

A Model of Human Resource Management based on Kalyanamitta Principles of Educational Institute Affiliated to Secondary Educational Service Area Office

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ABSTRACT

This research aimed 1) to study the problems of human resource management of educational institutes affiliated to secondary educational service area office, 2) to develop a model of human resource management according to principles of Kalyanamitta of educational institutes affiliated to secondary educational service area office, and 3) to propose a model of human resource management according to Kalyanamitta principles of educational institutes affiliated to secondary educational service area office. This study approached mixed methods research including qualitative research and documentary research, which used to form a semi-structured interview for in-depth interview from the five key informants. The model was developed by focus group discussion by examining the model by distributing the questionnaires based on four aspects of standard assessment namely, 1) beneficial, 2) feasibility, 3) suitability, and 4) accuracy. The sample for this study consisted of 345 people. The statistical data was analyzed by mean, percentage and standard deviation. Results indicated that 1) the overall problems of human resource management affiliated to secondary educational service area office found that the condition of human resource management are as follows: (1) performance appraisal, (2) manpower planning, (3) personnel development, (4) personnel management to work, and (5) retaining personnel, respectively. 2) Development of human resource management model according to principles of Kalyanamitta of educational institutes affiliated to secondary educational service area office found that there were three components of the model, namely Part one, the leading part consisted of (1) principle, (2) objectives, (3) context of the institute. Part two, the model consisted of (1) human resource management process, (2) seven principles of Kalyanamitta, (3) guideline. Part three, application of model consisted of (1) preparation of operation, (2) operation, (3) performance evaluation. 3) Model of human resource management based on Kalyanamitta principles of educational institutes affiliated to secondary educational service area office. The overall result was at a high level, considering from high to low and found that the suitability, feasibility and accuracy was at the highest level, whereas in terms of beneficial aspect for implementation was at a high level.

Keywords

Human Resource Management, Kalyanamitta Principles, Educational Institute

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I. Introduction

In order to develop the nation to progress, the main factor is the development of people to become knowledgeable and capable of becoming a real human resource. Therefore, personnel management is a very important mission of organizational administration because of the important factors in personnel management which is the effect of the achievement of the organization more than any other factor, the principle of modern management of the organization gives more importance to the personnel management of the organization to be in line with the advancement of science and technology in today's society. However, if the management of personnel administration is inefficient, the development of each organization, including the economic and social development of the country, does not meet the objectives and goals set [1], and to develop quality people. This

is a very important issue, it must be a quality education to make the potential that exists in people to be fully developed inspire people to be known to think analyze as known to solve problems to be creative knowledge to seek and learn by yourself able to adapt to keep pace with the rapid changes. The essential elements to the sustainable development of the country is human resources consists of people who are complete in body, mind, intelligence, knowledge, morality, ethics, having a culture of living and supporting the country's development. Education is the development of human beings in 3 areas: behavior, can be developed with morality, mind can be developed through concentration and knowledge can be developed with wisdom which must be developed simultaneously, because these are 3 aspects of life that are inseparable from each other. Development in this way will develop harmoniously, resulting in a good complementary

system in accordance with the Buddhist ethics. It is a story that covers both mental and intellectual behavior as a whole life development [2].

National Economic and Social Development Plan [3] Issue No. 12 (2017 - 2011) Part 4 National Development Strategy 1: strengthening and developing human capital capabilities but when considering the quality of people, it still has a problem at different ages and affects one another throughout life. Since developmental disabilities in early childhood educational results of school-age children are relatively low. The development of knowledge and skills of workers does not match the job market. Families are highly diverse and fragile affecting the nursery for children to grow with quality along with the flow of foreign cultures entering Thailand through the digital age society affecting the values, crisis attitude, and behavior in life for the next stage of development. There must be an emphasis on laying the foundation of human development to be completed that starting from early childhood who need to develop to have good physical and mental health, to have brain skills, learning skills, and life skills in order to grow with quality along with the development of Thai people of all ages to be good people with good health ethical discipline, to have a good awareness of society as a whole has the skills, knowledge and the ability to adapt to the rapid change in life. On the basis of having a strong social institution, the whole family, educational institutions, community institutions, and the private sector to jointly develop high quality human capital. It is also an important social capital in driving the country's development [4].

