

A Causal Model for Buddhist Attribute Administrators in Disruptive Innovation Society for Educational Institutes

Aroonrad Wilairadtanakun ¹, Lampong Klomkul ^{2*},

Phramaha Yannawat Thitavaddhano³,

Phrakhrusophonsarophat (Apiwat Thitasāro) ⁴,

Phramedhavinaiyaros (Suthep) ⁵, [Thongdee Sriragarn ⁶

¹ Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

nok.aroonrad@gmail.com

² Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

lampong.klom@mcu.ac.th

³ Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

yannawat.bud@mcu.ac.th

⁴ Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

sophon_s@hotmail.com

⁵ Graduate School, Mahamakut Buddhist University, Thailand

psbud@hotmail.com

⁶ Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

thongdee.sri@mcu.ac.th

Abstract

The purposes of this dissertation were 1) to study the components of Buddhist attribute administrators in disruptive innovation society for educational institutes, 2) to develop a causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes, and 3) to propose the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes. Multiphase mixed methods research was designed by using quantitative methods to extend qualitative results. It was divided into 3 phases. Phase 1 qualitative research,

the key informant was qualified person in education administration and were selected by purposive sampling of 12 key informants. Research tool was interview form and data was analyzed by using analytic induction. Phase 2 was a qualitative research, focus group discussion by experts who were academics in the field of Buddhist Education Administration, and qualified person in education administration using purposive sampling of 9 experts, data were analyzed by content analysis. Phase 3 was quantitative research by using a questionnaire to validate the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes. The sample group was determined by using a sample size of 10 samples per 1 number of path showing the relationship between the variables in the model of all 43 paths. Therefore, the appropriate sample size should be 450 samples. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and analyzed to validate the model with the empirical data, and analyze the direct and indirect effects with the LISREL program. Results were shown as follows: 1. The components of Buddhist attribute administrators in disruptive innovation society for educational institutes consisted of 4 factors: 1) attribute administrators in disruptive society, 2) attribute administrators in disruptive innovation, 3) Buddhist attribute administrators, 4) Buddhist attribute administrators in disruptive innovation society. Therefore, there will initiate Buddhist attribute administrators in disruptive innovation society such as explicit, teamwork and participation, information technology and communication, intelligent, and best environmental development. 2. The developed model of Buddhist attribute administrators in disruptive innovation society for educational institutes has shown important factors and causal relationships, and the results that will lead to Buddhist attribute administrators in disruptive innovation society consisting of 1) attribute administrators in disruptive society, 2) attribute administrators in disruptive innovation, 3) Buddhist attribute administrators. Results of the investigation revealed that there were possible, accurate and appropriate. 3. The causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes was proposed as a causal relationship model that fit with the empirical data (Chi-square = 72.53, df = 56, p = .068, GFI = .982, AGFI = .946, RMR = .026). Accounting for the variations in Buddhist attribute administrators in disruptive innovation society was 95.50 percent, and it indicated that attribute administrators in disruptive society, attribute administrators in disruptive innovation, and Buddhist attribute administrators can promote Buddhist attribute administrators in disruptive innovation society by having Buddhist attribute administrators as a mediator in the causal model for Buddhist attribute administrators in disruptive

innovation society for educational institutes, and BIRD Model was proposed as knowledge from research.

Keywords: Causal Model, Buddhist Attribute Administrators, Disruptive Innovation Society

1. INTRODUCTION

The world is changing rapidly. There also is no limit on time and place. As a result, every sector has been affected by such changes how it works of leaders must change, not even the leaders in the school because the traditional education management may no longer meet the needs of the changing world. Educational leader, therefore, they must review in order to adapt and build their personnel to be complete human beings who are ready for an innovative society to transform computers and other sciences, began to play a role since the 4th industrial revolution, despite technological advances but still can't predict what will happen. Changes are not gradual as in the past. If not start to adjust get ready for a changing world, no standstill highly complex. Changes in the world and Thai society will change in 6 important areas, namely, technological changes; (Technologicalization) will result in a trading system (Commercialization), which both technology and education will lead to more globalization in Thai society (Globalization) then leads to urbanization and urban society will definitely use more technology (Digitalization. Finally, Thai society will be an individual society with individual characteristics (Individualization) is very high [1], the change that reverses the "Disruption" that occurs. At present, it consists of 4 aspects: 1) speed, 2) perspectives from the new generation, 3) startup thinking, and 4) get more information and faster. [2]

