

## THE SCENARIO OF ADMINISTRATION DEVELOPMENT FOR TEMPLE CHARITY SCHOOL IN BUDDHISM

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**Abstract:** The objectives of this research were 1) to study the components of administration development for Temple Charity School in Buddhism, 2) to analyze the components of administration development for Temple Charity School in Buddhism, and 3) to propose the scenario of administration development for Temple Charity School in Buddhism using the Ethnographic Delphi Future Research (EDFR) technique. The research used purposive sampling for selecting 17 experts. The instruments for collecting the data were the semi-structured interview form, rating scale questionnaire and focus group discussion of 9 experts. Analyze data with content analysis and analysis of statistical values such as frequency, percentage, median, mode, interquartile range, and standard deviation. Results were shown as follows: 1. The components of administration development for Temple Charity School in Buddhism consisted of 1) components of administration development for Temple Charity School in Buddhism consisted of 4 main components, 20 sub-components, 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism consisted of 4 main components, and 12 sub-components, and 3) administration development for Temple Charity School in Buddhism according to the PDCA consisted of 4 main components, and 12 sub-components. 2. The analysis of the components of administration development for Temple Charity School in Buddhism, experts have a consensus. In overall, the experts agreed at the highest level in all aspects except for the budget that they agreed at a high level. Consider the mean in overall opinions were at the highest level in all aspects. 3. The scenario of administration development for Temple Charity School in Buddhism obtained from the Ethnographic Delphi Future Research (EDFR) technique can be summarized about the scenario of administration development for Temple Charity School in Buddhism consisted of 1) components of administration development for Temple Charity School in Buddhism which were (1) Academic aspect; freedom, flexibility and rapidity, curriculum development based on students center, creating modern educational media and innovations, educational quality assurance, coordinating cooperation from stakeholders, (2) Budgeting aspect; preparation of strategic plans, generating income and resources for education, preparing financial reports, preparing asset databases, auditing and monitoring reports on budget usage, (3) Personnel aspect; enhancing personnel efficiency, preventing disciplinary action, training modern technology, personnel planning, promoting personnel to have knowledge and conscience, (4) General aspect; coordinating in educational institutions, publicizing information dissemination, developing administrative networks, taking care of learning resources, promoting faith. 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism consisted of (1) Passion (doing with love); rejoicing in the success of others, performing administrative duties with willingness, loving the work, (2) Diligence (perseverance); diligence, effort to seek knowledge, meeting together, (3) Mind or Consciousness (remembering the mind); steady, responsible for work, being a moral and ethical example, (4) Investigation (analysis, reflection); manage work in a timely manner, use intelligence in work, stimulate subordinates to think rationally. 3) administration development for Temple Charity School in Buddhism according to the PDCA consisted of (1) Plan; setting goals according to the policy, vision and mission of the school, clearly specifying responsible persons, operating according to standard criteria, (2) Do; implementation of the plan, collecting data systematically, building cooperation, (3) Check; performance inspection, evaluation and monitoring, measures to prevent mistakes, and (4) Act; fixing work when is not as specified, improving the integrity and quality, and finding truly cause of problem for preventing recurrence.



**Keywords:** *Scenario, Administration Development, Temple Charity School*

## 1. INTRODUCTION

Education is one of the important tools for developing a country and has a direct role in human resource development. The quality of a country's population depends largely on the efficiency of education in educational institutions and give priority[1]. As one element that will allow humans to live together in society happily, educational administration is an operation related to education, including educational institutions, curriculum, teachers, professors, students, materials, equipment, textbooks, and various technological buildings let it be efficient, with productivity, that is, students, students with the highest quality. The school is therefore one of the institutions of society arising from the needs of society to perform the main function of organizing teaching and learning activities for members of society by providing education and training to teach and develop people to flourish, knowledgeable moral good culture honesty, sacrifice, and satisfied to practice together to perform various missions for the benefit of society in overall. In terms of education, it is a process of learning about what happens to all lives and is also a process. The transfer of knowledge and culture, which can be said to be a comprehensive process in which individuals develop their abilities in terms of attitudes, and behavior according to social values, as well as being a process of transferring both common and professional knowledge, morals and culture. Most importantly, it is a guide for behavior and knowledge for the benefit of the society as a whole, which is a good attitude towards kindness which practice to the public in a good way pose skills fluency in following the guidelines.

