

A Model of Participation in Educational Administration of Phrapariyattidhamma for the General Education Section in Sangha Administration Region 1

Phra Somporn Pabhassaro (Kaewmanee)¹, Phrakhrusangharak Chakkit Bhuripanyo², Thongdee Sritragarn³, Peravat Chaisuk⁴

^{1,2,3,4}Faculty of Education, Mahachulalongkornrajavidyalaya University

^{1,2} dew280@hotmail.co.th, ³ thongdee.sri@mcu.ac.th, ⁴ pchaisuk@gmail.com

ABSTRACT

The purposes of this research article were 1) to study the educational status of Phrapariyattidhamma for the General Education Section in temples of Sangha Administration Region 1, 2) to study participation in educational administration of Phrapariyattidhamma for the General Education Section in Sangha Administration Region 1, and 3) to propose a model of in educational administration of Phrapariyattidhamma for the General Education Section in Sangha Administration Region 1. Mixed methods research was used for the design. In quantitative research, data was collected from 136 samples and was analyzed by using percentage, mean, standard deviation. Qualitative data was collected by interview 15 key informants and focus group discussion with 10 experts. Results indicated that 1) the educational status of Phrapariyattidhamma for the General Education Section in temples of Sangha Administration Region 1 showed that administrative conditions still did not conducive to development, lack funding or did not receive enough budget to manage the current condition, also depended on the abbot or a director with a position of governing the clergy. However, there was a tendency to use the participatory administration by controlling the administration of Phrapariyattidhamma for the General Education Section. 2) Participation in educational administration of Phrapariyattidhamma for the General Education Section in the Sangha Administration Region 1 consisted of 1) participation in awareness and community needs, 2) participation in organizing activities, 3) participation in decision-making and administrative efficiency, 4) participation in control and keep track of accuracy by integrating with Buddhist principles. 3) A model of in educational administration of Phrapariyattidhamma for the General Education Section in the Sangha Administration Region 1 consisted of 4 components which were 1) pleased to participate in planning (Chanta), 2) indefatigable action (Viriya), 3) correct and appropriate decision making (Jitta), and 4) follow-up and solve the problem (Vimangsa).

Keywords

Model of Participation, Educational Administration, Sangha Administration Region 1

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

Introduction

Administration of Phrapariyattidhamma School will be successful which today must manage with participation by that management must consider the benefits that will occur, and as a result of the stakeholders, learners need to organize education in a systematic manner in the administration and management of education in order to achieve the goals of education requires professionalism of school administrators. It has a broad vision, competence, morality and ethics, is recognized and has intelligence, emotional intelligence, as well as adherence to professional management in accordance with higher education in 2 Buddhist universities and Sangha education is an alternative one that has youth or community attention and parents support their children to come to study and encounter 2 problems in the Buddha's life.

The first issue is the education of the Sangha. It is an institution that trains the heirs to educate monks and novices that renewed Buddhism. The second issue is the educational disadvantage in the state education system to have an opportunity to receive education, educational administration, Phrapariyattidhamma School faced many problems, namely, educational problems. At present, in the educational system, the novice monks have studied many types of education, but on the other hand, there is no relationship at all, namely education. Phra Pariyatit is an independent education management, different from the monastic system and the

state educational management. It causes confusion for students. The Buddhist monks are novices as well as educators is a teacher involved in education, including the general public [1].

Management condition must know how to manage each party to participate in all parties academic work, HR and community were also involved. It is called proactive management. All parties work together to develop and manage the school to achieve its objectives with a management line organized and plan and propose systematically and has a policy of supervision and practice Monitoring and evaluation report for School Administrators is therefore an important person in the implementation of educational policy. If the administrators are knowledgeable and capable of conducting educational work successfully and quality according to the National Education Act. It is therefore necessary to rely on knowledge and ability to make the administration effective [2].

Achieve the goal of providing education for monks and novices who are citizens of the nation. It is the same as the general public, and therefore has the right to receive a basic education according to the constitution and the basic education program have studied with equal quality the state should support education, management system, education of the Buddha so that it is budgeted and have more quality in the future [3].

