

BUDDHIST LEARNING IN SCHOOLS UNDER THE OFFICE OF NONTHABURI PRIMARY EDUCATIONAL SERVICE AREA 1

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ABSTRACT

This research aimed 1) to study the level of Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1 and 2) to study the factors affecting Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1. A questionnaire was used to collect data from 298 teachers in schools under the Office of Nonthaburi Primary Educational Service Area 1. The statistics used for data analysis were frequency, percentage, mean, standard deviation, and multiple regression analysis. The results of the research found that 1) the level of Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1 was at a high level overall and in each aspect in Buddhist schools, Buddhist alternative schools, honest schools, moral schools, and moral schools, respectively. 2) The factors of Buddhist schools in terms of physical, behavioral, teaching, and learning, Buddhist day activities, and promotion of Buddhist ways had an influence on Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1.

Keywords: Learning, Buddhism, Nonthaburi

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INTRODUCTION

The search for a learning model to develop learners holistically and in balance, in terms of intelligence or cognitive domain, practice or skills domain (psychomotor domain), and mind or affective domain, so that learners are both good and good people and can live a truly happy life (Chueanchan Chongsathit-yu and Rungruang Sukhaphirom, 2017: 3) has always been an important issue of Thai education problems since the limitations of the duality education model that focuses on knowledge and expertise in specific disciplines were discovered (Prawet Wasi, 2018: 5) to satisfy the desire for materialism and consumerism, causing neglect of knowledge and development of mental or affective quality. Comparing and competing has become a popular term that is promoted instead of helping and being kind to each other, causing the value of being human to be reduced, lacking completeness in oneself, being biased, and being separated until unable to connect with reality, causing pressure both within oneself and among each other in society, and between humans and the environment.

Another limitation of the segregated learning model, which separates different disciplines separately, makes learning to develop the mind or spirit based on faith and religious beliefs challenged by the advancement of information technology or globalization according to the characteristics of the borderless communication era, resulting in receiving both positive and negative news and information, appropriate and inappropriate examples, which affects the way of life of individuals, causing confusion in accepting and choosing values, lacking self-control, lacking political consciousness, and being a good member of society, and also having to try to adapt to live in a changing society. The result is that they have to face a crisis in spirituality and various good values. Such a situation has become a significant obstacle to the development of learning in terms of the mind or spirit, until it has become a crisis in the social, cultural, educational, economic, and political aspects of the country based on the belief that religion is an important foundation of morality and ethics and that inquiry studies are a source of molding morality and ethics. Buddhism has been embedded in the way of life of most Thais for a long time until it has become a part of the structure of Thai society. Buddhism emphasizes human learning, with the idea that humans can be superior or trained, which is the training and development of people until they are successful in order according to the intelligence and readiness of each person. Focusing on the three practices, or Tri-sikkha, namely, training oneself to follow prohibitions and recommendations for living well in society and the environment (morality), training the quality of the mind to be steady, resolute, and not distracted, including training the mind to have virtue, promoting a good life, and being able to move on to training wisdom (samadhi), and training wisdom to be aware of the relationship system of all things in nature (wisdom).

Integrating Buddhist knowledge for Thai primary school students is one way that may help develop students in terms of mind or mentality. Since 2003, the Ministry of Education has designated Buddhist schools as a form of innovation in developing students into complete and efficient human beings that are in line with the country's development focus (Ministry of Education, 2017: 3). In addition to the Buddhist school model, there are also various forms of Buddhist schools, such as honest schools, schools in the World Morality Restoration Project, the International Goodness School, schools that observe the precepts, and other alternative Buddhist schools. These schools all have learning models that lead to the growth of life and wisdom, including the Buddhist spiritual dimension, which is a learning model to elevate human consciousness and wisdom. The concept and awareness of the importance of education and the development of learning models to elevate human consciousness and wisdom are the origins of the study of Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1, with guidelines that will show the clear connection of knowledge, connecting thoughts and minds, and leading to effective practice. It is an intellectual method that will develop complete people. This will lead to the discovery of a good way of life, true

happiness, and the ability to experience the value of living together, supporting each other and each other so that the mind and external knowledge can develop together in balance, with Buddhism as the integrated base.

Research Objectives

- 1) To study the level of Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1 and
- 2) To study the factors affecting Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1.

Research Hypothesis

H1 The factors of Buddhist schools in terms of physical, behavioral, teaching and learning, Buddhist holy day activities and promotion of Buddhist ways affect Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1.

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

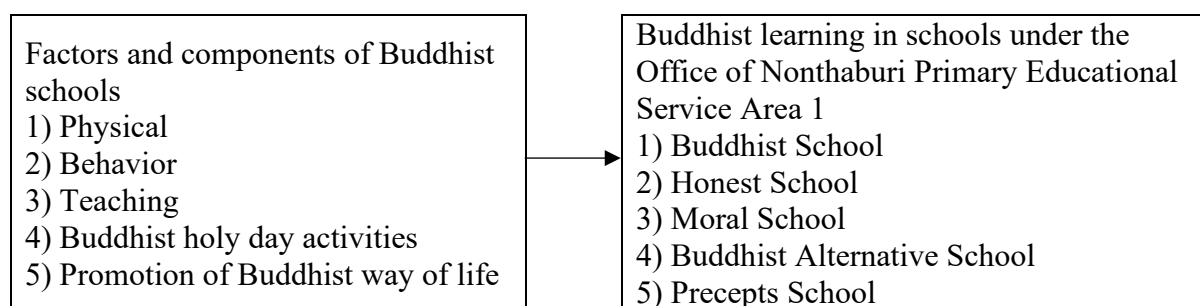


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

The population in this study consisted of 1,175 teachers in schools under the Office of Nonthaburi Primary Educational Service Area 1 and a sample of 298 people obtained from the Yamane sample calculation formula (Taro Yamane, 1973) with a reliability value at 95 percent using the stratified sampling method.

