

EFFECTIVENESS OF SUMMER NOVICE ORDINATION PROJECT MANAGEMENT IN KANJANBURI PROVINCE*

ประสิทธิภาพการบริหารจัดการโครงการบรรพชาสามเณรภาคฤดูร้อนในจังหวัดกาญจนบุรี



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Abstract

Objectives of this research were to study the effectiveness of summer novice ordination project management, factors affecting the effectiveness and to propose the appropriate approaches to the effectiveness of summer novice ordination project management in Kanjanaburi Province. Methodology was the mixed methods: the quantitative research, data were collected from 400 samples, derived from 16,645 people at 4 districts in Kanjanaburi Province with questionnaires and analyzed data with descriptive and inferential statistics. The qualitative research, data were collected from 20 key informants who involved in summer novice ordination project and from 10 participants in focus group discussion. Data from both steps were analyzed by descriptive interpretation.

Findings were as follows: Effectiveness of summer novice ordination project management in Kanjanaburi Province: Participants' satisfaction; Resource acquisition; Quantity of participants and Quality of participants, by overall: were at high level with the mean score at 3.89. Factors affecting the effectiveness of summer novice ordination project management: Buddhist way of life; Want to train oneself to be good person; Buddhist and state project; Want to repay gratitude to parents and Buddhism; Free charity project and Honor and respect in community, by overall, were at high level with the total mean value at 4.05. The

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appropriate approach to the effectiveness of summer novice ordination project management was the management by the principle of POSDCoRB which was at the high level by the average scores at 4.11 Staffing was the highest level was at 4.24. Reporting, Planning, Directing, Coordinating, Organizing and Budgeting were also at high level with the mean value ranging.

Keywords: Effectiveness; management; Summer Novice Ordination

บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้เพื่อศึกษาประสิทธิผลของการบริหารจัดการโครงการบรรพชาสามเณรภาคฤดูร้อนในจังหวัดกาญจนบุรี ศึกษาปัจจัยที่ส่งผลกระทบต่อประสิทธิผลและแนวทางที่เหมาะสมสำหรับประสิทธิผลของการบริหารจัดการโครงการบรรพชาสามเณรภาคฤดูร้อนในจังหวัดกาญจนบุรี ด้วยการวิจัยแบบผสมวิธี การวิจัยเชิงปริมาณเก็บข้อมูลจากกลุ่มตัวอย่าง 400 คนจาก 4 อำเภอในจังหวัดกาญจนบุรีด้วยแบบสอบถามวิเคราะห์ข้อมูลด้วยสถิติพรรณนาและสถิติอ้างอิง ส่วนการวิจัยเชิงคุณภาพ เก็บข้อมูลจากผู้ให้ข้อมูลสำคัญ 20 รูปหรือคนที่เกี่ยวข้องกับโครงการบรรพชาสามเณรภาคฤดูร้อนและจากผู้มีส่วนร่วมในการสนทนากลุ่มเฉพาะ 10 รูปหรือคน วิเคราะห์ข้อมูลด้วยการพรรณนาความ

ผลวิจัยพบว่า ประสิทธิภาพของการบริหารจัดการโครงการบรรพชาสามเณรภาคฤดูร้อนในจังหวัดกาญจนบุรีโดยภาพรวมอยู่ในระดับมาก ได้แก่ด้านความพึงพอใจของผู้เข้าร่วมโครงการ ความพร้อมของทรัพยากร ปริมาณและคุณภาพของผู้เข้าร่วมโครงการ ทั้งหมด อยู่ในระดับมาก ส่วนปัจจัยที่ส่งผลกระทบต่อประสิทธิผลของการบริหารจัดการโครงการบรรพชาสามเณรภาคฤดูร้อนในจังหวัดกาญจนบุรี ได้แก่วิถีชีวิตแนวพุทธ ต้องการฝึกอบรมตนเองให้เป็นคนดี โครงการของชาวพุทธและของรัฐ ต้องการที่จะตอบแทนบุญคุณบิดามารดาและพระพุทธศาสนา ได้รับเกียรติและการยกย่องในชุมชนและสังคม โดยรวมมีค่าเฉลี่ยในระดับสูงที่ 4.05 ส่วนแนวทางสำหรับพัฒนาประสิทธิผลของการบริหารจัดการโครงการบรรพชาสามเณรภาคฤดูร้อนในจังหวัดกาญจนบุรีได้ การบริหารจัดการตามหลัก POSDCoRB มีค่าเฉลี่ยที่ 4.11 ประกอบด้วย การจัดคนเข้าทำงานมีค่าเฉลี่ยสูงสุดที่ 4.24 ส่วนด้าน การรายงาน การวางแผน การอำนวยความสะดวก การประสานงาน การจัดองค์กร การจัดองค์กรและการงบประมาณ อยู่ในระดับมาก

