ETHICAL LEADERSHIP OF SCHOOL ADMINISTRATORS AFFECTING TEACHERS' HAPPINESS IN SCHOOLS UNDER UDON THANI PRIMARY EDUCATION SERVICE AREA OFFICE

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ABSTRACT

The purpose of this research were to 1) study the level of ethical leadership of school administrators, 2) study the level of teachers' happiness, 3) study the relationship between ethical leadership of school administrators and teachers' happiness, and 4) create forecasting equation on teachers' happiness in schools under Udon Thani Primary Educational Service Area Office. The sample was 363 teachers, using stratified random sampling. The equipment was a 5-level rating scale questionnaire on 5 factors of ethical leadership of school administrators that the discrimination value between .216 - .719 with the reliabilities of .944 and teachers' happiness that the discrimination value between .235 - .802 with the reliabilities of .886. The data was analyzed for frequency, percentage, mean, standard deviation, correlation coefficient and stepwise multiple regression. The results of the research were as follows:

1. The ethical leadership of school administrators in schools under Udon Thani Primary Educational Service Area Office was at a high level for overall.

2. The level of teachers' happiness in schools under Udon Thani Primary Educational Service Area Office was at a high level for overall.

3. The relationship between ethical leadership of school administrators positively correlated teachers' happiness in schools under Udon Thani Primary Educational Service Area Office was statistical significance at .01.

4. Ethical leadership factors: The use of intelligence in problem solving (USI), generosity (GEN), honesty (HON) and enthusiasm (ENT) were predictive variables that affected teachers' happiness in schools under Udon Thani Primary Educational Service Area Office which could predict for 53.70 percent as shown in predictive equation below.

Forecast equation in general score:

$$\hat{Y} = 2.031 + .208 (ZUSI) + .143 (ZGEN) + .114 (ZHON) + .096 (ZENT)$$

Equation in the standard score:

$$\hat{Z} = .304 (ZUSI) + .238 (ZGEN) + .156 (ZHON) + .133 (ZENT)$$

Key words: Ethical leadership, School administrators, Teachers' happiness

Cite this Article: Chatjariya Bailee and Nuttapon Hongkong, Ethical Leadership of School Administrators Affecting Teachers' Happiness in Schools under Udon Thani Primary Education Service Area Office, *International Journal of Management (IJM)*, 12(9), 2021, pp. 101-110.

<https://iaeme.com/Home/issue/IJM?Volume=12&Issue=9>

1. INTRODUCTION

1.1 Background and Rationale

In the present global society, it is constantly changed. Leaders who are keys to the survival and peace of society and nation. Thai society is facing a crisis, especially in the areas of economy, society, technology and services businesses. Thai people have been developed for all ages but still have intellectual problems, educational quality and have health risk behaviors, especially the decline in morality, ethics and Thai values and lack of participation. According to the 12th National Economic and Social Development Plan (2017-2021) has reported the situation and trend of Thai society that most of Thai people still have moral and ethical problems. They did not realize the importance of discipline, honesty and public consciousness. As a result, the values in Thai society change rapidly due to the changes that flow into Thailand in a digital age society. Some Thai people cannot choose those values to apply to their daily lives. The results of the 2014 survey of Moral Center and NIDA poll found that more than 50 percent of people consider the moral and ethical problem to be the most important is honesty and corruption. Over 90% of people think it is necessary to uphold morality and ethics as quickly as possible. (Office of the National Economic and Social Development Board, 2016: 43)

The key performances are the school administrators who encourage teachers to develop their ability to manage teaching and learning that lead to the development. (Direk Phonsima, 2016: 1-2). Especially, the school administrators must have morality and ethics. Those behaviors are not only based on the legal framework but they must behave in a moral and ethical framework according to social norms accepted. Moral and ethics are also one of the elements that encourage faith, motivation, unity, and cooperate in pursuit of the goals. As a result, the participants in the organization and the general public have confidence and belief in the leader and the organization is finally trusted. Being a good person has morality together with knowledge in society that is important to be delightful Thai society. The attitude and decisions of the administrators should base on ethical rationality. Therefore, school should have a standard of performance or ethical leadership to manage school and benefit to the development of administrative ethics that result in teachers' happiness in work. (Surath Chaichomphu, 2014: 1-5)

