

การพัฒนาการสร้างเครือข่ายการจัดการศึกษาของสำนักปฏิบัติธรรมเพื่อเพิ่มพูน
คุณธรรม จริยธรรมของชุมชนในภาคอีสาน
THE DEVELOPMENT OF AN EDUCATION MANAGEMENT NETWORK FOR
MEDITATION OFFICES TO IMPROVE MORALITY AND ETHICS IN THE
COMMUNITIES OF NORTHEASTERN THAILAND

พระปลัดประสิทธิ์ ศรีสว่างค์* บุญสม ยอดมาลี** ประสาน กำจรเมณกุล***

บทคัดย่อ

การสร้างเครือข่ายไม่ได้จำกัดอยู่เพียงสำนักปฏิบัติตัวเอง แต่หมายถึงการสร้างเครือข่ายต่อสำนักปฏิบัติธรรมอื่น ทั้งที่เป็นสาขา ตลอดจนเชื่อมโยงไปยังผู้ปฏิบัติที่เป็นข้าราชการ พ่อค้า ประชาชน นักเรียน นักศึกษา พระภิกษุ สามเณร ร่วมกันทั้งภาคปริยัติและภาคปฏิบัติเพื่อให้เกิดความเข้าใจ หลักศีล สมาธิ ปัญญา อันส่งผลต่อการเพิ่มพูนคุณธรรม จริยธรรมของชุมชน การวิจัยนี้เป็นการวิจัยเชิงคุณภาพ มีความมุ่งหมายเพื่อ (1) เพื่อศึกษาความเป็นมาของการจัดการศึกษาของสำนักปฏิบัติธรรมในภาคอีสาน (2) เพื่อศึกษาวิเคราะห์ระบบเครือข่ายการจัดการศึกษาของสำนักปฏิบัติธรรมในภาคอีสาน (3) เพื่อศึกษาการพัฒนาการสร้างเครือข่ายการจัดการศึกษาของสำนักปฏิบัติธรรมเพื่อเพิ่มพูนคุณธรรม จริยธรรมของชุมชนในภาคอีสาน เครื่องมือที่ใช้ในการวิจัยได้แก่แบบสัมภาษณ์ แบบสังเกต แบบสนทนากลุ่ม ทำการเก็บข้อมูลเอกสารและข้อมูลภาคสนาม ข้อมูลภาคสนามได้จากการสัมภาษณ์ การสังเกต การสนทนากลุ่ม และจาก ผู้รู้ 9 รูป/คน ผู้ปฏิบัติ 66 รูป/คน และให้ข้อมูลทั่วไป 12 รูป/คน ในเขตจังหวัดนครราชสีมา บุรีรัมย์ และจังหวัดสุรินทร์ นำข้อมูลมาตรวจสอบข้อมูลด้วยวิธีการแบบสามเส้า วิเคราะห์ข้อมูลตามความมุ่งหมายที่ตั้งไว้ และนำเสนอผลการวิจัยโดยวิธีพรรณนาวิเคราะห์ ผลการวิเคราะห์ ตอนที่ 1 ความเป็นมาของการจัดการศึกษาของสำนักปฏิบัติธรรมในภาคอีสาน ผู้วิจัยได้ดำเนินการรวบรวมข้อมูลในพื้นที่วิจัยใน 6 สำนักฯ ของภาคอีสานตอนล่าง ประกอบด้วย สำนักปฏิบัติธรรมวัดศิริบ้านไร่, สำนักปฏิบัติธรรมคลองตาลอง, สำนักปฏิบัติธรรม โพธิ์ย้อย, สำนักปฏิบัติธรรมวัดวนานุรักษาราม สำนักปฏิบัติธรรมวัดป่าโยธาประสิทธิ์ สำนักปฏิบัติธรรมวัดโสธระประชารศร์ ซึ่งมีที่ตั้งอยู่ใน 3 จังหวัด คือ จังหวัด

* คณะวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม

** คณะวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม

*** คณะวัฒนธรรมศาสตร์ มหาวิทยาลัยมหาสารคาม

นครราชสีมา จังหวัดบุรีรัมย์และจังหวัดสุรินทร์ มีองค์ประกอบ 9 ด้าน ได้แก่ 1.ด้านหลักสูตร 2.ด้านวิทยากร 3.ด้านบุคลากร 4.ด้านงบประมาณ 5.ด้านอาคาร สถานที่ 6.ด้านวัสดุ อุปกรณ์ 7.ด้านวิชาการ 8.ด้านธุรการ 9.ด้านการบริหารจัดการ ซึ่งบางสำนักก็มีการดำเนินงานไม่ครบทุกด้าน ส่วนใหญ่มีการบริหารครบแทบทุกด้าน แต่กระบวนการขององค์ประกอบบางอย่างไม่สามารถดูแล หรือที่จะสืบทอดต่อไปได้ วิเคราะห์เครือข่ายการจัดการศึกษาของสำนักปฏิบัติธรรมในภาคอีสาน ทั้ง 6 สำนัก มีจุดอ่อนและจุดแข็งแตกต่างกันไป โดยสภาพพื้นที่ไม่มีความแตกต่างกันมากนัก เพราะสำนักฯ ล้วนใช้หลักสูตรการอบรมเดียวกัน ระยะเวลาต่างกัน และวิทยากรที่มาอบรมเป็นพระสงฆ์ในวัด งบประมาณได้รับการบริจาคและสมทบทุนจากหน่วยงานภาครัฐ การสร้างอาคารต่างๆ ก็มีลักษณะคล้ายกัน วัสดุ อุปกรณ์ก็จะมีการจัดเตรียมอย่างเพียงพอ มีการบริหารจัดการทั้งฝ่ายธุรการ และเจ้าสำนักฯ ทั้ง 6 แห่งจะเข้ามากำกับดูแลด้วยตนเอง การพัฒนาการสร้างเครือข่ายการจัดการศึกษาของสำนักปฏิบัติธรรมเพื่อเพิ่มพูนคุณธรรม จริยธรรมของชุมชนในภาคอีสาน แนวปฏิบัติที่ดีของการพัฒนาเครือข่ายการจัดการศึกษาที่ส่งเสริมสำนักปฏิบัติธรรมประกอบไปด้วย 3 ส่วน คือ 1) แนวทางในการพัฒนาเครือข่าย 2) กระบวนการในการพัฒนาเครือข่าย 3) เงื่อนไขความสำเร็จในการพัฒนาเครือข่าย ภายใต้องค์ประกอบของสำนักปฏิบัติธรรม 9 ด้าน ได้แก่ ด้านหลักสูตร, ด้านวิทยากร, ด้านบุคลากร, ด้านงบประมาณ, ด้านอาคาร สถานที่, ด้านวัสดุ อุปกรณ์, ด้านวิชาการ,ด้านธุรการ,ด้านการบริหารจัดการ นอกจากนี้จะต้องมีการเชื่อมโยงเครือข่ายไปยังสำนักปฏิบัติอื่นๆ ด้วยจึงจะเป็นการพัฒนาสำนักปฏิบัติธรรมอย่างรวดเร็ว มีประสิทธิภาพและยั่งยืน

คำสำคัญ: พระพุทธศาสนา การจัดการศึกษา คุณธรรม จริยธรรม เครือข่าย ภาคอีสาน

ABSTRACT

This research aims: 1) to study the history and background of Buddhism education management in Northeastern Thailand; 2) to analyze the system of Buddhism education and meditation management networks in Northeastern Thailand; 3) to investigate guidelines for the development of an education management network for meditation offices in Northeastern Thailand (Isan). Data were collected by documentary research and field study using interview, observation, and focus group discussion from nine key informants, 66 casual informants and 12 general informants. The sample area was selected by purposive selection and included Nakhon Ratchasima, Buriram and Surin. Data were validated using a triangulation method and analyzed by descriptive analysis. The results show that six of the meditation offices in Southern Isan give precedence to nine factors of meditation coaching and practice, as follows: 1) lessons; 2) lecturers; 3)

manpower; 4) budget; 5) building and location; 6) academic; 7) learning resources; 8) administration and 9) management. The development of the education management network in Isan depends on three factors: 1) guidelines for the development of the education network; 2) network development process and 3) the development of meditation coaching factors.