คำสำคัญ: ประสิทธิภาพ; การบริหารจัดการ; การบรรพชาสามเณรภาคฤดูร้อน

Introduction

Young generation is the asset of Thailand the land of Buddhism that quite often confronts with new challenges in many ways especially new disrupted technology in which the new young generation was born. To make this young generation the real asset of the country, Thailand by many organizations, especially the organization of Sangha, by Supreme Sangha Council, launched many projects to develop young people to make them the real asset of the country. Building this asset means valuing young people's talents, skills, interests, and opinions. It means setting aside the belief that adults know more than the younger generation. When you see children and youth as valuable resources, they feel more empowered to contribute to the community, and at school, and home in meaningful, thoughtful ways.

The young generation or the youth is always accepted as the valued asset, the future of the country. Children today are adults tomorrow. Buddhism also regards that child are the solid foundation of humankind, as the Buddhist proverb mentioned that Puttavattumanussanag, children or off springs are the underpins of all man kinds that means without children, there will be no humans on earth. To be good and strong underpins, offspring or young people must be good people with good quality. In order young generation to be successful in many ways, the young people must go under training, both body and mind. Only the well-trained people are the excellent human beings as a Buddhist proverb said Tanto Settho Manussesu (Mahachula Tipitaka (Thai) Volume 25, Nagavagga, 23, Item 321, p.131); Among man kinds, only the well trained is the excellent being.

Thailand has applied the Buddhism integration method for youth development promoting youth's desirable characteristics, such as self-disciplines, emotional and mental development, critical thinking Yonisomanasikara way, the way to think critically and analytical reflection.

Countries all over the world, even the big power such as United States of America is concerned with the young generation. It develops its youth in many ways seriously. According to the U.S. Department of Education, Office of Safe and Drug-Free Schools laid down the youth development model with mentoring Fact sheet as. (U.S. Department of Education, Office of Mentoring Resource Center, 2020) What is youth development? Youth development in its broadest sense

refers to the stages that all children go through to acquire the attitudes, competencies, values, and social skills they need to become successful adults. As children move through their developmental stages (see Erikson’s Stages of Development on page 2), they acquire a set of personal assets, or supports, that help them face the challenges and opportunities ahead. These assets allow youth to become resilient—able to bounce back from adversity. Their ability to develop successfully depends to a great extent on the support and assistance they receive from the people and institutions around them. The youth development is a discipline in the field of youth work, founded on the belief that young people are best able to move through their developmental stages when they are supported across all sectors of the community by individuals, family, schools, youth agencies, faith organizations, community governance, business, and more. The youth development model focuses on activities that nurture developmental assets rather than on reducing risks or preventing specific problems. Its goal is to help youth become successful adults, not just problem free, but fully prepared to be responsible, contributing, and healthy adults.

Youth development practitioners help youth successfully navigate the developmental stages they must all go through, allowing them to develop a rich set of assets that will help them cope with risk, overcome personal and external challenges, and become well-adjusted adults. This approach can require a significant shift in thinking for youth workers and programs used to dealing with problem solving, risk reduction, delinquency prevention, and other forms of behavior-focused interventions. The basics of the youth development approach: The Five Cs and SOS. A variety of models has been developed to help practitioners implement youth development in their organizations, most of which have similar principles, goals, and strategies. Because youth development has the rather broad goal of helping youth make the transition to healthy adulthood, there is quite a range of what “success” looks like. Most youth workers and educators consider economic independence, intellectual and social competence, personal satisfaction, and physical and psychological well-being to be significant measures. There is widespread agreement on five key outcomes for youth that are vital for their transition to adulthood. These are known as the “Five Cs”: (U.S. Department of Education, Office of Mentoring Resource Center, 2020) 1. Competence: Positive

