

Chomphonong Mongkhonwanich [16] identified the characteristics of human relations executives as those that will make them successful. They also study technical skills in management and motivation in management.

Suthichai Panyaroj [17] mentioned the characteristics of human relations executives as follows leader's work must involve people, especially subordinates. It is necessary to use the art of working together, human relations, good communication, and to know how to set oneself as a role model for subordinates.

Jarunee Duangkaew [18] noted that the characteristics of administrators in human relations are important, and that those of educational institution administrators are also important. This is because educational institution administrators must be knowledgeable, have vision and leadership.

Charan Atiwitthayaporn [19] mentioned the characteristics of human relations executives, including having social skills, developing skills in various areas such as communication, decentralization, negotiation, assigning work, associating, and building good relationships, both within and outside the organization.

Somchai Thepsaeng [20] , cited in (Sakthai Sura Kitjabworn , 2004:9) mentioned the characteristics of administrators in human relations that executives must have psychology in managing people, knows the temperament of subordinates very well. It is necessary to study each person's personality.

Moral and ethical aspects. Management at all levels is in accordance with the standards of knowledge and professional experience of educational institution administrators.

Rangsan Prasertsri [21] mentioned self-management as one of the characteristics of moral administrators. It is the capacity to evaluate oneself, improve behavior, and respond to working conditions.

Sakchai Phucharoen [22] mentioned the characteristics of moral administrators as uprightness and adherence to moral principles. It is a quality of receiving the truth.

Jarunee Duangkaew [23] mentioned the characteristics of moral administrators. Ethics says that administrators should be knowledgeable, have vision, and provide leadership.

Sura Sak Pahae [24] mentioned the characteristics, stating that the ability to set a good example of conduct for subordinates is a role model.

The characteristics of administrators used as a conceptual framework for this research are: high academic achievement, having a positive attitude, adapting to the environment both internally and externally, and problem-solving.

High academic achievement. Kamonwan Chaiwa Nitch Siri [25] spoke about the effectiveness of educational institutions in terms of high academic achievement, stating that the principal and teachers in the school are able to manage teaching and learning. This is determined by the student's overall GPA: the percentage of students who can continue their studies at a higher level, students' academic abilities, and teachers' ability to organize teaching and learning activities.

Paisan Deerasami [26] spoke about the effectiveness of educational institutions in terms of high academic achievement, as well as the ability of executives to manage, provide various facilities, and arrange the appropriate atmosphere and resources to enable students to achieve good academic results and develop attitudes, motivation, and creativity. believe in oneself.

Mr. Channarong Saengsaeng [27] spoke about the effectiveness of educational institutions in terms of high academic achievement, as the ability to produce students with high academic achievement, ability to continue studies in higher education institutions, organizing activities, to develop the academic achievement of students, graduated according to the criteria of the basic education curriculum 2001 , sending students to compete in academics from Government and private agencies outside the school.

Anong At-Ongthong [28] spoke about the effectiveness of educational institutions in terms of high academic achievement, as well as in operations in educational management, both teaching and learning management, taking into account that students have high academic achievement. The students are expected to study at a higher level and win academic awards for their participation in competitions.

Having a positive attitude. Kamonwan Chaiwa and Nitch Siri [29] discussed the effectiveness of educational institutions in having a positive attitude. It is stated that the headmaster and teachers at the school can carry out work in both administration and the moral training of students. In addition to teaching, the goal is to instill good morals, ethics, and discipline in students and help them develop a good attitude towards study.

Phaisan Deerasami [30] spoke about the effectiveness of educational institutions as having a positive attitude, saying that it creates students who feel and express various behaviors that are desired by society as a whole, with a democratic mind, good role models for society, and see the importance and value of living together in society.

Mr. Channarong Saengsaeng [31] spoke about the effectiveness of educational institutions as having a positive attitude to develop students to have a positive attitude on opinions, attitudes, feelings, or behavior in a way that is good, reasonable, and consistent with the needs of the educational society, in addition to creating prosperity.

Anong At-Onghthong [32] spoke about the effectiveness of educational institutions in promoting a positive attitude toward administrative operations and moral training. In addition to teaching, to enable students to be moral people, to have good ethics and discipline, and to be reasonable.

