

EDUCATIONAL ADMINISTRATION AND ACHIEVEMENT OF BUDDHIST SCHOOLS IN BANGKOK

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ABSTRACT

The objectives of this research are 1) to study the level of educational administration and achievement at Buddhist schools in Bangkok. 2) to study factors affecting educational administration and achievement at Buddhist schools in Bangkok. A questionnaire was used to collect data from moral teachers and teaching personnel of the Academic Administration Group and the Social Studies, Religion, and Culture learning group, totaling 254 people. Statistics were used to analyze the data, including frequency, percentage, mean, and standard deviation. and multiple regression analysis The results of the research found that: 1) educational administration and achievement of Buddhist schools in Bangkok Overall and each aspect is at a high level in terms of knowledge, analysis, understanding, synthesis, and implementation, respectively. 2) quality factors of educational development plans Educational administration The problem of education and educational behavior influences educational administration and achievement at Buddhist schools in Bangkok.

Keywords: Educational Administration, School Achievement, Buddhist Schools

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INTRODUCTION

Current Buddhist schools Educational area level. There was an awakening to visit and supervise. Buddhist Way School So that the school can apply Buddhist principles to the management of the entire school system. Moreover, school administrators and teachers are aware of the importance of Began adapting the principles of Buddhism to be used in the management of the entire school system. Including in their own lives, reducing, abandoning, and giving up vices, and students learn and begin to adapt. Put Buddhist principles into practice in your way of life. The emphasis is placed on eating, living, watching, and listening according to the three principles of being a good person, a smart person, and being happy. Students have good manners, are generous, know sin, merit, and blame, and help with continuing traditions. local culture In addition, parents and the community are delighted to support the school's work more, creating harmony among the home, temple, and school (Bor Wor Ror), leading to peace and tranquility in society and alleviate impacts that may occur in daily life, especially for students, etc.

Currently, many educational institutions or schools are teaching according to the Buddhist School Project throughout the country. Some parts still have problems and obstacles in terms of the management system, such as the physical aspect regarding having a Buddhist school sign. There is a Buddha statue in front of the school. There is a Buddha statue in the classroom. There are Buddhist proverbs, Dhamma sayings, and royal speeches; various places are clean, peaceful, and shady. There are Buddhist rooms or Dhamma grounds. And there are 100 percent no drugs, alcohol, or cigarettes in the school. In terms of behavior, students, teachers, and school administrators are concerned with keeping the 5 precepts, smiling easily, paying respects beautifully, and bowing beautifully. Before eating, food will be considered. Eating food not loudly, not spilling, not having any leftovers, saving, conserving money and things, and having the habit of wanting to know and fighting difficult things. In terms of teaching and learning about managing the mind and developing wisdom before going to class in the morning and afternoon, both teachers and students integrate the Buddhist way of life. Subject groups, and on important Buddhist days, teachers take students to do moral projects. Volunteer activities once a week for teachers, administrators, and all students. Go to perform religious duties at the temple once a month. The temple is a source of learning for teachers, administrators, and all students. Attend a Dhamma practice camp at least once a year. Buddhist holy day activities involve everyone wearing white shirts, making merit, giving alms to monks, listening to sermons, and eating vegetarian food for lunch and chant translations, and other aspects about there being no junk food sold in the school. Don't scold students. Manage your mind and develop wisdom before every meeting. Praise your good deeds in front of the flagpole every day. Homeroom to reflect feelings such as the feeling of having done good deeds, teachers, administrators, and students Have a diary of good deeds for teachers, administrators, and students who have passed the Dharma Suksa Bachelor's degree at least. And there are monks who come to teach regularly. (Samut Sakhon Primary Educational Service Area Office, 2020)