According to moral boundaries, both outward behavior and inward virtue are important. In the academic year 1977, the Office of the Private Education Commission issued a policy and work plans in line with the National Education Act, 1977, thus adding a quantitative education development policy that "Will promote the organization of private schools for more charity" Academic Year 1978-1980 Office of the Private Education Commission has brought such an offer came to operate the temple's public school development trial project for charity 11 schools in different regions were selected to participate in the project: 1) Putthamongkolnimit School, 2) Samankhun Wittayathan School, 3) Suwan Rangsarit Wittayalai School, 4) Wat Ban Pong Samakkhi Kunupatham School, 5) Matthayom Wat Mai Krongthong, 6) Wat Maha Phuttaram School, 7) Vinit Sueksa School, 8) Phayuha Wittaya School, 9) Buddha Chinnarat Pittaya School, 10) Thammarat Sueksa School, and 11) Pinit Prasat School by establishing "The Temple's Private School Council for Charity" was established for the first time. There is Phra Dhammananee. The licensee of Vinitsuksa School was elected as the first chairman of the council. [2] Buddhist monastic charitable schools were developed and developed into schools of much higher quality than before. The Private Education Commission specifically provides 100% support in accordance with the tuition subsidy card guidelines making charity schools of Buddhist temples. There is some level of financial security from the state. However, the development of charitable schools in Buddhist temples for sustainable growth will only hope that the support from the budget that is only subsidized will not suffice. School administrators and teachers who are those who have to work in schools need to have concepts and working principles in line with needs of society and changes in the world to make school development successful [3].

The management concept that executives use in organizations is PDCA, which is a quality management cycle used to control and develop organizational processes in a systematic way. The goal is to solve problems that arise and develop continuously to transform the organization to success by being able to apply the PDCA cycle to all types of organizations and all forms of business including educational institutions. This concept was invented by Edwards W. Deming as a tool for planning sustainable solutions. Deming believed that quality could be improved and developed which the deming cycle consists of 4 steps: 1) Plan: determine the cause of the problem, then plan for change or test for improvement. 2) Do is to follow the plan or experiment as a pilot. [4] In subsections 3) Check is to check to know if the plan has been achieved or if there is something wrong or what has been learned. 4) Act is to accept change. If the results are satisfactory or if the results did not go according to plan. Repeat the cycle using the learning from action in the cycle that was performed. The quality cycle is a continuous process but can start from any step. The executives are responsible



for implementing the process to lead the organization to drive according to the plan develop into success which educational administrators can apply to their own educational institutions to achieve the goals set is to manage education for efficiency and effectiveness.

Charity school of Buddhist temples, as an educational institution that provides education for local children and youth by the abbot, assistant abbot and school board or giving land to the government to establish a school or the temple uses the temple's land to build a school building to become a school with temples all over the country. Many temples have established private schools proceed to hire teachers to teach. Some temples use monks who have academic knowledge as teachers in teaching and learning. Some temples collect tuition fees. Some temples teach for free using the temple's budget to operate. The charity school of the temple emphasizes the policy of teaching and learning Buddhist morality as the main essence followed by academic subjects according to the curriculum. According to the subject category or subject group specified by the government in accordance with the regulations of the Ministry of Education concerning private schools of the temple and the establishment of a charitable school of the temple was in accordance with the regulations [5]. In the past, the management of charitable schools of Buddhist temples in 4 missions, consisting of academic administration budget management personnel management and general administration. There is an important issue that may affect the overall educational system in the future, namely, the academic administration of charitable schools of Buddhist temples is disparity, lack of promotion and support of knowledge, innovation, media technology is not up-to-date. The curriculum is inconsistent with the core curriculum and way of life of local people, lack of development of students' thinking process skills executives lack flexibility in management, no decision-making power. Teachers do not have the freedom to develop teaching and learning processes for students. Budget support for Buddhist monasteries' charitable schools is limited, which is an obstacle to the development of the school inadequate cooperation from communities and government agencies in allocating resources affect management causing problems and ambiguity in operations. The aforementioned problems caused the management of Buddhist temples' charitable schools to not achieve the expected results. The school has not taken into account the direction of management in the future that is clear and concrete from the background and importance of such problems. The researcher is therefore interested in studying the direction or trend of the effective management of charitable school management of Buddhist temples in the next decade (2023-2032) in 3 issues: 1) The four elements of charitable school administration, namely academic, budgetary, personnel, and general administration; 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism, and 3) Development of Charitable School Management of Buddhist Monasteries According to PDCA Principles by Using Delphi and Ethnography Future Research Techniques (Ethnographic Delphi Future Research: EDFR) developed by Lecturer Chumpol Poonpatcheevin, a lecturer in the Department of Material Education. Faculty of Education, Chulalongkorn University This is a popular future research technique. At present, because this technique combines good points and to remove the shortcomings of international research techniques. Both Delphi methodology and EFR methodology provide systematic and reliable data. It is based on the belief that 1) the future is something that humans can systematically study; 2) human beliefs about the future influence behavior. 3) The belief that human beings can control and create the future. To prepare for the management of education in all 4 aspects, including the development of teachers and personnel to be able to manage the learning process effectively.

