

A Model of Buddhist Participatory Education Management of Charity Schools in Buddhist Temples

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ABSTRACT

The purpose of this research was to propose a model of Buddhist participatory education management of charity school in Buddhist temples. The research design was mixed methods research and three steps of research was divided. Step 1: Study the condition of participatory education management. Questionnaires was used for 400 administrators and teachers, data were analyzed by descriptive statistics which were frequency, percentage, mean and standard deviation. Step 2 Develop the model by interview 10 key informants, and Step 3 proposing the model by conducting focus group discussion with 9 experts, data were analyzed using content analysis. Results showed that Buddhist participatory education management of charity schools in Buddhist temples was the implementation of the principles of education administration in a participatory manner with Buddhist principles such as Sangkhahavathu IV such as giving polite speech and services. Consistency, the model has four main components consisted of principles, objectives, administrative processes, and evaluation. It was appropriate and feasibility to apply in the educational administration of the temple charity school in Buddhism.

Keywords

Model, Participatory Education Management, Charity Schools, Buddhist Temples

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Introduction

The temple charity school in Buddhism is the same teaching and learning as ordinary schools. It emphasizes the purpose of enhancing the knowledge and understanding of the principles that lead to directing and controlling the body, speech and mind to follow the moral principles and conduct the Buddhist activities properly, and having a good lifestyle behavior according to the moral, ethical and cultural framework, do not persecute oneself and others, have a charity in the public mind to benefit oneself and society, have good leadership and follower characteristics. It is in line with state policy for good citizenship in a democratic society with a monarchy [1]. The charity school of the temple is supported by the Sangha in accordance with the policy of promoting the temple and the monks to play a role in providing education for the community to the full. The Ministry of Education provides special support and subsidies to the school because it is a model school of education for people who cannot be self-sufficient or unattended or disadvantaged [2].

Educational administration that takes into account the participation of people, communities, organizations or various institutions. In society, it has become more when indicators of public participation have been established as one of the criteria for the external quality assessment of educational institutions and the establishment of educational administration policies of educational agencies. At both policy level and practice level, it was found that the participation of teachers, education personnel and the public. It is an important mechanism for decentralization of management to educational districts and basic schools including participation in thinking, collaboration, support, and participation in monitoring the outcome of education management at all levels both policy level / central

education area level and school level successful teaching and learning management of teachers in the good teacher scholarship programs and education. The success of most educational institutions is due to the participation of the people [3] which is a participatory management between school communities and temples of all three must be involved in supporting education and driving the administration of the educational institution towards important goals which is the expectation of parents and society. Therefore, the temple should play a role in the administration and management of the community education. The charity school is located in the temple and has a abbot as well as the board of directors as the management from the research results it was found that the school and the community must consist of community participation. Coordinating houses, temples, schools are three together in a sustainable manner. It is caused by the mind wanting to participate in a particular activity in order to influence the needs of a group of people that are consistent with their social lifestyle. However, in order for the community to truly participate organizing activities for participation must take into account lifestyle, values and traditions. Person's attitude in order to create voluntary participation in activities because people in the community are different in their personal characteristics, economic characteristics and receiving information about the participation of the community. It should be analyzed synthesize community problems and have appropriate planning and lifestyle, set activities conducting activities and evaluating activities establish procedures for inclusion and focus, using the community as the center through schools, government agencies, provide ongoing assistance, advice or facilitation [4].

In which not all work can be accomplished by one person requires cooperation and mutual cooperation, therefore

working together by using the Sangkhahavattu IV principle to participate which is a principle that binds the spirit of people and unites the people to have unity, consisting of 1) Dana, giving to share, 2) Piyavaja, speaks lovingly, 3) Attajariya, attitude to benefit each other, 4) Samanattata, impartiality[5]. If the Sangkhahavattu IV principle is integrated with the participatory educational management, it will be able to solve the problem very well. The researcher is interested in studying the Buddhist participatory education management model of the Buddhist temple charity school in Buddhism. It is to study the cooperation of the students' parents, the cooperation process of the students and integrate the principles of Buddhism with the administration of educational cooperation which will be beneficial in the administration of education in the charity school of the temple in Buddhism.

