

Development of Transformational Leadership based on Buddhadhamma for Teacher-Monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1

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Abstract

The purposes of this research were to study the state of transformational leadership, to develop transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma schools, and to propose a transformational leadership based on Buddhadhamma for Teacher-Monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1. Mixed methods research was designed using documentary research, quantitative research and qualitative research, which consisted of studying, analyzing and collecting from 6 aspects of transformational leadership, asking for opinions on leadership changes from 205 teaching teachers in the Dharma Teaching School, Dharma Department. Interviewing and focus group discussion were conducted with 10 experts from the group of administrators of Phrapariyattidhamma School, qualified person in the field of Dharma, Sanam Luang Dharma Department, expert in Buddhism and experts in educational institutes administration. Statistics used were percentage, mean, standard deviation, and qualitative data was analyzed by content analysis. Results indicated that 1) the state of transformational leadership based on Buddhadhamma for Teacher-Monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1 in overall 6 aspects, teachers' opinions were at a high level. 2) Transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma schools was developed, all 6 aspects are integrated with the four aspects of power, namely Chanta, Viriya, Chitta and Vimangsa, and organize activities to promote leadership development and change according to the Buddhist principles. 3) A transformational leadership based on Buddhadhamma for Teacher-Monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1 was proposed by promoting transformational leadership of the monks to teach the Dharma and has 6 aspects: 1) creating prestige or having ideological influence, 2) inspiration, 3) taking into account the individuality, 4) Intellectual stimulation, 5) Situational reward, 6) Special talent, and organized activities to promote the development of transformational leadership according to the four aspects of power, namely Chanta, Viriya, Chitta and Vimangsa: 1) Activities for developing prestige or influence, 2) Activities for developing leadership, changing motivation, 3) Activities for develop transformational leadership in regards to individuality, 4) Activities for leadership development, intellectual stimulation changes, 5) Activities for leadership development, reward situational changes, 6) Activities for leadership development, and talent changes.

Keywords— Development of Transformational Leadership, Buddhist Principles, Teaching Monks in the Sanam Luang Dharma Department

I. INTRODUCTION

Developing leadership in education administrators to keep pace with global changes and intense competition which is becoming more and more violent day by day and Thailand is part of the global community. Therefore, it is inevitable to be affected by the economic crisis situation, society and politics, which are in line. When the current situation is like this, how should one adjust and develop oneself? in order to be able to sustainably survive have peace and can overcome crises on various sides. [1] As a result of this incident, educational institutions were also affected. Therefore, it requires professional managers with good leadership qualities, able to accept self-transformation as mentioned in the development of executives, faculty members and personnel attending the transformational leadership development course to support the decentralization of education administrators and school administrators that people are extremely important in every level. The level of society is the leader. Leaders are essential to the survival, welfare and peace of society and the nation as a whole. Leaders are also very important to the development of organizations and management at all levels both globally national or local level at the organizational level, it is accepted that the success of the organization, whether it is called the management of results. (Results-based Management) efficiency or effectiveness all depend on wisdom, weak thinking and creative practices of the leaders of the organization [2]. If the executives have good leadership, educational institutions will be successful by executives with high-performance leadership, using modern methods, being able to adapt to changes, making the roles and duties of administrators. Educational institutions and management styles must change to be appropriate and consistent with the National Education Act, B.E. 2542 (1999), amended (No. 3) B.E. Executives must rely on leadership to change to manage educational institutions to be more efficient and effective be using

knowledge, skills and ability to convert strategic concepts into action plans and always be prepared for changing including dealing with obstacles arising from operations such as conflicts in the organization. The administrators must deal with conflicts to benefit their educational institutions. Conflict is something that no one desires as long as human beings are alive and coexisting with others in society, it cannot be avoided. Executives must understand the conflict, turning conflicts into benefits manage conflicts to an appropriate level and result in effective educational institutions [3].

