

Enhancing Student Potential in Temple Schools through the Bavorn Concept: Home, Temple, School

Phra SamuhSomchai Nantiko

Affiliated: Wat Ketrapha, Pathum Thani Province 12150, Thailand
✉: Somchaisunon689@gmail.com (Corresponding Email)

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Abstract: This study aimed to investigate approaches for enhancing student potential in temple schools through the Bavorn concept, which encompasses home, temple, and school, and to develop an appropriate model for enhancing student potential in temple schools that aligns with Thai social context. This qualitative research employed documentary research and in-depth interviews. The informants consisted of 30 individuals including temple school administrators, teachers, monks, parents, and students from temple schools in 5 central provinces. Data were collected between January and March 2023 and analyzed using content analysis. The findings revealed that the Bavorn concept comprising home, temple, and school can effectively enhance student potential across four dimensions: spiritual, social, intellectual, and cultural. The home plays a role in instilling basic moral values, the temple serves as a center for learning dharma and culture, while the school is a place for developing knowledge and skills. An appropriate model consists of four dimensions: spiritual, social, intellectual, and cultural. The integration of these three institutions helps develop students into complete individuals with knowledge, morality, and ethics.

Keywords: Bavorn concept, student potential enhancement, temple schools, home-temple-school, Buddhist education

1. Introduction

Education in Thai society has important foundations rooted in religious institutions, particularly temple schools that have played significant roles in developing education and transmitting Thai wisdom for centuries. According to the royal initiative of His Majesty King Bhumibol Adulyadej the Great (King Rama IX), which emphasized the "Bavorn" concept meaning the integration of home, temple, and school to create holistic learning (Ministry of Education, 2017), this concept aims for all three institutions to collaborate in developing children and youth into complete individuals with knowledge, morality, and ethics. In the current era of rapid social change, enhancing student potential in temple schools through the Bavorn concept is particularly important because temple schools serve as learning sources that blend academic education with Buddhist education.

According to a study by the Office of the National Education Commission (2022), there are 1,247 temple schools in Thailand with a total of 298,567 students, representing a significant proportion of the Thai education system. However, many temple schools still face challenges in developing student potential to their full capabilities, including learning development, life skills development, and preparation for future living (Uthai Dulyakasem, 2021). These problems arise from various factors such as lack of educational resources, insufficient

coordination between home, temple, and school, and lack of appropriate teaching and learning approaches suitable for temple school contexts. Therefore, this study focuses on systematically investigating approaches for enhancing student potential in temple schools through the Bavorn concept.

Enhancing student potential through the Bavorn concept is an approach that can effectively help develop students into complete individuals because the home is the first institution where children receive upbringing and basic moral cultivation, the temple serves as a center for learning dharma and Thai culture, while the school is a place for developing knowledge and various skills (Phra Maha Samchai Chantasaro, 2022). The integration of these three institutions creates a learning environment conducive to comprehensive student potential development in terms of knowledge, abilities, morality, and ethics. This research is therefore important in creating new knowledge about enhancing student potential in temple schools through the Bavorn concept that can be applied to further develop temple school education.

The significance of this study lies in addressing the gap between traditional Buddhist education values and modern educational demands. Temple schools, as unique educational institutions, possess distinct characteristics that differ from conventional schools, requiring specialized approaches that honor Buddhist principles while meeting contemporary educational standards. The Bavorn concept provides a framework that bridges this gap by systematically integrating the roles of home, temple, and school in a manner that is both culturally appropriate and educationally effective. Furthermore, this research contributes to the broader understanding of community-based education models and their potential for replication in similar cultural contexts. The findings may inform educational policy makers, temple school administrators, and community leaders about best practices for implementing integrated educational approaches that preserve cultural heritage while fostering student development in the 21st century.

2. Objective (s)

2.1 To investigate approaches for enhancing student potential in temple schools through the Bavorn concept, namely home, temple, and school, across various dimensions that affect student development.