The word changes, and the word is "disruptive", a change in a new way, a complete change or reversal, make things original with something missing flipping change and this fast will result in social, political and economic conditions that people are familiar with have also changed. The obvious case is that social media has a greater impact on human behavior. Whether it affects the election on consumption behavior or causing certain types of businesses or jobs to adapt or disappear, and it also has a continuous effect on mood. People's thoughts and lives in society as well, this change may be summoned that is the occurrence of disruption being what we used to understand, used to be, will change quickly into complex, unpredictable business. Many professional jobs disappear and emerge, unemployment will occur learning new skills and social reorganization in the midst of a volatile world [3], even the educational leaders of today and beyond going to have to change accordingly.

New educational concepts have emerged as a foundation for creating new education such as VUCA Agile CCPR Education 4.0, etc. It is something that education leaders need to keep up with new ideas and

new actions because of education. It's creating people to have knowledge. Competence has the necessary basic skills, has a good character and a good heart, be ready to fight for yourself and society, be ready to engage in a career. Education helps people to flourish both intellectually, mentally and physically, and also affects society and the nation to prosper and progress in line with civilized countries. An educational institution is an agency being responsible for managing education and performing various tasks, to promote teaching and learning which is beneficial to the students including activities which refines and cultivates students to be good citizens of society have good cultural and social values, aware of the rapid changes in the world where the efficiency and effectiveness of education management. It is the success of education that school administrators must be leaders who can cause change to develop the school until it achieves the objectives of education, the school administrators therefore need to play an important role in the administration and management of education and have important characteristics both professionally and personally to carry out achieving success in accordance with the goals and objectives of the study in which the new generation of school administrators will be the leaders of change in the management paradigm. The ability of today's school administrators to lead and adapt to the changes that will occur professionally.

Leadership traits are the indicators of an organization's success. Leadership is the driving force but the situation in an innovative society has changed that cannot be predicted. It is a potential challenge for each leader. If the characteristics of the leader will be able to help lead the organization through the crisis, but if leaders lack new skills or perspectives, lack of adaptation to situations that may occur or not. Leaders may put the organization at a disadvantage or disaster as well to help strengthen stability and grow the organization sustainably. Leaders need to link their vision with strategies and tactics to lead them to fluent execution under the direction of the leader there is a need for clear communication for followers to gain knowledge and understanding of the mission thoroughly and able to follow the directions that the leaders have set, which these processes will prove the potential of leaders who have to face or deal with events in an innovative society. Therefore, leaders must be ready for visionary changes. Teamwork and participation creativity use of information and communication technology as well as creating an innovative organizational atmosphere. This is to protect or solve problems in a timely manner that deserves to be regarded as a true leader.

Leader's morality is one way that can be used to solve the problem of leadership's ethics because it is the principle that causes good development for leaders, rulers, and government administrators at various levels. The leader who will be successful must have the principles of leadership and the qualities of a good leader means being a

potential person in one's own body, mind, knowledge and ability, ready to perform their duties wisely and achieve their objectives with efficiency and effectiveness in which Buddhism has mentioned many important principles of leadership; for example, the Dasavidharajadhamma, the four Brahmavihāra, the Rājasaṅgahavatthu IV, and the Sappurisdhamma VII, etc. These principles are regarded as promoting leadership to be a leader with morality and ethics in all management in which there are important principles for leaders in the Saṅghasobhanasutta; Jatukka Nipata, the Buddha spoke about the characteristics of leaders; As there is a message "In this Dhamma and discipline: 1) A discerning monk received good advice, 2) nuns, 3) laymen, 4) discerning laywomen received good advice will make a group beautiful, monks, these four types of persons.

