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THE CHARACTERISTICS OF A SUCCESSFUL ADMINISTRATOR IN PRIMARY SCHOOL ADMINISTRATION: A GROUNDED THEORY

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ABSTRACT

The objectives of this research were to study the characteristics of successful administrator in primary schools under the Offices of Primary Educational Service Area to examine the features of occurring conditions, existence and consequence to build grounded theory. The sample comprised 49 participants of administrators, teachers, students by purposive and snowball sampling. All data collected from documentary analysis, in-depth interviews, observations, and field notes were transcribed, interpreted, and analyzed.

The results of this research were as follows:

- 1. behavior characteristics consisted of being a good role model and caring.*
- 2. performance characteristics consisted of instructional leadership containing strategic thinking and decision making. The occurring condition of successful administrator's characteristics in primary school was administrator's management consisting of 1) delegation 2) teamwork 3) cooperative 4) motivation 5) good governance. The existed condition of successful administrator's characteristics was 1) shared vision 2) continuous and consistent supervision and monitoring 3) commitment*

to success 4) building morale and encouragement. The consequent condition of successful administrator's characteristics was students developed their potentiality and teachers being high potential workers.

3. community cooperated and helped school. And also, network partners supported for scholarships, budgets and etc.

Keywords: The Characteristics of a Successful Administrator; Primary School

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1. Introduction

In an era of rapid economic, social, technological and environmental changes, which never happened before. There are trends of rapid change. And also, there are many severe impacts, such as volatile epidemics, severe droughts, severe floods, earthquakes, and emerging diseases such as Covid-19 that are spreading rapidly across the world. These affect the development of the country in all dimensions, especially in the area of education management that aims to reform the quality and standards of education to be accepted and create confidence among service users. (Secretary-General of the Education Council, 2023: 10-11) Schools are the most important schools, especially at the primary school level, which is a basic education level that is important for laying the foundation of students' lives and is an important thing that drives the quality of education to meet the goals of organizing education to be tangible and of quality. The educational administrators play an important role as leaders of organizations, who set the direction, policies and lead schools to achieve success. In addition, the educational administrators must change their roles to leaders of change. (Phawinee Phengsuwan, 2022)

Educational administrators are key personnels in developing the potential of organizations or school to be competitive and leaders with competence in knowledge, ability, leadership, ethics, and management skills appropriate to the context. (Smith, 2022: 58) In addition, administrators with outstanding characteristics, such as the ability to create an organizational culture of learning, teamwork, and good relationships with communities and participation networks, would be able to maintain the quality of schools in all aspects (Somchai Suwannachat, 2022: 12)

Researcher is interested in studying the characteristics of successful administrators in primary school administration from the perspective of those who are involved in the phenomenon, the conditions of occurrence, existence, and consequence of the characteristics of successful administrators, using qualitative methodology, by using the study of the foundation theory. The results of the research would provide new theoretical knowledge that would be useful in developing the quality of administration in schools to be of higher quality.

OBJECTIVES OF THIS STUDY

To study the phenomenon that shows the characteristics of successful administrators in primary school administration, the conditions of occurrence, existence and consequence.

METHOD IN THIS STUDY

This research is qualitative research by creating a grounded theory, conducted in 3 stages as follows:

Phase 1: Prior to the field study, there were two steps: 1. Selection of key informant by using purposive sampling together with snowball sampling. There were 49 people in the study area and involved with the school, including 1 administrator, 10 teachers, 10 basic education committee members, 10 parents, 10 students, and 10 network partners. 2. The research instruments used were: 1) the researcher who must have theoretical sensitivity, 2) a voice recorder, 3) a video recorder, 4) a notebook and pen.

Phase 2 Field study, the data was collected from the involved people's perspective in the phenomenon from the first semester of the 2023 academic year to the second semester of the 2023 academic year consisting of 4 steps: 1) entering the study area 2) the research instruments were observation and in-depth interviews 3) data collection 4) data analysis by using systematic model of Strout and Corbin to create concepts, relationships between concepts and using the NVivo program (Strauss & Corbin, 2015, p 97-102) as follows: 1) open coding 2) axial coding 3) selective coding 4) theory. A provisional conclusion is drawn, leading to the creation and validation of conclusions to explain the studied phenomena. Then data is collected and examined.