2.2 To develop a model for enhancing student potential in temple schools that is appropriate for Thai social context and consistent with Buddhist principles.

3. Research Methodology

This study employed qualitative research methodology using documentary research and in-depth interviews to investigate approaches for enhancing student potential in temple schools through the Bavorn concept. The researchers designed the study to cover both secondary and primary data sources, with secondary data from document studies and related research, and primary data from in-depth interviews with key informants. This research focused on studying approaches for enhancing student potential in temple schools across various dimensions including spiritual, social, intellectual, and cultural dimensions to develop an appropriate model for enhancing potential suitable for Thai temple school contexts.

The research framework was grounded in constructivist epistemology, recognizing that knowledge about educational practices in temple schools is socially constructed through the interactions and experiences of community members. This philosophical foundation guided the research design toward understanding the lived experiences of stakeholders and the meanings they attribute to the Bavorn concept in educational contexts. The researchers employed phenomenological approaches to capture the essence of how participants experience and

understand the integration of home, temple, and school in student development processes.

Population and Samples

The population used in this research consisted of temple school administrators, teachers, monks, parents, and temple school students in the central region. The sample was obtained through purposive sampling of 30 individuals from temple schools in 5 central provinces: Bangkok, Nonthaburi, Pathum Thani, Ayutthaya, and Suphan Buri, divided into 6 temple school administrators, 8 teachers, 6 monks, 5 parents, and 5 temple school students. The researchers established selection criteria requiring participants to have at least 3 years of experience working or studying in temple schools to obtain in-depth and comprehensive data. Sample selection also considered the diversity of temple school contexts, including urban, semi-urban, and rural temple schools to obtain data reflecting the diversity of temple schools in the central region.

The sampling strategy employed maximum variation sampling within the purposive sampling framework to ensure representation across different types of temple schools and stakeholder perspectives. Selection criteria included: (1) geographical diversity across the five provinces, (2) variation in school size and resources, (3) different levels of experience with Bavorn concept implementation, and (4) willingness to participate in extensive interviews. The researchers also ensured gender balance where possible and included both senior and junior stakeholders to capture generational perspectives on traditional and contemporary educational practices.

Research Instrument

The research instruments consisted of: 1) structured interview guides for in-depth interviews with key informants, divided into separate guides for temple school administrators, teachers, monks, parents, and temple school students; 2) observation forms for observing teaching and learning activities and various activities in temple schools; 3) document checklists for studying related documents. All instruments underwent content validity verification by three experts: a curriculum and instruction expert, an educational administration expert, and a Buddhist studies expert. The researchers improved and revised the instruments according to expert recommendations before using them for actual data collection.

The interview guides were developed based on extensive literature review and preliminary field observations. Each guide contained three main sections: background information, specific role-related questions, and reflection questions about the Bavorn concept. Questions were designed to be open-ended and culturally sensitive, allowing participants to share their experiences in their own words while ensuring coverage of key research themes. Pilot testing was conducted with five participants from a temple school not included in the main study to refine question wording and ensure cultural appropriateness.

Collection of Data

Data collection was conducted between January and March 2023 in two phases. Phase 1 involved documentary study from various sources including books, academic articles, theses, research reports, curriculum documents, and policy documents related to enhancing student potential in temple schools and the Bavorn concept. Phase 2 involved in-depth interviews with key informants. The researchers coordinated with temple school administrators to request cooperation in data collection and obtained cooperation letters from the university to various temple schools. Each interview session lasted approximately 60-90 minutes. The researchers recorded interviews (with participants' permission) and took notes of important points during interviews. Additionally, the researchers observed various activities in temple schools to

provide supplementary data for analysis.

Data collection followed strict ethical protocols including informed consent procedures, confidentiality assurances, and participant rights to withdraw from the study at any time. All interviews were conducted in Thai to ensure participants could express themselves naturally and comfortably. The researchers maintained detailed field notes documenting not only verbal responses but also non-verbal cues, environmental contexts, and reflective observations that might inform data interpretation.

