The Transformational Leadership Model According to the Four Brahmavihara of Charity School Administrators of Buddhist Temples in Northeast Region 3

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Abstract

This research aims to: 1) study the current, desirable condition, and needs of the transformational leadership model based on the Four Brahmavihara of the charity school administrators of the Buddhist Temple in Northeastern Region 3, 2) develop a framework for the transformational leadership model based on the Four Brahmavihara of the charity school administrators of the Buddhist Temple in Northeastern Region 3 and, 3) evaluate the framework for the transformational leadership model based on the Four Brahmavihara of the charity school administrators of the Buddhist Temple in Northeastern Region 3. This research adopts a mixed-methods approach, dividing the study into three phases of implementation. The research findings indicate that: 1) The current state and desired conditions have average scores that are high and highest, respectively. The average score for the desired conditions is higher than the current state in all aspects and issues. Moreover, the essential needs for the transformational leadership model based on the Four Brahmavihara, ranked in order of urgency using the Modified Priority Need Index (PNI modified) technique, are as follows: individualized consideration based on the Four Brahmavihara, intellectual stimulation based on the Four Brahmavihara, inspirational motivation based on the Four Brahmavihara, and idealized influence based on the Four Brahmavihara respectively. 2) The framework for leadership transformation based on the Four Brahmavihara comprises the following components: the framework's name, objectives, principles and concepts, and the content of each component. These components encompass the principles, concepts, objectives, content, integration according to the Four Brahmavihara, and expected outcomes. 3) The results of the evaluation of the framework for leadership transformation based on the Four Brahmavihara indicate that it is highly suitable, feasible, and beneficial.

Keywords: model, leadership transformation, the Four Brahmavihara

1. Introduction

1.1 Introduce the Problem

Developing a nation requires the utilization of human resources with knowledge, experience, and skills. The tool for developing human resources is education, and the factors influencing educational development depend on school administrators and teachers. In Thailand, there are various organizations responsible for managing education, such as the Ministry of Education and the Teachers Council of Thailand (Kositpimanvach, 2017). The Buddhist temple-based charity school is a private school that is established with the following objectives: 1) to assist and support the community in the field of education and to promote the dissemination of Buddhist teachings to Thai youth, 2) to provide education for charity purposes without seeking profits, with a focus on serving underprivileged children and children with limited educational opportunities, and 3) to cultivate Thai youth to become individuals of moral integrity, ethical conduct, and academic excellence. The characteristics of the Buddhist temple school are as follows: 1) it is a private school owned by the temple, with the abbot serving as the authorized person responsible for obtaining the license, 2) the school administration is structured as a governing board, 3) education is provided free of charge, without any tuition fees. The government provides support for individual expenses. Currently, support for Buddhist temple schools includes: 1) providing individual expense support for students from Kindergarten 1 to