"An intelligent person who receives good advice, is brave, is a scholar, knows the Dhamma, and practices the Dhamma in accordance with the Dhamma would make a group beautiful?" [4] In this sutta, the Buddha showed characteristics of Buddhist leaders. A leader must be one who has 5 characteristics: 1) being intelligent; 2) being well advised, including being disciplined; 3) being brave; 4) being a scholar; 5) being virtuous and practicing the Dhamma, fair maintain the correctness of what is right.

Based on the background and importance of such problems, the researcher is interested in studying "a causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes" states that leaders need to understand the situation of a flipping innovation society and how to adapt to this situation, including having to analyze and find ways to cope, prepare the manpower to be ready to deal with this matter. This is because the leader will determine and point the fate of the organization in the future. A leader who thinks hard in the situation of an innovative society will be able to make effective decisions including performance as well as being able to manage educational institutions more efficiently. [5]

2. RESEARCH OBJECTIVES

The purposes of this dissertation were 1) to study the components of Buddhist attribute administrators in disruptive innovation society for educational institutes, 2) to develop a causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes, and 3) to propose the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

3. RESEARCH METHOD

Multiphase mixed methods research was designed by using quantitative methods to extend qualitative results [17]. It was divided into 3 phases. Phase 1 qualitative research, the key informant was qualified person in education administration and were selected by purposive sampling of 12

key informants. Research tool was interview form and data was analyzed by using analytic induction. Phase 2 was a qualitative research, focus group discussion by experts who were academics in the field of Buddhist Education Administration, and qualified person in education administration using purposive sampling of 9 experts, data were analyzed by content analysis. Phase 3 was quantitative research by using a questionnaire to validate the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes. The sample group was determined by using a sample size of 10 samples per 1 number of path showing the relationship between the variables in the model of all 43 paths. Therefore, the appropriate sample size should be 450 samples. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and analyzed to validate the model with the empirical data, and analyze the direct and indirect effects with the LISREL program.

4. RESEARCH RESULTS

Results were shown as follows:

1. The components of Buddhist attribute administrators in disruptive innovation society for educational institutes consisted of 4 factors: 1) attribute administrators in disruptive society, 2) attribute administrators in disruptive innovation, 3) Buddhist attribute administrators, 4) Buddhist attribute administrators in disruptive innovation society. Therefore, there will initiate Buddhist attribute administrators in disruptive innovation society such as explicit, teamwork and participation, information technology and communication, intelligent, and best environmental development.
2. The developed model of Buddhist attribute administrators in disruptive innovation society for educational institutes has shown important factors and causal relationships, and the results that will lead to Buddhist attribute administrators in disruptive innovation society consisting of 1) attribute administrators in disruptive society, 2) attribute administrators in disruptive innovation, 3) Buddhist attribute administrators. Results of the investigation revealed that there were possible, accurate and appropriate.
3. The causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes was proposed as a causal relationship model that fit with the empirical data (Chi-square = 72.53, df = 56, p = .068, GFI = .982, AGFI = .946, RMR = .026). Accounting for the variations in Buddhist attribute administrators in disruptive innovation society was 95.50 percent, and it indicated that attribute administrators in disruptive society, attribute administrators in disruptive innovation, and Buddhist attribute administrators can promote Buddhist attribute administrators in disruptive innovation society by having Buddhist attribute administrators as a mediator in the