Phase 3: Summarizing the field study results to find conclusions on theory creation from the study of the phenomenon of successful administrative characteristics, to link concept groups, characteristics of administrators, conditions for the occurrence of successful administrative characteristics, their existence and consequence.

CONCLUSION

1. Characteristics of successful administrators in primary schools are behavioral characteristics and performance characteristics as follows:

1.1 Behavioral characteristics

1.1.1 Behavioral characteristics were punctuality, fairness, generosity, and sacrifice, continuously developing yourself and providing clarity to your subordinates so that they were able to see the true direction and goals. And also, being a decisive and clear person in giving orders caused the staff faith and loved in working together systematically.

1.1.2 Taking Care was providing equality to everyone in the school, promoting, supporting and giving opportunities to all personnel to develop themselves to their full potential, listening to opinions, being compassionate, helping each other and not leaving anyone behind.

1.2 Performance characteristics

1.2.1 Instructional Leadership was deep understanding of the content scope and principles of academic administration regarding the curriculum and curriculum administration, teaching and learning management, internal supervision, educational measurement and evaluation, and educational quality assurance.

1.2.2 Strategic Thinking was administrators analyzing the context of the school, analyzing strengths and weaknesses, determining the direction of educational management, predicting the future, creating strategies following on the specified vision.

1.2.3 Decision was confident, reasonable administrators deciding on the best solution to diagnose problems or find solutions carefully so that people in the organization felt confidence and been ready to work together.

2. The occurring conditions of successful administrators in primary schools are the principles of school director administration included:

2.1 Delegation was clearly and systematically setting policies and goals that are appropriate for the school's administrative structure, and plan and assign tasks appropriately according to potential, knowledge, and abilities, and assign tasks to the right people so that they can be implemented correctly.

2.2 Teamwork was communication to ensure that everyone has the same understanding, everyone participates in operations, cooperates in continuous school development, creates a good attitude in working together, is flexible, can adjust or integrate operations together, resulting in organizational culture.

2.3 Cooperative was partners' participation in the operation of the school, thinking together, working together, planning together, and coordinating and building good relationships, including giving partners the opportunity to express their opinions to develop the school towards its goals, making everyone feel a sense of ownership and pride in being a part of the success.

2.4 Motivation was a good role model manager dedicated to his work and inspiring his employees to understand their goals, creating challenging work opportunities, creating enthusiasm, having a good attitude, positive thinking, creating a good working atmosphere for personnel to feel a part of the school, resulting in personnel working happily.

2.5 Good Governance was administrators applying good governance principles to the school administration, administering with honesty, transparency, responsibility, value, and adherence to the law and ethics, emphasizing the participation of partners.

3. The existence of the characteristics of successful administrators in primary schools included:

3.1 Share Vision was administrators giving clear goals for common success, such as planning work, setting work goals, communicating with everyone in the organization to create a common understanding of work, leading the organization to drive towards continuous success.

3.2 Supervision and Monitoring was administrators supervising, monitoring and evaluating the performance of teachers and educational personnel in the school periodically to ensure that the operations was continuous and that any problems were able to solve promptly.

3.3 Commitment to Success was setting clear goals for operations, having high responsibility for work, working efficiently under constraints, and being motivated to work.

3.4 Encouragement was administrators creating the morale and encouragement for the personnel in school, making the personnel work with willingness, dedicating their physical and mental strength to achieve the goals.

4. The consequence of the characteristics of successful administrators in primary school administration included:

4.1 Students were developed to their full potential, able to read and write, got Behavioral characteristics consist of 2 main components: high academic achievement, and got a national test average score of Grade 6 higher than the national level.

4.2 Teachers were high work potential, had knowledge, ability and expertise in their work, creating works and have innovations in teaching and learning management. Teachers had self-confidence, responsibility and showed determination in their work.

