Model of Participative Academic Administration for Buddhist Temple Charity Schools

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ABSTRACT

The objectives of this research were 1) to study problems of participative academic administration for Buddhist Temple Charity Schools, 2) to develop a participative academic administration model for Buddhist Temple Charity Schools, and 3) to propose a participative academic administration model for Buddhist Temple Charity Schools. Mixed methods research was designed. In qualitative research, data were collected by in-depth interviews from 5 school administrators and from focus group discussion with 10 experts. The research tools were interview form and questions for focus group discussion, and data was analyzed by content analysis. In quantitative research, data were collected by using questionnaires from 381 teachers and 115 school administrators by multistage randomization. Data were analyzed using descriptive statistic consisted of percentage, frequency, mean, standard deviation and PNIModified of needs assessment. Results indicated that 1) problems of participative academic administration for Buddhist Temple Charity Schools in all 5 aspects has shown the suitability at a high level. 2) Development of a participative academic administration model for Buddhist Temple Charity Schools consisted of 1) curriculum development by managing teaching and learning in accordance with core curriculum, 2) teaching and learning management by arranging to encourage learners to do their own actions for students to think critically, 3) development and use of innovative media and educational technology by encouraging learners participate in activities and explore the need for courses, 4) educational supervision by organizing a teacher meeting before visiting students' homes and always evaluate the results of supervision, and 5) learning assessment and the transfer of grades according to the actual situation without bias. 3) A participative academic administration model for Buddhist Temple Charity Schools conducted the curriculum with the core curriculum, focus on students taking action and taking part in activities, encourage supervision, and evaluating results according to activities.

Introduction

Changes according to the social conditions, the world in the future, which will be the characteristics of the world, the urbanization, the individuality the world of environment leading to sustainable development [1] has transformed the education system from the past to the present that is moving across the globalization industry as education that organizes a new learning system for students to grow. To progress, develop independently of oneself full potential, resulting in the ability of the learners, which is the introduction of various technological advancements [2] from the state of the problem and the changes that have caused the direction and trend of the Thai education system must change including government policies, budget allocation. The lack of educational resources is increasing arrangement of teaching and learning processes for educational institutions, law related to education, media and innovation [3].

Education is very important to all our lives on this planet, and it is something that everyone seeks knowledge to use in life, work and create success in all of our lives. We cannot deny that education influences today's global society. People are actively seeking courses, institutions or landmarks, harvesting their knowledge very seriously, and they are also expected to discover their identity by studying in that field or course. The global system is changing rapidly. Globalization has influenced many aspects of society. Not unless the educational system is adapted to the changing of the world society. To give rise to modern knowledge and consistent with the students and also help to attract more interested people to study and apply knowledge to benefit further which the future trend of Thai education found Thais have a higher average level of education while the disparity in educational opportunities will decrease. People have more opportunities to receive quality educational services, but there is an increase in quality gaps in education management, more educational opportunities for working people more entry into vocational education non-formal education plays a role [4].

Currently, academic administration has both educational quality assurance criteria and the tenth edition of the National Economic and Social Development Plan, and education management is a shared learning experience between teachers and school administrators between educational institutions in all parts of society. Community and other stakeholders join together in providing education for their children in response to the needs of learners, educational administration in an educational institution or school, academic work is an important task, and it is the main task that has to provide opportunities for directly involved persons, namely teachers, to be involved in education. Administration of the Ministry of Education has announced the basic education curriculum, BE 2544, and the major problems of educational administration are centralization of administrative unity lack of efficiency in education management to meet the specified standards lack of participation of people, families, communities and social institutions, lack of systematic and continuous policy development, education as commander and to be an educational leader in schools and in the local community.

Both in knowledge. It is also a study based on electronics, links, networks, establishment plays, a greater role. Civil society has become more involved and decentralized to local government organizations. Basic Education B.E. 2544 [5], which is the core curriculum of the country, aims to improve the quality of learners to be able to live properly can be happy on the basis of Thai and international by stipulating the learning standards in the eight subjects in which the educational institution must apply the subject matter and the learning standard to the formulation of the educational institution's curriculum to suit the local and the needs of the learners for this reason, academic administration is one of the most important functions of school administration or school administration. Because academic is an important goal that is directly related to learning; academic administration is a work that involves all kinds of activities in an educational institution or school to perform and develop teaching and learning to be effective and efficient as possible individuals are closely involved in promoting academics in schools: administrators, teachers, school directors, organization groups and school parents to perform a task. Administrators have many functions and an academic assistant is required to perform them.