Organizations today must compete for sustainable survival. High-level executives and human resource management became aware of this, taking a greater role in workforce planning in order to manage human resources effectively and efficiently, it is essential to have human resource planning as it is the first activity that human resource managers must perform by preparing human resources in line with the organization in the future. Resource planning is a system of rationality whose think critically about the goal of the resource. The scholars have presented a concept of the main characteristics of human resource planning. It (human resource planning) is the process of forecasting human resource needs of the organization in the future. For the best use

and development of human resources in terms of quantity and quality in accordance with the vision, organization mission, roles, and duties related to the implementation of human resources which covers from determining human resource needs began recruiting human resources until the human resources leave the organization. Therefore, the following processes are covered "Main activities in organizing human resources human resource planning, recruitment, selection, orientation, training and development, appointment check performance appraisal, compensation management, communication, and mentoring relationship between management with trade unions and controls". A critical area in the human resource management planning process, the main activities consist of 1) attracting quality labor force into work such as recruiting, selection and development, and maintenance, 2) developing quality work force such as orientation, training, development and planning occupation (job, profession, career), 3) the maintenance of quality work, such as managing employees to remain with the organization. Employee entry and exit advancement, performance, evaluation, compensation, and benefits labor relations management until dealing with employees when they leave the job, and 4) the use of heavy and quality work that is suitable for work in the organization such as migration for appropriateness [5].

Conditions and problems in personnel management in educational institutions under the Office of the education area analyzed the condition of personnel management in educational institutions suggestions on conditions and problems in the basic educational establishments were found that 1) the problem of determining the rates and recruiting, 2) recruiting, assigning personnel to work, 3) personnel development, 4) personnel retention frequent personnel transfers, and 5) performance evaluation and freeing personnel from performing work. This includes the administration that has a system of patronage and the management does not dare to decide the wrongdoing of the personnel [6].

From the background and importance of the problem, so the researcher is interested in researching human resource management models. According to Kalyanamitta principles of educational institutions under the Secondary Educational Service Area Office, the data

obtained from research was to develop the human resource management model according to the Kalyanamitta principle in basic education institutions. It can help people management work in secondary schools to be more successful.

II. Research Objectives

This research aimed 1) to study the problems of human resource management of educational institutes affiliated to secondary educational service area office, 2) to develop a model of human resource management according to principles of Kalyanamitta of educational institutes affiliated to secondary educational service area office, and 3) to propose a model of human resource management according to Kalyanamitta principles of educational institutes affiliated to secondary educational service area office.

III. Research Methods

Step 1: to study the problem of human management, there are 3 steps: 1) study documents on the condition of human resource management, source of information: books, articles, textbooks, research work, website, results: information on the problem of human management, 2) studied from the distribution of questionnaires on the condition of human management problems from a sample group of 400 teachers, the analysis of questionnaires, percentage and frequency distribution, mean, standard deviation, and 3) interviewed administrators and teachers about problems and obstacles in human resource management, totaling 5 people.

Step 2: to develop a human resource management model according to Kalyanamitta, there are 3 steps: 1) drafting a human management model according to the principle, and 2) develop a human resource management model. According to the principle of Kalyanamit, data source: 10 persons of academic qualifications, specifying criteria for selection, 3) examining by distributing questionnaires on 4 aspects of the validated standard, namely (1) usefulness, (2) reliability, (3) suitability, and (4) correctness of the personnel management model according to the principle.

Step 3: to propose a human resource management model according to the principles of

good friendliness by improving editing and presenting which has only 1 step.

