Dialogue for Proposing Guideline for Development of Social Responsibility in Terms of Morality, Integrity and Professional Code of Ethics of School Administrators in Thailand

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Abstract

The image of schools in Thailand is influenced by their administrators' role on social responsibility in terms of morality, integrity and professional code of ethics. An important mechanism for educational reform in line with government's goals is to instill those administrators with behaviors in ensuring good-governance-based school administration. This qualitative research employs in-depth interview as the research tool, while the data are analyzed using content analysis technique. Moreover, the data are collected from 10 key informants, who are selected by means of purposive sampling. They are divided into 2 groups: 1) 2 officials of the Secretariat Office of the Teachers Council of Thailand holding position of director or higher; and 2) 4 educational administrators and 4 school administrators. The aims to propose two issues: 1) To study and develop morality, integrity and professional code of ethics of school administrators in Thailand; and 2) To propose directions for development of social responsibility components in terms of morality, integrity and professional code of ethics of school administrators in Thailand. This enhances also teachers and students' adherence to morality, integrity and social responsibility. Components of social responsibility in terms of morality, integrity and professional code of ethics of school administrators should be integrated by Thai Agencies responsible for school administrator development into benchmark of school administrator appointment, school administrator development or promotion of acceptance among schools' clients, communities and stakeholders. The application of Corporate Social Responsibility (CSR) to main policy of school administration is the significant mission to be concretely executed because it creates framework of schools' direct and indirect responsibility towards stakeholders' lifestyle and relevant environmental settings. The development of school administrators' social responsibility in terms of morality, integrity and professional code of ethics will generate a body of knowledge that leads to action. Indeed, 4 components of social responsibility are: 'Advantage Focus', 'Individual Factor', 'Virtue Ethics' and 'Just Professional'. All these promote school administrators' morality, integrity and ability to efficiently work under framework of professional code of ethics. They will eventually become good role model for their colleagues, subordinates and related persons. This agrees with current instructional approach that focuses on solutions to problem owing to the lack of morality and integrity development. School administrators play an important role in reflecting their true social responsibility.

Keywords: Moral and Ethics, Integrity, Professional Code of Ethics, Social Responsibility, School Administrators

Introduction

School administrators' lack of morality, integrity and professional code of ethics is now a critical problem as evidenced by higher number and severity of misconducts. It may partially be attributable to changes of Thai society as a result of embracing of Western culture, rapid technological breakthroughs, economic problems and society's adherence to power and wealth (Strike, Haller, & Soltis, 2005, p. 16). This leads to misconducts, corruptions, conflicts of interest and diminished important role when being unable to perform duties. It also deteriorates morality and integrity so schools need to enhance the awareness of such matters among school administrators who are expected by society that they must possess the academic and moral quality. (Bandura, 2001, pp. 1-26). By virtue of the Government Teacher and Education Personnel Act, B.E. 2547 (2004) and Amendments (No. 2) B.E. 2551 (2008) and (No. 3) B.E. 2553 (2010), Section 79, "the superintendent

shall prepare himself as role model of his subordinates and shall have the duty to develop his subordinates to have suitable knowledge, skill, attitude, merit, morality, integrity and professional code of ethics in the performance of public service effectively and efficiently". Besides, for Section 80, "the development program shall be provided for government teacher and education personnel before appointing them to some positions or academic standings in order to strengthen their suitable knowledge, skill, attitude, morality, integrity and professional code of ethics in the performance of official service effectively and efficiently and progress of public service" (OTEPC, 2019).

According to National Education Plan B.E. 2560-2579 (2017-2036), most Thais have problems concerning morality, integrity and unawareness of the importance of discipline, honesty and public mind in steering National Education Plan. The promotion of school administrators' morality, integrity and academic and managerial abilities according to position standards, good-governance-based administration and public mind or social responsibility should be focused (Ministry of Education, 2017) to enable learners to enjoy happy post-graduation life in society. Regarding strategies of Ministry of Education (2017), school administrators play an important role of social responsibility in enhancing morality, integrity, citizenship and global citizenship. The sufficiency economy philosophy is concretely applied to educational system and teacher professional development in the expectation that teachers adhere to professional code of ethics and professional standards (Government Gazette, 2013).