Grade 6, 2) providing support for school buildings and facilities by allocating annual budgets for construction and maintenance, 3) allowing civil servants to work in Buddhist temple schools as part of their regular duties, 4) providing financial support for quality improvement and teaching activities, such as educational equipment, 5) providing support to all licensed Buddhist temple schools at all levels, whether they are existing schools or newly established ones. Currently, leaders of new era organizations are facing a variety of challenges within an ever-changing landscape. These challenges may be unfamiliar to leaders, such as downsizing the workforce to reduce organizational expenses, introducing team-based work systems for decision-making, and initiating new activities to enhance the quality of the organization. In response to these new circumstances, leaders need to focus on adapting their leadership qualities to facilitate participation in decision-making processes initiated by subordinates and provide greater autonomy in their work. This approach enables leaders to effectively respond to new situations and opportunities. (Anannawi, 2014). School administrators should possess leadership qualities because the leadership attributes of administrators are a significant factor that contributes to determining the survival and growth of educational institutions. In general, leadership qualities are important for educational institutions because they: 1) facilitate the utilization of the knowledge and abilities possessed by administrators, 2) help in resolving various conflicts within the educational institution, 3) inspire and motivate staff members to contribute their knowledge and abilities to the institution and 4) serve as a foundation for personnel to cope with challenging situations (Wattananukul, 2017). Leaders must be intelligent in understanding people and have a positive worldview. They should possess professional competence and exhibit effective planning in order to serve as a model for the organization. Positive leaders use rewards as a stimulus, while negative leaders' resort to punishment. People-oriented leaders consider the needs of their personnel, engage in strategic planning, and have a clear vision to establish an efficient system. They possess a strong sense of purpose and strive to accomplish the group's mission (Phansawang, 2019). The challenge faced by Buddhist temple charity school institutions is that the temple itself acts as the primary investor. Therefore, it is necessary to exercise caution in the ongoing development of the educational institution to ensure its financial stability, sustainability, and popularity among parents. With an increasing number of students enrolling each year, school administrators should possess transformative leadership qualities, a vision that encompasses self-integrity, stability, and prosperity. These qualities will enable them to navigate changes and external/internal influences successfully. Furthermore, fostering a culture of appropriateness, and instilling values, beliefs, and intergenerational understanding are crucial aspects of sustaining the temple school's mission and passing it on from one generation to the next.

Administrators of Buddhist temple school institutions are not merely respected and cooperative leaders who can guide the school towards its desired goals, but they also possess qualities and behaviors that exemplify effective leadership. It is not enough for them to have leadership qualities and be able to perform their duties. They must actively work towards the success of the school by developing their abilities, skills, and processes used in leading the institution. They should possess transformative leadership qualities, which allow them to improve the school, generate momentum for change from the existing state, and ensure that staff members are aware of their values and feel respected, admired, and proud. These administrators should also address issues and make rational decisions systematically, aiming to develop a higher quality of personnel for the maximum benefit of the school.

1.2 The Objectives of the Study

1.2.1 To study the current, desirable condition, and needs of the transformational leadership model based on the Four Brahmavihara in the charity school administrators of the Buddhist Temple in Northeastern Region 3.

1.2.2 To develop a framework for the transformational leadership model based on the Four Brahmavihara in the charity school administrators of the Buddhist Temple in Northeastern Region 3

1.2.3 To evaluate the framework for the transformational leadership model based on the Four Brahmavihara in the charity school administrators of the Buddhist Temple in Northeastern Region 3.

1.3 The Literature Review

In this study, the researchers began by exploring the literature related to Transformational Leadership, and The Four Brahmavihara, which consisted of the following:

Transformational leadership is based on leaders shifting the values, beliefs, and needs of their followers in three important ways: (a) increasing followers' awareness of the importance of their tasks and the importance of performing them well; (b) making followers aware of their needs for personal growth , development, and accomplishment; and (c) inspiring followers to transcend their own self-interests for the good of the organization (Bass & Riggio, 2006). Transformational leadership has four dimensions: idealized influence, inspirational motivation, intellectual stimulation,

and individualized consideration. These four dimensions are often called "the Four I's" (Bass, 2010).

The Four Brahmavihara has four principles, or the four states are mettā (loving kindness), karunā (compassion), muditā, (sympathetic joy or empathy) and upekkhā (equanimity). (Prayoon Dhammacitto,1989; Nampikul, Janthra, & Saikham, 2022; kittimethi (Khongyuen), Woramethisrisakul, & Saengsai, 2020; The Venerable Mahāsi Sayādaw of Burma, 2018). In Buddhism, there are four states of mind called the "Brahmavihara" or "four divine states of dwelling." Buddha taught these values to monks. The four divine states are also known as the "Four Immeasurables" or the "Four Perfect Virtues." In many Buddhist traditions the four states are cultivated through meditation. They are also interrelated and support one another.

2. Method

This research employs a mixed methods approach, specifically an exploratory sequential design, which consists of three phases (Creswell, 2015, as cited in Kangpheng et al., 2022).