4.3 The community provided cooperation and assistance to the school, including network partners providing scholarships, budgets and other support.

DISCUSSION

The researcher brought the findings for discussion. Details are as follows:

1. The characteristics of successful administrators in primary schools administration consist of personal conduct attributes and work performance attributes as follows:

1.1 Behavioral characteristics consist of 2 main components:

1.1.1 Good Role Model was being good role models in terms of punctuality, discipline, fairness, sacrifice, and continuous self-development, so that employees have faith and accept their leadership because of the ethics code of educational administrators requiring administrators to behave as good examples, had morality, ethics, honesty, responsibility, and equality are behaviors that can be cultivated and passed on to subordinates through learning processes from observational learning. Consistent with the concept of Bandura (1997: 73). He said that administrators who displayed positive behaviors such as punctuality, fairness, and sacrifice would result in school personnel having faith and motivation to work together systematically. This is also consistent with the concept of Northouse (2021: 84). which stated that leadership had to begin with the administrative being a good example in building trust and confidence from subordinates. This is also consistent with the research of Pimchanok Sararat (2023: 71) said that successful school administrators consistently demonstrate their leadership role through role modeling in their work and behavior.

1.1.2 Take Care: successful administrators cared about the diversity of their people, provided equal opportunities for development, listened to their subordinates' opinions, and genuinely helped them, building trust and cooperation within the organization. This caused administrators' caring reflecting leadership that emphasizes humanity, understanding, and concerning for the well-being of personnel, which directly affecting the motivation and job satisfaction of teachers and personnel in school consistent with the concept of Greenleaf (2002: 55). That said about Servant Leadership, which emphasizes equality, compassion and empowering people to grow to their full potential. And Nodding (2021: 18) proposed that "leaders who care and look after their people with understanding would create a corporate culture of sharing and long-term engagement." It was also consistent with the research of Thirarat Wongpaisan (2022: 14) found that the caring relationship between administrators and teachers had a clear effect on teachers' work performance and organizational commitment.

1.2 performance characteristics consisted of

1.2.1 instructional leadership consisted of 3 main components: 1) academic leadership, which is an important characteristic in driving quality learning management such as, knowledge of curriculum, internal teaching supervision, assessment, and educational quality assurance in depth could drive learning and develop teachers in line with academic standards. This could be a result of the limited role to general administrative work, but requirement expertise and importance on the tangible teaching and learning process. This was consistent with Hallinger's research (2022: 69). It indicated that academic leaders play a key role in developing and guiding teachers, which affects student academic achievement. This was consistent with the work of Charuwan Tanoram (2023: 91).

1.2.2 containing strategic thinking was able to analyze the school context, set goals, and design practical strategies to effectively lead the school towards its long-term goals. This was likely because educational administration in today's world requires skills in seeing the big picture, analyzing trends, predicting situations, and designing development approaches that meet future needs including systematic planning with clear short-term and long-term goals. This was consistent with the ideas of Kaplan & Norton (2004: 12) and the study of Smith (2023: 7). It was found that successful leaders must have vision and systematic planning. It was consistent with the research of Narissara Chuchan (2022: 78), found that the strategic thinking of administrators has a positive relationship with the success of overall school development. and

1.2.3 decision making was decision making of administrators carefully and rational decision-making, which are important factors that promote successful organizational management. This was likely because in the context of management, administrators are faced with complex situations, uncertainties, and lack of appropriate choices. In addition, decisions in various issues, including academic, personnel, budget and community relations. Therefore, effective decision-making requires complete information, comprehensive consideration, impact assessment and the courage to choose the right option. This was consistent with the study of Simon (1997: 51) and the concept of Yukl (2020) consistently stated that leadership decision-making is a key tool for managing complexity in modern organizations and supporting work completion. Also, Piyamas Chansawang (2023: 62) Consistently said that administrators with decision-making skills can build confidence in their employees and give management a clear direction.