Research Objectives

The purposes of this research article were 1) to study the educational status of Phrapariyattidhamma for the General Education Section in temples of Sangha Administration Region 1, 2) to study participation in educational administration of Phrapariyattidhamma for the General Education Section in Sangha Administration Region 1, and 3) to propose a model of in educational administration of Phrapariyattidhamma for the General Education Section in Sangha Administration Region 1.

Research Conceptual Framework

The researcher has set a conceptual framework to be consistent with the educational conditions, models of participatory Buddhist education administration as shown in Fig.1.

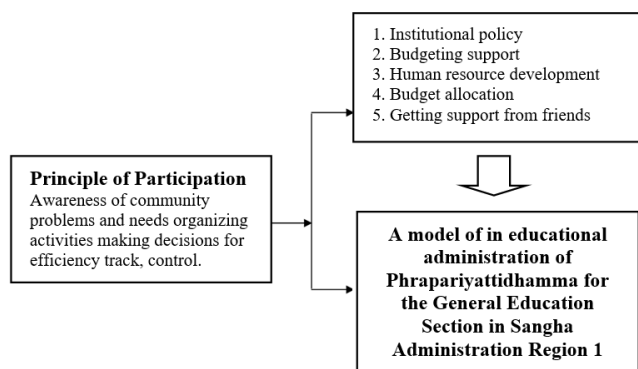


Fig. 1 Conceptual Framework

Research Method

Mixed methods research was used for the design. In quantitative research, data was collected from 136 samples. Research tool was questionnaires and data were analyzed using descriptive statistics consisted of percentage, mean, standard deviation. Qualitative data was collected by interview 15 key informants and focus group discussion with 10 experts. Research instruments consisted of 1) interview form and issue for focus group discussion and data were analyzed by using content analysis.

Research Findings

1. Educational status of the Ordinary Divisions for temples in the Sangha Area Region 1 should be involved 1) the management of participation in organizing activities, problem analysis, set goals, give feedback on the project planning process and interview results of condition of participatory management in organizing activities, 2) The condition of participation in decision making to be effective and can work to achieve goals participation in making effective decisions join in the implementation of the plan, 3) The condition of participation in control and monitoring can be used to analyze the conditions of participation in the control, follow up on joint audits and follow up on the implementation of the project or activity that meet goals and objectives [4].

2. Participation in the administration of Dhamma education, Department of General Education in the Sangha Administrative Area Region 1.

Administrators must study the school's information and the needs of the community that can the education management meet the needs of the learners? School problem awareness or the impact on the school and learners. A meeting to summarize the problems and prioritize school problems performance of duties. It is divided into divisions, responsibilities, and everyone fulfills their duties with willingness and control, monitoring, and implementation of any ongoing school project or activity to achieve the goals set.

3. Propose a participatory religious administration education model for temples in Sangha Administrative Area Region 1. From the study, the model of a participatory Buddhist education administration for temples in the Sangha Region 1 was: 1) perception of problems and the needs of the community are ambitious, that is, satisfaction as what they consider best that we human beings should have this as the first encouragement, 2) Participation in the management of participation in organizing activities with persistence. Perseverance means persistence and contact for a long time until success. This word also has the meaning of courage, 3) Deciding to be effective with Chitta means not taking it away from your own feelings, always keep that objective clearly in mind. This word fully integrates the meaning of the word concentration. 4) Monitoring control will benefit the most in managing the school to success.

Discussions

1. Educational status of the Dhamma in the General Department for temples in the Sangha Administrative Area Region 1 from the results of the study of the study condition of the Ordinary Divisions. For the temples in the Sangha Region 1, all 4 issues about participation in awareness educational thinking and community needs participation in organizing activities, participation in making effective decisions, participation in monitoring controls consistent with research of Phrakru Khemapiwut (Unchulit) [5] has researched "Development of Buddhist participatory administration for the administrators of the Buddhist Dhamma School, Dharma Department". The research found that the conditions of the participatory administration of the administrators of the Dhamma School of Dhamma Division were found that the administration of the school, led by the abbot, each school has the highest power. In addition, the school has authorized the headmaster and teachers. It is the father-to-child management system to participate in decision-making in organizing or improving the resource management system, make decisions on how to use limited resources to benefit the public, co-organize or improve in the development management system for efficiency and effectiveness, join in the implementation of the plan projects and activities to achieve the goals. There is an evaluation that the actions taken in accordance with the policy of Mae Kong Tham Sanam Luang By delegating the power to the abbot of each temple to proceed in the order of government with a network to support the administration of the school. The development of participatory administration of the administrators of the Dharma Study Center, Dharma

Department consisted of 5 participatory processes thinking, study and research identify problems and causes, 2) Participation in policy planning or project plans or activities, 3) Participation in decision-making in organizing or improving effective resource management system, 4) Participation in control and monitoring and evaluate the performance and bring the results back to benefit; and 5) participation in benefiting from development. The results of the evaluation of participatory management from the sample showed that the mean accuracy was at the highest level and usefulness, suitability and possibility Have a high level of mean respectively.

