

## ETHICS MANAGEMENT OF BUDDHIST SUNDAY SCHOOLS OF MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Jaruphon Amornpongchai<sup>\*</sup> Boonton Dockthaisong<sup>\*\*</sup> Surin Niyamangkoon<sup>\*\*\*</sup>

Received: March 03, 2019

Revised: July 10, 2019

Accepted: September 25, 2019

### ABSTRACT

This research has the following objectives: 1) to study the status of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University, 2) to study the principle components of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University, and 3) to propose guidelines for improvement on ethics management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University. The researcher used a mixed methods of quantitative and qualitative approaches. The quantitative research tools used was questionnaire with a reliability coefficient of 0.969 for data collection carried out by the researcher on a sample group of 228 students of the 2 learning centers at Wangnoi Campus and Wat Mahathat Campus chosen by simple random sampling. The data were analyzed with a statistical package to arrive at values for

---

\* Doctor of Public Administration (Inter-national program) Faculty of Social, Mahachulalongkornrajavidyalaya University.

\*\* Department of Politival Science, Faculty of Social Science, Mahachulalongkornrajavidyalaya University.

\*\*\* Department of Politival Science, Faculty of Social Science, Mahachulalongkornrajavidyalaya University.

frequency, percentage, mean, standard deviation and the Pearson's correlation coefficient. The tools used for qualitative research consisted of in-depth interviews of 18 key informants. A panel discussion with 9 specific experts using descriptive content analysis technique.

The researcher found that majority of sample, 62.72% are female, 91.23% are students with ages 11 - 13 years old, the education levels of Primary level 4-5-6 of 85.53% and the majority join more than 3 years for 38.16%.

The students' overall opinion on status of Buddhist Sunday Schools was at the moderate level ( $\bar{X}=3.95$ ), opinion on the principle components of Buddhist Sunday Schools was at the moderate level ( $\bar{X}=4.08$ ), opinion on The Threefold Training, was at the moderate level ( $\bar{X} =3.98$ ) and from each aspect, the first rank was on Samadhi (concentration), was at the moderate level ( $\bar{X} =4.03$ ), The opinion on results of ethics management of Buddhist Sunday Schools was at the moderate level ( $\bar{X} =3.92$ ), from each aspect, the first 2 highest level were moral attitude was at more level ( $\bar{X} =3.98$ ) and happy life was at the moderate level ( $\bar{X}= 3.96$ )

The guidelines for improvement on ethics management of Buddhist Sunday Schools were: 1) To conduct research to get even better the curriculum together with the suitable training process and activities for more persuasion and results, 2) From the research, the key factor to put training into implementation would be masters. Therefore, to train the masters with new knowledge so that they could further teach students to meet the best result of becoming a knowledgeable youth with more skill in various aspects, have good moral attitude and have good attributes as per the expectation from the learning centers so they can sustainably live better live.

**Keywords:** Ethics Management, Threefold Training, Curriculum.

## 1. Introduction

Human being is the most important resource among others as human being will be the one who implement and get things done from other resources.

The World Health Organization (WHO) is the world organization that emphasize to people in the world in both physical and mental health. WHO defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (World Health Organization, 2001), Mental health can be enhanced by effective public health interventions. The goals are to develop the public health by gathering many experts to combine their thoughts, create programs and implement as planned. In the Eastern part of the world, the mental health training was widely studied since the Lord Buddha’s era which was more than 2500 years ago. It is possible to develop students’ morality through Buddhist Sunday Schools where the training include the mental health training by practicing meditation and by other practices. The meditation practice will be from the beginner level up to the high level of practice which is now acceptable around the world. The researcher wants to study this topic concerning to the students by focusing on the application of the Dhamma principle in Buddhism – The Threefold Training Principle to include the morality, concentration and wisdom by practicing mindfulness as part of the training for concentration to enrich the mental health of students. It is very important to study this topic as many people in the World are suffering not only from physical but also psychological sickness from their own thinking. In the modern world of today, especially in capital city like Bangkok, the crowd of populations with the limited resources make each person who may has many duties and responsibilities to face a lot of challenges. One person can be a worker, an employee or a manager who has to face many problems and challenges in their duties and responsible areas of jobs at workplace outside their home to earn for living. But once they back to home, it is also another challenge of being the husband, wife, son or daughter of that family who may also composed of different members with different problems. The father may have more burden with economic problem of the earnings to sufficiently support the family members while the others may face with the psychological problems on emotions of love from friends, stress from school & etc. With those problems lead to stress and