view of one's actions in specific areas, including social, academic, cognitive, and vocational. 2. Confidence: The internal sense of overall positive self-worth and self-efficacy; positive identity; and belief in the future 3. Connection: Positive bonds with people and institutions, peers, family, school, and community—in which both parties contribute to the relationship. 4. Character: Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), spirituality, integrity. 5. Caring or Compassion: A sense of sympathy and empathy for others. These five developmental outcomes can only be achieved with significant support from the entire community, family, friends, schools, and other community institutions. Yet, this support is often missing from the lives of many young people, especially those whose environments are unhealthy, unsafe, or lacking opportunities. Organizations using a youth development approach therefore provide services, opportunities, and supports (SOS) that enhance the young person's environment and increase his or her ability to reach these outcomes. Services are the critical interventions needed to enhance the essential well-being of the young person, the traditional services that are generally provided by public welfare, health, school, and recreational programs. These critical services are a necessary component of a comprehensive youth development approach because they alleviate the immediate needs and barriers that can prevent youth from moving forward. Examples include providing food and shelter for homeless youth, helping a family out of crisis, or meeting mental health needs. Opportunities are the vehicles that offer youth meaningful and real ways to influence the world around them, nurture their interests and talents, practice and enhance their skills and competencies, and increase their connectedness to community. These may stem naturally from the young person's family or community environment or may be formalized as part of a program or service. These opportunities are at the heart of youth development they provide the room for the young person to grow in.

Erikson's Stages of Development Psychologist Eric Erikson (1902–1994) (Child Development Institute) is perhaps the best-known theorist in the field of human development. He proposed a model of eight stages of development that all children go through as they move from infant to adult and built on that theoretical framework to identify critical assets that must be mastered for the

child to reach successful adulthood. The stages are Trust, which he linked to positive emotional relationships with caring adults; A strong sense of self-sufficiency; Ability to exercise initiative; Confidence in one's ability to master skills and navigate one's world; A well-formed sense of personal identity; A desire to be productive and contributing for future generations; The ability to experience true intimacy; A strong sense of personal integrity.

As for Thailand, the land of Buddhism, there are many organizations, government, private and non-profit that are concerned with the youth development. and conducted the youth development activities using Buddhism integration in the development. Department of Religions, one of the organizations has a program that encourage young students and general youths spend a life time in faith organization by practicing meditation, observing basic five precepts or Sila even ordain as novices in the summer time to stay in the embrace of the Buddhism loving-kindness, providing opportunities for young generations to study life, to know themselves, to know goodness and virtuous morality, to have the sense of belonging to the national institution, religious institution and the monarchical institution, and connectedness One of prominent activities for youth development conducted by many organizations is summer novice ordination when young students from the age of 9 to 19 years old are ordained as the novices, Samanera,(male students), Silacarini (female student). It is Buddhist activities to develop younger generation to be well trained both physically, mentally, emotionally, and socially that many institutions, families, communities, schools, monasteries, government sectors including non-profit organizations participate in organizing this Buddhist activities on the belief that young people are best able to move through their developmental stages to be desirable good citizens. Since youngsters have many roles in society, such as to be appropriate sons, daughters, community members, pupils, students, soldiers, polices, employers, employees, administrators, and personnel and finally the appropriate Buddhists. The young people will be well trained and developed when they are supported across all sectors of the community, by individuals, family, schools, youth agencies, faith organizations, community governance, business, authority and more. Ordination in Buddhism is a strong determination process in one individual's life to dedicate a period in life to study Buddhism, both theory and

practice to enhance the life experiences, to utilize the knowledge and experience to train oneself to be good person with virtuous morality. It is the occasion to give the opportunity for parents, cousins, and Buddhists to perform merits, to be close to Buddhism, to create good relationships among members of the families and community and also give the opportunity for Buddhist monks to disseminate Buddha's teachings to Buddhists community. When the young people have moved through the summer novice ordination, it is well prepared for benefits achievement; the present benefits, the future benefits and the highest benefit, the wisdom to enlighten to truth of life (Phra Brohmakunaporn (P.A.Payutto), 2007).

Summer Novice Ordination, In the Vinaya used by many South Asian Buddhist sects, a man under the age of 20 cannot ordain as a monk but can ordain as a Sāmanēra, novices .and keep the Ten Precepts as their code of behavior and devote themselves to the religious life during breaks from secular schooling, or in conjunction with it if devoted to formal ordination. In other cultures, and Buddhist traditions (particularly Northeast Asia, and those in the West that derive from these lineages), monks take different sets of vows, and follow different customary rules. The Ten Precepts that are upheld by Sāmanēra, are:

Refrain from killing living things.