2.1 Concepts and Phases

Phase 1 of the study involved examining the current state, perceived needs, and necessary requirements of change leadership based on the Four Brahmavihara Leadership Model. Quantitative data were collected through questionnaires administered to a sample group of 244 individuals, including 18 school administrators and 226 teachers. The data were analyzed using basic statistics and the Modified Priority Need Index (PNI modified) technique. Additionally, qualitative data were gathered through semi-structured interviews with a selected group of 5 qualified individuals.

Phase 2 of the study a framework for change leadership based on the Four Brahmavihara Leadership Model (Draft 1) was developed through group discussions. A targeted selection of 9 qualified individuals participated in these discussions. The data collected from these discussions were analyzed using content analysis techniques. The suggestions and recommendations derived from the group discussions were utilized to refine and enhance the framework for change leadership based on the Four Brahmavihara Leadership Model. This iterative process resulted in the development of a revised framework for change leadership based on the Four Brahmavihara Leadership Model (Draft 2).

Phase 3 of the study the developed framework for change leadership based on the Four Brahmavihara e Leadership Model (Draft 2) was evaluated for its suitability, benefits, and feasibility. The evaluation results were used to further refine and improve the framework, resulting in the final version, the complete framework for change leadership based on the Four Brahmavihara Leadership Model. A guidebook was then created to provide instructions on how to effectively utilize this framework for change leadership based on the Four Brahmavihara e Leadership Model. This guidebook is intended for the school administrators of the Buddhist charitable school in Area 3 of the northeastern region of Thailand and will serve as a resource for their future implementation of the framework.

2.2 The Research Instruments

2.2.1 Questionnaire and Evaluation Form

The Content Validity was examined by Using the Method of Rovinelli and Hambleton in Which Five Qualified Experts in the Fields of Education Conducted the Examination The results of the data analysis indicated that the questions had shown an Item-Objective Congruence (IOC) score of higher than 0.50 for all questions. This demonstrated that the questions in the questionnaire and evaluation form, which were used in this research, could be used for measuring purposes (Chaichanawirote & Vantum, 2017). And analyze the Alpha Coefficient of Reliability Using Cronbach's Method, the questionnaire and evaluation form were piloted in another School with 30 Participants The results showed that the alpha coefficient of reliability had been 0.95, and 0.92 respectively. When compared to the criterion of a reliability coefficient greater than or equal to 0.70, the obtained values had been higher. This indicated that the items had demonstrated a relatively high internal consistency.

2.2.2 Interview and Focus Group Discussion Form

The Content Validity was examined by Using the Method of Rovinelli and Hambleton from Five Qualified Experts in the Fields of Education Conducted. The results of the data analysis indicated had shown an IOC score of higher than 0.50, interview and focus group discussion form, which were used in this research, could be used for collecting data (Chaichanawirote & Vantum, 2017).

2.3 Data Analysis

The data analysis employed frequency, percentage, mean, standard deviation statistics, Modified Priority Need Index (PNI modified) technique, and content analysis.

3. Results

The research on the Transformational Leadership Model based on The Four Brahmavihara in the Charity School Administrators of the Buddhist Temple in Northeastern Region 3 yielded the following findings:

3.1 The Results of Current, Desirable Condition, and Needs

It was found that the overall level of leadership change readiness behavior according to the Four Brahmavihara Leadership Model among school administrators was high (mean = 3.79). The highest average score was observed in the dimension of idealized influence behavior based on the Four Brahmavihara Model (mean = 3.85). Furthermore, the following dimensions were ranked as follows: inspirational motivation based on the Four Brahmavihara Leadership Model (mean = 3.83), intellectual stimulation according to the Four Brahmavihara Leadership Model (mean = 3.75), and individualized consideration based on the Four Brahmavihara Leadership Model (mean = 3.72). As for the desired state, it was found that the overall level of behavioral traits related to the Four Brahmavihara Leadership Model was at the highest level (mean = 4.53). The dimension with the highest average score was individualized consideration based on the Four Brahmavihara (mean = 4.55). The following by intellectual stimulation based on the Four Brahmavihara (mean = 4.54), inspirational motivation based on the Four Brahmavihara (mean = 4.53), and idealized influence based on the Four Brahmavihara (mean = 4.51) respectively. These rankings were determined by prioritizing urgent needs based on the Modified Priority Need Index (PNI modified). Thus, the order of prioritized needs is individualized consideration based on the Four Brahmavihara (PNI modified = 0.221), intellectual stimulation based on the Four Brahmavihara (PNI modified = 0.201), Inspirational motivation based on the Four Brahmavihara (PNI modified = 0.183), and idealized influence based on the Four Brahmavihara (PNI modified = 0.178) (See Table 1.).

Table 1. The Results of Current, Desirable Condition, and Needs

Dimensions	Current			Desirable			PNI modified	No.
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level		
1. Individualized consideration based on the Four Brahmavihara	3.72	0.53	high	4.55	0.44	highest	0.221	1
2. Intellectual stimulation based on the Four Brahmavihara	3.75	0.50	high	4.51	0.44	highest	0.201	2
3. Inspirational motivation based on the Four Brahmavihara	3.83	0.51	high	4.53	0.46	highest	0.183	3
4. Idealized influence based on the Four Brahmavihara	3.85	0.50	high	4.54	0.43	highest	0.178	4
Totals	3.79	0.42	high	4.53	0.41	highest	0.195	

3.2 The Results of Model Development

The results of developing the Four Brahmavihara Leadership Model revealed that there are important components, including the model's name, objectives, principles, and concepts, as well as the content of each component. These components include principles, concepts, objectives, content, integration according to the Four Brahmavihara Leadership Model, and the expected outcomes. The Transformational Leadership Model based on The Four Brahmavihara of the Charity School Administrators of the Buddhist Temple in Northeastern Region 3 has provided new knowledge (See Figure 1). The objectives of this model are: 1) to serve as a guideline for implementing the transformational leadership model based on the Four Brahmavihara of the Charity School Administrators of the Buddhist Temple in Northeastern Region 3, and 2) to apply the components of this model as a framework for implementing the transformational leadership model based on the Four Brahmavihara of the Charity School Administrators of the Buddhist Temple in Northeastern Region 3. The principles and concepts of this model aim to integrate modern management practices, content, or disciplines of management with contemporary technology and adapt the Four Brahmavihara into the administration of the Charity School Administrators of the Buddhist Temple in Northeastern Region 3. This is to enhance the knowledge and abilities of administrators in managing organizations,

enabling them to analyze situations and lead towards change in the present era. The model incorporates the four components of the transformational leadership model, which are: 1) individualized consideration, 2) intellectual stimulation, 3) inspirational motivation, and 4) idealized influence. The researcher has presented the content of each component based on the studied principles, including the title, principles, objectives, content, implementation, and expected outcomes of each component.
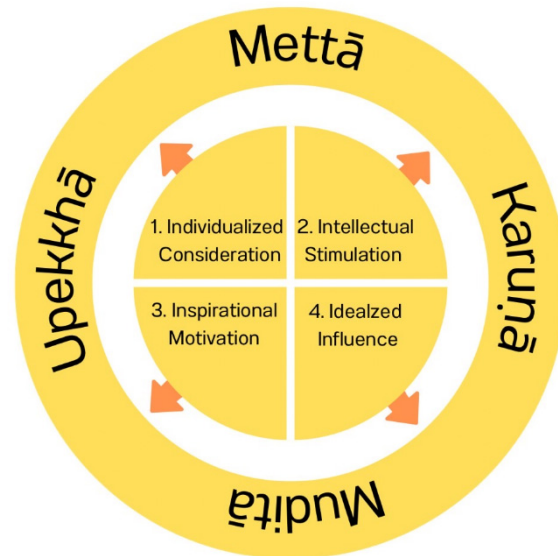
Figure 1. The Transformational Leadership Model Based on the Four Brahmavihara of the Charity School Administrators of the Buddhist Temple in Northeastern Region 3

3.3 The Results of Model Evaluation

The results of the evaluation of the framework for leadership transformation based on the Four Brahmavihara indicate that it is highly suitable, feasible, and beneficial. Show that the Four Brahmavihara Leadership Model revealed that it is highly appropriate, feasible, and beneficial.