Social responsibility role of schools in Thailand influences their image without depending on advertisement because social responsibility activity or project is a tool for communicating and promoting acceptance of target groups, communities and stakeholders. Hence, there is the main policy in which corporate social responsibility (CSR) is applied to school administration within the framework of schools' direct and indirect responsibilities towards stakeholders' lifestyle and related environmental settings. It is an important duty to be concretely performed (Ministry of Education, 2020, pp. 1-3) for the benefit and sustainable development of relevant people in all school-related sectors in Thailand. The Ministry of Education, as a main unit responsible for all levels of education for youth, should supports CSR concept in Thai school context. For example, the action plan may be introduced for suitable development of morality and awareness of Thainess. Young people are nurtured into quality citizens and manpower for future development of Thailand (Roekkhao, 2015; Chankai, 2014; Sornsuwan, 2013). The schools' instruction for promoting CSR is a new issue so school administrators must understand relevant principles and methods for raising the awareness of importance of social responsibility activities. This will create the new culture in which schools have sustainable quality and standards with the creative increase of efficiency of administration by school administrators leading to development of school administrators' morality and integrity (Stefkovich, 2013, p. 97).

In developing social responsibility components in terms of morality, integrity and professional code of ethics, it concerns many integrated sub-variables to reflect attributes of social responsibility. Some of them are acquired through interviews with experts, while possibility of implementation is verified to determine weight of importance of sub-variables for continuous, directional and systematic development of administrators. This will help them become qualified people and respond to the needs of schools and all stakeholders. The development of school administrators' social responsibility in terms of morality, integrity and professional code of ethics will generate the body of knowledge that can be translated into practice. The author will develop all sub-variables according to the developed model. Interviews of school administrators and other stakeholders are a key for

analyzing factor loading of which validity and theoretical consistency with empirical data are verified. Due to the said importance, the authors are interested in making interviews of school administrators to pave the way to development of morality, integrity and professional code of ethics of school administrators in Thailand. This is to reflect findings, which is the body of knowledge and innovation that direct school administrator development and development plan and school strategy formulation in response to goals of society and country.

Research Purposes

This article is a part of research titled "development of social responsibility components in terms of morality, integrity and professional code of ethics of school administrators in Thailand" and aims to propose two issues:

1. To study and develop morality, integrity and professional code of ethics of school administrators in Thailand

2. To propose directions for development of social responsibility components in terms of morality, integrity and professional code of ethics of school administrators in Thailand

Research Methodology

The qualitative research design involves exploration of documents, textbooks, concepts, theories, relevant research papers and in-depth interviews as the research tool, while the data are analyzed using content analysis technique. Purposive sampling technique and participant observation are used in collecting data from 10 key informants: 1) 2 officials of the Secretariat Office of the Teachers Council of Thailand holding position of director or higher; and 2) 4 educational administrators and 4 school administrators. The recruitment criteria are that those educational administrators and school administrators are awarded by the Secondary School Administrator Association of Thailand (S.A.A.T) for the best performance in 2018.

Conceptual Framework, According to concepts of Gerald F. Cavanagh, Dennis J. Moderg and Manuel Velasquez as The real test of ethics occurs when individuals encounter a situation that challenges their personal values and standards. Often ambiguous and unexpected, these ethical challenges are inevitable. Everyone has to be prepared to deal. (Schermerhorn, 2011, pp. 55-56), 4 components to be studied are as follows: 1) Variables of components of 'Advantage Focus'; 2) Variables of components of 'Individual Factors'; 3) Variables of components of 'Virtue Ethics'; and 4) Variables of components of 'Just Professional'.