Developing students, which is an important resource in driving the development of the country to progress causing Buddhist temple charity schools to adjust the management process to prepare for the situation that will occur in the future in line with the national strategic plan. The knowledge gained from the research can be used as guidelines for setting policies, formulating strategies and good practices that will lead to education management quality able to move in the right direction in the future continuously and sustainably.

## 2. RESEARCH OBJECTIVES

The objectives of this research were 1) to study the components of administration development for Temple Charity School in Buddhism, 2) to analyze the components of administration development for



Temple Charity School in Buddhism, and 3) to propose the scenario of administration development for Temple Charity School in Buddhism.

### 3. RESEARCH METHOD

Ethnographic Delphi Future Research (EDFR) technique was conducted in this research. The research used purposive sampling for selecting 17 experts. The instruments for collecting the data were the semi-structured interview form, rating scale questionnaire and focus group discussion of 9 experts. Data were analyzed by using content analysis and analysis of statistical values such as frequency, percentage, median, mode, interquartile range, and standard deviation.

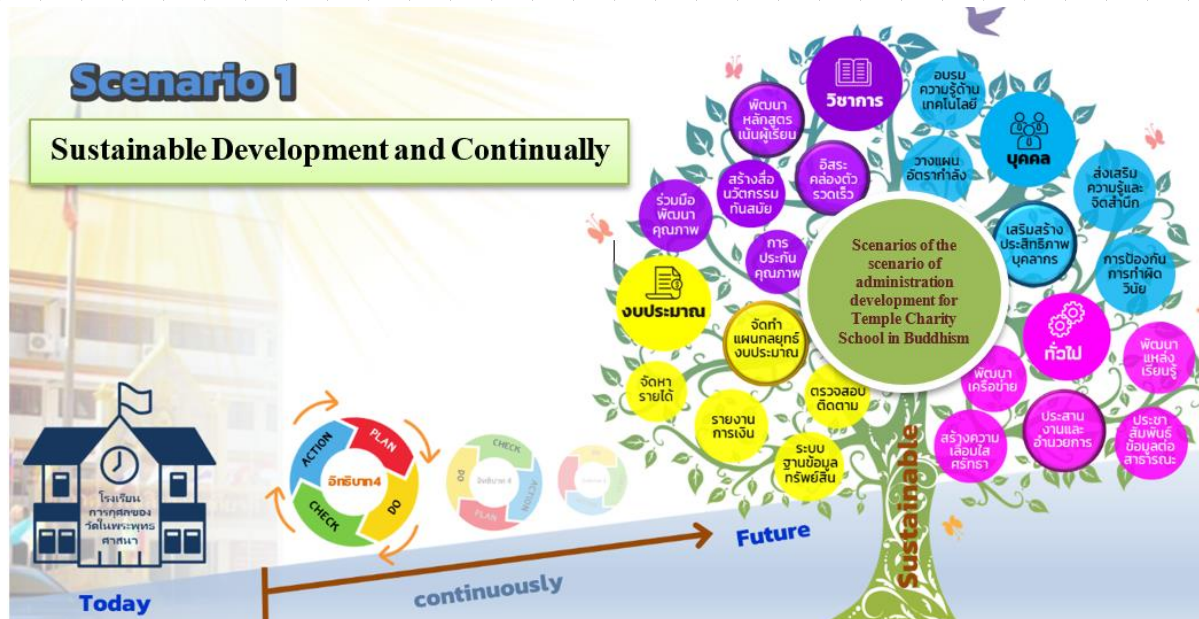
### 4. RESEARCH RESULTS

Results of the scenario of administration development for Temple Charity School in Buddhism were shown as follows:

1. The components of administration development for Temple Charity School in Buddhism consisted of 1) components of administration development for Temple Charity School in Buddhism consisted of 4 main components, 20 sub-components, 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism consisted of 4 main components, and 12 sub-components, and 3) administration development for Temple Charity School in Buddhism according to the PDCA consisted of 4 main components, and 12 sub-components.
2. The analysis of the components of administration development for Temple Charity School in Buddhism, experts have a consensus. In overall, the experts agreed at the highest level in all aspects except for the budget that they agreed at a high level. Consider the mean in overall opinions were at the highest level in all aspects.
3. The scenario of administration development for Temple Charity School in Buddhism obtained from the Ethnographic Delphi Future Research (EDFR) technique can be summarized about the scenario of administration development for Temple Charity School in Buddhism consisted of 1) components of administration development for Temple Charity School in Buddhism which were (1) Academic aspect; freedom, flexibility and rapidity, curriculum development based on students center, creating modern educational media and innovations, educational quality assurance, coordinating cooperation from stakeholders, (2) Budgeting aspect; preparation of strategic plans, generating income and resources for education, preparing financial reports, preparing asset databases, auditing and monitoring reports on budget usage, (3) Personnel aspect; enhancing personnel efficiency, preventing disciplinary action, training modern technology, personnel planning, promoting personnel to have knowledge and conscience, (4) General aspect; coordinating in educational institutions, publicizing information dissemination, developing administrative networks, taking care of learning resources, promoting faith. 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism consisted of (1) Passion (doing with love); rejoicing in the success of others, performing administrative duties with willingness, loving the work, (2) Diligence (perseverance); diligence, effort to seek knowledge, meeting together, (3) Mind or Consciousness (remembering the mind); steady, responsible for work, being a moral and ethical example, (4) Investigation (analysis, reflection); manage work in a timely manner, use intelligence in work, stimulate subordinates to think rationally. 3) administration development for Temple Charity School in Buddhism according to the PDCA consisted of (1) Plan; setting goals according to the policy, vision and mission of the school, clearly specifying responsible persons, operating according to standard criteria, (2) Do; implementation of the plan, collecting data systematically, building cooperation, (3) Check; performance inspection, evaluation and monitoring, measures to prevent mistakes, and (4) Act; fixing work when is not as specified, improving the integrity and quality, and finding truly cause of problem for preventing recurrence.

There are 2 scenarios of the scenario of administration development for Temple Charity School in Buddhism as the following figures.





**Figure 1** Scenario 1 for sustainable development and continually of administration for Temple Charity School in Buddhism



**Figure 2** Scenario 1 for the Road Map for sustainable development of administration for Temple Charity School in Buddhism

## 5. DISCUSSIONS

1. Components of the development of charitable school management of Buddhist temples. The future of the development of academic charitable school management in Buddhist temples School administrators must manage school education to meet standards and evaluation and evaluation focusing on individual learners. The curriculum must allow instructors to teach in accordance with the content or learning objectives promote the creation of modern educational media and innovations. The curriculum is suitable for creating quality learners with the standard of Buddhist identity teaching and learning, emphasizing on student participation in teaching and learning and



support academic activities, and research projects. There is an educational quality assurance system which are internal and external quality assessment. This may be due to curriculum and education and learning management processes that are flexible, diverse, correct, modern, timely, and focus on promoting morality, ethics, and cooperation of all sectors. It will help to raise the quality of education of charitable schools of Buddhist temples in the future. It related to Chompunut Ruamchat has studied the subject "The future of the teaching professional curriculum in the next decade (2007-2016)" found that [6] in curriculum administration should be participatory and decentralized. The responsible committee consists of many related persons both internal and external parties and in accordance with Orachon Wannasorn has studied the subject "The future of academic administration of municipal schools to support the development of learner skills in the 21st century" found that [7] in terms of curriculum development, educational institutions focus on curriculum development to have area-based education management to meet the needs, local needs development and use of educational technology media. Emphasis is placed on modern media production that meets standards and builds immunity in the use of various forms of media and create understanding among parents to help supervise the use from birth. The development of quality assurance systems within educational institutions emphasis on assurance from the teacher under the quality cycle system. Coordination of academic cooperation networks aims for all sectors to seriously support.