Adaptation to both internal and external environments. Kamonwan Chaiwa and Nitch Siri (1993) spoke about the effectiveness of educational institutions in adapting to the environment both internally and externally, saying the ability of the head teacher and teachers to work together to develop and change the way of operating in both areas of academic teaching.

Paisan Deerasami [33] spoke about the effectiveness of educational institutions in adapting to the environment, both internally and externally, saying that administrators and teachers play a role in setting modern policies, keeping up with global changes, developing creative ideas, adjusting management styles, and implementing operations appropriate for student development.

Channarong Saengsaeng (2006: 34) argued that educational institutions must adapt to both internal and external environments for educational management to be effective. It must be consistent and up-to-date with progress and changes in the policies of educational institutions. Anong At-Onghthong (1914: 26) spoke about the effectiveness of educational institutions as being able to adapt to the environment, both internal and external, for administrators and teachers to work together to develop and change methods of administrative operations, teaching, and curriculum adjustment.

Solving problems within the school. Kamonwan Chaiwa Nitch Siri (1993) mentioned the effectiveness of educational institutions in solving problems within the school, noting the ability of the head teacher and teachers to work together to solve various problems in both teaching and learning. Student governance and other responsibilities in order to be able to work and achieve the school's objectives.

Paisan Deerasami (2003: 14) spoke about the effectiveness of educational institutions in solving problems within the school as the ability to solve school problems on work development.

Anong At-Onghthong (1914: 27) spoke about the effectiveness of educational institutions in solving problems as the ability of administrators and teachers in educational institutions to cooperate in solving various problems, including teaching and learning, student governance, and other responsibilities, so that they can perform their duties until the objectives of the educational institution are achieved.

Mrs. Thipawan Sampaokaew (2017: 8) spoke about the effectiveness of educational institutions in solving internal problems: achieving set goals, supervising and monitoring, giving advice, finding ways to prevent and solve various problems, and in the development and use of curricula to support the measurement and evaluation of student learning outcomes.

Theoretical Framework

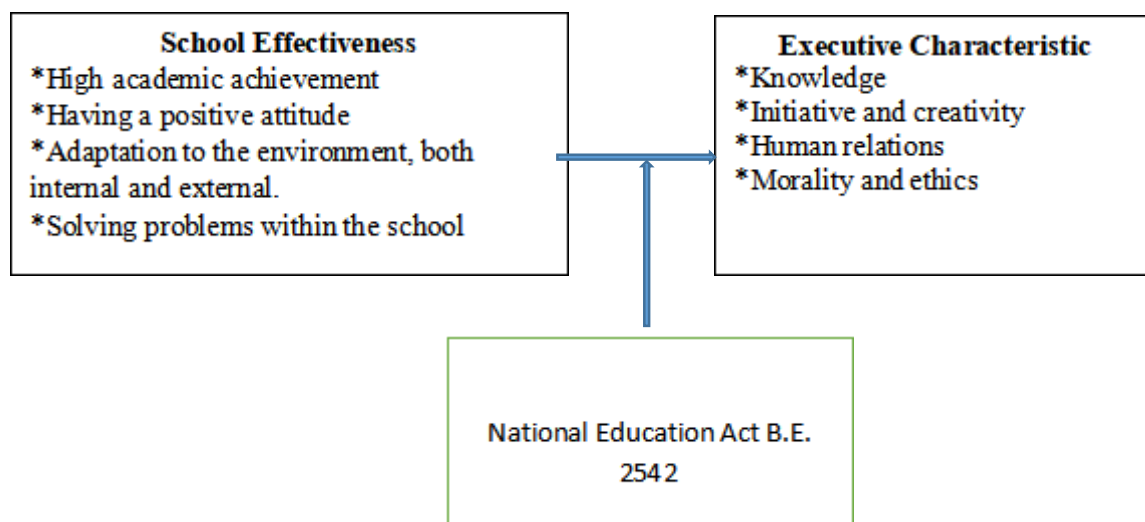
GOVERNANCE THEORY. What have these principals learnt from their experiences as women school principals? These are some of the focal points central to this project. In this study, the researcher sought to discuss and analyze the roles of the three African principals in meeting some of these challenges.