IV. RESULTS

1. The study results of the problem of personnel management, the research results were found that overall, it was at a high level (Mean= 4.20, S.D. = 0.73) and when considered on a particular aspect The areas that administrators and teachers with the highest average were at the high level get the performance evaluation (Mean= 4.32, S.D. = 0.70) that the administrators and teachers. The highest average was the planning, power rate (Mean= 4.23, S.D. = 0.77). The highest average was personnel development (Mean= 4.23, S.D. = 0.68). With the highest average, namely personnel organization to work (Mean= 4.18, SD = 0.71) and the side with the lowest mean at the high level was personnel retention (Mean= 4.06, SD = 0.82) respectively as shown in Table 1.

Table 1 Showed the mean and standard deviation of the respondents about the 5 aspects of human resource management problems

	Studied variables	\bar{X}	S.D.	Rating
1.	Power rate planning	4.23	0.77	high
2.	Allocation of personnel to work	4.18	0.71	high
3.	Human resource development	4.23	068	high
4.	Maintenance of personnel	4.06	0.82	high
5.	Performance appraisal	4.32	0.70	high
Total		4.20	0.73	high

The results of analysis of the problematic personnel management of educational institutions under the Secondary Educational Service Area Office, the overall picture is at a high level. When considering each side, the areas that administrators and teachers with the highest average were at the high level performance appraisal aspects that administrators and teachers with the highest average, namely power rate planning aspects that administrators and teachers with the highest average, namely human resource development aspects that administrators and teachers with the highest average, i.e. personnel organization to work and the areas with the lowest average at the high level were personnel retention. The results are analyzed for each aspect as follows:

Manpower planning of educational institutions under the Secondary Education Service Area Office overall, at a high level (Mean = 4.23), when considered individually, it was found that at a high level, all of the above sort descending executives to organize meetings, training seminars for the development of personnel in the affiliation at a high level (Mean = 4.34), followed by the administrators to set regulations according to the ministerial regulations placed in the personnel management for the best benefits (Mean = 4.25) with the executives having good kings towards the faculty. teacher and the person in the study in a casual manner (Mean = 4.25). Next, the executives acted as a role model for their colleagues in planning personnel for the real benefit of the organization (Mean = 4.25). It is fair to all relevant sectors (Mean = 4.21). When personnel have problems, the management gives encouragement and assistance according to the opportunity (Mean = 4.19). The personnel management plan is planned for the best benefit of the organization (Mean = 4.18), and the management allows personnel to participate in the personnel management planning (Mean = 4.15).

The organization of personnel to work at educational institutions under the Secondary Education Service Area Office overall, it is in the capacity (Mean = 4.18) and when considering each item with the highest in the high level, namely executives follow the rules and lead personnel to perform the work as planned (Mean = 4.27). For the most benefit in educational institutions (Mean = 4.26). Next, the administrators encourage people to work with a friendly form based on opportunity (Mean = 4.23) management has a Kalyanamitta. In considering people to work in accordance with their responsibilities (Mean = 4.21). Next, executives act as a good role model in arranging personnel to work having responsibility and develop work in order to get the most benefit from personnel (Mean = 4.16), the management organizes personnel to work in which all sectors involved have considered persons to work as appropriate for the job that is responsible to the most (Mean = 4.16). Executives consider assigning personnel to work with fairness to the departments and related persons. Management encourages those who enter the work in an informal way (Mean = 4.15) and the management organizes personnel to work

appropriately between people and work (Mean = 4.07).

Personnel development of educational institutions under the Secondary Educational Service Area Office, the overall picture was at a high level (Mean= 4.24). When considering details of each item, it was found that at a high level, all of the above in descending order, the management organizes a meeting, training and seminar for the development of personnel in the subordinate (Mean= 4.34). Learning material innovation, teaching and using technology for teaching and learning to enhance knowledge and experience development (Mean = 4.31). Next, administrators regularly promote and support personnel to attend professional development training (Mean = 4.30). It is a good example for people in human resource development for the effective performance of personnel development (Mean = 4.24). The management has a process that is planned to allow personnel to be developed responsible work (Mean = 4.23), next, management allows everyone to participate in the overall human resource development plan (Mean = 4.07). Objectivity in all related departments (Mean = 4.16) and deserve human development and purity and justice (Mean = 4.14).