Keywords: Buddhism, education management, ethics, morality, network, Northeastern Thailand

1. Introduction

Thai people are free to choose their own religion. Most Thai people are Buddhists and Buddhism is part of the foundations of Thai culture. It is a large part of the national identity. According to the National Statistical Office, 94% of Thai people are Buddhists. National Statistics Office. (2013) The management of Buddhism education is based on *sattham* or the true Dharma, which include: 1) Pariyat (discipline); 2) Practice; 3) Enlightenment. (Kanaboot, Phra S. (2004) Meditation practice offices were first established in Thailand in 2000 as Buddhism distribution centres. There are now 1,510 meditation offices in Thailand, including 1,339 Mahayana meditation offices and 171 Dhammyuttika meditation offices. (National Office of Buddhism. (2013) Of this total, there are 627 meditation offices in the Northeastern region of Thailand (Isan). The meditation offices in Southern Isan can be divided into two groups, as follows: 1) Meditation offices in Nakhon Ratchasima, Chaiyaphum, Buriram and Surin Provinces; 2) Meditation offices in Yasothon, Srisaket, Amnat Charoen and Ubon Ratchathani Provinces. According to the 11th National Economic and Social Development Plan, the development of morality and ethics is the key to developing people and society.

According to existing research, problems and obstacles in the management and administration of meditation coaching and practice are a lack of interest and support from monks, a lack of expert meditation coaches, a lack of support from involved government offices and improper practice areas. (Meditation Coordination Center. (2013) For these reasons, the researchers aim to investigate guidelines for an education management network for meditation offices to improve morality and ethics in the communities of Northeastern Thailand.

2. Research Methodology

This research aims: 1) to study the history and background of Buddhism education management in Northeastern Thailand; 2) to analyze the system of Buddhism education and meditation management networks in Northeastern Thailand; 3) to investigate guidelines for the development of an education management network for meditation offices in Northeastern Thailand (Isan).

This qualitative investigation was conducted between February 2015 and February 2016, using documentary research from primary and secondary sources, in addition to field research. Data was collected from the purposively selected sample area of Nakhon Ratchasima, Buriram and Surin Provinces. Within these provinces, six meditation offices were chosen for data collection: 1) Wat Siri Baan Rai, Baan Siri Banrai, Nonthi, Nonthi District, Nakhon Ratchasima Province; 2) Klong Ta Klong Meditation Office, Klong Ta Klong, Pakchong, Pakchong District, Nakhon Ratchasima Province; 3) Werunakararam Meditation Office, Baan Muang Phi, Muang Phi, Nong Ki District, Buriram Province; 4) Wat Pho Yoy, Baan Pho Yoy, Pakum, Pakum District, Buriram Province; 5) Yothaprasit Meditation Office, Baan Nok Muang, Muang District, Surin Province; and 6) Wat Soraprachasun, Baan Prachasun, Kootun, Kabchueng District, Surin Province. A sample group of 87 individuals was purposively selected from the population of communities surrounding the six meditation centres. These individuals were then divided into three groups: key informants (nine individuals), casual informants (66 individuals) and general informants (18 individuals). Data collection tools included in this study were survey, participant and non-participant observation, structured and unstructured in-depth interviews, focus group discussions and a workshop. All collected data was validated by a triangulation method and subsequently categorised into groups according to the three aims of the research. This data was then analysed by typological analysis and analytic induction. The results are presented here as a descriptive analysis.