2. Participation in the administration of Dhamma education, Department of General Education in the Sangha Administrative Area Region 1.

Administrators must provide education by adhering to the regulations and policies of educational institutions by for the administration of Buddhist schools which is a direct study of the Sangha Should encourage monks novice to be educated, but the administration must administer the measure of participation between the community for efficiency and success. Resulting in justice, verifiable, in line with the research of Phra Worathanakorn Kitiyano (Kaewpila) [6], conducted research of "Development of educational administrative skills for Phrapariyattidhamma School administrators Department of General Education" The research found that current conditions, problems of administrative skills, Phrapariyattidhamma school the Department of General Studies found a lack of systematic administration and a lack of development to keep pace with the change, but the delegation of decision-making power was still dependent on the higher-ranking executive. The overall management is not clear, including the administration of the Sangha administration at various levels from the beginning to the upper level. Top-down command, temple and ecclesiastical education, lack of good managerial skills development. Development of educational administration skills for Phrapariyattidhamma school administrators. The general education department found that this possibility. The mean is at the highest level, and accuracy benefit and the suitability was at a high level, respectively. The process of developing educational administrative skills for Phrapariyattidhamma School administrators. The General Education Department consists of 5 sections.

- 1) The components of the educational institution administrator's skills in 5 areas.
- 2) The process for developing educational administrative skills in 5 areas.
- 3) the development of educational administrative skills in 5 areas.
- 4) Six aspects of educational institution administration
- 5) Five skill development activities

It is also found that the 3 principles of the Phrapapanikidharma make the school administrators an executive who meets the principles of Buddhism, namely, the foresight of work (Jakkuma), the expert in work (Wituro), and the good interpersonal relationship, Aran Kaewthong concluded that from the research results, it was found that school administrator teacher community performance of educational institutions and school boards should be involved.

3. Propose a participatory religious administration education model for temples in Sangha Administrative Area Region 1. Research results from the study of qualitative data by conducting interviews with management experts Analyze the consistency of categorize data in order of importance, study points and organize small group discussions to synthesize information and recommendations, develop quantitative research tools, to collect statistical data in which questionnaires were distributed statistical analysis confirming the patterns studied were:

1) The ambitious model is satisfaction, considered best for administrators, board members and communities to create morality to the management of perceptions of the community's problems and needs.

2) The pattern of persistence is persistence, continuous action until success, must have courage mixed with it by focusing on everyone in the organization Participate in organized activities.

3) The form of Chitta means not taking it away from your own feelings to make that objective clearly concentrate while performing your best and making effective decisions.

4) The model of Vimangsa means surveillance in cause and effect of success, control and follow up will be the most beneficial for the administration of the school to success. All 4 studies that were consistent with the research of Apichai Nuchueang [7] were researched on "Model of participation in school development of the basic education establishment committee", the model of participation in school development of the basic school board consists of 2 aspects: the role of the school board. It is the nature of the work of the school board together with the school, and the community consisted of 1) building cooperation with the community, 2) supporting the administration of the school, 3) participating in the operation qualifications of educational institution directors. It is the characteristics of individuals who will participate in the school development, consisting of (1) competence in duties, (2) characteristics of behavior, (3) satisfaction, (4) returns with appropriate assessment results possibility and helpful level [8].