4. Discussion

The Transformational Leadership Model based on The Four Brahmavihara of the Charity School Administrators of the Buddhist Temple in Northeastern Region 3 revealed that it is highly appropriate, feasible, and beneficial. Because there is a systematic model development process from studying documents and related research, interviews, focus group discussions, and model evaluation. In addition, there is an integration of Buddhist principles with the leaders, thus making the model consistent with the context of the Buddhist Temple. There are important issues to be discussed in support of the research results as follows:

4.1 Individualized Consideration Based on the Four Brahmavihara

Transformational leadership emphasizes the consideration of individuality based on the Four Brahmavihara Leadership Model. It involves leaders providing opportunities for subordinates to fully demonstrate their abilities, encouraging them to be bold and proactive in developing the organization. The goal is to foster subordinates' knowledge and skills, while leaders show respect for the rights and personal autonomy of their subordinates. They maintain good intentions towards their subordinates and appropriately delegate various powers to them based on their abilities. The model promotes systematic work among subordinates, where leaders refrain from being envious or resentful. Regardless of their status, leaders provide beneficial guidance to subordinates, helping them progress in their work and personal development. They willingly assist without expecting anything in return and express genuine admiration and satisfaction when subordinates successfully carry out their tasks. According to Thongin (2011); Thammanuchit (2015), it is stated that the behavior of change leaders is characterized by a strong role that allows

subordinates to perceive. When subordinates perceive such behavior of change leaders, there is a tendency to imitate those behaviors. Normally, change leaders adhere to ethical and moral standards, to the extent that their behaviors are accepted as right and commendable. Consequently, change leaders are deeply respected by subordinates and are highly trusted. Change leaders are able to fulfill their role by providing vision and fostering an understanding of organizational objectives to subordinates.

4.2 Intellectual Stimulation Based on the Four Brahmavihara

In terms of stimulating intellectual capacity based on the principles of the Four Brahmavihara, administrators are able to control their own emotions and mental states, avoiding anger, confusion, and impatience, in order to effectively address specific situations. Administrators train subordinates to work systematically and have the courage to make decisions based on reasoning, maintaining a balanced position without bias. Administrators stimulate subordinates to be aware of various problems that arise in the educational setting and help distribute the workload evenly. Administrators assist subordinates in perceiving problems from a broad and comprehensive perspective and offer new approaches or methods for subordinates to implement in their work with good intentions. With beautiful moral qualities, administrators stimulate subordinates to find inspiration and achieve growth in their roles. In line with Nakdontri (2017); Thongin (2011); Thammannuchit (2015), a leader's ability to stimulate followers' awareness of various problems occurring within the organization fosters their desire to seek new approaches for addressing those issues. This, in turn, leads to the generation of new and innovative solutions. Effective leaders approach problem-solving in a systematic manner, displaying creative thinking and reframing techniques. They challenge traditional frameworks and approaches when encountering old situations, employing new methods of problem analysis and situational responses. Moreover, they motivate and support the generation of new ideas in the consideration and pursuit of goals. This exemplifies the characteristics of transformative leadership in the context of change.