3. Results

History and background of education network management in meditation practice offices

The researchers classified data into 9 categories of education network management factors. The categories identified were 1) lessons; 2) lecturers; 3) manpower; 4) budget; 5) building and location; 6) academic 7) learning resources; 8) administration and 9) management. The current state of the management of education networks for meditation offices in Southern Isan have been summarised in table 1, below.

Table 1. A summary of the current state of education network management in meditation practice offices in Southern Isan

	Category	Current conditions
1	Lessons	Each year, the meditation office prepares meditation courses for interested people on weekends and holidays, for example the Magha Pucha holiday, Songkran Day, Vesak Day, Mother's Day and Father's Day. The lesson duration is set to meet the needs of participants, for example 3 days and 2 nights, 3 days, 5 days, 7 days or every day. Lessons usually run from 10am-8pm.
2	Lecturers	The meditation office lecturers are monks trained as meditation instructors.
3	Manpower	The meditation offices are operated by community volunteers.
4	Budget	There is no budget support from government or non-government offices. All budget support comes from participants and donations.
5	Building and location	The meditation officers prepare buildings and practice locations to suit the number and needs of participants.
6	Academic	The meditation practice office focuses on both

		theoretical teaching and meditation practice.
7	Learning Resources	The researchers found that study equipment and office supplies are not up to date and improper for the number of participants.
8	Administration	The meditation offices appoint an office secretary to manage and organise office missions.
9	Management	The meditation offices are operated as community initiatives. All workers and staff are volunteers.

Current problems with the management of education networks for meditation

Respondents were interviewed to determine current problems with the management of education networks for meditation offices in Southern Isan. The results show that the major problems with meditation lessons can be divided into three problems: 1) a lack of information and learning media management; 2) a lack of learning schedule planning; 3) a lack of knowledge development to meet community needs. The researchers also found that the meditation practice offices need more cooperation from community members and involved government offices to improve practice and coaching plans to suit the current social situation and community demand. According to this study, there is a lack of experienced lecturers. Most of the meditation officers in this study are monks who stay in the meditation office or temple. The number of staff members or meditation coaches does not meet the increasing demand of interested Buddhists. According to most respondents, staff are volunteers and the number of full time workers is less than demand. This causes work overloaded for full time workers.

Most of the budget used in meditation practice offices came from donations. Though the lack of budget is not a major problem in meditation offices, they need better budget management and accountancy to make the organization more transparent. Improper sanitation is a major problem with the buildings and location of meditation practice offices. The researchers found that there still lack of

pest control in the rest area and there are improper facilities, for example insufficient water and electricity supplies.

The researchers found that meditation activities focus on meditation practice more than meditation theory. Moreover the lack of papers is one major obstacles in the learning of meditation theory. Office equipment and learning support equipment are necessary for meditation practice, for example electric fans, computers, tables and chairs. The researchers found that the equipment used in meditation offices are aged and broken. The meditation offices need increased budget support for improving study and office equipment. The researchers found that most of the meditation offices need to improve their administration process as follows: 1) work planning - Goals must be set and work processes planned to help increase the fluency of the work process and reduce work costs; 2) better organization; 3) improvement of leadership. Obstacles to the management of meditation offices are: 1) a lack of understanding in Buddhism and the purpose of meditation; 2) a lack of interest and cooperation from Buddhists; 3) a lack of cooperation between communities and the meditation offices.

The investigation of guidelines for the management of education networks for meditation offices

The guidelines for the management of education networks for meditation offices in Southern Isan were drawn up as a way to address the problems identified by research respondents. These were put to the research population for comment during focus group discussions and finalised according to further suggestions. The content of the guidelines have been summarised in table 2, below.