Results

Part 1: Results of Qualitative Research for Development of Components of Social Responsibility in Terms of Morality, Integrity and Professional Code of Ethics of School Administrators in Thailand

Corporate social responsibility (CSR) or corporate governance refers to activities carried within and outside organization by considering social impacts at organizational, close and remote levels. Resources of organization or from outside are utilized to realize happy and normal co-living in society (Brown & Cloke, 2009; Carroll & Buchholtz, 2006). There are 3 dimensions as follows: 1) Dimensions of philosophy or social response patterns: proactive, adaptive, preventive and defensive operations; 2) Dimensions of social or stakeholder issues: shareholders and communities; and 3) Dimensions of social responsibility components: (1) economic responsibilities; (2) legal responsibilities; (3) ethical responsibilities; and (4) philanthropy/discretionary responsibilities, Crane, Matten, & Spence (2008, pp. 29-35) say that 4 social responsibility components

considered by organizations are: 1) economic responsibilities; 2) legal responsibilities; 3) ethical responsibilities; and 4) discretionary responsibilities. Public sector must give importance to school administrators' behavioral changes of social responsibility in terms of morality, integrity and professional code of ethics because they are change agent who encourages teachers to adhere to morality, integrity and professional code of ethics. This will improve the development of students' and youth's future, especially behavior in monitoring knowledge of global changes and dedication for better living condition of themselves and their families. They will engage in building society and working collaboratively with others (Channuhong, 2011). Summarizes concepts as Table 1

Table 1 Summarizes Concepts and Principles of Social Responsibility Components

Reference	Social Responsibility										
	Economic Aspect	Legal Aspect	Ethical Aspect	Humanitarian Aspect	Social Aspect	Discretionary Aspect	Integrity	Philanthropy and Charity	Environment	Public Good	Voluntary Aspect
Bunbongkarn (2012)	✓	✓	✓	–	–	✓	–	–	–	–	–
Serirat (2002)	✓	✓	–	–	–	✓	✓	–	–	–	–
Corporate Social Responsibility Institute (CSRI) (2012)	✓	✓	–	–	–	✓	–	–	–	–	✓
Carroll (1991)	✓	✓	✓	–	–	–	–	✓	–	–	–
Bovée, Thill, Wood, & Dovel (1993)	✓	✓	✓	✓	–	–	–	–	–	–	–
Elkington (1997)	✓	–	–	–	✓	–	–	–	✓	–	–
Schwartz & Carroll (2003)	✓	✓	–	–	–	–	✓	–	–	–	–
Post, Lawrence, & Weber (2005)	✓	✓	–	–	✓	–	–	–	–	–	–
Crane, Matten, & Spence (2008)	✓	✓	✓	–	–	–	–	–	–	✓	–
Carroll & Buchholtz (2006)	✓	✓	✓	✓	–	–	–	–	–	–	–
Frequency	10	9	5	2	2	2	3	1	1	1	1

Research related to social responsibility are reviewed indicating that components to be studied are: 1) responsibility in economic aspect; 2) responsibility in legal aspect; 3) responsibility in ethical aspect; 4) responsibility in humanitarian aspect; 5) responsibility in social aspect; 6) responsibility in discretionary aspect; 7) responsibility in the aspect of integrity; 8) responsibility in the aspect of philanthropy and charity; 9) responsibility in environmental aspect; 10) responsibility in the aspect of public good; and 11) responsibility in voluntary aspect. Social responsibility in terms of morality, integrity and professional code of ethics of school administrator developed by the author will be further presented in this research. Components of integrity encourage persons to do good things, to be aware of goodness, and to be conscious and mindful in doing good acts. There are 4 components of integrity: 'Advantage Focus'; 'Individual Factors'; 'Virtue Ethics'; and 'Just Professional' (Schermerhorn, 2011, pp. 55-56).