Research Objectives

The purpose of this research was to propose a model of Buddhist participatory education management of charity school in Buddhist temples.

Research Methods

Mixed methods research was used for research design and three steps of research was divided as follows:

Step 1: Study the condition of participatory education management of the temple charity school in Buddhism by studying the document on the administration of a participatory education in the Buddhist temple charity school, to be used to create a questionnaire to collect data from the population in this research were 400 administrators and teachers of the Buddhist temple charity school in the central region, and the entire population was used as a sample in the research. The data were analyzed by descriptive statistics which were percentage, mean and standard deviation.

Step 2: Develop a Buddhist participatory educational management model of the Buddhist temple charity school in Buddhism. It is a qualitative research by studying the documents related to the development of a Buddhist participatory educational administration model of the Buddhist temple charity school in Buddhism. It was then used to create questions for interviewing 10 key informants and analyzing the data through content analysis.

Step 3: Propose the Buddhist participatory educational management model of the Buddhist temple charity school in Buddhism. It is a qualitative research by organizing focus group discussion with 9 experts to determine the suitability of the model and the experts who participated in the group discussion were selected using purposive sampling considering with qualifications and knowledge of competency development, or those who have knowledge about the propagation of Buddhism and perform data analysis with content analysis.

Results

Buddhist participatory education management model of the Buddhist temple charity school in Buddhism. It is the

introduction of the principles of education administration in a participatory manner with the Buddhist principles, namely SangkhahawattuIV principles, namely, giving, polite speech, giving service, and consistency. The model has four main components: 1) Principle, 2) Objectives, 3) Administrative process, consisted of 3.1) Cooperative education management. It is a participatory management in education management, which means the administration that allows those involved in education management to participate in thinking, making decisions, and planning to work together to work in 4 areas, joint operation, joint recognition of the benefits, and joint evaluation. 3. 2) Buddhist participatory education management, it is the integration of the Sangkhahavattu IV principles into the 4 aspects of educational administration, namely, academic administration, personnel management, budget management, and general administration, and 4) Evaluation is a model evaluation process with a summary to verify and evaluate the achievement of development as in Fig. 1.



Fig. 1 Model of Buddhist Participatory Education Management of Charity Schools in Buddhist Temples

The results of the presentation of the Buddhist participatory educational management model of the Buddhist temple charity school in Buddhism, from focus group discussion with 9 experts, it was found that it was appropriate and feasibility to apply in the educational administration of the temple charity school in Buddhism.

Discussions

This research found important points to be discussed and follows the Buddhist participatory education administration model of the Buddhist temple charity school in Buddhism. It is the introduction of the principles of education administration in a participatory manner with the Buddhist principles, namely SangkhahawattuIV principles, namely, giving, polite speech, giving service, and consistency. The format has four main components: principles, objectives, administrative processes, and evaluation. The results of this research are based on four principles of participatory management, namely, co-thinking and decision-making, joint operation, joint recognition of the benefits, and joint evaluation. It is a very important principle in the administration of the temple charity school in Buddhism. Because it is a school with a context that requires participation from all sectors, namely, the private sector, the ecclesiastical sector, the community sector, in line with the advocacy of the constitution that resulted in the National

Education Act, B.E.2562. According to the Act, it provides opportunities for all sectors of society to provide education (All for Education) to schools with individuals, families, communities, community organizations, local government organizations, private organizations, professional organizations, religious institutions, establishments and other social institutions. Promote the strength of the community by organize a learning process within the community, so that the community has education and training management seeking knowledge, information, and being selective various wisdom and science to develop the community in accordance with the situation and needs including finding ways to encourage the exchange of development experiences among communities for schools to develop effective teaching and learning processes [6].