Table 2. A summary of guidelines for education network management in meditation practice offices in Southern Isan

	Category	Guidelines
1	Lessons	Before practicing activities, meditation staff should plan lessons. The meditation practice and coaching should be bases on both Buddhist philosophies and social ethics.
2	Lecturers	Though each meditation office has its own

		lecturer, there is a lack of experienced lecturers due to the increasing number of meditation practice courses. The meditation office should support meditation coach training to increase the number of expert meditation coaches.
3	Manpower	The lack of full-time workers is a major obstacle to the work process. So, recruitment and training is necessary.
4	Budget	According to the study, meditation offices should improve their accounting system, for example by producing income statements and expenditure records that can be audited. Moreover, the meditation offices should appoint a committee to audit the accounting system.
5	Building and location	The location and buildings used for meditation practice activities should be clean and sanitary. Moreover, there should be separate rest areas for males and females and sufficient facilities should be available, including tap water, electricity, light and a first aid kit.
6	Academic	According to the results, academic improvements should be based upon six purposes: 1) the participants can apply lessons to investigate and solve problems in their daily lives 2) the participants' lives are happier 3) the participants understand the rules of karma and release themselves from suffering 4) the participants can control their mind



		and consciousness 5) the participants can abandon their selfish instincts 6) the participants should be morally good
7	Learning Resources	Learning equipment used in meditation offices comes from donations and support from community members. Office workers and volunteers should use the equipment to develop learning media and public relations.
8	Administration	Good governance is important for the administration of all organizations, including meditation offices. According to the results, the meditation offices need more transparent administration and management, for example accounting system improvements.
9	Management	Good cooperation is the key to success of education networks. The meditation practice offices should support management units by increasing manpower and supporting budget.

4. DISCUSSION

Meditation lessons need to be clear and suit the social situation, which is related to the findings of Ritthinun Samutchai. (Samutchai, R. (2013) Samutchai maintained that desirable education should be based upon the purpose and there should be a balanced development of both intelligence and virtues. Moreover, the lessons and learning activities should meet the needs of the participants or learners.

Lecturers are a major factor in the success of meditation coaching and practice. Experienced coaches can better control learning situations and plans. In addition, they can improve learning skills faster. This is related to the research of Phra Phanutat Sansakorn. (Sansakorn, Phra P. (2006) Sansakorn researched the role

of monks in the distribution of Buddhism for social development with a case study of Sahuskhun District, Kalasin Province. From observation, survey, workshop, practice and supervisory monitoring, the results were able to improve the understanding of monks as a Buddhism distribution unit for social development. Moreover, the results also acted to improve the ability of monks in the area to solve problems and overcome obstacles in religious distribution.

Manpower is another major element of the meditation practice process. Manpower development is key to the improvement of work processes. This is consistent with the findings of Nutthaphorn Phuthong-Ngeun, who contended that manpower management for education networks is the management process of man, knowledge, skills and experiences. (Phuthong-Ngeun, N. (2012)

According to the results of this investigation, the meditation offices have succeeded in budget management, despite limited financial resources. This is related to the findings of Phrakru Withoon Chairakit, who concluded that though the lack of budget is a major obstacle to the development and work of meditation offices or temples, abbots and monks are adaptable and manage their allocated budget well. (Chairakit, Phrakroo W. (2009) These researchers also found that key to the success of budget management is transparency. The meditation offices should improve their accounting system so that it can be checked.

During this investigation, respondents indicated that the meditation practice area should be clean and sanitary in order to accommodate the participants. These findings corroborate the research of Phra Wutthiphat Kruawong, whose guidelines for increasing visitor satisfaction at Wat Ton Son Meditation Office, Angthong included providing a suitable rest area, toilet, carpark, garden, canteen and reception area. (Kruawong, Phra W. (2008). Kruawong argued that these facilities would improve client satisfaction. This is also related to the work of Direk Reukrai, who claimed that satisfaction is a positive attitude about things, places or situation. (Reukrai, D. (1984) Consequently, a positive attitude about a job or mission will increase happiness and work effectiveness.