Various subject groups, faculties and academic administration are in an school administrators since academic administration involves all kinds of activities in an educational institution especially about improving the quality of teaching and learning, which is the primary objective of an institution, it indicates the success and competence of the administrators [6].

Cooperative management is a method that increases the efficiency and effectiveness of work can be used at all levels. The main principle must be considered who gives how to get involved how to get involved, how much, at what time? Popular issues of engagement that do not really allow involvement by stakeholders are: to take part in just superficial or formatted participation for example, to acknowledge Attended the meeting but did not give an opportunity to express opinions but did not accept. [7] It is consistent with the research results [8] the relationship between participatory management and academic work has been studied. It was found that the participatory management of educational institutions under the Kanchanaburi Primary Educational Service Area Office 3 had a high positive relationship with all of them with the academic work of the educational institutes. Those involved in creating and solving problems which is related to academic work, which is an important work of educational institutions. That is, the administration is related to academic work, meaning that if there is how much more participatory management will do? To make the academic work of the school more efficient and consistent with the research results of [9] have studied the relationship of making teamwork and the effectiveness of academic administration of schools under Nakhon Ratchasima Provincial Administrative Organization was found that the academic administration of the school administrators Head of Academic Affairs Group Leader Teachers and personnel of all parties jointly analyze and create school course. There is a training workshop to educate and create a clear understanding together. In addition, the school has an evaluation of the teaching and learning results and the

equivalent of the transfer of grades according to clear rules and regulations, and teachers have developed teaching materials to be up-to-date, suitable for learners' learning, thus making academic administration effective.

Temple Charity School in Buddhism formerly known as Rajasthan School of the temple was formed according to the Ministry of Education regulations. Regarding the Rat School of the Temple B.E. 2488, the charity school of the temple in Buddhism has always developed operational development, but since in the beginning are subsidized like other private schools and unable to collect tuition fees from parents of students caused by the parents of 95% of students being poor, some schools have to dissolve their businesses and some have transferred their businesses to the government. The National Education Act of 1977, therefore, added a volume education development policy that "will promote the organization of a charitable public school more especially" [10].

The establishment of a temple charity school in Buddhism help the community in education and spread religious teachings to Thai youth provide education for non-profit charities aimed at helping poor children and disadvantaged children in education aiming to cultivate Thai youth. A virtuous person ethical and academic excellence The Buddhist temple charity school is a private school owned by the temple, and a pastor is a licensee by position school administration takes the form of a school board of directors. Free education management without collecting tuition fees the state subsidizes 100% of the living expenses [11]. It can be seen that the temple charity school in Buddhism, the administration of education, truly aims to help the development of children and youth of the nation.

Since the National Education Act B.E. 2542 has set the principles of administration and management of education of private schools to be a juristic person and have a school board of directors in order to manage and manage education in private schools to be independent by supervising and following up the assessment of educational quality and standards as well as for government education, the Ministry of Education has therefore revised the Private School Act B.E. 2542 to be appropriate and in line with the National Education Act B.E. 2542.

From the background and importance of the problems mentioned above. Hence, there is great interest to develop the administration of the temple charity school in Buddhism. To enable the implementation of academic administration with participation as knowledge management into practice, the temple charity school in Buddhism that participatory knowledge management work was performed in the temple charity school in Buddhism. What are the conditions, problems, obstacles and needs? The results of this research can be used as information for planning, improving and developing knowledge management into practice in the temple charity school in Buddhism. Towards the development of education management to be more efficient, reliable is suitable and it is more consistent with the context and actual situation of the temple charity school in the Southern Buddhism, which is of great importance, which can be used as a basis for planning, policy-making as well as educational reform for development. Study for quality strengthened and in line with international standards and can learn strengths and weaknesses. The success of the nations

that can raise the level of competitiveness. In turn, it can reflect the educational potential of Thailand from the perspective of the international stage. As a result, it was able to find ways to properly stimulate and increase the competitiveness of education and have a direction for the development of new knowledge to create techniques, methods and applications for sustainability in the future.

Research Objectives

The objectives of this research were 1) to study problems of participative academic administration for Buddhist Temple Charity Schools, 2) to develop a participative academic administration model for Buddhist Temple Charity Schools, and 3) to propose a participative academic administration model for Buddhist Temple Charity Schools.