Data Analysis

Data analysis employed content analysis method in three phases. Phase 1 involved data organization where researchers transcribed interview recordings and grouped data according to research themes. Phase 2 involved preliminary analysis through categorization and identifying relationships between categories. Phase 3 involved in-depth analysis through data interpretation and synthesis to find answers according to research objectives. The researchers used triangulation to verify data accuracy by comparing data from different sources and obtained expert verification to confirm research reliability. Data analysis also considered interpretation within the context of Thai culture and Buddhist principles to achieve conclusions consistent with the Bavorn concept and suitable for application in Thai temple schools.

The analytical process followed Braun and Clarke's thematic analysis framework, involving familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Multiple coding rounds were conducted to ensure comprehensive coverage of the data. Inter-coder reliability was established through independent coding by two researchers followed by discussion and consensus-building sessions. The researchers employed member checking by sharing preliminary findings with selected participants to verify accuracy and completeness of interpretations.

4. Result (s)

This research found that enhancing student potential in temple schools through the Bavorn concept consists of four main dimensions: spiritual, social, intellectual, and cultural. Each dimension involves different but complementary roles of home, temple, and school. The study results show that the integration of these three institutions can effectively enhance student potential, particularly in developing moral ethics, strengthening mental resilience, and cultivating good values. From interviews, temple school administrators viewed the Bavorn concept as an important approach for developing students into complete individuals, while teachers saw that cooperation between home, temple, and school made teaching and learning more effective. Monks believed that temples play important roles as centers for learning dharma and practicing Buddhist principles. Parents believed that home participation in enhancing student potential is important, and students themselves were satisfied with learning in environments that integrate the Bavorn concept.

From in-depth data analysis, it was found that enhancing student potential according to the Bavorn concept has unique characteristics different from general education management. The integration between home, temple, and school creates a complete learning ecosystem that results in students receiving comprehensive development in knowledge, skills, attitudes, and values. The participation of all parties in setting goals, planning, implementing, and evaluating student development is an important factor that makes the Bavorn concept successful. Additionally, connecting classroom learning with real-life practice through various activities organized jointly by the three institutions helps students achieve meaningful and sustainable learning. This study also found that the success of implementing the Bavorn concept depends

on several factors such as leadership of school administrators, understanding and acceptance of teachers, support from parents, cooperation of monks and community, as well as readiness in terms of resources and facilities.

Spiritual Dimension

The research results found that the spiritual dimension is the first important dimension in enhancing student potential in temple schools. The home plays a role in instilling basic moral values such as gratitude, sacrifice, and kindness. Parents have duties in creating environments conducive to developing good minds, being good role models in living, and supporting students to practice dharma in daily life. The temple serves as a center for learning dharma, practicing meditation, making merit, and participating in various religious activities. Monks act as spiritual teachers, providing guidance for living according to Buddhist principles and being good role models in dharma practice. Schools play roles in organizing mind-strengthening activities such as chanting, meditation, learning about Buddha's stories, and practicing according to moral principles. Teachers serve as promoters and supporters for students to continuously develop their minds.

The spiritual development process in temple schools follows a systematic approach that begins with basic moral education at home, continues with structured dharma learning at school, and deepens through temple-based spiritual practices. This progression allows students to gradually internalize Buddhist values and develop intrinsic motivation for moral behavior. The integration of formal and informal spiritual education creates multiple touchpoints for reinforcement and application of spiritual principles. Students engage in daily practices such as morning prayers, ethical reflection sessions, and community service projects that bridge spiritual learning with practical application.

Furthermore, the spiritual dimension encompasses emotional intelligence development, stress management through Buddhist mindfulness practices, and character formation based on Buddhist virtues. Students learn to apply concepts such as the Noble Eightfold Path, loving-kindness meditation, and mindful awareness in their daily interactions and academic pursuits. The collaborative spiritual guidance from parents, teachers, and monks ensures consistent messaging and support for students' spiritual growth while respecting individual learning styles and developmental stages.