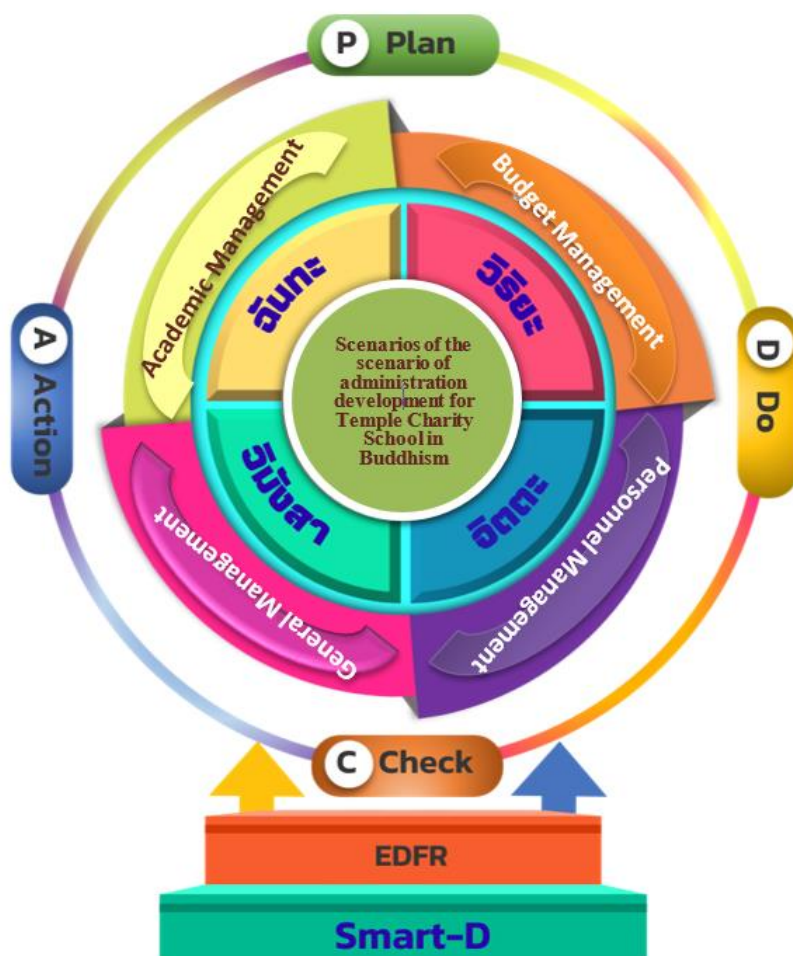
2. Iddhipada IV in the administration development for Temple Charity School in Buddhism, the future of the development of the management of charitable school management in Buddhist temples in the aspect of passion (doing with love), love for one's own administration, and being satisfied with doing it. It is the first thing to start working with if you have a passion for the work you do. If you encounter obstacles, you will not be discouraged. Executives must encourage and encourage personnel to grow. I want the school to thrive Personnel have the skills to be successful in their work. Students have quality standards, knowledgeable and virtuous able to apply knowledge to further study willing to work. Executives must believe in management. As a teacher, one must choose faith in the teaching profession. This may be because the love of work is the starting point that will make executives and personnel satisfied with their responsibilities and perform with full capacity, willing and enthusiastic with self-development in order to bring knowledge to use in the performance of their own actions to achieve success in accordance with Phra Apinan Kantasilo (Singmada) has studied the subject "Administration of educational institutions according to the Principle of Initiative 4 in Basic Educational Institutions, Na Dun District, under the Office of Maha Sarakham Primary Educational Service Area Office 2" found that [8] personnel in educational institutes Should have a good understanding of their roles and responsibilities Satisfaction and love for work, in duty, colleagues, students and subordinates to motivate work success. The prerequisite for management is to have patience and to wait.

3. The development of charitable school management of Buddhist temples according to PDCA principles, the future of the development of charitable school management in Buddhist temples Planning (Plan): Administrators must set goals and objectives in accordance with the school's policy, vision and mission. Set standards and methods of working according to the criteria and assign responsible persons. This may be due to targeting and objectives are very important in the administration of education. It is the most suitable decision making for the future operation of the charity school, saving time and budget, in line with Udom Chamni's study on "Development of Buddhist Leadership of Charity School Administrators of Buddhist Temples in the Central Region" found that [9] in the planning process. Is to set goals and objectives planning projects and targets of performance over various periods of time, and shows the expected optimum operation method to achieve the desired aims and objectives determining and estimating the resource requirements required for operations. The future of the development of charitable school management in Buddhist temples practical implement the plans set out in accordance with the policies, vision and mission of the school have to collect and systematically record information related to the operation, allowing administrators to analyze the information for accurate and rapid decision making. Administrators must create unity and cooperation in educational institutions. This may be due to the implementation of the plan according to the policy, school vision and mission systematically and with steps to know