On the retention of personnel of educational institutions under the Secondary Education Service Area Office overall, it was at a high level (Mean = 4.06). At a high level, all of the above in descending order is Management considers the merits and welfare of personnel fairly across all relevant sectors (Mean = 4.99), (Mean = 4.93). Executives clearly define operational regulations and fix any unsafe that may arise from work both physically and mentally (Mean = 4.89). Next, the executives support and encourage personnel have been developed regularly and continuously, such as sending to training courses or further education (Mean = 4.19). Management acts as a good example to co-workers in considering their merits and welfare (Mean = 4.18). Of good personnel with fairness and transparency (Mean = 4.16) management to build morale and morale personnel in working happily with equal work (Mean= 4.09), and management arranged for personnel to study, visit or exchange, school personnel (Mean = 4.08).

Evaluation of the performance of educational institutions under the office of the Secondary Education Service Area overall, it was

at a high level (Mean = 4.32). When considering each item, it has the highest on average. Management organizes a meeting to clarify the criteria for the assessment to personnel before the general assessment (Mean = 4.64), followed by management seriously considering the results of the personnel performance appraisal according to the all-condition standard (Mean = 4.36). The management disseminated the relevant performance of personnel to be thoroughly practiced (Mean = 4.31). Next, the executives created morale and morale for personnel with defects in the assessment results = 4.30). Next, the management will use the results of the performance appraisal to improve the planning of education management in the following year (Mean = 4.29). The management allows personnel to participate in the management system evaluate comprehensive performance (Mean = 4.28). Management continually evaluates the performance of all personnel (Mean = 4.23). Management assesses personnel performance fairly and transparently (Mean = 4.16).

The presentation of the personnel management model according to the Kalyanamitta principle of the educational institutions under the Secondary Educational Service Area Office consisted of the introduction of the personnel management process and the implementation of the model as follows: Part 1, the leading part consists of 1) principle, 2) objectives, and 3) context of the educational institution. Part 2 consists of 1) personnel management process, 2) Kalyanamitta Principles 7, 3) practice guidelines. Part 3: The implementation of the model consists of 1) preparation for implementation, 2) implementation, 3) performance evaluation with details as follows:

Part 1: The leading part consists of 1) principle, 2) objectives, 3) context of the educational institution 1) create knowledge transfer channels to create a strong organization and development, 2) create an information system to create knowledge to personnel, 3) to achieve the management goals efficiently, 4) make personnel participate in planning, making decisions, participating in joint responsibilities so that activities and projects achieve objectives.

2. Objectives of personnel management 1) to provide correct and fast personnel management in accordance with good governance principles, 2) to promote personnel to have knowledge, ability,

responsibility, 3) to strengthen personnel to perform their work to their full potential by adhering to the discipline and ethics with professional standards, 4) to enable educational personnel to perform their work according to professional standards be honored, to have stability and professional advancement. This will affect the development of educational quality, and 5) to develop an efficient job search process.

3. Educational institution context, the composition of the school size and the personnel in the organization are hospitable. Beaming school environment that is beneficial for effective management and teaching 1) the school environment is clean, orderly, shady, beautiful, and has a safe and secure environment. 2) There are materials, equipment, technology, budgets to enhance development. 3) There is a variety of moral and ethical learning arrangements. 4) Personnel are free to perform their duties under the principles of good governance and law.

Part 2 consists of 1) personnel management process, 2) Kalyanamitta Principles 7, 3) practice guidelines.

A. Personnel Management Processes

Personnel management processes, namely 1) manpower planning, 2) personnel arrangement, 3) human development work, 4) personnel retention, 5) performance evaluation.