Ethical leadership pushes on happiness that leads to the performance as the organization goal. Happiness is what everyone would like to be served. (Aphon Phuwithayaphan, 2010: 2) Many organizations focus on the well-being of their people because when employees feel at ease, they will be able to create their work with a high potential. The happiness and success of the organization are related to each other. (Atcha Chunboon and the others, 2013: 1) Happiness is associated with a person's positive emotions such as joy, comfort and vitality within a person. (Seligman, 2002: 261) Happiness can arise from both external and internal factors. A person's

happiness comprises more factors than money and freedom. The suggestion of Sukamon Wiphaweephonkun (2013: 25) included the improvement of working quality that should be enhanced the development of potential both brain and emotional state together. Teachers are very important to educational development. The problem of unhappiness in work is caused by many factors. According to Rochanarin Komonhiran (2008: 2) said teachers are one of the most vulnerable jobs in the world. This is because the teacher has a lot of workloads and has to be responsible for the students. The factors that had the greatest influence on the happiness of a teacher were the aspect of relationship, acceptability, success in work and love in work. (Tharin Rasorn, 2017: 79) It was positively consistent with the relationship between ethical behavior and teachers' work happiness at a high level. Since ethical behavior is an element of work, it will be resulted in the institution of virtue and the greatest prosperity. (Amarin Ruthaikhongthawon, 2011: 77).

As such importance, the researcher interested in studying the ethical leadership of administrators that affects the happiness of teachers in schools under the Udon Thani Primary Educational Service Area Office. The results of this research will provide information to schools in planning for school development and as a guideline for development, solve problems in the management of school administrators. As a result, teachers are happy to work. The results from the research can be used in school development planning. It also developed operational behavior of school administrators and teachers in order to engage a feeling of unity with an agency. Moreover, they work efficiently and in order to achieve the organization's goals.

2. OBJECTIVES OF THIS STUDY

1. To study the level of ethical leadership of school administrators.
2. To study the level of teachers' happiness.
3. To study the relationship between ethical leadership of school administrators and teachers' happiness.
4. To create forecasting equation on teachers' happiness in schools under Udon Thani Primary Educational Service Area Office.

3. DELIMITATION OF THIS STUDY

1. Scope of Population and Sample Group

1.1 The population was teachers in schools under Udon Thani Primary Educational Service Area Office in 2019 fiscal year and 9,330 teachers in total.

1. 2 The sample was 363 teachers in schools under Udon Thani Primary Educational Service Area Office, using stratified random sampling.

2. Scope of Variables

2.1 Prediction Variable was the ethical leadership of school administrators that comprised 5 factors: 1) moral, 2) enthusiasm, 3) honesty, 4) generosity, and 5) using problem solving intelligence.

2.2 Criterion Variable was teachers' happiness that comprised 5 factors: 1) job success, 2) love in work, 3) acceptability, 4) relationship, and 5) quality of working life.

Conceptual Framework

Figure 1 Conceptual Framework

4. METHODS IN THIS STUDY

This was a survey research and the researcher implemented as follows:

4.1. Research Instruments

The research instrument was five rating scales questionnaire. It concluded 70 items that comprised 3 parts i.e. Part 1: A check list form concerned the status of the respondents like gender, age, educational background, work experience and educational institution size, Part 2: questionnaire on ethical leadership among school administrators under Udon Thani Primary Educational Service Area Office, total 35 items. The discrimination is between .216 - .719 and the reliability is 0.944, Part 3: questionnaire about the happiness of teachers under Udon Thani Primary Educational Service Area Office, total 35 items with discriminatory between .235 - .802 and the reliability was 0.886, with the Index of item - objective Congruence: IOC) between .60 - .80.

4.2. Data Collection

The researcher requested official letters from the graduate school of Udon Thani Rajabhat University to propose the Director of Udon Thani Primary Educational Service Area Office in all 4 educational districts. The letters asked for a favor in responding to the questionnaire to the affiliated schools. The researcher sent the questionnaire by post with a stamped envelope printed the researcher's name and address along with a letter requesting research cooperation to the sample and send it back to the researcher by post. 363 copies were returned, representing 100 percent.