the results of the practice and use. The results to improve and adjust according to the desired objectives consistent with Thanyaphat Sangluang that has studied "Management guidelines for strategic plan management of sports schools under the National Sports University". Results found that [10] in terms of the process of converting the plan into action, there is a stakeholder analysis process and planning projects/activities related to the school's vision, mission, goals and strategies in terms of education and sports management appropriately. There is a systematic implementation and audit process including public relations follow up, and check performance every time. Performance reports are available and evaluation of the performance according to the focus of the work and bring the evaluation results to improve and develop for efficiency and effectiveness.

## 6. KNOWLEDGE FROM RESEARCH

Knowledge from the research on "The future of school management development charity of Buddhist temples" is the opinion of 17 experts/persons about the future development of the management of charity schools in Buddhist temples which showed the result of research using Delphi future research techniques and ethnography. (Ethnographic Delphi Future Research: EDFR), which is consistent in 3 main points, consisting of 1) the development component of the management of charitable school management in Buddhist temples, 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism, and 3) the development of charitable school management of Buddhist temples according to PDCA principles. Charity of Buddhist temples resulting in continuous and sustainable development. Knowledge from the research is shown in Figure 3.



**Figure 3** Knowledge from Research "Smart-D"  
**Source:** Phramaha Thanasak Dhammachoto (Chuensawang) (2022)



## 7. RECOMMENDATIONS

### ***A. Recommendation for Policy***

1. The Office of the Private Education Promotion Commission should create knowledge and understanding support the organization of training workshops to educate executives at all levels in order to achieve thorough development. There are basic guidelines for driving education management to meet quality standards.
2. Charity school administrators of Buddhist temples should prepare an integrated school administration plan with other relevant agencies, organizations, ministries to create a network of cooperation in determining the direction to develop educational administration and develop learners together systematically, clearly, concretely, continuously and sustainably.

### ***B. Recommendations for Practices***

1. Administrators can apply the results from this research to use in planning, making strategies, setting policies, academic education administration, budgeting, personnel, and general management planning to meet the needs and future situations. This will help the management of charitable schools in Buddhist temples to achieve the expected results. Learners have educational quality and good quality of life as a force for further development of the nation.
2. Administrators of educational institutions under other affiliations that operates in the administration of education able to study the research results for use in making plans, making strategies, setting policies, academic education administration, budgeting, personnel, and general aspects of their schools under their jurisdiction.

### ***C. Recommendations for Further Research***

1. Should study the model of charitable school management development of Buddhist temples to achieve excellence in the future.
2. Factors affecting the management of charitable schools of Buddhist temples should be studied.
3. Appropriate Buddhist temple charitable school management strategies should be studied in the future.

## 8. CONCLUSION

The research on the scenario of administration development for Temple Charity School in Buddhism showed results of the study that the components of administration development for Temple Charity School in Buddhism consisted of 1) components of administration development for Temple Charity School in Buddhism consisted of 4 main components, 20 sub-components, 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism consisted of 4 main components, and 12 sub-components, and 3) administration development for Temple Charity School in Buddhism according to the PDCA consisted of 4 main components, and 12 sub-components. The analysis of the components of administration development for Temple Charity School in Buddhism, experts have a consensus. In overall, the experts agreed at the highest level in all aspects except for the budget that they agreed at a high level. Consider the mean in overall opinions were at the highest level in all aspects. 3. The scenario of administration development for Temple Charity School in Buddhism obtained from the Ethnographic Delphi Future Research (EDFR) technique can be summarized about the scenario of administration development for Temple Charity School in Buddhism consisted of 1) components of administration development for Temple Charity School in Buddhism which were (1) Academic aspect; freedom, flexibility and rapidity, curriculum development based on students center, creating modern educational media and innovations, educational quality assurance, coordinating cooperation from stakeholders, (2) Budgeting aspect; preparation of strategic plans, generating income and resources for education, preparing financial reports, preparing asset databases, auditing and monitoring reports on budget usage, (3) Personnel aspect; enhancing personnel efficiency, preventing disciplinary action, training modern technology, personnel planning, promoting personnel to have knowledge and conscience, (4) General aspect; coordinating in educational institutions, publicizing information dissemination, developing administrative networks, taking care of learning resources, promoting faith. 2) Iddhipada IV in the administration development for Temple Charity School in Buddhism.





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