depression, sometimes students try to find a way to escape and to solve them but the methods of solving problems may not be the right one. Students have no direction and good guidelines, will follow their friends or people around them to behave in the negative ways. Some may get drunk so they can forget the problems for a while but that is not the proper solution to solve problems sustainably

## 2. Objectives of Research

2.1 To study the status of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University.

2.2 To study principle components of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University.

2.3 To propose the guideline for improvement of ethics management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University.

## 3. Scope of Research

The scope of this study can be identified as follows:

### 3.1 The population and Sample

The research has been conducted using mixed methods research of both quantitative and qualitative. Starting from survey research and then having in-depth interview with structured interview questions to collect data from key informants and setting a Focus Group Discussion panel of particular experts.

Population and sample - For survey research, the population will be students of Buddhist Sunday Schools at Wangnoi Campus 346 students and Wat Mahathat Campus 183 students, a total of 529 students. Sample size of 228 students has been calculated using the formula of Taro Yamane (Yamane, 1967).

For in-depth interview, the population will be the personnel involved in ethics management of Buddhist Sunday Schools. They are composed of masters, scholars/politicians, administration staff and parents with 18 selected persons. For focus group discussion, the population composes of expert and experienced

personnel in the ethics management of Buddhist Sunday Schools. They are director of Buddhist Sunday Schools, masters, parents and lecturers in public administration and education altogether 9 persons.

### 3.2 Scope of Contents

In this research, the scope of contents will be independent variables and dependent variable which were :

Independent variables: 1) status of Buddhist Sunday Schools which is composed of the learning center and masters, 2) principle components which were composed of curriculum and training and 3) The Threefold training – Dhamma principle which is composed of Sila (morality), Samadhi (concentration) and Panya (wisdom).

Dependent variable was the result of ethics management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University which was the students' mental health development on various aspects as the follows: 1) peaceful mind, 2) brain development, 3 behavioral change, 4) moral attitude and 5) happy life.

### 3.3 Scope of Place

In this research, the scope of place would be focused on Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University at Wangnoi Campus and Wat Mahathat Campus.

### 3.4 Scope of Time

The scope of time of this research was from August 2017 to May 2018.

## 4. Result of Research

4.1 The result of research on students' overall opinion on status of Buddhist Sunday Schools was at more level ( $\bar{X}=3.95$ ). The first rank was on

masters at more level ( $\bar{X} = 4.20$ ) and the second rank was on learning center at more level ( $\bar{X} = 3.69$ ).

4.2 The result of research on students' overall opinion on Principle components of Buddhist Sunday Schools was at more level ( $\bar{X} = 3.95$ ). The curriculum was at the most level ( $\bar{X} = 4.40$ ) and the training was at more level ( $\bar{X} = 3.86$ ).

4.3 The result of research on students' overall opinion on the Threefold Training was at more level ( $\bar{X} = 3.98$ ). The first rank was Samadhi (concentration) at more level ( $\bar{X} = 4.03$ ). The second rank was Panya (wisdom) at more level ( $\bar{X} = 3.97$ ). The third rank was Sila (morality) at more level ( $\bar{X} = 3.95$ ).

4.4 The overall opinion on results of “Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University” on various aspects of (1) Peaceful mind (2) Brain development (3) Behavioral change (4) Moral attitude and (5) Happy life. The overall opinion was at more level ( $\bar{X} = 3.92$ ). From each aspect, the first rank was moral attitudes at more level ( $\bar{X} = 3.98$ ). The second rank was happy life at more level ( $\bar{X} = 3.96$ ). The third rank was behavioral change at more level ( $\bar{X} = 3.93$ ). The forth rank was peaceful mind at more level ( $\bar{X} = 3.91$ ). The fifth rank was brain development at more level ( $\bar{X} = 3.82$ ).