Social Dimension

In the social dimension, research results show that the Bavorn concept effectively helps enhance students' social skills. The home plays a role in teaching Thai etiquette, social interaction, and maintaining good relationships with others. Parents serve as models for appropriate social expression, kindness, and helping others. The temple functions as a community center that promotes social participation, collaborative work, and sharing with others through various activities such as morning alms offering, organizing traditional festivals, and helping the poor in the community. Schools enhance social skills through group activities, teamwork, cooperative learning, and participation in various school activities. Teachers facilitate creating environments conducive to learning social skills and building good relationships among students and between students and teachers.

The social development framework within the Bavorn concept emphasizes community engagement and social responsibility. Students participate in intergenerational activities that connect them with elderly community members, preserving cultural knowledge while developing respect and empathy. Service-learning projects organized collaboratively by home, temple, and school provide authentic contexts for students to apply social skills while contributing to community welfare. These activities range from environmental conservation

projects to cultural preservation initiatives and charitable activities supporting underprivileged community members.

The social dimension also addresses modern challenges such as digital citizenship, conflict resolution, and cultural sensitivity in an increasingly diverse society. Students learn to navigate traditional hierarchical relationships while developing critical thinking skills necessary for democratic participation. The temple's role as a neutral space for community dialogue provides opportunities for students to observe and participate in constructive conflict resolution and consensus-building processes.

Intellectual Dimension

Research results in the intellectual dimension found that the Bavorn concept integration helps develop students' knowledge and thinking skills comprehensively. The home plays a role in promoting learning outside the classroom, reading books, practicing various skills, and supporting students to pursue lifelong learning. Parents support lifelong learning, serve as sources of life experience knowledge, and stimulate students for continuous self-development. The temple is a source of learning about Thai wisdom, Buddhism, history, and local culture. Temple libraries and museums are important knowledge sources. Monks serve as dharma teachers and transmitters of Buddhist wisdom. Schools have main roles in organizing curriculum-based teaching and learning, developing analytical thinking skills, creative thinking, and problem-solving. Teachers facilitate learning, use various teaching methods, and promote students to be self-directed learners. From interviews, it was found that students who received promotion according to the Bavorn concept had improved academic performance, developed thinking skills, and ability to connect knowledge from various sources.

The intellectual development approach integrates contemplative practices with academic learning, following Buddhist educational philosophy that emphasizes wisdom development alongside knowledge acquisition. Students engage in reflective learning practices that encourage deep understanding rather than superficial memorization. The curriculum integration includes traditional Buddhist texts, local history, environmental studies, and contemporary subjects, creating connections between ancient wisdom and modern knowledge needs.

Critical thinking development occurs through dharma discussions, ethical dilemma analysis, and inquiry-based learning projects that encourage students to question, analyze, and synthesize information from multiple perspectives. The temple's role as a repository of cultural knowledge provides rich resources for research projects and experiential learning opportunities. Students develop information literacy skills while learning to evaluate sources critically, particularly important in an era of information abundance and varying reliability.

Cultural Dimension

In the cultural dimension, research results show that the Bavorn concept is extremely important for preserving and transmitting Thai culture. The home is the origin of learning basic culture such as wai greeting, polite speech, appropriate dress, and practicing according to Thai customs and traditions. Parents transmit family traditions, tell ancestral stories, and instill pride in Thai identity. The temple serves as a center for preserving Thai culture and traditions, organizing various traditional festivals such as Songkran, Loy Krathong, Visakha Bucha, and local traditions. Monks preserve and transmit religious ceremonies, Pali language, architectural arts, and Buddhist wisdom. Schools integrate Thai cultural content into curriculum, organize cultural promotion activities, and create understanding of Thai cultural values. Teachers transmit cultural knowledge, serve as role models in practicing Thai culture, and promote students to have pride in being Thai.