Phra Maha Supawat Sukda, Niran Chulasap, and Wanchai Thammasajkarn (2019) discussed problems and obstacles in the management of Buddhist schools. It was found that the supervision, monitoring, and evaluation of the area office still encountered problems. In the matter of identity, some indicators. There is monitoring and evaluation. But there is still a lack of going to the area to follow up. The director or teacher in charge of the Buddhist school doesn't care. I don't see the importance of coming in to report the evaluation through the system on time. Therefore unable to make it in time for each round of evaluation. The policy lacks continuity, and there is a lack of budget for training and development for responsible people who come to take care of the system to understand the Buddhist school project system. Lack of collection of evaluation report data from the school. Lack of information system organization

carrying out the 29 identities to become a Buddhist school. In some schools, identities unable to perform. Therefore, it is appropriate to revise and change the new identity in order to be compatible with a multicultural society. Or should the method of identity assessment be changed? The emphasis is placed on developing desirable characteristics in students that are concrete and empirical. More than a physical assessment. It was also found that there is a problem of a lack of budget to provide Buddhist school services and create a Buddhist school atmosphere learning resources and activities. Therefore, relevant agencies and administrators should allocate budgets to schools to develop and improve the administration of Buddhist schools to be sufficient for development. In addition, teachers did not receive training to provide knowledge about the Buddhist school project. Therefore, the relevant agencies Policy planning should be made. Support teachers to receive thorough training. So that teachers and school personnel have an understanding and practice in the same direction. Become more aware of the importance of faith and have a good attitude towards the operation of Buddhist schools. In addition, there is little emphasis or importance placed on monk teachers teaching morality in schools. Therefore, the relevant agencies Administrators should encourage students to develop morality and ethics according to the three principles. By supporting moral teachers to play an important role in operations. Organize education in Buddhist schools along with providing media equipment and transportation costs to be more appropriate, and there is also a lack of supervision and follow-up reporting on the performance of the Buddhist Way School. Therefore, the relevant agencies Executives should promote the preparation of project action plans and activities, have meetings and seminars to create cooperation among all parties, and have a system of supervision, monitoring, supervision, inspection, and evaluation in order to use the results for improvement and development, etc.

From the problems and obstacles mentioned above, it can be found that this is due to the unpreparedness of many factors, both administrative and regulatory requirements. and management related to individuals In order to carry out work effectively, it requires knowledge of both science and art related to teachers, curriculum, teaching, and learning, measurement and evaluation or students, such elements will support and facilitate quality learning. Develop students with skills and features that are ready To raise the quality of people to a higher level (Office of the Secretariat of the Education Council Ministry of Education, 2017) Therefore, educational institutions should see the importance of organizing education to promote learners having skills for correct daily living, which results in learners gaining knowledge and abilities leading to results, good academic achievement Educational institution administrators play a very important role in the development of education. Create effectiveness and efficiency in educational institutions. Administrators should therefore apply results-based management principles to the administration and management of education. Because the administration of educational institutions and education is based on results-based management principles. It is a modern management technique that has been applied. To bring about a paradigm shift and educational institution administration methods that focus on operational results so that the organization achieves its objectives and goals and can be measured and evaluated by indicators. This makes educational administration develop in a better direction. Therefore, applying Buddhist principles in administration and emphasizing the development of students by integrating them according to the Threefold Principles. The Buddhist School is a new type of school that works to develop students by using the Threefold Principles: precepts, concentration, and wisdom, emphasizing the organization of every condition (Thosaporn Sirisamphan, 2016: 146).

The past performance of the Buddhist Way School has been satisfactory. But the school still sees that it still needs to develop even more. In order to keep up with the rapidly changing social and community conditions. In addition, many social problems arise. Especially with children and youth who are school-age students, who are the important youth of the nation in

the future, they must be able to adapt to changes in order for them to occur. Teachers and parents must have various approaches and methods to help promote and develop students in knowledge, morality, and ethics according to the principles of Buddhism, the Three Sikkhas. that is precepts. Samathi wisdom: Students have the practice of eating, living, watching, and listening as teachers and parents of students, and the community must make educational institutions see the importance of organizing activities that will apply Buddhist principles in administration and emphasize student development by integrating the Threefold Principles. Buddhist Way School is a new type of school that works to develop students by using the principles of the Three Sikkhas. Emphasis is placed on organizing every aspect of the environment in order to support learners in developing according to Buddhist principles that promote growth according to the characteristics of wisdom and wisdom to occur in students. Therefore, the researcher is interested in issues related to managing the success of Buddhist schools. Therefore, the subject of study was determined. "Educational administration and achievement of Buddhist schools in Bangkok"

LITERATURE REVIEWS

Concepts and theories regarding educational administration and achievement in Buddhist schools.