The study of Buddhism by Thai monks from ancient times has come to be popularly studied as the discipline of teaching, known as the study of Phrapariyattidhamma, which is difficult to learn for general monks and novices. Therefore, it appears that there are few monks and novices who have thorough knowledge of the Dhamma (Doctrine) Vinaya (Discipline). This causes the diocese to lack monks who have the knowledge and ability to help religious affairs, both in education and government and advice to teach the people, so Somdet Phramaha Samana. Therefore, His Highness initiated a method for learning the Dharma and Discipline in Thai for teaching monks and novices at Bowonniwet Vihara for the first time since taking charge of the administration of Wat Bowonniwet Vihara in 1892 by prescribing the teaching curriculum for monks and novices to learn Buddhism both in terms of the teachings of the Buddha's history and Dhamma and Vinaya, as well as learning to compose the Dhamma threads when he saw that the teaching of the Dhamma and Vinaya in Thai as follows has resulted in a wider knowledge of monks and novices. Because it is not difficult to learn, therefore, His Highness decided to expand this approach to general monks and novices as well. All monks are exempt from novices except that only novices who know the Dhamma in the official service have asked the Sangha to help determine the criteria of the novices who know Dhamma so, Somdej Phramaha Samana has set

up a course for the novice enlightenment. “The Dhamma Lord” for monks and novices in the Navaka class (i.e. new ordination) general, was granted royal approval on 27 March 1911 and was requested to hold the first central examination in October of the same year by using Wat Bowonniwet Vihara, Wat Mahathat and Wat Benchamabophit. It is the place for the first examination of this examination edited the Dhamma thread and translated the Bihar language specifically for the story in the Dhamma text commentary. Therefore, in order to better manage the teaching and learning of the Dhamma. It is necessary to organize education in a systematic way. Administration and management of education to achieve educational goals would require the professionalism of the school administrators has a broad vision and abilities, morality and ethics are accepted and possessing intelligence, intelligence, emotional intelligence, and moral intelligence including professional practice. Therefore, school administrators will lead to educational achievement. It can be said that all educational institutions at all levels and types have a main mission that is important to develop learners to meet the expected quality according to the level and type of education that expected quality refers to the desirable qualities. It will arise to learners such as knowledge, understanding, thinking, skills, abilities, physical and mental health, and personality, values, morals, and ethics that are expected by the curriculum expected by the community and society, expected by the school itself and expected by the learner itself [4]. Guidelines for teaching and teaching Phrapariyattidhamma department are consistent with the research results of Prakhong Rasmeikaew [5] found that the administrators of Phrapariyattidhamma School, Dhamma department have achieved quality and standards and are efficient and effective in accordance with the ministerial regulations and the objectives of the Ministry. In education, administrators must know how to manage academic affairs by arranging management lines and planning proposals in a systematic way and having a policy of supervising

reporting practices, track and evaluate. The administrators of the educational institutions are therefore the key persons in the implementation of educational policies. If the management has knowledge and ability in the successful implementation of education and quality according to the National Education Act. Therefore, in the performance of duties of executives, knowledge and competence are required so that the management will be effective due to its preliminary importance, the researcher is therefore interested in studying the development of transformational leadership in accordance with the Buddhist teachings of the teaching monks of the Sanam Luang Dhamma Department. In the Sangha Administration Region 1, in order to propose guidelines for administrators and teachers to have leadership changes that are appropriate for the era, able to keep up with the changes of the world society, able to develop and drive the Phrapariyattidhamma School of Dhamma Sanam Luang Department through the crisis of change, survive permanently in administrative conditions that face various problems that caused many school offices to close.

II. Research Objectives

The purposes of this research were to study the state of transformational leadership, to develop transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma schools, and to propose a transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1.

III. Research Methods

Mixed methods research was designed using documentary research, quantitative research and qualitative research, which consisted of studying, analyzing and collecting from 6 aspects of transformational leadership, asking for opinions on leadership changes from 205 teaching teachers in the Dharma Teaching School, Dharma Department. Interviewing and focus group discussion were conducted with 10

experts from the group of administrators of Phrapariyattidhamma School, qualified person in the field of Dhamma, Sanam Luang Dhamma Department, expert in Buddhism and experts in educational institutes administration. Statistics used were percentage, mean, standard deviation, and qualitative data was analyzed by content analysis.