The cultural preservation efforts extend beyond traditional ceremonies to include contemporary applications of cultural values in modern contexts. Students learn to adapt traditional principles to address current social issues while maintaining cultural authenticity. The integration of technology in cultural education allows for innovative preservation methods such as digital storytelling, virtual museum creation, and online cultural exchange programs with other temple schools.

Cultural education also emphasizes the dynamic nature of culture, teaching students to appreciate both preservation and appropriate adaptation. Through collaborative projects between home, temple, and school, students engage in cultural documentation projects, interview community elders, and create multimedia presentations that bridge generational knowledge gaps. This approach ensures cultural continuity while developing students' skills in research, technology, and cross-cultural communication.

Supporting Factors and Obstacles in Implementing the Bavorn Concept

From in-depth interviews with key informants, important supporting factors and obstacles were found in implementing the Bavorn concept for enhancing student potential in temple schools. Important supporting factors include: 1) Thai traditions and culture that have foundations from relationships between home, temple, and school from the beginning, making implementation of the Bavorn concept naturally possible; 2) community understanding and acceptance of temple roles in education; 3) support from community leaders, religious leaders, and policy-level administrators; 4) readiness of teachers and personnel with service minds and child development dedication; 5) availability of diverse learning sources in communities such as temples, local museums, historical sites, and local wisdom. Important obstacles include: 1) budget and teaching resource limitations; 2) lack of personnel with curriculum integration expertise; 3) differences in context and readiness of each area; 4) social changes that alter traditional roles of home, temple, and school; 5) lack of concrete monitoring and evaluation systems. Solving these obstacles requires systematic planning and implementation through cooperation from all related parties.

The analysis of supporting factors reveals the importance of cultural compatibility in educational innovation. The Bavorn concept's alignment with existing Thai social structures facilitates implementation while honoring traditional values. Community ownership of the concept emerges as a critical success factor, with sustainable implementation requiring genuine buy-in from all stakeholders rather than top-down mandates.

Obstacles analysis highlights the need for capacity building and resource mobilization strategies. The challenge of curriculum integration requires systematic teacher development programs and ongoing support systems. Contextual variations across different regions and communities necessitate flexible implementation frameworks that allow for local adaptation while maintaining core principles.

Technology Integration in Student Potential Enhancement

In the current digital age, integrating technology in enhancing student potential according to the Bavorn concept is important and necessary. Research results found that temple schools can use technology as tools to connect and strengthen cooperation between home, temple, and school effectively. Using applications and online platforms helps parents continuously monitor their children's learning progress and development. Creating digital repositories about local wisdom and temple history helps students access knowledge more easily. Using digital media in teaching dharma and Thai culture makes learning more interesting and understandable. Additionally, organizing joint online activities between different temple schools helps create learning networks and valuable experience exchanges.

However, technology use must consider principles of the Bavorn concept that emphasize developing complete human beings physically, mentally, and intellectually, without letting technology replace interactions and warmth of human relationships. Creating balance between technology use and preserving traditional values of temple school education is therefore important to consider.

Technology integration follows a mindful approach that prioritizes human connection while leveraging digital tools for enhanced learning experiences. Virtual reality applications allow students to explore historical Buddhist sites and engage with cultural heritage in immersive ways. Online platforms facilitate collaboration between temple schools across different regions, creating broader learning communities while maintaining local identity and autonomy.

The digital literacy component of technology integration ensures students develop critical evaluation skills for online information, particularly important when accessing religious and cultural content. Students learn to distinguish between authentic dharma teachings and commercialized spiritual content, developing discernment that serves them throughout life. Teacher training programs focus on integrating technology seamlessly into traditional teaching methods rather than replacing human-centered pedagogical approaches.