Management means the art of making things happen based on knowledge and ability, and experience gained. Do it until it's successful. Or it means that the executive is not a practitioner but uses arts and science to make the worker work until it is successful in line with the goals of the organization or in line with the goals that the executive has already decided on. In terms of concepts, Phra Maha Wutthichai Wachiramedhi (2016: 25-32) said that in management, a good administrator must have methods. Management that will win the hearts of subordinates. There is a Dhamma for executives: they must be firm and stable. Can be a key pillar in building confidence among subordinates by having the ability to divide work among subordinates. Follow the expertise of each person and know how to distribute power to subordinates to help lighten their own burdens. Therefore, a good administrator is one who takes care of the overall picture of the work of people in the organization. For Tin Prachayaparit (2008: 8) said administration is the process of implementing decisions and policies. As for public administration, it involves implementing policies. The public to practice and (Phayom Wongsansri, 2009: 36) also said that management It is important to achieve work performance. According to purpose In addition, according to the concept of Wirot Sararatana (2012: 1), management refers to the process of operating in order to achieve the goals of the organization efficiently. By relying on administrative duties, including planning (planning), organizing (organizing), leading (leading), and controlling the organization, (controlling), which is consistent with the concept of Siri Thiasana (2014: 8), who said that management is a group activity. Two or more people Collaborate to manage resources appropriate to achieve common objectives. Use both science and art Manage the administrative process or administrative duties, including planning, organizing working groups, staffing, directing, coordinating, reporting, and budgeting. Herbert's concept (Herbert, 1976: 12) says management is an activity in which two or more people work together to achieve objectives. This is consistent with Drucker (Drucker, 1998: 10), who said that management is the art of working to achieve goals together with others. Getting things done by relying on other people to do them within the environment. The human resources organization will be the main resource of the organization that comes together to work in the organization. These people will be users of other material resources, machinery, equipment, raw materials, and capital. Including various information to produce products or services. Sold out and satisfying the needs of society and this is also consistent with Taylor (Taylor, 2002: 5), who said that every administrative task needs to be done according to criteria. Which is determined from careful analysis and study This is in order

to have the best way to create more efficiency in production for the benefit of all parties involved. From the foregoing, it can be concluded that management means managing to achieve objectives efficiently and effectively by using resources. and technology to bring maximum benefits to agencies and organizations. Using management principles that include planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

As for Buddhist schools, they refer to schools in the wisdom path that are developed in an integrated manner into the Threefold System. To become a Buddhist who has access to Dhamma, which makes it free by living a good life, flourishing, being happy, and living together in society creatively and supportively. Able to lead the world on the correct path, the path of Dhamma (Ministry of Education, 2019), consistent with Boonsri Panachit (2020: 31-33), a Buddhist school means a normal school system that applies the principles of Buddhism. To be used or applied in the administration and overall student development of educational institutions. Learners learn and develop their lives through cultural processes; seeking wisdom and having kindness are the basis for living life. It focuses on making students understand true life and be able to live it correctly and appropriately. By relying on an education system based on the three principles of Buddhism, namely the threefold principles of morality, concentration, and wisdom, used in training to cover every aspect of life, To complete development, some schools provide education according to the Threefold Principles to develop learners into complete human beings with the four principles of physical, social, mental, and intellectual development. The process of organizing education in Buddhist schools must be integrated. The Threefold Teachings are compatible with the various subject groups and activities in the curriculum, namely morality, concentration, and wisdom. They are like the thread that ties all subject groups and activities together. In other words, the school trains students to lead a Buddhist way of life both inside and outside of school. Therefore, students must follow the threefold principles at all times.