It is thought that the principal, as head, can achieve such goals if s/he is committed to institutional change, works with staff and learners, and relates to the community.

Their role corresponded to African education in general; their purpose was to control. Management styles encouraged under DET were authoritarian, hierarchical, and top-down (Chisholm & Vally, 1996). Chisholm and Vally alleged that; "In the course of exercising their duties, school principals often became victims of the wider resistance against apartheid education even as they saw themselves as opponents of it". This was largely due to their management styles, which were arbitrary, exclusive, and at times inhumane.

Schools around the world are diverse, and a variety of progressive initiatives are in place that aim to promote high-quality, equitable pedagogy and to overcome formalist paradigms. Country contexts present different challenges based on factors such as the type of governance, teachers' autonomy, and pedagogical cultures. Most critical, however, is the unequal distribution of leadership opportunities. Beyond conflicting or contrived possibilities in school leadership arrangements and cultures, it should be recognized that certain contexts lack effective leadership as an organizational quality. Nevertheless, school principals can create coherent environments, offering space for debate and clarification of what equity and equality mean in terms of curriculum delivery, as well as supporting school-level structural facilitation and adaptations. This is a conceptual paper at the crossroads of different research strands. It focuses on governance mechanisms and leadership tasks and skills in pedagogical and organizational school cultures. It argues that a well-articulated school organization is needed, not only in terms of autonomy, but also with the possibility to collaborate, develop professionally, and engage locally in order to achieve equitable student-oriented teaching. The aim is to investigate the feasibility of supporting personalized and adaptive teaching strategies at the school level, in a variety of country contexts.

Conceptual Framework



Executive characteristic serves as the independent variable, school effectiveness as the dependent variable and National Education Act B.E. 2542, serves as moderating to executive characteristic and school effectiveness.

METHODOLOGY

Research Design

This study utilized a quantitative research design.

The philosophical framework for quantitative research (often called the traditional, positivist, experimental, or empiricist paradigm) is based on the empiricist tradition established by such authorities as Comte, Mill, Durkheim, Newton, and Locke. To a positivist researcher, reality is objective and independent of the researcher. Research is formal, value-free, and unbiased. There are two types of quantitative methodologies: experiment and survey. The process itself is deductive in nature, with a cause-and-effect approach to the research. The researcher generalizes, leading to predictions, explanations, and understandings. Accuracy, validity, and consistency (reliability) are critical in all research, including quantitative research. According to positivists, since pure quantitative methodologies are objective in nature, if any part of the research involves a subjective element, then any interpretation of the data must ultimately be subjective.

Population and Sampling Technique

The respondents are school heads and administrators.

Data Gathering Procedure

The questionnaire was administered personally to the respondents. The researcher developed a research questionnaire. The questionnaire was tested for validity using a one-sample t-test and for reliability using Cronbach's Alpha (.79).

Data Analysis

The study used the mean, standard deviation, one-sample t-test, ANOVA, and regression analysis. The data was processed using SPSS software v.28.

Limitations and Ethical Considerations

For ethical consideration, the data was processed as a group response and no specific respondent was identified. All responses were treated with utmost confidentiality.

RESULTS AND DISCUSSION

1 To what extent are the following implemented:

1.1 Executive Characteristics

- 1.1.1 Knowledge
- 1.1.2 Initiative and creativity
- 1.1.3 Human relations
- 1.1.4 Morality and ethics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error
EXKNOWLEDGE	37	3.7838	.97568	.16040
EXINITIATIVE	37	3.9459	.70498	.11590
EXHUMANRELATIONS	37	3.7297	.96173	.15811
EXMORALITY	37	3.9189	.89376	.14693

In the above One-Sample Statistics table, all the indicators of Executive Characteristics have all means greater than 3.50, that is, these were all implemented to a high extent. The computed standard deviations are all less than 1.00 which exhibits homogeneity in the responses, that is, the respondents are in one accord of their ratings in the indicators.