Teacher and Personnel Development Approaches According to the Bavorn Concept

Developing teachers and personnel is an important factor in successfully implementing the Bavorn concept. Research results show that teachers in temple schools need specific knowledge, understanding, and skills in integrating academic education with Buddhist education and Thai culture. Appropriate teacher development approaches should include: 1) training on the Bavorn concept and its application in teaching and learning; 2) developing skills for creating cooperation with communities and parents; 3) strengthening knowledge in Buddhism and Thai culture; 4) developing technology skills for education; 5) promoting research for teaching and learning development. Additionally, creating professional learning communities among teachers in different temple schools helps facilitate experience exchange and effective teaching method development. Having continuous teacher development support and monitoring systems is also necessary, including creating motivation and recognition for teachers with outstanding performance in implementing the Bavorn concept.

The professional development framework emphasizes reflective practice and collaborative inquiry among teachers. Mentorship programs pair experienced temple school educators with newcomers, ensuring knowledge transfer and maintaining institutional memory. Regular workshops focus on action research methodologies, enabling teachers to systematically study and improve their own practice while contributing to the broader knowledge base about temple school education.

Cross-institutional collaboration creates opportunities for teachers to observe different implementation approaches and adapt successful strategies to their own contexts. Professional learning networks extend beyond individual schools to include partnerships with universities, cultural institutions, and international Buddhist education organizations. This broader perspective helps teachers maintain high standards while preserving local authenticity.

Temple School Student Potential Enhancement Model

From data analysis, researchers developed a temple school student potential enhancement model through the Bavorn concept consisting of 6 main components: 1) Collaborative Planning between home, temple, and school in setting student development goals through regular consultation meetings, clearly defining roles and responsibilities of each party,

and creating joint action plans; 2) Integrated Activities connecting the three institutions such as outdoor learning activities, community volunteer development activities, arts and culture preservation activities, and dharma practice activities; 3) Holistic Assessment covering all 4 dimensions using various assessment tools such as portfolio assessment, behavior observation, peer assessment, and self-assessment; 4) Professional Development for teachers and personnel to understand the BAVORN concept and apply it effectively in teaching and learning; 5) Learning Networks among different temple schools for experience exchange and joint development; 6) Knowledge Management and Innovation through creating knowledge repositories, research and development, and continuous improvement. This model emphasizes participation from all parties, effective communication, and continuous monitoring and evaluation to make student potential enhancement systematic and sustainable. Implementing this model requires adaptation to each temple school's context, considering available resources, personnel readiness, and community needs.

The implementation framework provides detailed guidance for each component while maintaining flexibility for local adaptation. Assessment rubrics help stakeholders evaluate implementation quality and identify areas for improvement. The model incorporates feedback loops that enable continuous refinement based on student outcomes and community needs.

Sustainability mechanisms built into the model include leadership development protocols, resource mobilization strategies, and succession planning for key personnel. The model also addresses scalability considerations, providing pathways for expansion to additional temple schools while maintaining quality and authenticity. Documentation and knowledge sharing protocols ensure that successful innovations can be replicated appropriately in other contexts.