1. Strength planning 1) environmental assessment that is both internal and external factors is an assessment of both strengths, weaknesses, opportunities and threats (obstacles) (SWOT Analysis). 2) Consider goals and plans of the organization (goals and plans of organization). After analyzing the external environment, the organization will set goals, objectives, along with planning and planning, operating. 3) A strategy to have objectives (objective) which must be consistent with the vision, mission / mission most organizations tend to set objectives in terms of quantity rather than quality. 4) Strategy Implementation by converting strategies into action to be successful. The heart of the strategy is leadership, organizational structure design and working as a team, with a synergism of all parties, both operating departments. Advisory and support department. 5) Strategy evaluation, which consists of assessing 4 variables, namely, response to service satisfaction, organizational management, efficiency learning, and creating new innovations and financial instruments.

2. Allocation of personnel to work 1) study guidelines from the rules, regulations, laws and regulations in each subject to understand with accuracy and clarity, 2) operate cautiously, fast on the basis of true information and able to verify the source, 3) manage operations based on good governance principles and participation, 4) communicate coordinate with relevant departments.

3. Human resource development 1) human resource development has objectives to add thousands of new academic skills and technologies, 2) aiming to increase the knowledge, expertise and experience of the personnel in the organization, 3) training, performance evaluation and career progression system planning, 4) developing characteristics suitable for position responsible and efficient.

4. Maintenance of personnel, the maintenance of personnel is one of the performance of the management in bringing subordinates or members of the organization to work effectively, 1) support and encourage individual personnel has been developed regularly and continuously, such as sending to training courses, 2) arrange a meeting, training, seminar as a group in the school, 3) arrange a study visit or exchange of personnel within the school group, 4) encourage and support personnel to develop their teaching and learning by creating innovative tools, media and using technology for teaching and learning, study research in analytical classes and collect data for improvement and develop teaching and learning to progress.

5. Performance appraisal 1) evaluate for merit, 2) evaluate for promotion, there are criteria for assessing truthfulness and fairness, 3) evaluation for human resource development, potential, working behavior. Technology media or innovation ability, if found defects should accelerate the development of personnel according to the needs and necessities in the future, 4) evaluation to develop various aspects of the school such as self-responsibility project assessment assess student achievement evaluate special tasks for assignments.

B. Kalyanamitta Principles 7

1. A person with good personality (Piyo): manages people according to the principle of Kalyanamitta as follows:

1) Being a person with good personality, 2) motivating to work, 3) being a person who knows the happiness and suffering, 4) approaching the mind, feeling and being friendly, 5) inviting you to go in for consultation and inquire, 6) regular good behavior, 7) trustworthy, 8) able to consult on personal matters, 9) provide advice and solutions problem, and 10) be generous and love to help others.

2. Being respectful (teacher): personnel management in accordance with Kalyamitta principles, namely 1) full of virtue and evident goodness, 2) commitment to work achieving goals, 3) keeping the principles, 4) honest without bias, no bias, 5) behavior deserving of position, 6) appropriate for his duties, 7) be a trustworthy person, 8) a dependable or adviser.

3. Being a self-developer at all times (Pawaniyo): human resource management in accordance with Kalyanamitta principle, that is 1) having responsibility and developing work completely and correctly, 2) be a commendable role model for the community, 3) be a person Has intelligence, intelligence, 4) competence, real knowledge, real goodness, 5) has real virtue, 6) gives knowledge about work or the development of a good work system, has knowledge, 7) being a dependency, advises to solve problems, 8) be the center of faith, and 9) Be respected in society.

4. Being a wise person in using words to be effective (Watta): personnel management in accordance with the principles of skill, namely 1) having psychology, and speaking techniques to motivate to complete work on time, 2) being the way of speaking can be consistent with the situation, people, community, content to understand, see benefits and co-create benefits, 3) giving good teaching and teaching, and 4) being a way to speak, persuade, elevate the mind.

5. Listening to other opinions (Vajanakkhamo): personnel management in accordance with the principle of Kalyanamitta is 1) accepting other people's opinions to improve teaching and learning better, 2) acknowledging other people's opinions, 3) having patience to communicate effectively even if he did not like it. This is to make the job profitable, 4) working together for success and benefits overall, and 5) having good wishes, sincerely help each other.