One-Sample Test

Test Value = 3.5						
	t	df	Sig. (2-tailed)	Mean Difference	95% Interval Difference Lower	Confidence of the Upper
EXKNOWLEDGE	1.769	36	.085	.28378	-.0415	.6091
EXINITIATIVE	3.848	36	.000	.44595	.2109	.6810
EXHUMANRELATIONS	1.453	36	.155	.22973	-.0909	.5504
EXMORALITY	2.851	36	.007	.41892	.1209	.7169

The one-Sample Test table above shows that EXINITIATIVE (sig=,000) and EXMORALITY (sig=.007) are highly significant at $\alpha=.01$. The rest of the indicators are not found to be significant to describe Executive Characteristics.

The indicators to describe Executive Characteristics are:

- 1 Initiative and creativity; and
- 2 Morality and ethics.

1.2 School Effectiveness

- 1.2.1 High academic achievement
- 1.2.2 Having a positive attitude
- 1.2.3 Adaptation to the environment, both internal and external.
- 1.2.4 Solving problems within the school

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error
SCHHIGH	37	3.9730	.68664	.11288
SCHHAVING	37	4.0000	.74536	.12254
SCHADAPTATION	37	4.2432	.68335	.11234
SCHSOLVING	37	3.6216	.82836	.13618

On School Effectiveness, the One-Sample Statistics table above, shows that all the indicators are implemented to high extents since all computed means are greater than 3.50. On the other hand, the computed standard deviations are all less than 1.00 which shows that the responses are homogenous, that is, the respondents are in congruent of their responses on the indicator's ratings.

One-Sample Test

Test Value = 3.5

	t	df	Sig. (2-tailed)	Mean Difference	95% Interval Difference Lower	Confidence of the Upper
SCHHIGH	4.190	36	.000	.47297	.2440	.7019
SCHHAVING	4.080	36	.000	.50000	.2515	.7485
SCHADAPTATION	6.616	36	.000	.74324	.5154	.9711
SCHSOLVING	.893	36	.378	.12162	-.1546	.3978

The means are tested for significance. Except for SCHSOLVING, all the indicators are implemented highly significantly (sig=.000).

The indicators implemented highly significantly of Executive Characteristics are:

- 1 High academic achievement
- 2 Having a positive attitude; and
- 3 Adaptation to the environment, both internal and external.

2 To what extent does National Education Act B.E. 2542 moderate:

- 2.1 Executive Characteristic
 - 2.1.1 Knowledge
 - 2.1.2 Initiative and creativity
 - 2.1.3 Human relations
 - 2.1.4 Morality and ethics

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EXKNOWLEDGE	Between Groups	.632	2	.316	.319	.729
	Within Groups	33.638	34	.989		
	Total	34.270	36			
EXINITIATIVE	Between Groups	1.982	2	.991	2.118	.136
	Within Groups	15.910	34	.468		
	Total	17.892	36			
EXHUMANRELATIONS	Between Groups	1.493	2	.746	.798	.459
	Within Groups	31.805	34	.935		
	Total	33.297	36			
EXMORALITY	Between Groups	.619	2	.309	.374	.691
	Within Groups	28.138	34	.828		
	Total	28.757	36			

From the above ANOVA Table, it provides the results as to what extent does National Education Act B.E. 2542 moderate Executive Characteristics, the computed sig>.05 shows that

no significant influence affect Executive Characteristics in terms of: Knowledge, Initiative and creativity, Human relations and Morality and ethics

- 2.2 School Effectiveness
- 2.2.1 High academic achievement
- 2.2.2 Having a positive attitude
- 2.2.3 Adaptation to the environment, both internal and external.
- 2.2.4 Solving problems within the school

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SCHIGH	Between Groups	.349	2	.175	.338	.715
	Within Groups	17.543	34	.516		
	Total	17.892	36			
SCPOSITIVE	Between Groups	1.149	2	.575	.859	.433
	Within Groups	22.743	34	.669		
	Total	23.892	36			
SCADAP	Between Groups	4.349	2	2.174	4.857	.014
	Within Groups	15.219	34	.448		
	Total	19.568	36			
SCPROBLEM	Between Groups	1.087	2	.544	.929	.405
	Within Groups	19.886	34	.585		
	Total	20.973	36			

The ANOVA table shown above shows the extent to which Executive Characteristics affect School Effectiveness. The table shows that SCADAP is affected significantly (sig=.014). Executive Characteristics affects significantly School effectiveness in terms of Adaptation to the environment, both internal and external. The following indicators have no significant influence to Executive Characteristics:

- 1 High academic achievement.
- 2 Having a positive attitude.
- 3 Solving problems within the school.