Research Method

Mixed methods research was designed. In qualitative research, data were collected by in-depth interviews from 5 school administrators and from focus group discussion with 10 experts. The research tools were interview form and questions for focus group discussion, and data was analyzed by content analysis. In quantitative research, data were collected by using questionnaires from 381 teachers and 115 school administrators by multistage randomization. Data were analyzed using descriptive statistic consisted of percentage, frequency, mean, standard deviation and $PNI_{Modified}$ of needs assessment.

A model of academic management for a Buddhist Monastery Charity School was designed by using mixed methods research by analyzing data from documents, textbooks, statistical data, research reports. Reports of various departments academic articles, thesis, as well as relevant research work both at home and abroad, and a formal in-depth interview from 5 school administrators and from focus group discussion with 10 experts. The research tools were interview form and questions for focus group discussion, and data was analyzed by content analysis. In quantitative research, data were collected by using questionnaires from 381 teachers and 115 school administrators by multistage randomization. Data were analyzed using descriptive statistic consisted of percentage, frequency, mean, standard deviation and $PNI_{Modified}$ of needs assessment.

Research Findings

Research study, the model of the participatory academic management of Buddhist Monastery Charity Schools, the objective of 1) to study the problem of participatory academic administration of the temple charity school in Buddhism 2) to develop a model of participatory academic administration of the temple charity school in Buddhism. 3) To present the model of the participatory academic administration of the temple charity school in Buddhism. The research results are as follows:

A. The results of the research on the condition, problem, administrative skills, participation in the temple charity school in Buddhism.

The state of problems in the administration of the temple charity school in Buddhism.
1. Problems in educational institution curriculum development lack of support and to promote or educate teachers about the curriculum management.
2. Problems in the development of learning processes lack of development of academic administration in learning process development where teachers and communities are involved in setting goals of curriculum implementation in teaching and learning activities. The teachers should organize learning activities that are student-centered to practice the skills of thinking process in dealing with situations applying, cultivate morality, and desirable features. The development approach is that teachers should be trained to educate workshops. Teaching ability, using new techniques, teaching and learning are organized to meet the needs of learners provide an environment and atmosphere conducive to teaching and learning.
3. Problems in evaluating results, evaluating, and comparing grades transfer lack of development of academic administration in the evaluation, and transfer of grades that should prepare a plan for evaluating and evaluating each course in accordance with educational standards, and should be able to transfer knowledge, skills, experience and grades from other institutions.
4. Problems in educational supervision lack of academic administration development in the field of educational supervision, administrators should provide knowledge about supervision for teachers to understand. This will generate acceptance and follow the supervisor's advice as well as a supervisor to provide advice and knowledge at the school or administrators should create an academic network outside the school to exchange knowledge in organizing the educational supervision system with other educational institutions, encourage teachers to supervise each other, and provide a concrete internal supervision plan can be put into practice.
5. Problems in the development of media, innovation, and technology for education lack of academic administration development in the development of innovative media and technology for education, that is, the school should improve research in order to innovate the use of media and technology for teaching and learning activities. There is a survey of the needs of courses, teaching materials practice material for students and procure to purchase on demand.
Guidelines for solving the problem of school charity participation for the temple in Buddhism.
1. Guidelines for the development of academic administration Development of learning processes That is, the school administrators should promote or educate teachers about the management of the curriculum.
2. Guidelines for the development of academic administration in the development of learning processes are teachers and communities involved in setting goals of the curriculum was used in teaching and learning activities. The teachers should organize learning activities that are student-centered to practice the skills of thinking process in dealing with situations applying cultivate morality and desirable

features. The development approach is that teachers should be trained to educate workshops. Teaching, ability, using new techniques, teaching and learning are organized to meet the needs of learners provide an environment and atmosphere conducive to teaching and learning.

3. Guidelines for the development of academic administration regarding evaluation, evaluation and transfer of grades that should have a plan for evaluating and evaluating each course in accordance with educational standards and should be able to transfer knowledge, skills, experience and grades from other institutions.

4. Guidelines for the development of academic administration in the field of educational supervision, administrators should provide knowledge about supervision for teachers to understand. This will generate acceptance and follow the supervisor's advice as well as a supervisor to provide advice and knowledge at the school or administrators should create an academic network outside the school to exchange knowledge in organizing the educational supervision system with other educational institutions encourage teachers to supervise each other, and provide a concrete internal supervision plan can be put into practice.

5. Guidelines for the development of academic administration in the development of innovative media and technology for education, namely the school should improve research in order to invent the use of media and technology for teaching and learning activities. There is a survey of the needs of courses, teaching materials practice material for students and procure to purchase on demand.