Relevant concepts, principles, and research are review by the author to reflect school administrators' desired morality and integrity. Besides, the desired integrity of school administrators, both domestic and overseas, are also analyzed and summarized as shown in Tables 2. According to domestic and overseas scholars, Tables 2 reveal results of synthesis of 15 sub-variables of social responsibility development in terms of morality, integrity
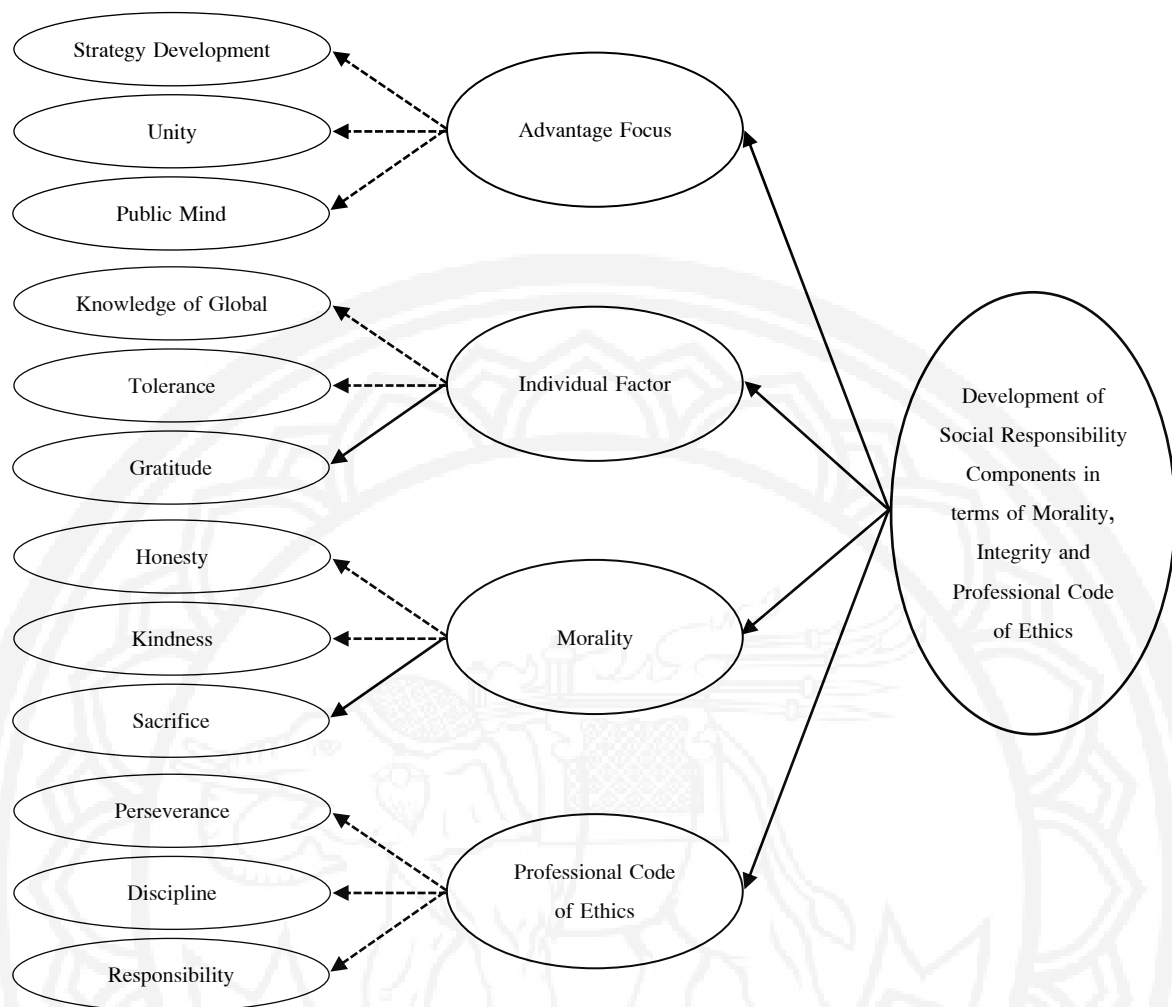
and professional code of ethics. The said sub-variables are synthesized and summarized by the author according to frequency of each sub-variable. The criteria for determining frequency in this research are the one chosen by most scholars. With the frequency of 2 or above, 12 sub-variables of social responsibility development in terms of morality, integrity and professional code of ethics are found, namely: 1) honesty; 2) discipline; 3) tolerance; 4) kindness; 5) strategies to action of value to implementation; 6) gratitude; 7) knowledge of global changes; 8) public mind; 9) responsibility; 10) sacrifice; 11) unity; and 12) perseverance.