4.3. Data Analysis and Statistic

The researcher analyzed the data of Part 1 with frequency and percentage. Part 2 and Part 3 were analyzed through mean and standard deviation. Determining the relationship between

ethical leadership of school administrators with teachers' happiness by using Pearson's correlation coefficient. Hypothesis testing for ethical leadership of school administrators affects the happiness of teachers under Udon Thani Primary Educational Service Area Office by Stepwise Multiple Regression Analysis.

5. CONCLUSION

1. The ethical leadership level of school administrators in schools under Udon Thani Primary Educational Service Area Office The results revealed that the ethical leadership level of school administrators was at a high level. When considered each aspect, the aspect of enthusiasm was at the highest level. The aspect of ethical leadership, and honesty was respectively high while the factor of using of problem solving intelligence was at the lowest level.

2. The teachers' happiness in schools under Udon Thani Primary Educational Service Area Office. The results of the research showed that the teachers' happiness level in schools under Udon Thani Primary Educational Service Area Office was at a high level.

3. The relationship between ethical leadership of school administrators with teachers' happiness in schools under Udon Thani Primary Educational Service Area Office. The results of the research revealed that the relationship between ethical leadership of the school administrators and the teachers' happiness in schools under Udon Thani Primary Educational Service Area Office was high positive correlation ($r = .732$), and statistically significant at the .01 level.

4. The equation for predicting the teachers' happiness in schools under Udon Thani Primary Educational Service Area Office with ethical leadership as a predictive factor. The ethical leadership of school administrators, four factors were statistically significant to predict the teachers' happiness at level. 01 i.e. factor of using intelligence in problem solving (USI), factor of generosity (GEN), factor of honesty (HON), and factor of enthusiasm (ENT) which could be described each aspect as follows: 4.1 The ethical leadership of school administrators in the aspect of using intelligence in problem solving affected teachers' happiness at a high level. 4.2 The ethical leadership of school administrators in the aspect of generosity affected teachers' happiness at a high level. 4.3 The ethical leadership of school administrators in the aspect of honesty affected teachers' happiness at a high level. 4.4 The ethical leadership of school administrators in the aspect of enthusiasm affected teachers' happiness at a high level. 4.5 The ethical leadership of school administrators in the aspect of ethical leadership did not affect teachers' happiness.

6. DISCUSSION

1. The ethical leadership level of school administrators in schools under Udon Thani Primary Educational Service Area Office. The results revealed that the ethical leadership level of school administrators was at a high level. When considered each aspect, the aspect of enthusiasm was at the highest level. The aspect of ethical leadership, and honesty was respectively high while the factor of using of problem-solving intelligence was at the lowest level. This is due to ethical leadership; it has expressed the characteristics of moral leadership that are acceptable to the society including enthusiastic working. The administrators work with honesty, transparency, correctness, morality, kindness and using intelligence in s problem solving. This was consistent with Supat Petchata (2010: 84), which discussed the ethical behavior of school administrators under Udon Thani Educational Service Area Office according to the opinions of the teachers, the findings were as follows: 1) Ethical behavior of school administrators were at a high level in all aspects, in descending order of responsibility, benevolence, honesty and justice, 2) Results of comparison of ethical behavior of school administrators classified by work experience showed that the overall difference was statistically significant at the level. 01 and in accordance with Nawarat Rodpian (2560: 54-56) found that 1) Ethical leadership of private vocational

school administrators in Bangkok area overall and each aspect was at a high level, 2) Personnel management efficiency overall and each aspect was at a high level, 3) ethical leadership of school administrators and personnel management efficiency had a very positive relationship, 4) Ethical leadership in the aspect of ethical decision and good exemplary aspects affect efficiency personnel management of private vocational schools in Bangkok area was able to be efficient forecast personnel management.