2 The research was found that the occurrence conditions of the successful administrator's characteristics in primary school administration were "the school director's administration principles." Consisting of 5 important events that you can review retrospectively

2.1 effective delegation required the systematic determination of policies, goals and plans, taking into account the potential of personnel appropriately, in line with their abilities and roles in the organizational structure which affected the success of the operation. This was likely because complex and diverse primary school management and administrators were not able to operate alone. The results of this research were consistent with the concept of Koontz & Wehrich (2018: 22). He stated that good delegation was the appropriate transfer of authority and responsibility, with follow-up and trust, to promote effective work. In addition, Sombat Thamrongthanyawong (2022) stated that successful school administrators would assign tasks with clarity and select personnel who were appropriate for the mission, resulting in quality practices and reducing duplication problems.

2.2 teamwork , the research found that successful administrators used a team approach to build understanding through meetings, clear communication, and allowing teachers and staff to fully participate, also emphasizes flexibility, cooperation and creating a sustainable working culture. This was likely because schools were organizations that had to be driven by cooperation and understanding among all personnel. Teamwork helped personnel to be united, builds trust and support for each other, leading to the achievement of the school's goals together leading to the achievement of the school's common goals. When staff felt like they were part of a team, they would be more motivated to work. This was consistent with the idea of Katzenbach & Smith (2020: 22) said that effective teamwork helped to develop the organization as a whole and had the power to drive the organization continuously. This was also consistent with the research of Kulnat Phromnoi (2023) who found that schools with administrators who promoted teamwork could develop the organization in a directional way and significantly reduce internal conflicts.

2.3 cooperative, partners's participation in the school operation might be due to opportunities for personnel, communities, parents and network partners to participate in management. This was considered an important condition that allowed personnel and communities to feel ownership and truly participated in school development, especially by providing opportunities to express opinions, plan together, and make decisions together. This was consistent with the concept of Fullan (2020: 18) Stated that "partner collaboration was the key to sustainable change in school." This was consistent with the research of Niramol Wichitraprasit (2022: 83) found that administrators who managed schools based on the

principle of participation created good relationships and promote a high level of organizational awareness.

2.4 motivation, administrators motivating staff to be enthusiastic, positive, praise, reward and providing opportunities to develop their potential and feel a part of the school were important roles for the success of management. This was likely because school personnel need both physical and mental support. When administrators could motivate personnel, it would result in personnel being committed, enthusiastic, and happy in their work. This was consistent with the concept of Herzberg (2017: 31) explaining how intrinsic motivators, such as achievement, recognition, and growth opportunities, were key to motivation in the workplace. This was consistent with the study of Narumon Chainarong (2023: 83) found that schools with administrators who could create good motivation result in teachers working happily and tending to continuously develop themselves.

2.5 good governance, administrators adhering to the principles of good governance in their management, including honesty, transparency, value, participation, and responsibility, would be able to create a management system that is reliable, fair, and accepted both internally and externally. This might be because management adhering to the principles of good governance helped build confidence among personnel, students, parents, and the community. In accordance with UNESCO (2020: 42). Stating that management based on the principles of good governance would help educational institutions to be sustainable and have transparent resource management. It was also consistent with the research of Worangkana Srichampa (2022: 89) who found that schools with administrators who adhered to the principles of good governance build trust among personnel, communities and network partners, resulting in schools receiving support in all aspects.

3. The research results on the characteristics of successful administrators in primary school administration consist of 4 important issues includes setting a shared vision, regular monitoring, commitment to success, and building morale. The results can be discussed as follows:

3.1 shared vision, successful school administrators had a clear vision and communication it to teachers, staff, and partners so that they understand and aim for the same goal. They had systematic planning and unified communication, which gave them a clear direction of operation. This might be because the vision was like a compass to guide the school towards its goals, reducing confusion and discrepancies in the implementation process. In line with Mitchell et al. (2023: 33) stated that creating a shared vision was an important factor in educational leadership because it was the starting point for creating shared understanding and

mutual acceptance in the organization. This was consistent with the research of Surin Uamsri (2023) who stated that administrators with vision could motivate personnel to be inspired to work towards the school's goals