B. Summary of the research results of the development of a model for the development of academic administration of the temple charity school in Buddhism.

When considering the number of school administrators under the Office of the Secondary Education Service Area, the number of 329 questionnaires were classified by gender as the most male and female by age 50 years, respectively, classified by educational background. There is the largest number of master's degrees, a bachelor's degree is a low percentage and a doctorate degree is classified by position. Director of Education. The largest number Deputy Director of Educational Institutions Head of Department and Acting Representative of the Director of Education, respectively, classified by more than 15 years of work experience, the highest number, 11-15 years experience, 5-10 years experience and less than 5 years experience.

The participatory academic management model for Buddhist temple charity schools in general was at high level. When considering each side, the side with the highest average at the highest level, it was useful, accuracy and at a large level, including suitability and the possibilities respectively.

1. Principles of a participatory academic administration model for Buddhist temple charity schools when considering each side, the side with the highest average at the highest level, it was useful, accuracy, suitability, and the areas with the lowest average at the high level were probability.

2. Objectives of the Cooperative Academic Management Model for Buddhist Monastery Charity Schools when considering each side, the side with the highest average at the highest level, it was useful, accuracy, possibility aspect,

and the areas with the lowest average at the high level were suitability.

3. The process of developing a participatory academic administration model for Buddhist temple charity schools, considering each aspect, the side with the highest average at the highest level, it was useful, accuracy, suitability, and the areas with the lowest average at the high level were probability.

4. Adopting a participatory academic management model for Buddhist temple charity schools, considering each aspect. The side with the highest average at the highest level, including accuracy, useful side, possibility aspect, and the areas with the lowest average at the high level were suitability.

5. Conditions for success of the Cooperative Academic Administration Model for Buddhist Monastery Charity Schools when considering each side, the side with the highest average at the highest level, including accuracy, useful side, suitability and the areas with the lowest average at the high level were probability.

When considering each aspect of the three components of a participatory academic management model for Buddhist temple charity schools obtained the analysis of the pattern inspection as follows:

A Model of Academic Management for a Buddhist Monastery Charity School Principles of a participatory academic administration model for Buddhist temple charity schools, when considered individually, the side with the highest average at the highest level, it was useful, accuracy suitability, and the areas with the lowest average at the high level were probability.

1. Realize the importance of academic administration with participation in educational institutions where participation creates a shared feeling of responsibility. Everyone is a part of the organization, reducing the burden of the management when considering each side, the side with the highest average at the highest level, it was useful. The accuracy of the suitability and the areas with the lowest average at the high level were probability

2. Participate in academic administration by using a participatory academic administration model in an educational institution when considering each side, the side with the highest average at the highest level, it was useful, accuracy, suitability, and the areas with the lowest average at the high level were probability.

3. The school administrators have leadership, interest, and support facilitate both budget personnel location and various media devices when considering each aspect, the side with the highest average at the highest level, it was useful, accuracy, suitability, and the areas with the lowest average at the high level were probability.

C. The model by distributing questionnaires and presenting the participatory academic administration model for the temple charity school in Buddhism.

When considering the number of school administrators, the Buddhist temple charity schools in Buddhism that answered the questionnaires were classified by gender as male, the most by age, the school administrators aged between 41-50 years the most, classified by master's degree, the most by position director of most educational institutions.

The development of the participatory academic management model for the temple charity school in Buddhism was at a high level overall, when considering each side, the side with the highest average, the highest levels include the development and use of educational technology, the evaluation, and the implementation of academic transfer. Development of educational institutions curriculum and the management of teaching and learning in educational institutions, respectively.

Development Process Development of a participatory academic management model for the temple charity school in Buddhism, when considering each side, the side with the highest average at the highest level, it was useful, accuracy, and a large extent, suitability, and the areas with the lowest average at the high level were probability.

Elements of the Development of the Participatory Academic Administration Model for the Temple Charity School in Buddhism, when considering each side, the side with the highest average at the highest level, it was useful, accuracy, suitability, and the areas with the lowest average at the high level were probability.

Development Process Development of Participatory Academic Management Model for Monastery Charity School in Buddhism, when considering each side, the side with the highest average at the highest level, it was useful, accuracy, suitability, and the areas with the lowest average at the high level were probability.

Apply the pattern When considering each side, the side with the highest average at the highest level, including accuracy, usefulness, possibility aspect and the areas with the lowest average at the high level were suitability.