4.3 Inspirational Motivation Based on the Four Brahmavihara

In terms of inspiring motivation based on the principles of the Four Brahmavihara, leaders aim to create enthusiasm and encouragement for their subordinates to continuously perform their duties. They avoid resentment and jealousy, and their behavior allows subordinates to perceive their unwavering commitment to work. Leaders willingly make sacrifices and provide assistance to the best of their abilities. They involve subordinates in developing a shared vision for their work and possess the qualities of effective leadership. They demonstrate a positive mindset and approach work with a positive perspective, providing support and assistance to subordinates to alleviate their distress. Leaders foster collaboration and encourage subordinates to contribute their opinions and abilities, while also providing encouragement when facing work-related challenges. They offer guidance and assistance in problem-solving when issues arise during work execution. Aligning with Thanthi (2012); Thammanuchit (2015); Prasertdee (2015), emphasized that leaders should behave in a way that inspires and motivates their colleagues by creating a sense of inspiration and providing meaning and challenges in their work. Leaders should stimulate the team's spirit, allowing it to come alive and manifest as enthusiasm. This can be achieved by fostering a positive mindset and promoting positive thinking. Leaders help their colleagues develop their self-confidence and strive towards long-term goals. It is often found that the creation of inspiration occurs through recognizing the individual's worth and making colleagues feel valued. The model of leadership is subject to change and adaptation.

4.4 Idealized Influence Based on the Four Brahmavihara

In terms of having a profound influence according to the Four Brahmavihara, administrators can conduct themselves in a way that instills a sense of joy and willingness in their subordinates to work together with empathy. Administrators are individuals who recognize their own worth as well as that of others, maintaining a composed and tranquil demeanor. They possess equanimity and a compassionate attitude towards their subordinates. Administrators carry out their duties transparently and are trusted by their subordinates, acting as a neutral intermediary. They also position themselves as mediators. Administrators work diligently and selflessly for the betterment of the educational institution, inspirational motivation and motivation for their subordinates to follow. They demonstrate moral and ethical conduct in their work, refraining from using their authority for personal gain and avoiding feelings of joy or sorrow when others face adversity. In line with Thanthi (2012); Thammannuchit (2015); Nakdontri (2017), leaders serving as role models or models for their subordinates receive admiration, respect, and trust, and instill a sense of pride in their subordinates when they work together. Subordinates strive to behave and emulate their leaders. The actions that leaders must take to achieve these qualities are to have a vision and effectively communicate it to their subordinates. Leaders must maintain consistency and be able to control their emotions in various situations rather than being driven solely by emotions.

5. Suggestions

5.1 Policy Suggestions

Administrators must allow subordinates to demonstrate their full abilities and have the courage to express themselves. They should develop the organization to be prosperous and recognized, positive attitude towards subordinates, respect their personal lives, and not infringe upon the personal rights of others, neutral both during and outside working hours, mechanism in place to ensure successful outcomes while considering the individuality, propose new approaches or methods for subordinates to work with good intentions and a pleasing demeanor towards them, and inspire subordinates to be motivated in their work and have the abilities necessary to prosper in their roles.

5.2 Suggestions from the Research Findings

Administrators should propose new approaches or methods for subordinates to work with good intentions and a pleasing demeanor towards them, motivate subordinates to be aware of the various issues that arise in the educational institution and evenly distribute the workload, plan operations systematically, with established procedures to ensure efficiency, solve problems in the educational institution for the benefit of the organization, plan and control subordinates' work and ensure effective performance, continuously provide inspiration and encouragement to subordinates, without resentment or envy, conduct themselves in a manner that shows subordinates their unwavering dedication, self-sacrifice, and willingness to provide assistance, and involve subordinates in creating a vision for their work and possess leadership qualities with a good demeanor.

5.3 Suggestions for Future Research

There are various recommendations and unresolved issues that require further investigation. The researcher proposes the following areas of study: The study should focus on the sustainable development of educational institutions with mechanisms to drive administrators in accordance with the Four Brahmavihara, and study should explore the unique leadership qualities required to lead innovative initiatives by administrators of the charity school of the Buddhist Temple in Northeastern Region 3.

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