6. Becoming a person who makes difficult things easy (khamphiranca khatamkatta): personnel management in accordance with the

principles of skill, namely 1) introducing new innovations used to develop the work to achieve the objectives, 2) to know the story of various matters that are difficult to be easy to understand, and 3) consulting on academic knowledge.

7. Being a person who does not lead to detriment (Nocat thaneniyoshye): personnel management in accordance with the principles of good faith, that is, 1) try to work in the duties honestly and is a correct role model, 2) do not lead as is in matters that are not matters that is not useful, not material, 3) to promote learning with each other, 4) help and advice and help to correct any things that may go wrong, and 5) persuade each other to do good or whites in doing good.

C. Practice Guidelines

1. Personnel planning according to the principle of Kalyanamit Respectful person (teacher); 1) behavior as a role model for co-workers, and 2) personnel planning according to competence, unselfishness. The side is the one who makes difficult things easy (khamphiranca khatamkatta) 1) study the power rate criteria. Personnel survey, data analysis, plan, and determine the position of duty, 2) test candidate's personality, intelligence, knowledge, experience (personality traits are confidence, shyness, aggression, violence, discouragement, decisiveness, agility, openness and patience). As a person who does not induce in a deteriorating way (Nojotthane niyoshye); 1) organizing a personnel management planning meeting, 2) compliance with ministerial regulations to personnel in performing their work planning duties.

2. To arrange personnel to work in accordance with the principles of Kalyanamitta are persons with good personality; 1) arrange a intelligence test, measure ability, test success, test career interest by the way of asking, interviewing, writing answers or trying to work, 2) arrange people to perform jobs that are suitable for the job, meet their knowledge and ability. Aptitude is in the best interest of the organization. The side is respectable and being friendly, encouragement and help support by occasion. The side is not inducing in a deterioration way; 1) improve the organizational structure, 2) increase operational efficiency, and 3) promote more compliance.

3. The personnel development of the Kalayanamitta core are respectable; 1) allowing opportunities for all sectors to participate in development plans, to provide efficiency for

personnel and organizations, 2) promote the performance of the ability and discipline, personality development 1. training for human resource development consisted of 1) orientation training, 2) on-the-job training, 3) laboratory training, 4) craftsman training, 5) internship, 6) special training (the agency organizes their own courses from time to time). The side is who knows how to speak and teach, 1) having a planning process, to promote research, 2) creating innovative tools, teaching materials and use of information technology, in the administration and operation of teaching and learning to develop knowledge and experience. As a listener to other opinions consisted of 1) to support the work of the personnel with initiative and benefit, 2) personnel considerations deserve to be developed with purity and fairness. It is difficult to make matters 1) plan and execute development projects for both the management and personnel to perform well; 1) analyze the needs of the organization, 2) assess the ability of the current management, 3) survey, 4) plan a project for each person, 5) define a development and training project, and 6) evaluate the project results.

4. Maintenance of personnel according to the principle of Kalyanamitta, as a self-developed person consisted of 1) provides opportunities for personnel to visit, attend training, and further education, 2) work with discipline no violations of orders, rules, and regulations, 3) encourage workers to dedicate intelligence and competence to the organization in times of crisis. As a listener of other opinions, 1) providing advice on work or personal matters, 2) allowing opportunities for all sectors to participate, consider merit and receive equal opportunities with fairness and transparency. The side is easy to do difficult things which are 1) provide fairness in awarding awards for the year, and 2) provide welfare and create a good working environment.

The side is not inducing in a deterioration way consisted of 1) promote personnel to get progress in their work, 2) workers are loyal to the organization, and 3) promote workers to take initiative.

5. Performance evaluation according to the Kalyanamitta principles are as follows: respectable person 1) regular meetings of personnel, 2) organize meetings to clarify criteria and assessment framework for personnel prior to assessment, 3) organize a systematic internal

performance assessment are consistent, fair, transparent in general. Personnel with self-development which are 1) analysis of the personnel environment (SWOT Analysis), 2) define the vision in accordance with the mission, 3) set the success standards of the human resource management system, 4) prepare the human resource management project plan, role, mission, strategies, and goals that lead to the specified vision, 5) establish measurable criteria for assessing standards and indicators of success, and 6) utilizing the results of performance assessments to improve, plan and accelerate the development of the organization. The side is not influenced in a way that deteriorates which are 1) appreciation of personnel who have achieved their jobs, to stimulate the work to progress, and 2) promote good morals in work, organize various activities.