It was also found that it was consistent with the research of Paranadatta Saenviseth that the research found the community participation consists of 1) participation in thinking and making decisions, 2) participation in support and co-operation, 3) participation in control and the process of school, 4) participation in receiving services and receiving assistance from the school [7] is related to the research of Phattaphon Puysuwan that research results show that the components of participation in education management of the parent and teacher associations suitable for Thai society consist of 1) the creation of network partners, 2) the organizational climate, 3) the relationship between the school and the community, 4) the participation of members, 5) evaluation, 6) support [8].

Consistent with the research of Prachuap Nooliang, the research found that the management of a participatory education should include 1) co-thinking, 2) co-planning, 3) co-operation, 4) co-operation, 5) co-evaluation and 6) participation in benefits [9] and related to Nucha Sasom's research that the research results showed the characteristics of participation in the administration of houses, temples, schools consisted of 1) participation in decision making, 2) participation in operational planning, 3) participation in implementation and implementation belief and belief in Buddhism, 4) participation in coordination, 5) participation in the monitoring and evaluation of the Kalyanamit [10].

It is consistent with the research of Sakda Sathapornvajana that the research results showed the model of the participatory administration of the basic educational institutions consisted of 1) the principle of the participatory management, 2) the participatory management system, 3) the guideline for the implementation of the model, there were 4 steps: preparation implementation of the pattern evaluation of the implementation of the pattern, 4) the conditions of the participatory management model consisted of two parts, the first part was being the factors affecting the success of the model, and the factors affecting the use of the model, Part 2 was the source of factors, which consisted of 3 sources: school administrators, co-workers and stakeholders. 2) The results of the evaluation of the participatory management model of the basic education institutions by the school administrators [11].

The results of the presentation of the Buddhist participatory education management model of the Buddhist temple charity school in Buddhism. It is appropriate and feasibility to apply in the educational administration of the temple charity school in Buddhism. It is because of the Buddhist

participatory educational management model of the Buddhist temple charity school in Buddhism. The results of this research are the process of developing a complete model in accordance with the 3-step pattern development principle, namely step 1, the study of current conditions by studying the document and then analyzing the data through content analysis. The questionnaire was used by 400 teachers and administrators and analyzed the data by statistics such as frequency, percentage, mean and standard deviation presented in the form of a table with a description. Step 2. Development of the model by studying documents, analyzing data with content analysis and interviewed 10 key informants. The research tool was interview form, and step 3, the proposal of the model by focus group discussion of 9 experts. The research tool was a question for focus group discussion, and perform data analysis with content analysis. This is related to Thawatchai Rattananu said that model development is a process of creating or developing a model contains the study of related knowledge model sketching and to investigate the suitability and feasibility of or to experiment with the model [12].

Recommendations

A. Recommendations for practices

Government Sector, Office of the Private Education Commission and related agencies, the work should be carried out as follows:

- 1) This research should be applied for effective administration of Buddhist participatory education in Buddhist temple charity schools in Buddhism.
- 2) This research should be applied and developed as a manual for the Buddhist participatory education management model of the Buddhist temple charity school in Buddhism.
- 3) A Buddhist temple charity school in Buddhism should be organized to have a cooperative agreement to build a network for the administration of Buddhist participatory education of the Buddhist temple charity school in Buddhism.

B. Recommendations for Further Research

1. The Buddhist temple charity school and related agencies, the Buddhist participatory educational management model of the Buddhist temple charity school in Buddhism should be applied to benefit the administration of the Buddhist temple charity school in Buddhism.
2. The Buddhist temple charity school and related agencies should be placed on the implementation of the Buddhist participatory education management model of the Buddhist temple charity school in Buddhism in the management of education, meaning the administration that allows stakeholders to participate with the education management to participate in thinking together, making decisions, participating in planning, and working together, thus creating a feeling of attachment, commitment and mutual agreement in the administration of the educational institution with participation including 1) co-thinking, decision making, consultation on operations, 2) joint implementation to drive directions and clear operational

plans, 3) joint benefit recognition and recognition of the benefits of the implementation of knowledge, 4) joint implementation and evaluation of implementation. It is important to support learners' learning.