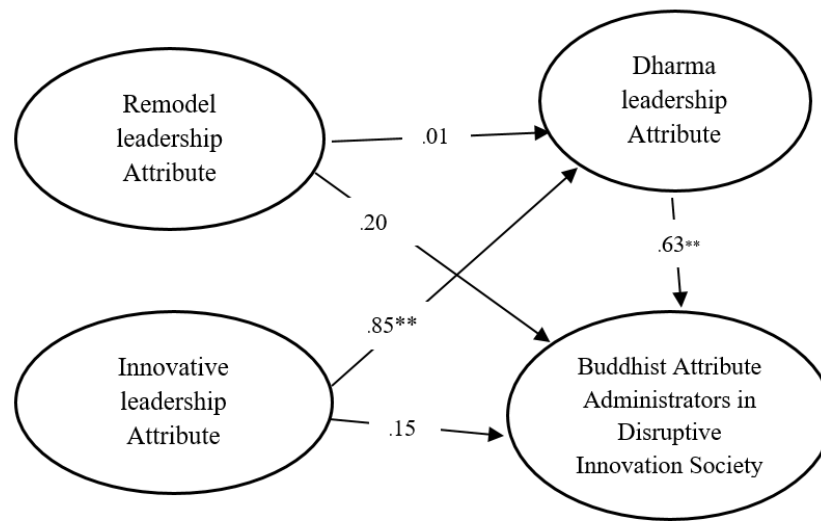
causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

Table 1 Statistical values of the correlation analysis between latent variables and the influence analysis of the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

Variables	BUDD			FCER		
	TE	IE	DE	TE	IE	DE
VUCA	0.012 (.078)	-	0.012 (.078)	0.209** (.087)	0.007** (.049)	0.202 (.064)
INNO	0.853** (.084)	-	0.853** (.084)	0.680** (.092)	0.534** (.069)	0.146* (.088)
BUDD	-	-	-	0.626** (.059)	-	0.626** (.059)
Statistics	Chi-Square = 72.53, df=56, p = .061, GFI=.982, AGFI=.946, RMR=.0162					
Variable Reliability	BUDD1 0.941	BUDD2 0.793	BUDD3 0.849	BUDD4 0.858	BUDD5 0.777	FCER1 0.792
Variable Reliability	FCER2 0.847	FCER3 0.804	FCER4 0.760	VUCA1 0.730	VUCA2 0.764	VUCA3 0.842
Variable Reliability	VUCA4 0.726	INNO1 0.743	INNO2 0.887	INNO3 0.789	INNO4 0.797	INNO5 0.648
Squared Multiple Correlations for Structural Equations						
R SQUARE	BUDD 0.745			FCER 0.866		
Correlation matrix between latent variables						
Latent variable	BUDD	FCER	VUCA	INNO		
BUDD	1.000					
FCER	0.912	1.000				
VUCA	0.796	0.834	1.000			
INNO	0.863	0.872	0.919	1.000		

Remark: The number in the parentheses is the standard error, **p < .01

TE = Total Effect, IE = Indirect Effect, DE = Direct Effect



Chi-square = 72.53, df = 56, p-value = .0679, RMSEA = .026

Figure 1 The causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

5. DISCUSSIONS

1. The study the components of Buddhist attribute administrators in disruptive innovation society for educational institutes.

The results of the study of the components of Buddhist leadership characteristics in an innovative society for educational institutes from the question used to interview educational leaders school administrators graduates in the field of Buddhist education management found that the characteristics of leaders in the changing society. It is the ability or behavior of a leader to lead an organization under VUCA conditions, which stands for volatility, rapid, sudden changes, uncertainty, unclear information and results, complexity, and many related variables, and ignorance. Ambiguity lacks clarity in the meaning or significance of events. A good leader must actively seek opportunities. In self-training and learning under this VUCA condition, it can be measured from 4 observed variables, consisting of Vision, Understanding, Clarify, and Agility. Some research results found that it is consistent with the ideas of Wichai Wongyai and Marut Pattaphol, who said that VUCA is a world with new and different conditions that everyone must face inevitably, namely 1) Volatility, high volatility, sudden, rapid changes come from disruptive technology. 2) Uncertainty is an uncertain state, lack of clarity difficult to decide. 3) Complexity is the complexity that will continue to increase, Internet (IoT) connections make the world seem smaller. Big Data resides in the cloud. 4) Ambiguity is an ambiguity that cannot be predicted. This is in line with