Table 2 Desired Morality and Integrity of Domestic Administrators

Social Responsibility in Terms of Integrity	Reference								Frequency
	Chareonwongsak (1998)	Withurawanith (1999)	Malathong (1999)	Kraisornsuthasinee (2007)	Phanthummavin (2008)	Lorsuwannarat et al. (2010)	OPDC (2018)	OTEPC (2019)	
1. Honesty	✓	✓	✓	–	✓	✓	✓	–	6
2. Discipline	–	–	✓	–	✓	✓	✓	✓	8
3. Tolerance	✓	–	–	✓	–	–	–	–	2
4. Kindness	–	✓	–	–	✓	–	–	–	2
5. Strategies to Action of Value to Implementation	–	–	✓	–	✓	–	✓	–	3
6. Consciousness of Duties	–	–	✓	–	–	–	–	–	1
7. Creativity	–	–	–	✓	–	–	–	–	1
8. Critical Thinking	–	–	–	✓	–	–	–	–	1
9. Gratitude	–	–	✓	–	–	✓	✓	–	3
10. Knowledge of Global Changes	–	–	–	✓	✓	–	✓	–	3
11. Public Mind	–	–	–	–	–	✓	✓	✓	3
12. Responsibility	✓	✓	–	✓	–	–	✓	✓	5
13. Sacrifice	–	✓	✓	–	✓	–	–	–	3
14. Unity	–	–	–	✓	–	–	✓	✓	3
15. Perseverance	–	–	✓	–	–	–	✓	✓	3

The synthesis of development of social responsibility in terms of morality, integrity and professional code of ethics leads to the formulation of research framework in line with 4 components of Gerald F. Cavanagh, Dennis J. Moberg and Manuel Velasquez (Schermerhorn, 2011, pp. 55-56) e.g. 1) Components of 'Advantage Focus'; 2) Components of 'Individual Factors'; 3) Components of 'Virtue Ethics'; and 4) Components of 'Just Professional'. The relevant research and theories are synthesized to identify each main and sub-variable as detailed in Figure 1.

Figure 1 Social Responsibility Components in Terms of Morality, Integrity and Professional Code of Ethics
of School Administrators in Thailand

Part 2: To Propose Directions for Development of Social Responsibility Components in Terms of Morality, Integrity and Professional Code of Ethics of School Administrators in Thailand

The author has conducted in-depth interviews to collect data from 10 key informants who are administrators in public agencies responsible for education, educational administrators and school administrators. The summarized directions for development of social responsibility components in terms of morality, integrity and professional code of ethics of school administrators in Thailand are synthesized into the body of knowledge for each aspect as shown in Table 3.

Table 3 Results of Interviews on Proposed Directions for Development of Social Responsibility Components in Terms of Morality, Integrity and Professional Code of Ethics of School Administrators in Thailand

Questions on Proposed Development Guidelines	Interview Results (Frequency of Sample of 10 Persons)
1. Advantage Focus 1.1 Strategy Development 1.2 Unity 1.3 Public Mind	Strategies are clearly developed in which leaders are role model of and have duty to enhance the subordinates' suitable adherence to morality, integrity and professional code of ethics. (9) The importance should be given to morality and integrity which lie at heart of school administrators' qualifications, particularly economizing and saving. (8) School administrators should effectively implement strategies and to cut schools' budgets and unnecessary expenses by making budget plan and avoiding or reducing the nonessentials. (6) To perform official duties effectively and efficiently, one should be able to work on participatory approach based on unity and network with stakeholders in society. (6) Social awareness recognizes the participation and relationship within group in terms of environmental and social responsibility. This develops school administrators' desirable attributes of public mind for being good members of community and society. (5)
2. Individual Factors 2.1 Knowledge of Global Changes 2.2 Tolerance 2.3 Gratitude	School administrators have a high leadership level in monitoring of all aspects of global changes. (9) They perform their duties with patience and strong heart and do not give up to obstacles. As the administrator, they always put great effort to achieve success (6) and are the apparent role model of gratitude for those involved. (4)
3. Virtue Ethics 3.1 Honesty 3.2 Kindness 3.3 Sacrifice	School administrators' important moral behaviors are honesty, awareness of duties to school (9), kindness, friendliness (6) and sacrifice to work wholeheartedly according to their roles and responsibilities in the fullest potentials. (5)
4. Just Professional 4.1 Perseverance 4.2 Discipline 4.3 Responsibility	Educational professionals must behave and possess behavioral patterns in line with professional code of ethics. Due to their roles and responsibilities, they also have to have perseverance in promoting good learning skill and habits of students and clients to the fullest capacity. (10) The discipline is a key for school administrator development towards long-term results e.g. good conduct, self-discipline and acceptance of outcomes as a result of their administration. (9) They take managerial responsibility and fairly administrate their subordinates under good governance principles. (10)