Conclusion

Research paper on Buddhist participatory educational management patterns of Buddhist temple charity schools in Buddhism. It is a research that combines both quantitative research and qualitative research. It is the process of administering a Buddhist participatory education of the Buddhist temple charity school in Buddhism. It is the introduction of the principles of education administration in a participatory manner with the Buddhist principles, namely Sangkhahavatthu IV principles, namely, giving, polite speech, giving service, and consistency. The format has four main components: principles, objectives, administrative processes, and evaluation. Body of knowledge from research can be summarized that PEB MODEL is a participatory educational management that integrates with Sangkhahavatthu IV principles to apply to educational administration as follows:

P = Participatory participation in education management, it is the management of participation in education management, meaning the administration that allows those involved in the education management to participate in thinking, making decisions, joining plans, working together, thus creating a feeling of attachment and commitment. They agreed to jointly manage the educational institution to achieve the objectives, consisting of 1) co-thinking and decision-making. It is a consultation in the operation. Personnel selection regulation take care of the environment, develop human potential coordination introducing new techniques coordinate nearby schools to develop learners create a systematic work as a team build understanding of organizations to reduce conflicts and create happiness consultation to help decide with advisory committee members and participate in thinking, making decisions, and working together. 2) Joint operations, it is driven in a clear direction and plan of action, collaborative meeting on school development for the better teaching and learning development jointly propose problems and solutions, get information on all dimensions of action, inspect, raise morale create a good atmosphere Introduce new technology to apply the presentation of virtue to interpolate and do activities together to create warm and unity, create a new culture in the organization agree and delegate to implement the plan, follow the specified time frame until the goal is achieved. 3) Sharing benefits, it is to recognize the benefits of conducting education and presenting a project for consultation, expressing opinions on development, and recognizing the use of the annual budget. Development of student learning provide advice, knowledge, and adjust the same attitude and provide additional funds to operate, organize statements in order of necessity, mediate when there is a conflict in the budget check transparency, take care of common interests. 4) Joint monitoring and evaluation, it is the operation to support the learning of the learners is important. From the audit to evaluate the performance to take care of educational interests' performance tracking collect statistical data, build unity in

the school administration, recognize the assessment results and propose independent revisions, choose the appropriate assessment form Suggest help solve problems in the assessment and design test methods.

E = Educational Administration, it is the concept of the administration of the temple's charity school in Buddhism in 4 areas: 1) academic administration, 2) personnel administration, 3) budget administration, and 4) general administration.

B = Buddhism, Buddhism is the principle of Buddhism, namely Sangkhahavatthu IV, which is the principle that binds the spirit of people and unites the people to have unity which is integrated with the administration of a participatory education in 4 areas: 1) donation, which is generosity, selflessness, sharing, assistance with four factors or assets, as well as providing knowledge and understanding and arts. 2) Saying in love with each other is to say good words, pleasant to hear, clarifying, suggesting things that are useful, rational, evidences, influencing in a good way, or showing empathy, encouragement, know how to speak for good understanding, unity and friendship, love, respect and support one another. 3) Behavior to benefit one another that is helping with physical strength and exerting themselves to assist in service activities as well as helping to solve problems and helping to improve and promote ethics, and 4) Samanattata took himself to heal, that was, to fit him, to set himself up consistently, to equality, to treat all people, not to take advantage and to be equal in happiness, join in the happiness, join the suffering, join the awareness, join in solving the problems for the benefit of mutual happiness, as in Fig. 2.

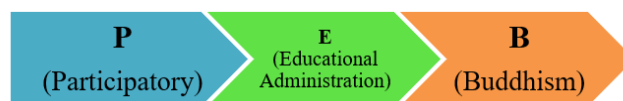


Fig.2Peb Model

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