the idea of Sasima Suksawang [6] who said that VUCA world can also include disruptive innovation as well. There is a saying that “Hurry up and change. Otherwise, you may be forced to change.” V- Volatility is high volatility, quick change. A situation or environment that is highly changing and rapidly unpredictable or predictable, or a sudden change of situation unpredictable or very fast, for example, which today is disruptive innovation, a revolutionary innovation. High rate of change (U-Uncertainty) is a state of high uncertainty, hard to predict lack of clarity can't find clear information can be confirmed in each situation make it difficult to make decisions. Because today's world is highly unstable (unclear about the present). C-Complexity is more and more complex in terms of systems, there are many key decision factors (multiple key decision factors), A-Ambiguity is Ambiguity, not clear lack of clarity about the meaning of an event.

2. Result of development of a causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

The causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes. There are 4 key components:

Component 1: Characteristics of leaders in the revolutionary society can be measured from 4 observed variables, consisting of: 1) Vision, 2) Understanding, 3) Clarify, and 4) Agility, measured from 12 questions created by the researcher, which Some research findings were found to be consistent with the concepts of Wichai Wongyai and Marut Pattaphol, stating that there are 5 characteristics of a person with social intelligence in the VUCA world [7] who should behave regularly, namely: 1) being a person; a proactive thinker who loves planning, organizing and preparing everything, solving quality work problems. He is an observant person with a vision to create success, optimistic have interpersonal skills likes to share ideas and methods of work regularly to be analyzed and lead to creative decision-making; be more a listener than a talker to catch the point that the speaker wants to communicate about a particular subject and use keywords as questions for the speaker to think and understand correctly leading to problem solving or new ideas to be created, as well as opening space to create opportunities for learning together. 4) be a person who is always ready to learn from others, take into account the feelings of the people around you, ready to listen to the opinions (mindset) of the learners by analyzing the reasons behind the ideas to be used as information to further develop the growth mindset gain confidence including sharing something that would be beneficial to the recipient and in line with the concept of Thanita Phuwanartnaranuban presents a new breed of leader in the VUCA world”[8], stating that the characteristics that a new breed of leader in the VUCA world should have in today's world. The role and character of a “good leader” will change over time in response to a volatile,

uncertain, complex and ambiguous world, good leaders are those who can turn crises into opportunities through VUCA. Leadership, a framework designed for a new breed of leaders: focusing on sustainability; balance power Create a space for everyone to participate, value the relationship, think and plan holistically.

Component 2: Innovative Leadership Characteristics can be measured from 5 observed variables, consisting of: 1) vision for change, 2) creativity, 3) use of information and communication technology, 4) teamwork and participation, and 5) creation of an innovative organizational atmosphere measured from 12 questions created by the researcher, some of which were found to be consistent with the concept of Supak Thadham, who said that [9] the leadership style of a formal organization that is consistent with the changing situation. At present, there should be knowledge, expertise in digital and innovation, have learned is an innovative leader: 1) is a person who plays a role in creating an atmosphere of and accept new things by allowing personnel to express opinions, there is no right, no wrong, but every opinion can be applied and used to develop innovation in the work. 3) Be a person who dares to take risks and dares to use new knowledge to develop work in order to develop work to be innovative. And in line with Boonserm Weesakul's concept, [10] the characteristics of good leadership in education, regardless of leadership level must be someone who is honest and has important characteristics, adhere to good governance in management, must be a leader in righteousness leadership in management, be a thought leader, have a vision, be a leader in innovation and a leader in integrating ideas to be able to integrate ideas with people involved around them. Leader in responsibility shared responsibility for solving problems have the courage to change.