1. Refrain from stealing.
2. Refrain from unchastity (sensuality, sexuality, lust).
3. Refrain from lying.
4. Refrain from taking intoxicants.
5. Refrain from taking food at inappropriate times (after noon).
- 6 . Refrain from singing, dancing, playing music or attending entertainment programs (performances).
- 7 . Refrain from wearing perfume, cosmetics, and decorative accessories.
8. Refrain from sitting on highchairs and sleeping on luxurious, soft beds.
9. Refrain from accepting money.

Kanjanaburi Province is one of the provinces that participated in the

valuable project of summer novice ordination. The researcher, as an administrative monk in Kanjanaburi, has participated in the project from the beginning, must conduct the follow-up the project to find out how effective the operation was. Were there any problems and obstacles of the project. What factors that supported and affected the success of the project so that the researcher can propose the effective approaches to such the national level project.

Objectives of the research

1. to study the effectiveness management of the Summer Novice Ordination Project in Kanjanaburi Province
2. to study the factors affecting the effectiveness of the Summer Novice Ordination Project management in Kanjanaburi Province.
3. to propose the appropriate approach to the effectiveness of the Summer Novice Ordination Project management in Kanjanaburi Province.

Research Methodology

This research was conducted by the mixed methods: the quantitative and qualitative research:

The quantitative research method was conducted by survey method, surveying the opinions from 400 samples, derived from 166,945 people in the selected communities participating in the summer novice ordination project in Kanjanaburi Province with 400 samples, derived from 196,645 people from 4 districts using Taro Yamane's formula with the confident level set at 0.05.

The selected 4 districts were Muang District, Wat Chaimongkol community and Devasangkaram community, Tarmuang District, Wat Wangkanai Community, and Tar Maka District, Wat Don Kamin Community.

The research instruments were questionnaires that had Reliability value at Data were 0.0987. collected from the samples by the researcher by taking questionnaires to the samples to answer and picked-up right away after the answering completion. The data were analyzed by descriptive statistics such as frequency, percentage, mean and standard deviation, S.D., t-test, and F-test.

As for the qualitative research, data were collected from 20 key informants, purposefully selected from the qualified persons who administered and involved in the summer novice ordination project, according to John W. Creswell's method (Creswell, (2014). with the research instrument that was structured in-depth-interview script by face-to-face in-depth-interviewing. Data were also collected from 10 participants in focus group discussion. The data were analyzed by content descriptive interpretation.

Research findings:

1. The effectiveness of the summer novice ordination project management in Kanjanaburi Province, consisted of 5 indicators: Goal achievement, Participants' satisfaction, Resource acquisition, Quantity of participants and Quality of participants, by overall from both quantitative and qualitative methods were at high levels with the mean score at 3.87. This indicated that people participated in the summer novice ordination project in Kanjanaburi Province at the high level. The highest level of effectiveness of the summer novice ordination project management was the Participants' satisfaction with the mean score at 4.12. Quality of participants had the lowest mean score at 3.71, but still at high level.

2. Factors affecting the effectiveness of the summer novice ordination project management in Kanjanaburi Province consisted of Buddhist way of life, wanting to be trained to be good citizen, Buddhist, and state charity project, repaying gratitude to parents and Buddhism and honor and respect in communities, by overall, were at high level with the mean value at 4.05. Buddhist way of life was at the highest level with the mean value at 4.24. Honor and respect in communities was at lowest level with the mean score at 3.85, but still at high level.

3. The approach to the effectiveness of the summer novice ordination project management in Kanjanaburi Province was in line with the principle of management; POSDCoRB, by overall was also at high level with the mean value at 4.11. Each aspect was also at high level. S, Staffing was at the highest level with the mean value at 4.24, indicating that human resource is the most important factor in any project management.

Research Discussion

The findings of the research could be discussed according to the objectives as follows:

1. The effectiveness of the summer novice ordination project management in Kanjanaburi Province indicated that the effectiveness of the summer novice ordination project management in Kanjanaburi Province, consisting of goal achievement, resource acquisition, participants' satisfaction, quantity of participants and quality of participants, by overall was effective at the high level with the mean value at 3.87. Among the indicators of effectiveness, participants' satisfaction had the highest level, the 1st level, with the mean score at 4.12. This indicated that people who participated in the summer novice ordination project were satisfied with the project to have the opportunities for their children to be closer to Buddhism and practiced Silas under supervision of their masters. After the project when the children disrobed, they would become good citizens, good children of their parents and good students of their teachers.