1. Preparation when considering individual aspects, the side with the highest average at the highest level, including accuracy, usefulness, possibility aspect, and the areas with the lowest average at the high level were suitability.

2. Operations when considering each aspect, the side with the highest average at the highest level, including accuracy, usefulness, possibility aspect, and the areas with the lowest average at the high level were suitability.

3. Evaluation, when considering each aspect, the side with the highest average at the highest level, including accuracy, usefulness, possibility aspect, and the areas with the lowest average at the high level were suitability.

Conditions for success when considering each side, the side with the highest average at the highest level, including accuracy, usefulness, suitability, and the areas with the lowest average at the high level were probability.

1. Apply according to the context of the educational institution when considering each side, the side with the highest average at the highest level, including accuracy, usefulness, suitability, and the areas with the lowest average at the high level were probability.

2. Cooperation of School Administrators Teacher when considering each side, the side with the highest average at the highest level, including accuracy, usefulness, possibility aspect, and the areas with the lowest average at the high level were suitability.

Discussions

From general information of school administrators and teachers in schools, the temple's charity school in Buddhism, the respondents found that the number of female teachers aged 41-50 years and had a master's degree. There are opinions that are consistent overall that the state of the problem of academic administration participation for the temple charity school in Buddhism. There is a need for the development of participatory academic administration, namely the development of the educational institution curriculum. State of Problems with needs necessities in Academic Management in a Buddhist Temple Charity School in Buddhism is the most important need to be developed from research relevant domestic research aimed at spreading out to educational institutions as much as possible with the intention of enabling educational institutions to operate independently, flexibly, and respond to the needs of learners, educational institutions, local communities and participation. From all stakeholders, this will be an important factor to strengthen the school administration and management can develop curriculum and learning processes as well as the evaluation of results including the measurement of factors supporting the quality development of students in the local community effectively and efficiently. From the importance of the aforementioned academic administration, school administrators are therefore very necessary to take care of academic administration is special. Resulting in the school administrators academic supervisors and teachers have opinions on the conditions of participation in academic work of the school, also included or integrated into eight learning subjects and included in learner development activities, including guidance activities student activities, and service activities, policy-related departments still focus on academic work. Stakeholders therefore, have to cooperate in preparing children and youth to have overall skills at a high level. This is consistent with the research of Boonperm Sornpakdee [12] research on the development of academic administration models by adhering to the principle of working as a team Wat Khlong Pho Municipal School Uttaradit Municipality found that the results of the experiments were based on academic administration models by adhering to the principle of working as a team Wat Khlong Pho Municipal School Uttaradit Municipality at a high level.

Problems in academic administration with participation in educational institutions, Temple Charity School in Buddhism overall is moderate, and when considering each side, it was found that all aspects had problems at a moderate level as well. This was consistent with the research of Rachen Asawet. [13] The study of the condition and problems of the academic administration of the municipal schools in the school district 6 found that the state and the academic administration problems of the municipal schools. In the school district 6 was at a moderate level and when comparing the condition and problems of academic administration of the municipal school according to the opinions of municipal education administrators and the opinions of municipal teacher staff were found to be significantly different at the .05 level in all areas, namely curriculum work, work on teaching and learning activities, work on the evaluation, evaluation of teaching, learning, work on educational supervision, and Atipong Wongcholchaikul [14] studied problems and approaches to management development. Academic work of basic education under the office area, the study of Chon Buri

District 1 found that the problem of academic administration of the basic educational institutions under the Chonburi Educational Service Area Office, District 1, overall and each side were at a moderate level.

Presentation of the model by distributing questionnaires and presenting the participatory academic administration model for the temple charity school in Buddhism. The researcher examined the model by distributing questionnaires, revising and presenting the model. From examining the model through the distribution of questionnaires and presenting the participatory academic administration model for the Buddhist temple charity school. It was found that the model was by distributing questionnaires and presenting the participatory academic administration model for the temple charity school in Buddhism. The overall picture is at a high level. Usefulness at the greatest level showed that the model by distributing questionnaires and presenting the participatory academic administration model for the temple charity school in Buddhism. It is consistent with the needs of participatory management is suitable compliant. The results of examining the five components of the model were: 1) Principles of participatory administration; 2) Objectives of the development of the model administration. 3) The process of developing a participatory academic administration model for the temple charity school in Buddhism 4) Implementing a participatory academic administration model for the temple charity school in Buddhism, 5) conditions for success were found.