The research instrument is a questionnaire consisting of Part 1: Personal factors of the respondents, including gender, age, education level, average monthly income, and length of service. The questionnaire is a multiple-choice type. Part 2: Factors of Buddhist Schools The questionnaire is a Likert scale with 5 levels of scoring: the highest equal to 5 points, the high equal to 4 points, the moderate equal to 3points, the slight equal to 2 points, and the least equal to 1 point. Part 3: Buddhist Learning in Schools under the Office of Nonthaburi Primary Educational Service Area 1 The questionnaire is a Likert scale with 5 levels of scoring: the highest equal to 5 points, the high equal to 4 points, the moderate equal to 3points, the slight equal to 2 points, and the least equal to 1 point.

Before using the data collection instrument, the objective consistency test (IOC) and the questionnaire reliability test via Cronbach's alpha were systematically conducted. The examination found that the IOC value was 0.839 and the Cronbach's alpha value was 0.928, indicating that the research instrument had sufficient quality (Polit & Beck, 2006; Hair et al., 2012). To obtain data, this study sent questionnaires to teachers in schools under the Office of Nonthaburi Primary Educational Service Area 1. Descriptive statistics were used for data analysis, including frequency, percentage, mean, standard deviation, and multiple regression analysis.

RESEARCH RESULTS

1) The majority of respondents were female (68%), aged between 31-40 years, (63.89%) had a bachelor's degree, 69% had an average monthly income of 20,001-30,000 baht (46.69%), and had a civil service length of 6-10 years (69.00%).

2) Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1, overall and in each aspect, is at a high level in Buddhist schools, Buddhist alternative schools, honest schools, moral schools, and precepts School , respectively, as shown in Table 1.

Table 1 Mean and standard deviation of Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1

Aspect	Description	\bar{X}	S.D.	Result
1)	Buddhist School	3.91	0.60	Much
2)	Honest School	3.65	0.45	Much
3)	Moral School	3.52	0.40	Much
4)	Religion and Rituals	3.68	0.53	Much
5)	Traditions and Folk Culture	3.62	0.51	Much
Total		3.68	0.48	Much

3) The factors of Buddhist schools in terms of physical aspect had a β value of 0.232, behavior aspect had a β value of 0.218, teaching aspect had a β value of 0.142, activities on Buddhist holy days had a β value of 0.241, and promotion aspect of Buddhist way had a β value of 0.240, which showed that it had a positive influence on Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1 with statistical significance at the 0.05 level, with Sig. values of 0.001, 0.000, 0.006, 0.002, and 0.000, which was consistent with the hypothesis. When analyzing the correlation coefficient (R), it was 0.893, which showed that the group of independent variables had a high relationship with the dependent variable, and the prediction coefficient was 0.689, which showed that the group of independent variables had an effect on Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1 by 68.9 percent.

In order, the equation can be written as follows.

$$Y = 0.9632 + 0.231X_1 + 0.241X_4 + 0.240X_5 + 0.218X_2 + 0.142X_3$$

Table 2 Multiple regression analysis of factors influencing Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1

Factors	Unstandardized (b)	SE	Standardized (β)	t	Sig.
(Fixed value)	1.121	0.106		9.632	0.000
Physical	0.224	0.025	0.232	7.662*	0.001
Behavior	0.143	0.023	0.218	6.860*	0.000
Teaching	0.191	0.032	0.142	3.401*	0.006
Buddhist holy day activities	0.120	0.016	0.241	9.648*	0.002
Promotion of Buddhist way of life	0.148	0.029	0.240	8.183*	0.000
R = 0.893 Adjusted R ² = 0.689 R ² = 0.797 SE = 0.042					

* Statistical significance at the 0.05 level

DISCUSSION & CONCLUSION

In the study of Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1, the researcher discussed the important issues according to the research objectives as follows:

- 1) Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1, overall and in each aspect, is at a high level in Buddhist schools, Buddhist alternative schools, honest schools, moral schools, and moral schools, respectively. This may be because Buddhism is very important in learning and teaching in schools, helping to promote students' mental range to increase. This is consistent with the research results of Tueanjai Suksai (2019), who studied the integrated Buddhist learning model for elementary school students. The research results found that integrated Buddhist learning for elementary school students.
- 2) The factors of Buddhist schools in terms of physical, behavioral, teaching and learning, Buddhist holy day activities, and promotion of Buddhist ways of life have an influence on Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1. This is because they received more Buddhist school factors, which resulted in Buddhist learning in schools under the Office of Nonthaburi Primary Educational Service Area 1, being consistent with the research results of Phakaphan Buntam (2018), who studied the study of Buddhist school factors and the academic achievement of elementary school students in Buddhist schools. The results of the study found that Buddhist school factors and the academic achievement of elementary school students in Buddhist schools.

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