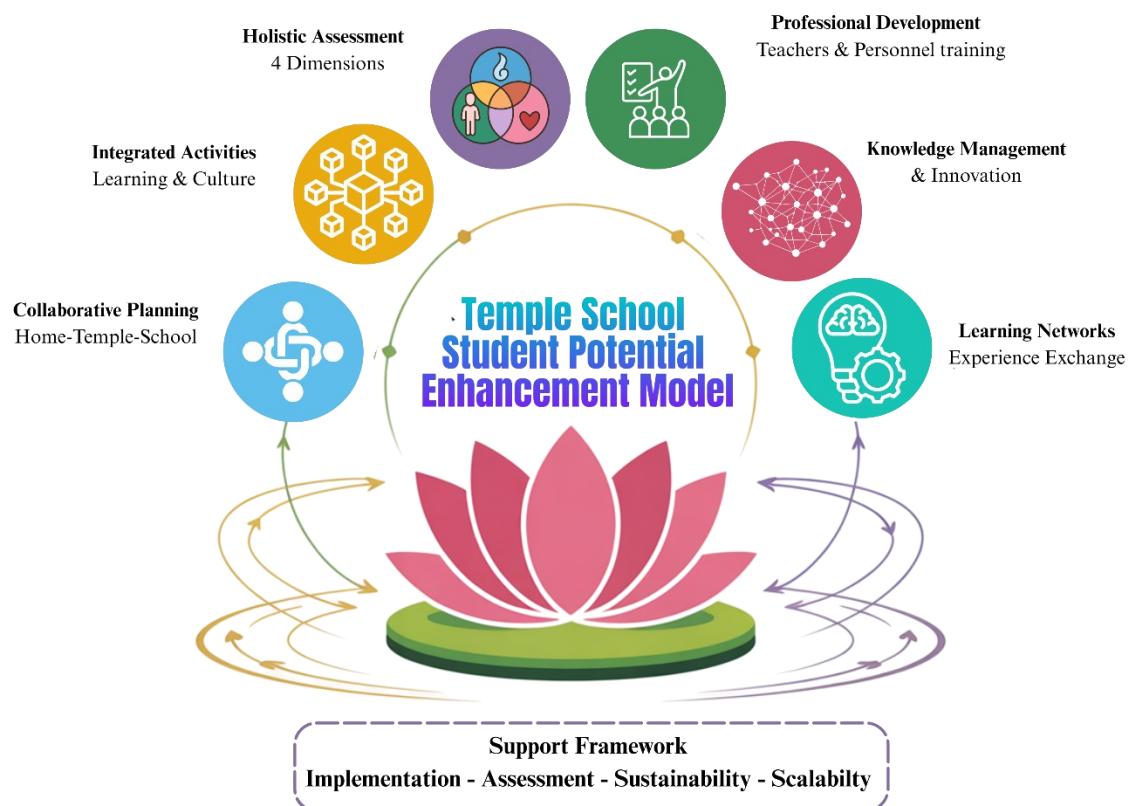


Figure 1: Temple School Student Potential Enhancement Model (BAVORN Concept)

5. Discussion

The research results align with the royal initiative concept of His Majesty King Bhumibol Adulyadej the Great regarding integration of home, temple, and school in developing Thai education and society (Chaipattana Foundation, 2020), which emphasizes all three institutions working together to create holistic learning. The effectiveness of the Bavorn concept in enhancing student potential across all 4 dimensions demonstrates the importance of integration between educational institutions and social and religious institutions, consistent with studies by Phra Maha Wichan Suwichano (2019) who found that temple participation in education helps strengthen morality, ethics, and Thai identity among students. This also aligns with research by Supanee Pholkaew et al. (2022) studying temple school education quality development, which found that cooperation between home, temple, and school is an important factor affecting educational management success.

The particular importance of spiritual and cultural dimensions in temple schools reflects the special role of temple schools as learning sources that not only focus on academic development but also emphasize human development to become individuals with morality and ethics, consistent with concepts by Phra Maha Wichan Suwichano (2019) emphasizing that Buddhist education must focus on developing complete humans in wisdom, morality, and concentration. Research results also show that parent participation is extremely important for successful student potential enhancement, consistent with studies by Supanee Pholkaew et al. (2022) who found that parent participation in educational management positively affects student learning achievement and development. The temple's role as a center for cultural and dharma learning helps create differences of temple schools from general schools and is an important strength in developing students to have identity and desirable characteristics.

Research results also reveal that implementing the Bavorn concept in contemporary Thai society contexts has both opportunities and challenges. Important opportunities include receiving government policy support for promoting culturally-based education, having funding and resources from communities and organizations that prioritize integrated education, and social changes that increasingly value morality, ethics, and Thai identity. Main challenges include changes in family and social structures that may affect traditional roles of home, educational competition emphasizing academic achievement primarily, and lack of teachers with curriculum integration expertise. Solving these challenges requires strategic planning and continuous implementation.