Directions for development of social responsibility components in terms of morality, integrity and professional code of ethics of school administrators in Thailand are synthesized into each aspect of the body of knowledge as follows:

1. **Components of 'Advantage Focus'**

1.1 **Strategies to Action of Value to Implementation is the Life's Important Foundation to the Success of School Administrators. Details of Interview Results are as Follows:**

1) School administration strategy development should give priority to school administrators who are good role model responsible for promoting their subordinates' appropriate adherence to morality, integrity and professional code of ethics. By being good role model, they will gain respect from colleagues and enhance their subordinates' morale, willpower and sense of work stability leading to efficient work. (9)

2) To maximize cost-effective utilization of school resources, school administrators' attributes should be focused, particularly morality, integrity, economizing and saving. School administrators should suitably utilize those assets for the highest benefit. (8)

3) School administrators should implement strategies into actual action and carefully spend budget received from government. They encourage school staffs to learn to be mindful of, store or repair equipment in maintaining the usable condition. The budget management plan is prepared to ensure adequacy and maximize the benefit, while the evaluation and adjustment are made step by step. (6)

1.2 Unity: Unity is a driving force for school administrators' harmonious administration when interacting with others: supervisors, subordinates, teachers, students, guardian and communities. (6) Interview results are as follows:

1) The effective and efficient performance of official duties involves participatory-oriented work and unity with networks of all stakeholders in society. The unity strengthened among schools and stakeholders of communities can be divided into 2 categories: (1) academic unity referring to the integration of knowledge; and (2) skills of those who are knowledgeable and have expertise in many areas. The unity is the key to achieving goal to the fullest capacity with physical, verbal and mental harmony. (6)

2) School administrators should have the behavior of equitability; honestly behave and do good acts. They should also have the equitable thoughts; respect opinions of others and reasonably adopt those ideas and opinions in harmony with others and groups. (5)

3) School administrators should be in unity to learn to achieve the desired results that produce the creative work. Besides, reasonability and diversity of ideas refer to open-minded people who listen to opinions of others and know their role, as either a leader or a good follower. (5)

1.3 Public Mind: Public mind is the expression of social consciousness. It involves awareness and consideration of common good and shared relationships in the same group. The attentiveness and participation in public matters that benefit community, society, and country are important. School administrators should thus have a sense of attentiveness and engage in promoting public awareness. (5) Interview results are as follows.

1) School administrators must be aware of common good and attentive as well as participate in public matters that benefit communities. They also have to take immediate actions when crisis occur in society; give importance to communities; and timely arrange volunteer activities according to schools' collaboration potentials. (5)

2) School administrators should encourage teachers and students to voluntarily do social and public activities. Apart from classroom, co-living environment in schools should also be built in order to initiate the volunteer activities in communities, e.g. volunteer activities for environmental development and conservation of local cultures and customs. (5)

3) School administrators should be good role models for teachers, students and communities in collaborating with all school staffs, families and communities in terms of learning to facilitate effective and efficient development of volunteer activities. (5)

2. Components of 'Individual Factors'

2.1 Knowledge of Global Changes: School administrators should create opportunities for development in all situations; be aware of changes and systematically develop or improve learning by keeping up with changes. They also have a high leadership level in monitoring all aspects of global changes; regularly seeking knowledge

from sources both within and outside schools. The media is suitably chosen, analyzed and summarized into the body of knowledge, which is then disseminated, exchanged and shared. (9) Interview results are as follows.