From the Pearson correlation coefficient analysis, it was found that there was a positive correlation of opinion on overall factors (Status of Buddhist Sunday Schools, Principle components and the Threefold Training) and opinion on result of Ethics Management of Buddhist Sunday Schools in all aspects which are Peaceful mind, Brain development, Behavioral change, Moral attitude and Happy life (at the significant level of .01).

#### 4.5 Body of Knowledge from Research

Researcher has synthesized and discovered new knowledge shown as below:



Figure 4.1 Ethics Management Model

Miss Jaruphon Amornpongchai

## 5. Summary of Research

### 5.1 Research Summary

From Pearson Correlation Coefficient analysis, there were positive relationship of status, principle components, Buddhadhamma of The Threefold Training and ethic management of Buddhist Sunday Schools.

The researcher can summarize the research result according to the research objectives as follows:

- 1) For the results of research on overall opinion on status of Buddhist Sunday School was at more level.
- 2) Opinion on component factors composed of curriculum and training, affected to Ethics Management of Buddhist Sunday Schools, overall opinion was at more level.
- 3) Recommendation of guidelines on Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University, the result from this

research are that the managing on Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University consists of management which is depending on the school's internal components, they are masters, students and the course media materials. The most important role in making activities carried out is the executive of the learning center who must motivate and push all parties to analyze the problems and needs in order to determine the mission, direction and plan. Then to push plan into practices. Once the plan is implemented, report on the results of the operations with any problem and the solving solution. The next step is to apply and to evaluate the effects of management actions again. If it finds no problem, then, to prepare a report to supervisor and for further study of other relevant parties.

Management team must be carried out in a systematic way. Each activity must follow the sequence from an analysis. Planning, designing, training methods, the development of training materials, preparation on training and measurement of the training. The whole training process will make students to become competent with good attitude, skills and experience in a positive behavioral change manner according to the defined objectives. To create a training course which is suitable and clear to the need of the students.

## 5.2 Research Discussion

From the synthesis study on “Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University” the result of the research discussion are as follows:

1) The result on status of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University, the overall is at more level.

On Learning centers - The research found that it is a good training place with the proper environment. There is a standard of cleanliness, learning is managed with interesting activities and with appropriate facilities. The result is in line with the research of Saroj Kaewarun, (Saroj, 2010) in his topic of "An

Administration Model of the Basic Education Institutions towards the Organization of Learning under the Basic Education Commission Office". It is found that (1) the elements of the management of basic education to become a learning organization in school under the Basic Education Committee consists of systematic thinking, to become a learning person, to have thinking patterns, to create a shared vision, team learning, flexibility in the organizational strategy, decentralization of power, managing with knowledge of Information technologies and communication technologies, cultural support in learning systems, motivation for learning of personnel, trial on learning, initiative and risk taking, a process of continuous professional development, good atmosphere of mutual acceptance to each other and the effective development of school and being leaders of changes. (2) management model of learning centers to become a learning organization, consists of 8 major aspects which are, the shared vision, team learning, to think in a systematic way, decentralized of power, knowledge management, cultural supports and information and communication technologies. Management processes include: planning, organizing, controlling, assessment and reporting (3) evaluating to certify management model of Basic Educational Organization to become a learning organization being developed, it is found that the appropriateness which are the most levels include to be a learning person, to think in a systematic way, learning together as a team, to create a corporate culture that supports learning.

Also, in line with the research of Benjaporn Puengchai, (Benjaporn, 2010) on the topic of "Learning Organizations from the Perspective of Personnel of Higher-Education Institutions in Thailand". The researcher has found that as a learning organization, in the perspective of institutional personnel of higher education in Thailand including 5 aspects of learning, personnel, managing knowledge and managing of technologies are in much levels. Factors that are associated with the learning organization include age and current category of works. The main impact to a learning organization in the perspective of higher education institutions in Thailand are inclusive of cultural factors in organization, atmosphere

of the organization, strategy and mission of organization, the motivation and operations. Approach derived from interview on this topic found that the 8 main factors which should be developed, they are : leadership, mission, and strategy on operations, management team, motivation, organization culture and organization atmosphere that affects the learning organization. Other factors include: (1) managing knowledge by management team, (2) the management team by applying the strategy of the institution in practicing, (3) human resource development, (4) communication and information sharing, (5) continuous assessment by tracking and reporting (6) management on curriculum & teaching techniques, (7) to create innovation and preparation of core competencies, and (8) to do assessment for better improvement.