The findings were related to the work of Phrakhu watithammawatna (Boonlert Thitawattano) (2015) who conducted the research on the Development of the Management Model of Summer Novice Ordination Project in the Sangha Administration, Region 15 with the objectives to study the condition, model and management model of management of summer novice ordination project in the sangha administration, region 15 conducted by the mixed methods: qualitative and quantitative methods. Findings were that the condition of management of summer novice ordination project in the sangha administration, region 15 was managed by planning, organization, command, coordination, and supervision are processes to set the direction and objectives of sangha and set the plan to be suitable each project and time that was beneficial to public and Sangha.

Findings were also related to the research work of Hansa Dhammahas, (2018), who conducted the research on Mindfulness for Youth: A Case Study of Peaceful Samanera Project, Thailand. Novices for Peace: What and How the Buddha taught the youth will transform to be a peace novice because of effective training to have cleanliness in body, behavior, spiritual and wisdom.

2. Factors affecting the effectiveness of the summer novice ordination project.

management by overall also were at high level with the mean value at 4.24. The six factors were the Buddhist way of life, Buddhist and state activity and project, want to train oneself to be good person, want to repay the gratitude to parents and Buddhism, honor and respect in society and free charity project the participants do not have to pay. All these factors were also at high level accordingly. The main factors that affected the summer novice ordination project in Kanjanaburi Province were the Buddhist way of life. In any religions, the followers must have way of life. Buddhists' way of life is to make merit, observing precepts and practice meditation. The summer novice ordination project is the Buddhist way of life to let young children to be trained under the Buddhist method since the early childhood. This project was the Buddhist activity and project supported by government run by Sangha Administration in Kanjanaburi Province. Boys who were ordained as novices and parents who allowed their children to be ordained as novices at the summer novice ordination project wanted to be trained under the Buddhist Threefold Trainings from the early parts of their lives.

Findings were related to the work of Arvind Kuma Singh (2018) who studied the Empowering Youths through Buddhist education that Indicated that Buddhist education basically means leading life in a right manner and making right decisions about issues related to every walk of life. Buddhist Conception of empowerment of youth is possible through the adaptation of Buddhist teachings which help in developing a peaceful society.

Findings were also related to the work of Ven. Kuppiyawatte Bodhananda Thero (2018) who studied the Empowering the Youth through Buddhist Education, indicated that Youth is a group of people that will experience many physical and psychological changes that can result in confusion, anger, and rebellion. Buddhism can be a good method to enhance their happiness. Due to the rebellious and independent nature of adolescence, we cannot force them to accept and practice any ideology or philosophy but to convince them to accept only by contemplating the key concept in Buddhist philosophy.

3. The approach to the effectiveness of the summer novice ordination project

management in Kanjanaburi Province in line with the principle of management; POSDCoRB, by overall were also at high level with the mean value at 4.11. S, Staffing was at the highest level with the mean value at 4.24, indicating that human resource in any project management is the most important. POSDCoRB also had significant positive relationship with the effectiveness of the summer novice ordination project management in Kanjanaburi Province. All POSDCoRB had the most significant relationship with the effectiveness of the summer novice ordination project management in Kanjanaburi Province.

The principle of management; POSDCoRB by Luther Gulick, can be applied to many Buddhist activities such as five precepts observing project, alcohol free Buddhist Lent project even the Katina Robe Offering without alcohol project. The noticeable thing is that Luther Gulick started his acronym; POSDCoRB with P, planning. According to him Planning must come first in any kinds of management. This research was found that S, Staffing; Staffing was at the highest level with the mean score at 4.24 indicating that in any management, human resource is the most important, human who can work as a team, who can be trained and developed is the most valuable resource in any organization. We can rearrange the Gulick and Urwick's acronym of POSDCoRB as SRPDCoOB; Staffing, Reporting, Planning, Directing, Coordinating, Organizing and Budgeting accordingly. (Gulick, 1936).

Also, this research was related to the research work of Phramaha Krisda Kittisopano (Saelee) (2016) conducted the research on Building the Reconciliation Driven with Five Precepts Observing Village Project in Ayuthaya Province. The management was in line with the POSDCoRB: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting. The reconciliation building consisted of four strategies: to set up the clearing house center for the conveniences of project activities, to train people in schools, government agencies and community to understand the principles of five precepts, to develop the monks' and laypersons' potentials for volunteering to push forward the conciliation activities.