Principles for the Development of the Participatory Academic Management Model for Monastery Charity Schools in Buddhism, usefulness, accuracy, suitability at the highest level possibility aspect very level show that the principles are consistent with the needs of life skills development is suitable compliant causing the acceptance of school administrators.

Objectives of the Development of the Participatory Academic Administration Model for the Buddhist Monastery Charity School, usefulness, accuracy at the highest level possibility aspect, suitability very level show that the purpose is consistent with the need to develop a participatory academic administration model for the temple charity school in Buddhism is suitable compliant. It can be used to develop, improve, and promote the implementation of a project to develop a participatory academic management model for the temple charity school in Buddhism.

Body Of Knowledge From Research

Participatory academic administration model consists of: 1. Components of life skills 2. The process of developing a participatory academic management model.

1 components of participatory academic administration are:

1. Trust means the trust of one another, associates or educational personnel will be able to perform their work successfully if they are trusted by the school administrators. The timing of involving participants in academic administration should be controlled by the school administrator. All workloads or decisions, school administrators will give as many opportunities as possible. School administrators who empower and trust their colleagues

2. Commitment to perform (commitment) means a person be it an administrator of an educational institution or educational personnel. Need a commitment to practice school administrators should provide support, assistance and training to their practitioners. Educational personnel must have the opportunity to participate in decision-making with the school administrators

3. Set goals and objectives together, meaning conflict is a primary need or goals of participatory management conflict is inevitable when humans work together, therefore, setting common goals and objectives between the school administrators and educational personnel, including jointly improving and developing organizational goals inevitably will eliminate any conflicts that arise.

4. Independence with responsibility in work (autonomy) is a condition that is independent of responsibility in work. Authority and reporting capabilities for individual tasks operators need independence in their operational responsibilities in making decisions in their own work. This will give them full dedication and willingness to perform their work full of responsibility that he has received.

2. Participation process

Step 1 Participation in decision-making: in the process of making decisions, the first thing that must be done is to set needs and prioritize, then select the policies and people involved. An ongoing process that has to go on and on from the initial decision. Decision during planning process and decisions during the implementation of the plan.

Step 2 Participation in operations: It will be derived from the question of who will benefit the project and how it will be made available, for example: resource assistance administration and coordination of labor assistance or information, etc.

Step 3, Participating in benefit: with respect to that benefit, given the importance of quantitative and qualitative benefits, the distribution of benefits within the group must also be considered as well as the outcomes. It is the positive benefit and the negative consequences of a project that may be beneficial and harmful to individuals and society.

Step 4, Participation in the evaluation: participation in the evaluation is important to note that the views, preferences and expectations (views) can influence and change the behavior of people in different groups.

Fig. 1 Body of Knowledge from Research

Recommendations

From the research results on "The Model of the Participatory Academic Administration for the Buddhist Monastery Charity School", the following recommendations.

A. Recommendations for applying research results

From the research results it was found that participatory academic administration model for temple charity schools in Buddhism. There are recommendations as follows:
1) Elements of the participatory academic administration for the Buddhist Monastery Charity School, there is an essential need for the development of management, such as in the application of the learner to develop participation in education management and development in educational institutions especially academic administration which is the main task of educational institutions.
2) Educational institutions should assess the performance according to the participatory academic administration model for the Buddhist temple charity school, regularly, and bring results for improvement and correction regularly.
B. Recommendations for further research
1) Should study the model of educational institution participation in other areas such as budget management, personnel, and general management.
2) The results from the application of the participatory academic administration in educational institutions should be used in educational institutions, educational institutions should promote the participation of academic administration in educational institutions.
3) The research study should be conducted by performing activities, projects or indicators guidelines for academic instructional management for educational institutions at different levels.

Conclusion

The conclusion of this research consisted of 1) the problem of participatory academic administration of the temple charity school in Buddhism in all 5 aspects was appropriate at a high level. 2) Development of a participatory academic administration model of the temple charity school in Buddhism consisted of 1) curriculum development by organizing teaching and learning according to the core curriculum, 2) teaching and learning management by allowing learners to practice by themselves in order for students to think critically, 3) development and use of innovative media and formal technology. The study encouraged learners to participate in activities and survey the curriculum requirements, 4) educational supervision by organizing teacher meetings before visiting the students' homes and evaluating the supervision at all times, and 5) assessing learning and comparing results study according to real situations without prejudice. 3) A participatory academic administration model for Buddhist temple charity schools, providing a curriculum with a core curriculum focusing on students to take action and participate in activities promoting supervision and assessment results by activity.

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