On Masters - The researcher has found that the appropriate feature of masters having good intention in teaching with knowledge and skills in the subjects taught are good role model master who will be prototypes of the students. Masters can explain and clarify to students for more understandings, good human relationships, create a learning atmosphere and motivation. This is correspond to the research of Dararat Kamome (Dararat, 2015) on the research topic of "A Model of Instructional Leadership Development for Increasing Teacher's Empowerment in Primary School under the Local Administration Organization", the researcher has found that the factors of leadership development on teaching aspects has an influence to the increasing of teacher's power which consist of (1) be example on teaching, (2) leadership in changes, (3) to develop teacher in learning (4) self-development (5) organizing instructional programs. The aspect with the highest average is self -development and organizing programs of teaching by focusing on students as the key and to set curriculum defined effectively and organized professionally and systematically.

To open the opportunity for self-development and teacher practice flexibly and also in line with the research of Jumlong Reangsrijareaoonpan (Jumlong, 2015) on the research topic of "Causal Factors Affecting Learning in the Reform of

Teachers in the Schools under the Office of the Basic Education Commission" has found that the role of masters is to lead in bringing innovation and technology to help in both learning and teaching management. The teachers play an important role in giving the instructions and guidelines for creative use of technology which can help students to learn by themselves lifelong without limits. The teacher must provide the context of leaning place and environment both inside and outside the classroom to promote student learning. Because learning can occur anywhere, therefore, teachers play an important role in arranging the environment to facilitate with security and flexibility to modify to suit the learning activity of a variety of students. Teachers should use total quality management process allows students to engage in learning management, to build a good mutual relationship, and improve the learning management approach to suit the student. In addition, the teacher must work as a team together with others to help students achieve learning or behavior change in a positive way and to be a competent person of the group within or outside the school. Good behavior as a result of effective learning management inevitably affect the reputation of the institution lead to increase community, social trust and the acceptance of quality in educational management.

2) The results on factors affecting Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University. Overall opinion was at more level. Curriculum course that focuses on teaching The Threefold Training or Tri-Sikkha composed of Sila (morality), Samadhi (concentration) and Panya (wisdom) is useful as well on the training which is also efficient.

On Curriculum - The research has found that the proper curriculum composed of understanding of the restrictions of the 5 Precepts which is a part of The Threefold Training composed of Sila (morality), Samadhi (concentration) by meditation and Panya (wisdom or intellectual). Practical training, walking and sitting meditation courses to have the commitment to peace of mind to avoid hot temper and dissatisfaction emotions. To do development with additional activities.

On Training – Students to be trained how to fix the problem themselves and to earn experiences of freedom within the chosen activities based on aptitude or interests of each individual student without being forced to learn and to be self-discovery. To join in a course and curriculum development of training is in line with the research of Amara Kiewrugsa (Amara, 2005) on the research topic of "A Development of School Based Training Curriculum on Authentic Assessment for Elementary Science Teachers" the researcher has found that the process of curriculum development with 4 phases: (1) study of the context and relevant content which is in basic studies that are required to design and create the curriculum (2) design and construct of the course by presenting data from the study context and content in defining the elements of the course outline (3) trial the training courses with pilot group and selected teachers (4) evaluate and improve courses assessed from the experiment during the trial and after training course along with working on improving training courses based on the defects and feedback from experts and masters.

3) Analysis of the result of Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University. Overall result of opinion was at more level.

The proper moral attitude is to be able to distinguish between what it is right and what is wrong. Also to know how to be honest towards oneself and others. The extremely ashamed to sin, not to breach the restriction of five precepts, do not let the lustful passion overwhelming without recalling the correctness. Ethics is grateful, honesty, integrity and sacrifice.