According to this study, the meditation offices receive adequate media and learning equipment support, which is consistent with the results of Boonchoui Chanhouse. (Chanhouse, B. (2001) Chanhouse found that equipment and media play only a supporting role in the transmission of religion by Buddhist temples. The

major factors in religious distribution are faith and knowledge of religious philosophy. The meditation office should prepare sufficient learning media and papers for participants. This is related to the results of a study about adoption, benefits and satisfaction in Dharma programs on television by Auranee Foongwannaluk. (Foongwannaluk, A. (1995) The study showed how gender, career, age and family status affects religious adaptation and satisfaction.

Management is at the heart of all learning activities, which is related to the investigation of Phisith Kotsupho concerning the management of Buddhism distribution in Wat Phratatsrijomthong Meditation Office, Baan Luang, Jonthong District, Chiang Mai Province. (Kotsupho, P. (2005). Kotsupho concluded that five principles of meditation office management are 1) work planning; 2) organization management through organization structure; 3) quality recruitment; 4) public relations and communication planning; and 5) rules and order setting. This is also related to the work of Phramaha Suthichai Chidkoksoong, who studied the development of meditation activities in Nakhon Ratchasima. (Chidkoksoong, Phramaha S. (2009) Chidkoksoong argued that meditation activities consisted of 4 practice factors, including: 1) appropriate coaches - each meditation activity requires knowledgeable and experienced coaches; 2) comfortable residential areas; 3) healthy meals; and 4) good practice guidelines. Moreover, these results confirm the work of Phrakru Phiroj Sarkoon (Suthep Ngamlamai), whose study concerning the management skills of abbots in Wat Ladlumkaew, Pathum Thani Province suggested that successful abbots should be good at human relations, systematic thinking and coaching skills. (Sarkoon, Phrakru Piroj. (2010).

5. Suggestions

Suggestions for the practical use of this study

The results can be used as guidelines for the management of education networks in the Isan area of Thailand.

The results can be used as guidelines for building meditation education networks in the Isan area of Thailand.

The results can be used as guidelines for the development of meditation education networks in the Isan area of Thailand.

Suggestion for further research

Further investigation should be conducted into the management of education networks for meditation offices in other parts of Isan, the management of other Buddhism distribution activities and the management of education networks for other meditation centers.

References

- Chairakit, Phrakroo W. (2009). *A model of education management with temples as the foundation in Chainat Province*. Khon Kaen: Northeastern University.
- Chanhouse, B. (2001). Administrative behaviour of abbots that impacts upon temple events under the jurisdiction of the clergy in Bangkok. PhD thesis, Silpakorn University, Bangkok.
- Chidkoksoong, Phramaha S. (2009). *Development of a model for meditation in temples for preserving peace in the communities of Nakhon Ratchasima Province*. PhD Thesis, Mahasarakham University, Thailand.
- Foongwannaluk, A. (1995). *Buddhism assemble members' media exposure, expectation and gratification from Buddhism talk shows on television*. Bangkok: Chulalongkorn University Press.
- Kanaboot, Phra S. (2004). *The management of Buddhist schools: General education plan in Bangkok*. Bangkok: Dhurakij Pundit University.
- Kruawong, Phra W. (2008). *Guidelines for increasing visitor satisfaction at Wat Ton Son Meditation Office, Angthong Province*. Ayutthaya: Phra Nakhon Sri Ayutthaya Rajabhat University.
- Phuthong-Ngeun, N. (2012). *Personnel administration of schools administrators according to the four sublime state of mind principles in the educational development center area 1-4 under the office of Khon Kaen Primary Educational Service Area 1*. PhD Thesis, Mahachulalongkornrajavidyalaya University, Bangkok.
- Reukrai, D. (1984). *Concepts of satisfaction with basic living needs*. Bangkok: Office of Policy and Planning.
- Sansakorn, Phra P. (2006). The role of monks in the distribution of Buddhism for social development: A case study of Sahuskhun District, Kalasin Province. *Graduate Studies Journal, Sakon Nakorn University*, 3(12): pp.119-127.