Component 3: Buddhist leadership characteristics can be measured from 5 observed variables, consisting of: 1) an intelligent person (Viyatto), 2) a well-disciplined person (Vinito), 3) a brave person (Visārado), 4) an educated person; can remember a lot (Bahuasuto), and 5) Dhamma practitioners deserve Dhamma (Dhammanudhammapatipanno) was measured from 15 questions created by the researcher, some of which were found to be consistent with the research of Amnat Morsin, the concept of Buddhist leadership according to the principles that appear in Saṅghasobhanasutta Aṅguttara Nikaya Dhamma suitable for leaders and rulers. The Buddha spoke of a person who possesses five virtues that will make the community beautiful [11] consisting of: 1) a person with wisdom (Viyatto), 2) a person who is well guided by the discipline (Vinito), 3) a person with courage (Visārado), 4) a knowledgeable scholar studying and having a very good memory (Bahusuto) and (Dhammanudhammapatipanno).

Component 4: Buddhist leadership characteristics in a revolutionary innovative society can be measured from 4 observed variables, consisting of: 1) seeing the future, 2) creating a good atmosphere, 3) understanding other people's feelings, and 4) respecting human integrity. It can be measured from 12 questions created by the researcher, some findings of which are consistent with the concept of the concept of Siriyupa Rungruengsuk, who said that [12] a good leader must have a positive boss spirit with the startup spirit, it means being someone with outstanding features. In addition, one must be self-motivated, proactive, and most importantly, must be good at building relationships. The development of leaders to be able to adapt has 5 main factors: 1) having a good vision be curious and learn to ask questions; 2) Dare to break the rules and create new rules. If you see that the existing thing is no longer available, leaders must learn about risk management; 3) Learn to live comfortably on uncertainty by having to learn to manage E.Q. is emotional ability that will help make life happily; 4) Lead the team well, have compassion for the team members. The important thing to promote this is development of communication skills, good relationship skills including conflict management skills; 5) Flexible, adaptable, leaders can improve this by studying new information, always about managing the organization, don't stick to top-down work, allow subordinates to express their opinions and learn coaching related to the concept of Supakorn Thadtham, said that [13] the leadership style of a formal organization that is in line with the current changing situation should have knowledge, expertise in digital and innovation have learned is a leader of learning, which is focused on results-oriented work with an emphasis on strategic planning. The use of strategic thinking aimed at developing effectiveness or quality.

3. Results of the proposing of the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

When considering the results of the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes found that the model was consistent with the empirical data. It is worth noting that the direct and total influence size of Buddhist Leadership Attributes (BUDD) had a statistically significant influence on the environmental factors in Transitional Social Leadership Attributes (VUCA) of .012 size. Buddhism (BUDD) had a statistically significant direct and total influence on innovative leadership traits (INNO) of .853 size. The reason for that might be because Buddhist principles are important and necessary for leadership and management both in organizations and in general education. This is consistent with the Dalai Lama's ideas. gave the meaning of the leader [14] is that the leader must have the right opinion and must do the right thing This is in line with the concept of Sompop Manarangsarn who talks about today's society that [15] the world is facing an inverse condition, known as disruption, which will face super disruption, which is a moral disturbance (Moral

Disruption). Ethics is an important issue. Therefore, the creation of the new generation must focus on morality. Ethics and dealing with fake news. Educational institutions must do 3 things to create qualified personnel. 1. Always curious. 2. Be a good person 3. Must be a person who has the ability not only to read and write, but must also have the ability in IT, language, finance. The new generation must be a disruptor, a determined person have inspiration creative and ethical and in accordance with the research of Varut Sunontharat said [16] the characteristics of leaders according to Buddhist principles. When considering the society of Thailand, Buddhism is the main state religion. The application of the principles and teachings of Buddhism should be more or less conducive to Thai culture. Applying principles is for good leadership and important teachings of the Buddha that show the character of a good leader or a way of being a good leader for use as a guideline to be implemented which can be applied to modern administration and management.