2. The teachers' happiness in schools under Udon Thani Primary Educational Service Area Office. The results of the research showed that the teachers' happiness level in schools under Udon Thani Primary Educational Service Area Office was at a high level. This may be due to the teachers worked and love in work was at the most level. This was partly because teachers had done what they loved, carried out assignments with satisfaction, faith, pride, enjoyment, enthusiasm, and happiness. They were delighted to be part of the success of their work and the satisfaction of being able to achieve their objectives, carried tasks as assigned, achieved goals and success including overcome various obstacles that arose in the implementation of work. In addition, teachers had good relations between the administrators, colleagues and school personnel. This caused feel valued in life for accomplishment, appreciation and pride. In accordance with Wesarat Sharif and Majid, 2015: 78-88, the concept of happiness in work was presented. Satisfaction depended on the individual work and individual life. Workplace happiness was essential for improving productivity in any organization. Happy people are productive people. This was consistent with Narumon Sawangphol's research (2011: 73-78), which discussed factors affecting the happiness of work of personnel in the Faculty of Business Administration, Rajamangala University of Technology, Thanyaburi. The overall was at a high level. Happiness at work was at a high level in overall that was ranked job satisfaction, enthusiasm for work and pleasure in work respectively. Factors that affected happiness at work were relationships, love at work, success at work, and being accepted had a relationship with the happiness at work.

3. The relationship between ethical leadership of school administrators with teachers' happiness in schools under Udon Thani Primary Educational Service Area Office. The results of the research revealed that the relationship between ethical leadership of the school administrators and the teachers' happiness in schools under Udon Thani Primary Educational Service Area Office was high positive correlation ($r = .732$), and statistically significant at the .01 level. This may be due to the development of moral and ethical management of the administrators and adjusted the process to be used in schools administration. Teachers were happy in working. Teachers had a passion for their duties and worked with their fullest potential. In accordance with the research of Amarin Ruthai Kongthavorn (2011: 72-77) found that 1) teachers who did not work more than 10 years of experience had overall ethical behavior at a high level. The results of comparing ethical behavior showed that teachers with different experiences were different in overall ethical behavior and ethical behavior in self-discipline and responsibilities, 2) teachers of all experience groups enjoyed working at a very high level both overall and in almost every aspect. It was also consistent with the research of Thatchai Chuklin (2015: 226-230) who studied the development of a causal relationship model of factors influencing the ethical behavior of the administrators at the secondary education level, Office of the Basic Education Commission, found that the overall leadership characterization factor was at a high level. When considering the ethical behavior of leadership characterization, they were found at high levels in all aspects.

4. The equation for predicting the teachers' happiness in schools under Udon Thani Primary Educational Service Area Office with ethical leadership as a predictive factor. The ethical leadership of school administrators, four factors were statistically significant to predict the teachers' happiness at level. 01 i.e. factor of using intelligence in problem solving (USI), factor

of generosity (GEN), factor of honesty (HON), and factor of enthusiasm (ENT) which could be described each aspect as follows:

4.1 The ethical leadership of school administrators in the aspect of using intelligence in problem solving affected teachers' happiness at a high level. It was because school administrators expressed understanding of problems, solving problems, giving advice, guiding development, supervision and monitoring, fair evaluation and effective, providing help to colleagues, being able to tolerate problems and accepting criticism from others. When problems arose, did not escape alone and performed their duties with pleasure. Not avoided or assign important tasks to others to take responsibility. Consistent with Kaisorn Raksuan (2559: 9) said that the administrators expressed solutions to various problems with intelligence and the reason for solving it was to know the causes of the problem, starting from providing the correct information, straightforward analysis, correct problem determination. Intelligence will be function effectively and efficiently. First of all, prejudice or prejudice must be eliminated, but with purity and justice.

4.2 The ethical leadership of school administrators in the aspect of generosity affected teachers' happiness at a high level. It was because school administrators had techniques for empowering to help their subordinates according to those situations. Be considerate to help others without expecting compensation, maintain the benefits of personnel, encouraged morale and earned friendliness to all colleagues. Could solve problems based on reasons and provide opportunities for personnel to adapt, supported the professional advantage of colleagues. In accordance with Chanya Walee (2013: 7-8), has mentioned the kindness that the school administrators' expressions as a caring person. Showed dignity and support, help others, be generous and considerate to others without expecting returns. The administrators may find an easy way focusing on a large group of people and encouraging them to have confidence, encouragement, and opportunities.