Part 3 Implementation of the model consists of 1) preparation for implementation, 2) implementation, and 3) performance evaluation.

1. Operational preparation consisted of 1) determine the operating area and materials used (location), 2) determine the duties of the persons participating in the work (persons), 3) define the principles in accordance with the scope of human resource management (Dharma), and 4) set a budget for consumption (food).

2. Operations consisted of 1) policy-setting executives, 2) chief operating liability, and 3) operators are personnel in the organization.

3. Performance evaluation consisted of 1) evaluate before implementation of the model, 2) evaluate while operating the pattern, 3) evaluate after the application of the model. The researcher presented the research results of the personnel management model according to the Kalyanamitta principle of the educational institutions under the Secondary Educational Service Area Office. The model of personnel management in accordance with Kalyanamitta principles consisted of 1) 5 aspects of personnel management process, 2) Kalyanamitta principle 7, and 3) practice guidelines, and the details are as follows:

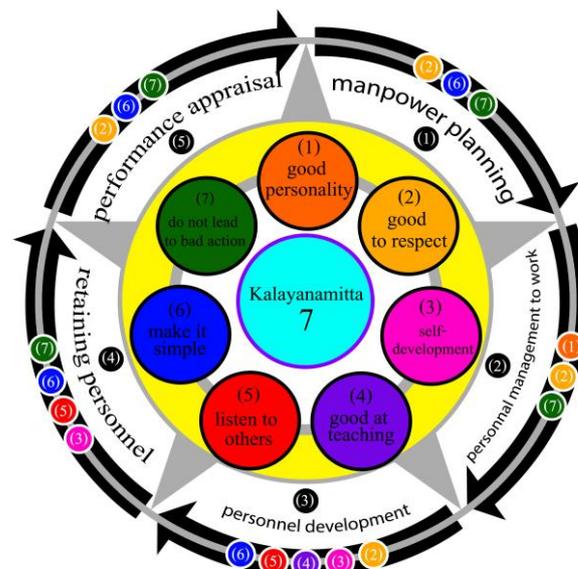


Fig. 1 Personnel management process according to Kalyanamitta principles of educational institutions under the Secondary Education Service Area Office

V. DISCUSSIONS

From general information of administrators and teachers in educational institutions under the Secondary Education Service Area Office, it was found that the sample group was women aged 41-50 years, had a bachelor's degree, had a teacher position, 6-10 years of experience, and a medium-sized school is a group that is interested in personnel management of educational institutions under the Office of the Secondary Educational Service Area.

From research domestic research related to personnel management according to Kalyanamitta principles of educational institutions under the Secondary Educational Service Area Office but there is a similar research work, which is Nirana Suttimetiko, having studied "Personnel management in secondary schools Bangkoknoi District Bangkok Educational Service Area Office, District 3 "for the year 2009. The sample group of the research was 61 administrators and 227 teachers. Personnel management condition, the overall is at a moderate level. When considered individually, it was found that recruitment personnel maintenance human resource development performance, appraisal, and consideration of personnel vacating from work. There is also a moderate level of practice except for the power rate planning, a high level of practice. The way to develop personnel management is to plan the appropriate manpower

for the position, provides opportunities for teachers to participate in recruiting, a wide variety of morale for personnel, a promotion of training, academic seminars, morals, ethics and practice. Performance is assessed according to the moral and operational system, and in determining the termination of the job, the rules for applying for education must be taken into account [7].