Knowledge from the research

Body of knowledge

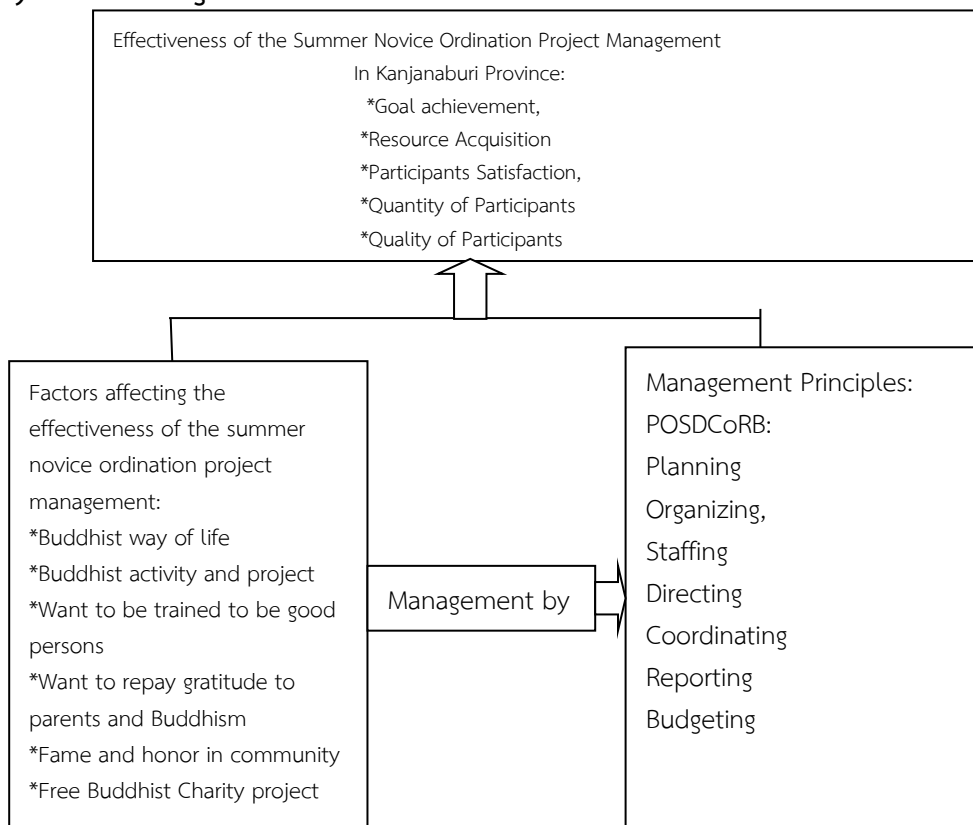


Figure 1

From this model, the effectiveness of the summer novice ordination project management in Kanjanaburi Province had the firm foundation on the principle of management; POSDCoRB; Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting. The management was linked to the factors affecting the effectiveness of the summer novice ordination project in Kanjanaburi Province that were of six, 1) Buddhist way of life the Buddhists at all ages practice regularly, 2) Buddhist activity and project; pious and charity project Buddhist people would love to participate in, 3) Want to be trained to be good persons; training by Threefold Training is the best Buddhist way of life, 4) Want to repay the gratitude to parents and Buddhism; becoming ordained as a novice or a monk is regarded as expressing the gratefulness to parents and Buddhism by the Buddhist standard, 5) Fame and honor in the community; Thai society admires

those who do good in communities, 6) Free Buddhist charity project; the project is free, participants do not have to pay for unless they want to donate money and necessary materials for the project. The management by the principle of POSDCoRB, linked to the six factors, integrated with Buddha-dhamma had yield the effectiveness of the summer novice ordination project management in Kanjanburi Province.

Recommendations

The results of this research can be recommended for general purposes as follows:

For the policy makers, the findings from this research can be used as the data and information and supporting evidence for the policy formulation for the summer novice ordination project should concentrate on strengthening the Buddhist way of life. If people adhere to the Buddhist way of life, other aspect will follow. As for the project management, it should be carried out with the principles of management, POSDCoRB. This principle of management, especially when integrated with Buddha-dhamma will yield success in every project.

For those who implement the policy, apply the new principle of public administration, or New PA. to POSDCoRB, such as planning stage, use the strategic planning, Organizing, use organization development, Directing, apply the participative management, Coordinating, use networking, Reporting, use two ways communication and Budgeting, the important one, use money for value in the principle of good governance.

For the future research on this or similar topics, the researchers should concentrate on the qualitative methods concentrating on in-depth-interviewing the key role leaders, influent persons, and wise men in the communities. Another approach to this kind of research should use Community Based Research which the researchers guide the community to identify their problems, find solutions to solve the problem with the close guidance from the researcher who acts as teacher, friend, leader, follower, and coworker.

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