Body Of Knowledge From Research

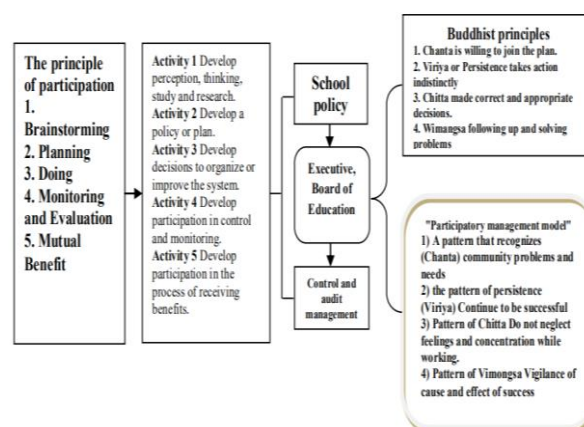


Fig. 2 A Model of Participation in Educational Administration of Phrapariyattidhamma for the General Education Section in Sangha Administration Region 1

Recommendations

Recommendations for Policy

- 1) Relevant agencies should promote personal factors by encouraging personnel to accept their talents and confident in your colleagues.
- 2) Relevant agencies should promote environmental factors in their work by promoting personnel to comply with regulations school regulations.
- 3) Relevant agencies should promote social factors, culture and psychology by promoting personnel to have operational safety, and create more welfare for personnel.
- 4) Relevant agencies should budget to support the construction of the physical environment of Phrapariyattidhamma School General education department such as media, office equipment, computer technology.

Recommendations for further research

- 1) The process of developing teacher expectations towards the Phrapariyattidhamma School administrators should be studied.
- 2) Should study strategies for the administration of the participatory Dhamma meditation for the temple.
- 3) The motivation model of personnel in performing work at Phrapariyattidhamma School should be studied in the Sangha Administrative Area Region 1.

Conclusion

Administrators should consider the administration of Phrapariyattidhamma School by considering the conditions used in the administration depending on the context of the Phrapariyattidhamma School, what kind of procedures will be used in the general department? Therefore, it will benefit the most from school administration to success. It may be used as an integrated school management guideline according to Buddhist principles and participatory management development.

1. Chanta, pleased with the management, co-thinking, and planning.
2. Viriya, perseverance, not discouraging in the undertaking of that business by taking tireless action on the problems and obstacles that arise.
3. Chitta, cares not to be engaged in such matters by making decisions together to follow the plan correctly and appropriately.
4. Vimangsa, must continue to work, the last four success ladders mentioned herein are the most important, because they are joint consideration, follow up on the work done and solve the problems that arise during work, work together to think, develop, improve, work better to benefit from joint management for success and sustainable development.

References

- [1] B. Sopha, "Educational Management Development And educational leadership that affect the

quality of education at Phrapariyattidhammaschools, Department of General Education ", Doctoral thesis Education Administration Branch Graduate School: Eastern University, 2015.

- [2] C. Bodeerath. "Administration of the Sangha in the Sangha Administrative Region, Region 4 for the Security of Buddhism", Doctor of Public Administration Thesis. Graduate School: Valaya Longkon Rajabhat University, 2011.
- [3] T. Kaewphiphat, "Participation in the school administration of the Basic Education Commission in Schools under the Maha Sarakham Educational Service Area Office, District 1", Master's Thesis Education Administration Branch Graduate School: Rajabha Maha Sarakham University. 2007.
- [4] Phra Worathanakorn Kitiyano (Kaewpila), "Development of educational management skills for Phrapariyattidhamma School administrators, Department of General Education ", Doctor of Philosophy of Buddhism Department of Buddhist Educational Administration Graduate School: Mahachulalongkornrajavidyalaya University, 2017.
- [5] Phrakru Khemapiwut (Unchulit), Development of Buddhist participatory administration for the administrators of the Phrapariyattidhamma School of Dharma Department, Department of Buddhist Educational Administration Graduate School: Mahachulalongkornrajavidyalaya University, 2018.
- [6] Phra Worathanakorn Kitiyano (Kaewpila), Development of educational management skills for Phrapariyattidhamma School administrators, Department of General Education ", Doctor of Philosophy of Buddhism Department of Buddhist Educational Administration Graduate School: Mahachulalongkornrajavidyalaya University, 2017.

- [7] A. Nuchnang. Model of Participation in School Development of the Basic Education Commission ", Doctoral thesis Three-legged academic administration, Graduate School: Naresuan University, 2007.
- [8] S. Tantiyamas, "Effective Cooperative School Network Administration Model for Bangkok", Doctor of Philosophy Dissertation Education Administration Branch Graduate School: Silpakorn University, 2007.