Sumonta Sathukanon has studied "Development of a personnel management model that has effectiveness of the Secondary Educational Service Area Office, the results of the research showed that the personnel management of the secondary education service area office in Bangkok as an overview and aspects have a low level of practice when considering each aspect, it was found that the area with the highest practice was manpower planning, followed by teacher and governmental personnel development. The area with the lowest practice was the performance appraisal of the education personnel [8].

Guidelines for effective human management development, there is related to the research of Phra Mahasamporn Woraputto (Woraput) has studied "Teacher Person Development of Ban Than Muang Teachers College, Vientiane Province Lao People's Democratic Republic. This research study aimed to study the performance of teacher personnel development and the results of teacher personal development in Ban Khen Teacher College, Mueang Thulkhom, Vientiane Province Republic Lao People's Democratic Republic. The population used in this research was 112 administrators, teachers, and 353 students who performed their duties and abilities and studied in the Ban Khru, college in a total of 465 people. The research instrument was a questionnaire with an approximate scale of 5 level, which data was analyzed by means of frequency, mean, standard deviation and compared the population of more than 2 groups with One-Way ANOVA. The results of the research showed that the teacher administrators had opinions on the performance of the teacher personnel development and the results of teacher personal development in college, the teachers of the house over the overall level are very high. When considering each aspect, it was found that the practice of personal development of teachers was practiced at a high level in order from the average to the lowest, namely the concept of personnel management policy and plan for human

resource development evaluation of teacher personal development. Teacher development method and the job with the least average value is teaching and learning work development. Students have opinions on the operation, the overall development of teachers in the college excess teachers. College was at the highest level when considering each task, it was found that the teacher personal development activities were performed at the highest level, respectively, namely evaluation of teacher personal development. Policies and plans for human resource development; concepts of personnel management; The least average means of personal, teacher and job development are teaching and learning work development. The results of personal development of teachers in teachers colleges overall is at a high level. The results of comparing opinions of administrators and teachers on the performance of teacher personal development classified by work experience found that the overall and individual aspects did not differ significantly at the .05 level [9]. The results of comparing students' opinions on the results of teacher personal development. The students studying in different years had opinions on the results of personal development, teachers found that the overall and individual aspects of the difference were statistically significant at the .05 level, related to a study of analysis of Kalayanadhamma for living in Buddhism scriptures. The results of the study showed that Kalyanadhamma means good deeds, works and is the practice of individual goodness (canons). The important characteristics are the observance of the precepts, 2) the mediating practice is the meditation of the mind and 3) the highest practice is the practice of Vipassana meditation to destroy all suffering piles.

Principles for the life of those who have the Dharma found that these principles consists of two important parts: 1) the principles of self-possession such as the Tri-Sikka Ariyasacca 4, Benjasila-Benjadhama and Sappurisadhama VII principle, which is the principle for the development of body, speech and mind of kalyanamittadhama on the person; Dhamma 7 which is the principle that makes good person take part in social development and related to Masmoli Jitwiriayatham has conducted research on "Virtue that promotes the fellowship of administrators in public higher education

institutions. The research results were found that Morality promotes the virtues of executives in public higher education institutions. It consists of the 1) divine, 2) Brahmavihara, 3) Sangkhahawutthu, 4) Pala 5, 5) Ariyawat, without prejudice 4, 6) Sapphurisadhamma, 7) Khantisorajja, including the principle of speaking and good teaching methods where each virtue can be an agent of all virtuous qualities, there is no virtue promoting only one of these qualities. All the virtues mentioned above hence, it needs to be accompanied by the perfect way [10].

CONCLUSION

Presentation of personnel management model according to Kalyanamit principles of educational institutions under the Secondary Educational Service Area Office, the researcher examined the model by distributing questionnaires, revising and presenting the model from the examination of the personnel management model in accordance with the Kalayanamit principle of the educational institutions under the Secondary Education Service Area Office. Personnel management according to Kalyanamit principles of educational institutions under the Secondary Educational Service Area Office overall was at the highest level. The suitability side showed that personnel management according to Kalyanamit principles of educational institutions under the Secondary Educational Service Area Office is appropriate, can be followed by integrating Kalayanamit principles with human resource management.

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