3.2 continuous and consistent supervision and monitoring reflected the responsibility and concerned of administrators towards the mission of the educational institution, which played an important role in developing quality work and preventing and solving problems in a timely manner. This might be because monitoring allowed administrators to recognize problems, obstacles, or points that need to be improved in a timely manner, leading to constructive suggestions and continuous improvement of teaching quality. The research results were consistent with the ideas of Anderson & Black (2022: 18) who stated that structured supervision helped build trust and had a clear impact on the quality of students' learning process. This was consistent with the research of Pornpen Rattanakun (2022: 81) who found that administrators who receive continuous supervision can systematically support the development of teachers and the teaching system.

3.3 commitment to success, successful administrators had to be committed, had clear goals, and took responsibility for leading the organization to achieve its goals even under challenging constraints. They could also be role models and inspirations for teachers and personnel in the organization. This might be because schools faced challenges from various aspects, such as limited resources, social changes, or expectations from parents and communities. Determination would help administrators overcome obstacles and continue working tirelessly. In line with Turner & Ray (2023) stated that commitment is the heart of leadership, reflecting a genuine intention to solve problems and develop the organization to grow. In addition, the research results of Jiraporn Rungsawang (2024: 75) found that the commitment of administrators was significantly related to the development of academic quality in primary schools.

3.4 building morale and encouragement, administrators creating a good working atmosphere by encouraging, appreciating and valuing their employees play a significant role in increasing the organization's work efficiency, making employees happy at work and willing to develop themselves. This might be because schools were surviving organizations with the cooperation and supported of their personnel. If the personnel had good morale, it would result in love within the organization, motivation to develop work, happiness in working, and readiness to devote themselves to the success of the school. It was also consistent with the research of Thanchanok Mahawong (2022: 92) who found that management focusing on

building morale and encouragement reduces stress, increases organizational commitment, and empowers personnel to continuously develop.

4. The consequent condition of successful administrator's characteristics affected students, teachers and the community according to various issues, including:

4.1 The learners' results found that the learners were developed to their full potential, had correct reading and writing skills, and had academic achievement scores of the average score in the national test (O-NET) for Grade 6 higher than the national level. That showed that effective administrators' leadership could create a learning atmosphere that was conducive to student success, which was consistent with Hallinger's (2022: 45) concept that administrators' academic leadership directly affected student academic achievement. This was consistent with the research of Kittipong Poolkaew (2022: 79), which confirmed that schools with strong academic leaders could produce high academic achievement.