From the above meaning Educational administration and achievement of Buddhist schools There must be the following elements: 1) knowledge (KNOW); 2) understanding (UNDE); 3) application (INPL) 4) analysis (ANAL) and 5) synthesis (SYNT) (Dhamma Pitaka Por. A.P. Yutto, 2019: 9). In educational administration, the achievement of successful Buddhist schools must be supported by quality factors in the educational development plan. Educational administration Panya Wutthitham and educational behavior (Hasanah, 2021: 107)

From the literature review, the research hypothesis can be formulated as follows:

H1: Quality factors of educational development plans Educational administration , Panya Wutthitham, and educational behavior affect educational administration and achievement at Buddhist schools in Bangkok.from the literature review, the conceptual framework can be drawn as shown in Figure 1.

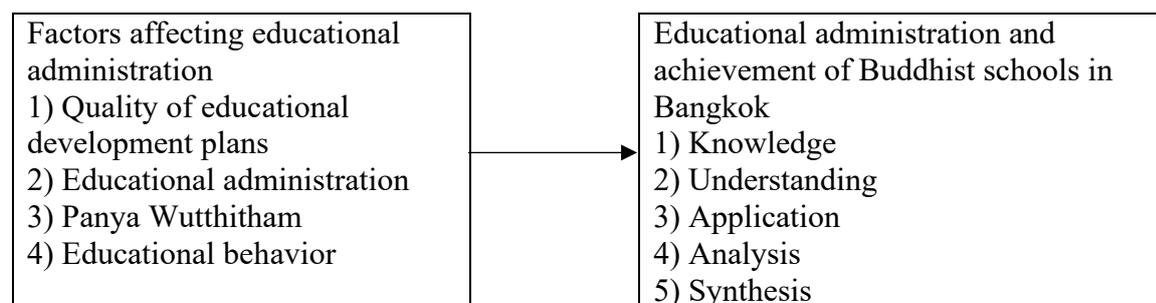


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

The population in this study includes: Buddhist monks who teach morality and teaching personnel of the Academic Administration Group and social studies, religion, and culture learning groups, for a total of 696 and a sample size of 254 people obtained from Yamane's sample calculation formula (Taro Yamane, 1973). The belief value at the 95 percent level used the random sampling method. Stratified sampling. The research tool is a questionnaire consisting of Part 1: personal factors of the respondents, including gender, age, and educational level. Number of years worked and average monthly income level. The nature of the questionnaire is multiple choice. Section 2: Factors affecting educational administration. The nature of the questionnaire is a Likert scale with 5 levels of scoring criteria, including the highest equal to 5 points, the highest equal to 4 points, the moderate equal to 4 points, the slightest equal to 2 points, and the least equal to 1 point. Part 3: Educational administration and achievement of Buddhist schools in Bangkok. The questionnaire is a Likert scale with 5 levels of scoring criteria: extreme equals 5 points, very equal equals 4 points, moderate equals 4 points, little equals 2 points, and the least equals 1 point. Before using the tool to collect data. The objective consistency (IOC) test and reliability test of the questionnaire through Cronbach's alpha were systematically carried out. From the examination, it was found that the IOC was equal to 0.839 and the Cronbach's alpha was equal to 0.917, indicating that the research tools were of sufficient quality (Polit & Beck, 2006; Hair et al., 2012) to get information. This study sent questionnaires to Buddhist morality teachers, and teaching personnel of the Academic Administration Group and the social studies, religion, and culture learning group. In data analysis, descriptive statistics were used, including frequency, percentage, mean, and standard deviation, and multiple regression analysis.

RESEARCH RESULTS

- 1) Most of the respondents 65 percent were female, 63.33 percentage between 31-40 years old, 69 percent had a bachelor's degree, 63.33 percent had worked between 6-10 years; 56.67 percent had an income level average monthly from 20,001-30,000 baht.
- 2) Educational administration and achievement of Buddhist schools in Bangkok Overall and each aspect is at a high level in terms of knowledge, analysis, understanding, and synthesis. And use, respectively, as shown in Table 1

Table 1 Mean and standard deviation of educational administration results at Buddhist schools in Bangkok.