4.3 The ethical leadership of school administrators in the aspect of honesty affected teachers' happiness at a high level. This is because school administrators had consistently shown honest and consistent performance with transparency and hold on to the words, say the right thing logically to a subordinate, behaved as a role model in honesty and performed their duties honestly, upright and not looking for personal interests by focusing on personnel participation and be able to be examined. School administrators need to have morality, ethics, and honesty as a basis. It was the key to management because it will be a good role model for personnel. In accordance with Setha Kunabutr (2556: 10) has said ethical leadership towards oneself referred to the behavior of leaders that expressed and acted upon themselves, including honesty, sensibility, responsibility, and perseverance.

4.4 The ethical leadership of school administrators in the aspect of enthusiasm affected teachers' happiness at a high level. This was due to school administrators demonstration of commitment and determination to perform their duties to the achievement, acted as a good example that caused faith. Had a fresh mood, cheerfulness, enthusiasm, be able to adjust the job to meet the situation and created a good work attitude and sincere was a favorite of colleagues. Consistent with the concept of Phra Thep Kunaporn (Sophon Sophonchitto, 2011: 23) A good leader must have virtue, diligence, meaning perseverance, have sincerity in performing their duties, not a slave to idleness and always active.

4.5 The ethical leadership of school administrators in the aspect of ethical leadership did not affect teachers' happiness. According to the lack of ethical leadership in some school administrators, focusing on conduct without expecting results was not evident. The development of colleagues to perform their work has not yet reached their full potential. And there was still a lack of the principles of self-control, man administration and work management in school administration. In accordance with Kraisorn Raksuan (2559: 8) has said that the

ethical leadership of the school administrators in the aspect of ethical leadership must be socially acceptable to the manner in which school administrators expressed. It was the expectation of the community. They should have the skills to motivate the job, for example, Piyaknit Chotivanich (2016: 36) research, which discussed the application of structural equation models. It was used to analyze the level of working happiness of teachers, it was found that the teachers' happiness in schools under the Office of the Basic Education Commission was at the moderate level in overall aspect.

7. SUGGESTIONS

7.1. Suggestions on the Application of the Research Results

1.1 Udon Thani Primary Educational Service Area Office should employed the research results as a guideline for planning ethical leadership development training that affected teachers' happiness in the area of decision making, moral leadership and honesty. It should encourage teachers and school personnel appropriately by setting up an ethical leadership development program for school administrators. There was a supervision plan for monitoring and evaluation by stake holders in the administration of school administrators. Encouraged and raised awareness among school administrators in showing ethical leadership continually which affected happiness for all parties in the school and truly affected the learners.

1.2 School administrators should focus and be aware of the roles, duties and responsibilities of teachers' happiness. Provided work to teachers with equality in decentralization. There are assignments based on knowledge, aptitude, and receiving special work opportunities, attending meetings, training and seminars and developed their self. Freedom of initiative new work, had a decision, comments and took part in work.

1.3 The ethical leadership of school administrators was highly related to teachers' happiness at the highest level. The school administrators should have demonstrated their leadership qualities in terms of morality and acceptable to society, honesty, transparency, accuracy and morality. All parties played an important role in working together at all levels in schools to ensure efficient work and achieve maximum effectiveness.

1.4 From the study, it was found that the variables of using intelligence in problem solving, generosity, honesty and enthusiasm predicted that ethical leadership of school administrators affected teachers' happiness in schools under Udon Thani Primary Educational Service Area Office. Therefore, Udon Thani Primary Educational Service Area Office should focus on using intelligence in problem solving, generosity, honesty and enthusiasm. Worked with no expectation and earned an understanding of ethics to develop implementation with full potential and creating an ethical atmosphere in the school.

7.2. Suggestions for Further Study

2.1 Should study guidelines to develop ethical leadership of school administrators that affected teachers' happiness in schools under Udon Thani Primary Educational Service Area Office.

2.2 Other factors which affected teachers' happiness in schools under Udon Thani Primary Educational Service Area Office should be studied to be compared and kept as an information to develop teachers' styles and happiness, which brought teachers happiness and success.

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