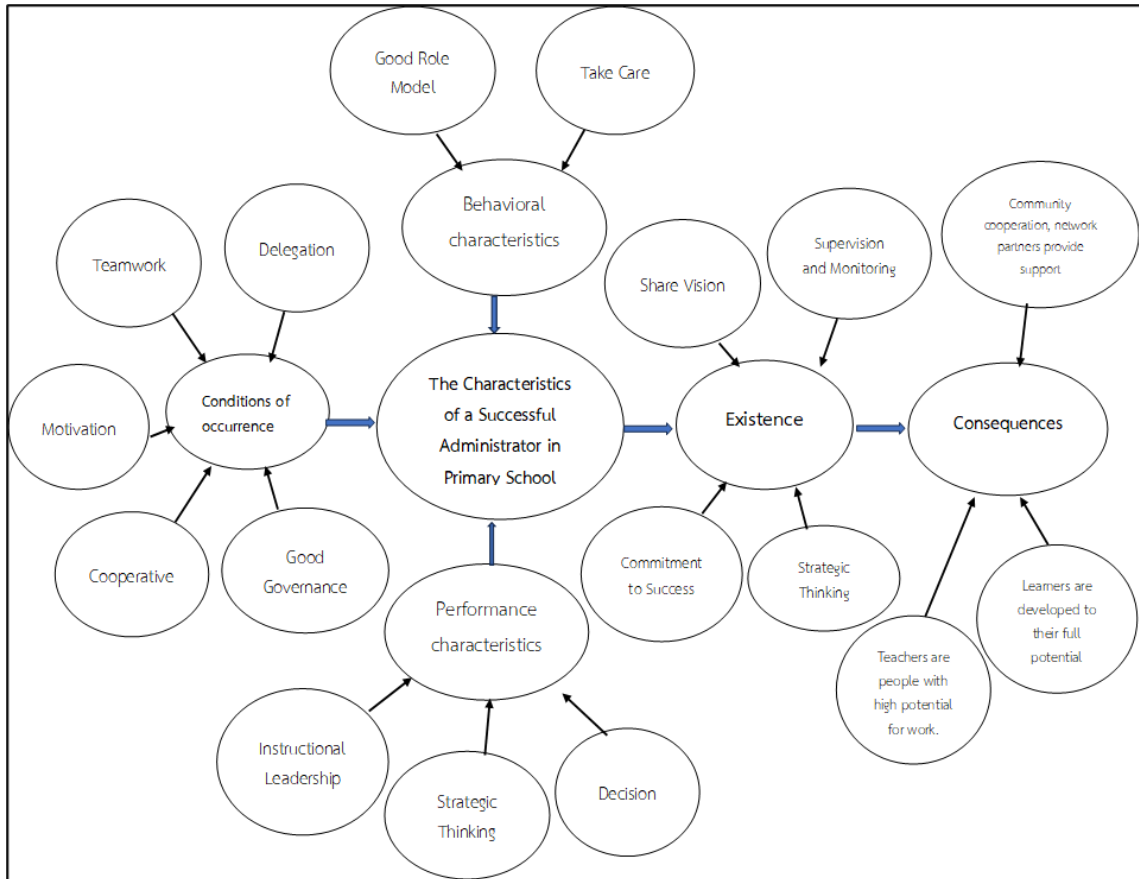
4.2 The teachers' results found that teachers had high potential in working, could manage quality learning, and had the ability to produce innovations for teaching and learning. They had leadership and self-confidence. This was consistent with the concept of Fullan (2022: 22) proposed that good leaders had to be facilitators of teachers' learning. This was consistent with the research of Parichat Suksawat (2023: 72) who found that support from administrators significantly influenced teachers' instructional design ability.

4.3 The community's results: It was found that the community cooperated, supported the budget and various resources, including providing scholarships to students, which was a result of their confidence in school leaders and the participation of network partners in driving the quality of education. Epstein's (2023: 4) idea states that community participation would create sustainability in the education system. In addition, research by Thanaporn Phromjak (2023) found that school administrators receiving opinions from the community and connecting cooperation with external organizations would be able to develop the quality of education effectively and sustainably.

NEW KNOWLEDGE

To drive the quality management process by using knowledge, skills, strategies and visions which are factors leading to the sustainable development of primary schools. The conditions for the occurrence of characteristics of successful administrators, based on systematic management and consistent with the school context, it could create a potential team, continuously developed personnel, and drove the school to achieve sustainable goals. And the characteristics of successful administrators not only have a positive effect on the management

process within the school, but also had a significant influence on the progress of students, teachers and the community, enabling the school to operate effectively and with true quality. The summary was as shown in picture 1



picture 1 Characteristics of successful administrators in primary schools

SUGGESTIONS

From the summary and discussion of the research results, there are policy recommendations and suggestions for future research as follows:

1. Relevant partners used research results from theoretical conclusions as guidelines for improvement and development, and considered them as important practices for administrative awareness, and saw their importance, and the occurrence of successful administrators 'characteristic in administration to respond to the focus on further development of educational quality.

2. Use the findings on the conditions for the occurrence and existence of successful administrators' characteristics as a guideline for developing administrator competencies to increase the potential for sustainably raising the quality of education.

3. Research and development (R&D) should be conducted to apply the successful administrators' characteristics in management to educational institutions.

4. To study further with quantitative research to be a guideline to know the differences in important conditions for the occurrence of successful administrative characteristics or to examine the components of the successful administrative characteristics model.

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