1) School administrators must have leadership and managerial knowledge and ability. They are the change agent with ability of new management and technological awareness; comprehensively integrate management and possess knowledge of changes both in schools' external and internal context. (8)

2) School administrators must have good personalities; perform duties with accuracy and truthfulness; and adhere to good deeds. They do not lie or conceal the guilt of subordinates. The educational professionals must behave as role model in light of physical, verbal and mental aspect. (8)

3) School administrators should be aware of participation in national education reform in accordance with government policies. They engage in schools' activities and communities and collaborate in development of local wisdoms and in introduction of the sufficiency economy philosophy into schools. (6)

2.2 Tolerance: School administrators must perform duties with patience and strong heart towards success and do not give up to obstacles. They always put the effort to achieve success, take no advantage or belongings of others and adhere to good deeds and religious teachings e.g. self-respect and self-reliance. The tolerance is a noble virtue with great benefits for school administrators. (6) Interview results are as follows.

1) School administrators should be tolerant; refrain from wrong needs; and avoid clinging in lust, emotional stimulation, desire and anger. Apart from tolerance for thirst of fame, wealth, and power that can lead to the abuse, they should also have suppression of emotions aroused by external and internal factors. (6)

2) School administrators should avoid and control their acts provoked by external or internal factors that stimulate emotions such as sarcasm and molestation by clients, superior officers, subordinates, teachers, students, parents and other stakeholders. (5)

2.3 Gratitude: School administrators should be apparent role model of gratitude for all stakeholders such as gratitude to parents, obedience to parental instructions and assistance of superior officers and senior persons. They must be aware of value of respect and listen to suggestions of knowledgeable persons in the line of command and of other stakeholders in schools, communities, and societies. (4)

3. Components of 'Virtue Ethics'

Morality is a good behavior and a part of personality, which needs to be nurtured and maintained. School administrators adhering to morality is thus the reflection of good citizenship.

3.1 Honesty: School administrators must be faithful and honest; take professional responsibility; and be a good professional organization member. The honesty is a necessary attribute of school administrator nowadays so dishonesty, corruption and taking advantage of others must be avoided. (9) Interview results are as follows.

1) School administrators should be honest and truthful to others, duties and schools and avoid committing corruptions for their own benefits. They provide services with sincerity and equality as well as demand or accept no benefits derived from abuse of office. (9)

2) School administrators should adhere to rightness; behave with physical, mental and verbal truth; and stand on principle of truth and correct administration. Apart from being afraid and shame of wrongdoing, they avoid causing damages to properties and defaming schools. (7)

3) School administrators must not do plagiarism; take advantage of subordinates or those involved and claim works of others as their own. (6)

3.2 Compassion: School administrators should be compassionate and unselfish; help and give encouragement to students and clients. When there is opportunity, they help others to have less sufferings and show friendliness, generosity and goodwill to relatives or others. (6) Interview results as follows.

1) School administrators must be generous and forgiving as well as refrain from doing malicious acts on subordinates and others. When there is opportunity, they willingly and creatively help each other along with adherence to moral system. (6)

2) School administrators must be friendly along with expression of love and care to superior officers, subordinates, teachers, students, parents and those involved. When there is opportunity, they have constructive dialogues; build trust; show forgiveness; and suggest possible ways to fix mistakes. (6)

3.3 Dedication

According to interview results, schools nowadays need school administrators who work dedicatedly to the fullest capability and have self-dedication with physical and intellectual strength for school administration. They do good acts for schools and communities without expecting for any returns. They also maintain common benefits as well as devote themselves and their time for benefits of schools and communities. (5)

4. Components of 'Just Professional'

Professional code of ethics under the standards of conduct is determined as self-conduct pattern for educational professionals in maintaining and enhancing their honor, reputation and status. This promotes trust among clients and society strengthening professional honor and dignity. Behaving in accordance with professional code of ethics and behavioral patterns under professional code of ethics is thus important.

4.1 Perseverance: School administrators must have perseverance to enhance skill learning in line with responsibilities and roles to the fullest capability. Interview results show their determination to acquire knowledge from many learning sources both in and outside schools. They are diligent and responsible for the achievement of school administration adhering to efficiency and perseverance to accomplish goals with apparent works to all parties. (10)

4.2 Discipline: Due to the importance of discipline to school administrators, they must be not only disciplinary persons who comply with specified rules, regulations and agreements as the guideline but also role model for fellow administrators, subordinates, teachers, students, and people in community. There are 3 aspects of discipline: self-discipline, social or group discipline and discipline in schools. (9) Interview results are as follows.