Having an appropriately happy life. Student with an open-mind, ready to receive the new changes in the world as of today and live happily as a positive thinking person who look at the world in the positive way, to be well aware and look at the suffering as is it is an experience - a lesson to our lives and that suffering is not a bad story, it is an experience only. When a problem occurs, you can consciously solve the problem. Understand that it is no happiness is with us for

long, it is with us as long as ordinary of lives which is a good principle that will teach students how to survive, to have a happy life.

Behavior change positively in ways that beneficial to oneself and others as a result from the training. There is more warmth in the family, have stronger mentally patient, self-restraint - not aggressive with emotional. Students can adapt to any situation better. Have the generosity to others, sharing and reduce selfishness, which are desirable behaviors in areas such as to reduce emotional or negative thoughts.

Peaceful mind with the better understanding of happiness and suffering. Be able to control the consciousness, emotions, distracted by activity and can cause the peace of mind by meditation. Teaching students to practice the concentration by meditation and chanting should be continued on a regular basis and creating a relaxing atmosphere.

Brain development to have better concentration and have better academic grading results with more creativity. To learn things quickly and can solve problems. To think carefully and can give advice and help to others who are suffering, to solve and fix the problems. Students should have a complete mental and physical development all of IQ, EQ, MQ, that are stimulating to the brain, to work, learn and train students to think and develop the brain.

### 5.3 Research Suggestion

Research on Ethics Management of Buddhist Sunday Schools of Mahachulalongkornrajavidyalaya University, the researcher has concluded the suggestions as follows:

#### 1) Policy suggestions

- Learning center should determine the strategic development plan and constantly study on the issues for further development.
- The management committees with public administration policy knowledge, good governance for efficiency and effectiveness. Management is

capable of mindfulness training knowledge and should have a policy of support and motivation to people who provide expertise in meditation training..

- The Executive should have a policy to develop curriculum and training courses that focus on creating students with desirable features that correspond to the current social rapidly changes conditions.

## 2) Implementation suggestions

- General conditions of learning centers can be considered to enhance performance by activities that operate in unanimity to create awareness of students. Activity or workshop which put into implementing to melt their minds to be one with loving-kindness to each other.

- To create learning centers network and integrate the working group with professionals in psychology and teachers who can provide effectiveness of teaching/learning operations management.

- To strengthen public relations effectiveness by creating public relation channels which is accessible by the public who are interested to send their students for training.

## 5.3 Suggestions for further study

- To further study the opinion of masters to collaborate the creation of alternative methods to persuade students to be good morality and ethics persons for society so they can have a sustainable happy life.

- To further study the opinions and demands from parents who send their students in for training to know what kind of activities which correspond to their needs.

- There should be a further study in order to get more information on the requirements from students to support creating new solutions to meet operational effectiveness which will be beneficial to students.

## References

Amara Kiewrugsa. (2005). *A Development of School – Based Training Curriculum on Authentic Assessment for Elementary Science Teachers* (Doctor of Thesis). Degree in Education Science. Srinakharinwirot University, September.

Benjaporn Puengchai. (2010, January-June.). *Learning Organizations from the Perspective of Personnel of Higher-Education Institutions in Thailand (Research Articles)*. EAU Heritage Journal: Social Science and Humanities, 4, (1):

Dararat kamome. (2015). *A Model of Instructional Leadership Development for Increasing Teacher's Empowerment in Primary Schools under the Local Administration Organization*. (Research Articles). EAU Heritage Journal: Social Science and Humanities Vol.5 No.1 January-April 2015.

Jumlong Reangsrijareaonpan. (2015.). *Causal Factors Affecting Learning Management Reform of Teachers in the Schools under the Office of the Basic Education Commission*. Journal: Social Science and Humanities, 5(1) January-April 2015.

Saroj Kaewarun. An Administration Model of the Basic Education Institutions towards Learning Organization under the Office of the Basic Education Commission. (Research Articles). EAU Heritage Journal: Social Science and Humanities, 4 (1), January-June 2010.

Silverman, D. (2000). *Doing Qualitative Research: A Practical Handbook*. London:Sange.

Yamane, Taro. (1967). *Statistics: An Introductory Analysis*. New York: Harpen and Row.