3 To what extent are the effects of effective characteristics to school effectiveness?

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.424 ^a	.180	.077		.65958

a. Predictors: (Constant), EXMORALITY, EXHUMANRELATIONS, EXINITIATIVE, EXKNOWLEDGE

The above Model Summary provides the percentage to which relevant variables are included in the equation (R-square = .180) or 18.0% of the included predictors, EXMORALITY, EXHUMANRELATIONS, EXINITIATIVE, EXKNOWLEDGE.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.052	4	.763	1.754	.163 ^b
	Residual	13.921	32	.435		
	Total	16.973	36			

a. Dependent Variable: SCHHIGH

b. Predictors: (Constant), EXMORALITY, EXHUMANRELATIONS, EXINITIATIVE, EXKNOWLEDGE

The F-test of significance of the regression equation is not significant (sig=.163)

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	5.483	.919		5.968	.000
	EXKNOWLEDGE	.015	.122	.022	.127	.900
	EXINITIATIVE	-.233	.158	-.239	-1.473	.150
	EXHUMANRELATIONS	-.245	.122	-.343	-2.004	.054
	EXMORALITY	.068	.125	.088	.541	.592

a. Dependent Variable: SCHHIGH

The F-test of significance of the regression equation is not significant. Correspondingly, the coefficients that reflect their effects on SCHHIGH are not significant.

CONCLUSIONS

Good governance as the key to organizational success. Governance refers to the framework schools use to define their rules and policies and then carry these processes out when leading the organization. There exists a variety of opinions on what constitutes good governance, and exact definitions will be organization-dependent in line with their guiding principles and long-term goals. However, anyone in a position of power must be held accountable through a pre-established system of checks and balances within the company to engage effectively and authentically with the principles of good governance.

Practicing good governance can help guide an organization to achieve success ethically, ensuring that they do not cut corners and instead follow best practices and legal norms. This naturally engenders good faith in said company's shareholders, enhancing everyone's legitimacy and prosperity.

Schools today face increasing scrutiny regarding their corporate practices, particularly regarding ESG (environmental, social and governance) issues. They are rightly held to high standards in these areas; following good governance can help them meet these expectations, including providing a rubric for dealing with tough calls.

Strong leadership makes up the foundation upon which good governance can flourish. This leadership includes hands-on, lead-by-example style direction from Boards and senior managers in the organization and necessitates company-wide agreement on a shared definition of good governance. To function successfully, everyone within the company must clearly understand what good governance entails and recognize the importance of strong governance principles in guiding the organization to future success.

But Boards can support their organizations to act based on testable propositions. This should be connected with sufficient monitoring to ensure that progress is reliably measured. Such an approach creates higher quality opportunities for learning - translating into informal and sometimes formal intellectual property, and ultimately better performance over time.”