1) As school administrators, they should be disciplinary and well-behaved; engage in self-control of mental, physical and verbal aspect; and work with enthusiasm and punctuality. They also accept opinions of others; respect the rights and duties; and know the scope of their own duties or roles. (8)

2) School administrators should respect the rules and disciplines specified in the requirements, laws, orders, notifications, stipulations and ministerial regulations of the original affiliation including the Ministry of Education and the Office of Educational Service Area. This complies with the disciplines and stringently maintains schools' rules and regulations. (6)

3) School administrators accept the performance of administration and regularly consider reasons and methods for the progress of administration and monitoring of performance. To achieve better success, they accept what have been done no matter how bad and good. (5)

4.3 Responsibility: School administrators must be responsible for their duties to the fullest capability to achieve goals. With good-governance-based administration, they put the effort to improve their duties and responsibilities and to equitably administrate subordinates. (10) Interview results are as follows.

1) School administrators must be responsible for good-governance-based administration; have suitable behaviors towards colleagues and subordinates; and adhere to work fairness and equitability. They also create warm and harmonious workplace atmosphere along with decentralization of administration to teams or taskforces on the basis of morality, rule of law in administration and accountability. (10)

2) School administrators, to the fullest responsibility and capability, are attentive to administration with honesty and avoidance of abuse. They refrain from prioritizing personal interests over common good. (7)

3) School administrators must be responsible for fair and transparent administration with impartial use of power. They always respect the rights of subordinates and those involved. (5)

Conclusion and Suggestions

Social responsibility development in terms of morality, integrity and professional code of ethics is indispensable for school administrators in performing management in globalized world era. However, the technological breakthroughs in digital age negatively affect social values influencing behavior and mind of school administrators. They may neglect morality, integrity, and good values of good-governance-based school administration and fail to be awareness of responsibility to the community. Therefore, due to the problem of morality, integrity and social responsibility, it needs to develop desirable attributes of school administrators in accordance with the essence of the National Education Act. The school administration aims at development of Thai people to their fullest physical, mental, intellectual, knowledge, moral and ethical state for the enjoyment of happy life and living with others in accordance with Malathong (1999).

The research results indicated that, for development of social responsibility components in terms of morality, integrity and professional code of ethics of school administrators in Thailand, Schermerhorn (2011) found that This included 4 components: 1) Advantage Focus; 2) Individual Factor; 3) Virtue ethics; and 4) Just Professional. This was for the achievement of the highest effectiveness both in the present and future time periods as well as for the benefits of all concerned stakeholders. Respecting school administration and instruction, school administrators must focus on knowledge and OTEPC (2019) posited on promotion of morality, integrity and social responsibility to prepare human resources of the country towards citizenship and global citizenship. Meanwhile, Bunbongkarn (2012); Bovée, Thill, Wood, & Dovel (1993); Crane, Matten, & Spence (2008); Carroll & Buchholtz (2006) found that the teacher profession development under professional code of ethics and professional standards will also be benefitted. They can use the fullest teaching potentials in strengthening manpower production and development process. School administrators thus must provide quality assurance system according to the standards of basic education focusing on morality and integrity.

The instilment of social responsibility in terms of morality, integrity and professional code of ethics to school administrators is an important mechanism for achieving goals of educational reform. This agree with the government's policies, plans and strategies to implement the National Education Plan with the focus on enhancement of school administrators' morality, integrity academic and managerial ability in compliance to position standards. In addition, after graduation, good-governance-based administration, public mind or social responsibility will enable students to live in society happily. They will become quality human resource as needed

by society. School administrators' social responsibility plays the crucial role in promoting morality and integrity in education system and teacher professional development under professional code of ethics and professional standards. Hence, agencies responsible for administrator development should incorporate morality, integrity and professional code of ethics of school administrators in Thailand into the benchmark of school administrator appointment and school administrator development. It can also be used as assessment indicators for selecting school administrators with levels of outstanding performance. The morality, integrity and social responsibility integrated as the important attribute and behavior of school administrators will enhance schools' efficiency and effectiveness, human resource development, community development, society and country.

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