Aspect	Description	\bar{X}	S.D.	Result
1.	Knowledge	3.81	0.61	Much
2.	Understanding	3.65	0.47	Much
3.	Application	3.52	0.42	Much
4.	Analysis	3.68	0.51	Much
5.	Synthesis	3.62	0.50	Much
Total		3.66	0.42	Much

- 3) The quality factor of the educational development plan has a β value of 0.232; educational administration has a β value of 0.317; Panya Wuttitham has a β value of 0.142; and educational behavior has a β value of 0.231, which indicates that it has a positive influence on educational administration. Achievements of Buddhist schools in Bangkok Statistically significant at the 0.05 level with Sig. values equal to 0.001, 0.000, 0.007, and 0.000, which is consistent with the set assumptions. When analyzing the correlation coefficient (R), the value was equal to 0.856, which indicates that the group of independent variables is highly related to the dependent variable. The prediction coefficient is equal to 0.641, which indicates that the group of

independent variables affects the educational administration and achievement of Buddhist schools in Bangkok by 64.1 percent.

In order, the equation can be written as follows.

$$Y = 0.947 + 0.317X_2 + 0.232X_1 + 0.231X_4 + 0.142X_3$$

From the analysis of the regression coefficient values, it was found that the factors Educational Development Plan Educational administration Wisdom, wisdom, and educational behavior have the ability to jointly predict the educational administration and achievement of Buddhist schools in Bangkok. The quality factors of the educational development plan It had the greatest effect on the prediction (Beta = 0.123), followed by educational behavior (Beta = 0.121), Panya Wutthitham (Beta = 0.092), and educational administration (Beta = 0.043), with details as shown in Table 2.

Table 2 Multiple regression analysis of factors influencing educational administration and achievement of Buddhist schools in Bangkok.

Factors	Unstandardized SE (b)	Standardized t (β)	Sig.
(Fixed value)	1.121	0.106	10.632 0.000
Quality of educational development plans	0.123	0.023 0.232	8.662* 0.001
Educational administration	0.043	0.021 0.317	7.865* 0.000
Panya Wutthitham	0.092	0.042 0.142	2.402* 0.007
Educational behavior	0.121	0.106 0.231	10.632* 0.000
R = 0.856	Adjusted R ² = 0.641		
R ² = 0.730	SE = 0.142		

* Statistical significance at the 0.05 level

DISCUSSION & CONCLUSION

Study of the educational administration and achievement of Buddhist schools in Bangkok The researcher has brought important points to discuss the results according to the research objectives, as follows:

1) Educational administration and achievement of Buddhist schools in Bangkok Overall and each aspect is at a high level in terms of knowledge, analysis, understanding, and synthesis. and implementation, respectively. This may be due to the official administration. This may be due to The Buddhist School in Bangkok is a school on the path of wisdom that is developed and integrated into the Threefold System. To become a Buddhist who has access to Dhamma, which makes it free by living a good life, flourishing and being happy, and living together in society creatively and supportively, we are able to lead the world on the correct path, the path of Dhamma, resulting in educational administration being effective in the areas of knowledge, analysis, understanding, and synthesis, and effective use The results of the study are consistent with the research results of Weeranuch Sutthaphan (2019), who conducted a research study on the management model for Buddhist schools that focuses on the volunteerism of elementary school students. The results of the study found that conditions of management in Buddhist schools focus on the volunteerism of elementary school students at a high level.

2) Quality factors of educational development plans Educational administration. The problem of education and educational behavior influences the educational administration and achievement of Buddhist schools in Bangkok. This may be due to administrative reasons, educational administration, and the achievement of Buddhist schools in Bangkok. Receive quality factors of the educational development plan that the school has the quality of an effective development plan. There is a comprehensive education administration. and using the problem of morality in organizing teaching and learning This results in good educational behavior and leads to the achievement of Buddhist schools. The results of the study are consistent with the research results of Phakaphan Buntem, Penprapa Suthamma, and Narunet

Chulakanjana (2018), who studied the factors of Buddhist school components affecting the academic achievement of students. Primary level in Buddhist schools. The results of the study found that quality factors of an educational development plan Educational administration. The problem of education and educational behavior affects students' academic achievement at the primary level in Buddhist schools.

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