1. **Participation.** Good governance is, at its heart, participatory. This means that it encourages participation from members across a variety of backgrounds and encompassing varying areas of expertise. Participation in good governance means that Boards are aware of their composition and that they place importance on being equitable and diverse, both in their makeup and in their hiring/outreach practices. Boards have a unique position to promote diversity in the organization, and diversity is equally as important to the health and success of a Board as it will be strengthened by a variety of viewpoints.
2. **Consensus-Oriented.** Board meetings thrive on discussions. As such, the Boardroom should function as a space conducive to lively debate. A passionate, participatory, informed debate can lead to the most insightful solutions as members work together to find common ground among various points of view. Good governance ensures that resolution is born from these discussions rather than discord. Consensus-oriented decision-making under good governance means that the Board considers the broad range of opinions presented before making its decision, including the needs of diverse groups and facets of the organization raised in regard to the question at hand. Boards should aim to land on a decision of broad consensus that will serve the best interests of the company and its community.
3. **Accountability.** Accountability is a key factor of good governance practice. Although Boards hold a position high-up in an organization, this does not mean that they are without checks and balances and can do whatever they wish; rather, they are held accountable to anyone affected by their decisions. This includes shareholders, stakeholders, vendors, employees and the larger public; their decisions will have a direct impact on the integrity of the company. Integrity, transparency in practices and the ability to abide by the law are all closely linked to company accountability – they drive and make visible accountability.
4. **Transparency.** Good governance means that an organization is transparent about its process and that it ensures its records are available to shareholders, stakeholders and any other relevant parties. This includes financial records, which companies should take care to report factually, as they could face legal headaches in the future if records are falsified. This also means that reports to shareholders and stakeholders should take care to explain findings and company news in easy-to-understand language, bearing in mind that not everyone listening may be involved in the governance space on a daily basis.
5. **Responsiveness.** Schools need to remain on their toes, handling matters that may arise promptly and effectively to avoid crises and scandals. Too often, companies become embroiled in sudden controversy and are unable to disentangle themselves, failing to exercise good governance that would necessitate a swift response and honest communication about the particular state of affairs with the entire governance team.
6. **Effectiveness and Efficiency.** Board directors lead by example for their entire company and as such, should aim to be the model of effective practice and efficiency. If the Board is struggling to act in a timely manner, the company will lose valuable time and struggle to maintain both momentum and adequate resources to meet its goals.
7. **Equity and Inclusiveness.** Inherently tied to participation, equity and inclusiveness are key components of a healthy Board. Each Board member should feel capable and supported, with an equal seat at the table and equal respect given to their

opinions. They should feel empowered to share their experiences, opinions and philosophies, particularly if these differ from their peers, as they can help enhance discussions and steer Boards in new directions.

8. Rule of Law. Boards should be sure to conduct themselves in an ethical and equitable manner both when collaborating outside their company and in external decision-making. Whether relying on advice from third parties and consultancy work or operating within the confines of their team, they should make sure that they act honestly and follow all applicable laws to avoid future headaches.

9. Strategic Vision. Perhaps the most motivating of all aspects of good governance, the strategic vision is ultimately the responsibility of the Board. However, in an ideal world, it will be shared among and championed by all members of the organization. To help realize this vision, the Board should plan strategically, define the company's mission and values and foster a conducive workplace environment. These steps will guide the company as it strives for its goals.

RECOMMENDATIONS

Good governance has emerged as a crucial concept in public administration, particularly as nations strive for sustainable development and effective service delivery. From the findings, the following are recommended:

1. Participation: Inclusive decision-making. Participation forms the cornerstone of good governance, ensuring that citizens have meaningful opportunities to influence decisions that affect their lives. This characteristic recognizes that governance is not merely the domain of school officials but requires active civic engagement.
2. Rule of law: Legal frameworks that are fair and enforced impartially. Rule of law ensures that governance operates within legal frameworks that protect human rights, provide justice, and are applied consistently without favoritism.
3. Transparency: Clear and open processes. Transparency ensures that information about government decisions, policies, and actions is available, accessible, and understandable to citizens. It creates the foundation for informed citizen participation and effective accountability.
4. Responsiveness: Serving all stakeholders in a timely manner. Responsiveness reflects the government's ability to identify and meet citizen needs within reasonable timeframes. It requires institutions to be attentive to public concerns and adaptive to changing circumstances.
5. Consensus-oriented: Mediating different interests for the best interest of the community. Good governance seeks to achieve broad consensus on policies and decisions by balancing diverse interests in society. This characteristic recognizes the pluralistic nature of communities and the need for inclusive decision-making.
6. Equity and inclusiveness: Ensuring all groups have opportunities. Equity ensures that all citizens, particularly the most vulnerable, have opportunities to improve their welfare and aren't excluded from mainstream society. This principle recognizes that formal equality may not address historical disadvantages or structural barriers.
7. Effectiveness and efficiency: Producing results while making best use of resources.

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