6. KNOWLEDGE FROM RESEARCH

Knowledge from this research, the researcher proposes the knowledge from the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes. This is a study of the components of leadership traits in various areas that leaders should practice as an allegory "Saliketar Jataka" during the time when he was a Bodhisattva exercising prestige. This is the story of Phaya Nok Kaek Tao, who was grateful to take care of his parents when he was sick, rule the flock with justice listen and empathize with others, lead the flock to a rich source of food and able to make good decisions in critical situations by the nature of Phaya Nok Kaek Tao in this Jataka considered to be a good example of a leader. The researcher therefore presents it in the body of knowledge. In summary, as shown in the following figure.



Figure 2 Knowledge from Research "BIRD Model"

Source: Aroonrad Wilairadtanakun (2022)

BIRD Model refers to B = Buddhist Attribute Administrators in Disruptive Innovation Society; I = Innovative leadership Attribute; R = Remodel leadership Attribute; D = Dharma leadership Attribute.

7. RECOMMENDATIONS

A. Recommendation for Policy

1. Government and related agencies; the research results of the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes should be used to develop and apply in the development of school administrators at all levels.

2. Government and relevant agencies; the body of research knowledge, the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes should be applied to be developed into a manual for the development of educational institute administrators according to each component.

B. Recommendations for Practices

1. Government and related agencies; the curriculum for school administrator development should be organized according to the 4 compositions, namely the characteristics of leaders in the changing society; innovative leadership characteristics Buddhist leadership qualities and Buddhist leadership qualities in a revolutionary innovative society to develop school administrators to effectively manage in the changing society.

2. From the research results, it was found that as Buddhist leadership traits in innovative societies shift more and more, so too does the Buddhist leadership traits. There should be a curriculum for school administrator development that focuses on bringing compositions 4 and 3 to develop in a special integrated manner. Composition 4: Buddhist Leadership Characteristics in a Revolutionary Innovative Society consists of: 1) seeing the future, 2) creating a shared good atmosphere, 3) understanding other people's feelings and 4) respecting human integrity. And the third component, the Buddhist leadership qualities, consists of: 1) a person with wisdom (Viyatto), 2) a well-disciplined person (Vinito), 3) a brave person (Visārado), 4) a knowledgeable person. very much (Bahussuto), and 5) the practitioner of the Dhamma is fit for the Dhamma (Dhammanudhammapatipanno) to develop into a Buddhist moral development curriculum for teachers and school administrators.

C. Recommendations for Further Research

Some variables should be adjusted, such as Buddhist leadership traits that uses the Saṅghasobhanasutta to bring other Buddhist principles as a variable in relation to Buddhist leadership characteristics in a revolutionary innovative society.

8. CONCLUSION

This research study about the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes. Results were shown that the components of Buddhist attribute administrators in disruptive innovation society for educational institutes consisted of 4 factors: 1) attribute administrators in disruptive society, 2) attribute administrators in disruptive innovation, 3) Buddhist attribute administrators, 4) Buddhist attribute administrators in disruptive innovation society. Therefore, there will initiate Buddhist attribute administrators in disruptive innovation society such as explicit, teamwork and participation, information technology and communication, intelligent, and best environmental development. The developed model of Buddhist attribute administrators in disruptive innovation society for educational institutes has shown important factors and causal relationships, and the results that will lead to Buddhist attribute administrators in disruptive innovation society consisting of 1) attribute administrators in disruptive society, 2) attribute administrators in disruptive innovation, 3) Buddhist attribute administrators. Results of the investigation revealed that there were possible, accurate and appropriate. The causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes was proposed as a causal relationship model that fit with the empirical data. Accounting for the variations in Buddhist attribute administrators in disruptive innovation society was 95.50 percent, and it indicated that attribute administrators in disruptive society, attribute administrators in disruptive innovation, and Buddhist attribute administrators can promote Buddhist attribute administrators in disruptive innovation society by having Buddhist attribute administrators as a mediator in the causal model for Buddhist attribute administrators in disruptive innovation society for educational institutes.

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