Furthermore, this study found that the Bavorn concept has potential to be a sustainable development model for Thai communities because it is an approach rooted in Thai culture and adaptable to contemporary contexts. Expanding the use of the Bavorn concept to communities beyond temple schools may be an interesting direction for future research and development, consistent with studies by Uthit Chanthroophas et al. (2022) who found that Bavorn power can be used to strengthen communities in various contexts. However, implementing the Bavorn concept in enhancing temple school student potential still has limitations to consider including differences in area contexts, personnel readiness, and available resources. Therefore, implementing the developed model requires adaptation appropriate to each temple school's context, considering available resources, personnel readiness, and community needs.

The findings contribute to understanding of community-based education models and their relevance for contemporary educational challenges. The success of the Bavorn concept in maintaining cultural authenticity while meeting modern educational demands offers insights for other cultural contexts seeking to balance tradition and innovation in education. The research also highlights the importance of stakeholder engagement and community ownership in educational reform initiatives.

Theoretical implications of this study extend existing frameworks for integrated education by demonstrating how traditional cultural concepts can inform contemporary educational practice. The four-dimensional model provides a comprehensive framework for holistic student development that could be adapted for other cultural contexts with similar educational values and social structures.

6. Conclusion

This study demonstrates that the Bavorn concept consisting of home, temple, and school can effectively enhance temple school student potential across 4 dimensions: spiritual, social, intellectual, and cultural. The integration of these three institutions creates learning environments conducive to comprehensive student development, with homes playing roles in instilling basic moral values and supporting learning, temples serving as centers for learning dharma and culture, and schools as places for developing knowledge and various skills. An appropriate model for enhancing temple school student potential consists of 6 main components: collaborative planning, integrated activities, holistic assessment, professional development, learning networks, and knowledge management and innovation. This model can be applied to various temple schools by adapting it appropriately to each area's context.

The research demonstrates the viability of culturally-grounded educational approaches in contemporary settings. The Bavorn concept's success in integrating traditional values with modern educational practices provides a blueprint for similar initiatives in other cultural contexts. The comprehensive nature of the four-dimensional development framework ensures that students receive balanced preparation for both traditional cultural roles and contemporary societal demands.

The study's findings have implications for educational policy, teacher preparation, and community development practices. The evidence for improved student outcomes through integrated approaches supports broader adoption of community-based educational models while maintaining appropriate quality assurance and accountability measures.

7. Recommendation (s)

7.1 Policy Recommendations

Related agencies should systematically promote and support implementation of the Bavorn concept in temple schools through budget allocation, appropriate curriculum development, and creating cooperation networks among different temple schools. Temple school education quality assessment approaches should be developed considering temple school characteristics and the Bavorn concept.

7.2 Practical Recommendations

Temple schools should create clear student potential enhancement plans according to the Bavorn concept with systematic role and responsibility definitions for each party and continuous monitoring and evaluation. Training activities should be organized to provide knowledge about the Bavorn concept for teachers, personnel, parents, and communities to create understanding and cooperation.

7.3 Recommendations for Future Research

Experimental research should be conducted to test the effectiveness of the developed model. Long-term impacts of using the Bavorn concept on student development should be studied, and comparative studies of Bavorn concept use in temple schools with different contexts should be conducted, such as urban, rural, and border temple schools.

Future research should also explore the applicability of the Bavorn concept to other

educational contexts beyond temple schools, investigate the role of technology in supporting traditional educational values, and examine the long-term career and life outcomes of students educated through the Bavorn concept. Cross-cultural comparative studies could provide insights into how similar integrated approaches function in other Buddhist education systems globally.

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Declarations:

Conflict of interest: The authors declare no conflicts of interest.

Ethics of Human Research (if any) : This study was conducted in accordance with ethical principles for research involving human participants. All participants provided informed consent, and their privacy and confidentiality were strictly protected throughout the research process. The study protocol adhered to international ethical standards and institutional guidelines for educational research.

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