IV. Research Results

Results indicated that 1) the state of transformational leadership based on Buddhaddhamma for teacher-monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1 in overall 6 aspects, teachers' opinions were at a high level. 2) Transformational leadership based on Buddhaddhamma for teacher-monks in Phrapariyattidhamma schools was developed, all 6 aspects are integrated with the four aspects of power, namely Chanta, Viriya, Citta and Vimangsa, and organize activities to promote leadership development and change according to the Buddhist principles. 3) A transformational leadership based on Buddhaddhamma for teacher-monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1 was proposed by promoting transformational leadership of the monks to teach the Dhamma and has 6 aspects: 1) creating prestige or having ideological influence, 2) inspiration, 3) taking into account the individuality, 4) Intellectual stimulation, 5) Situational reward, 6) Special talent, and organized activities to promote the development of transformational leadership according to the four aspects of power, namely Chanta, Viriya, Citta and Vimangsa: 1) Activities for developing prestige or influence, 2) Activities for developing leadership, changing motivation, 3) Activities for develop transformational leadership in regards to individuality, 4) Activities for leadership development, intellectual stimulation changes, 5) Activities for leadership development, reward situational changes, 6) Activities for leadership development, and talent changes.

V. Discussions

1. The results of a study of the transformational leadership of the teaching monks Sanam Luang Dhamma Department in the Sangha Administration Region 1, the results showed that conditions of leadership transformation of Phrapariyattidhamma teachers Sanam Luang Dhamma Department in the Sangha Administration Area, Region 1, in all 6 aspects, the teachers had their opinions on the changing leadership of the monks to teach the Dhamma teachings. Sanam Luang Dhamma Department in the Sangha Administration Region 1, it was at a high level, in descending order, namely talent intellectual stimulation rewarding according to the situation in creating prestige, motivation, and considering individuality. The findings of this study were due to leaders avoiding the use of power for personal gain make followers see the value and challenge of the job, give followers a chance to learn new things, open to new things from outside to improve the organization regularly, giving opportunities to work, praise and reward salary increases, bonuses, promotions for successful followers are determined to seek mutually agreed goals. The results of this research are consistent with the research of Phrakhrus Sangkharak Veerasak Chanthawatso (Rot chanwong) did a research on Buddhist transformational Leadership Model of Elementary School Administrators, Thonburi District, Bangkok. The results showed that leadership in a more Buddhist transformation through the development of executives to have the qualifications according to the 4 Brahmavihārās in promoting Buddhist transformation leadership, which is to have broad vision and prudence, wisdom integrates with the 4 Sangahavattha principles to stimulate motivation. to work with equality and to be a good role model for people in the organization with the 4 Brahmavihāra principles, morality, and good governance come integrately with yourself and the organization to be a role model build human relationship with people in the organization and focusing on the common good rather than personal without prejudice 4 [6].

2. Propose a leadership change according to the Buddhist teachings of the teaching monks Sanam Luang Dhamma Department in the Sangha Administration Region 1, which is the transformational leadership of the monks teaching the Sangha Sanam Luang Dhamma Department in the Sangha Administration Region 1, there are 6 aspects which consisted of 1) transformational leadership in creating prestige; 2) inspirational transformational leadership; 3) transformational leadership in regard to individuality. 4) Leadership, change in intellectual stimulation, 5) Leadership, change in reward according to the situation, and 6) Leadership, change in talents, four principles of power, namely Chanta, Viriya, Citta and Vimangsa, activities to promote the development of conditions, leader of the changes according to the Buddhist teachings of the teaching monks of the Sanam Luang Dhamma Department in the Sangha Administration Region 1, namely: 1) Leadership development activities, change in prestige 2) Leadership development activities, motivation changes, 3) Leadership development activities, change in regard to individuality, 4) Leadership development activities, cognitive stimulation changes, 5) Leadership development activities, reward changes according to the situation, and 6) Leadership development activities, talent changes. The results of this research are consistent with the research of Phrakhru Wichitpatumrat (Kriengkrai Panyateepo) conducted a research on Buddhist leadership in promoting learning organization of school administrators under the Office of Education Bangkok found that administrators of educational institutions should have knowledge and skills in educational administration and have direct experience from management build a relationship in a learning organization by creating a working model able to analyze relationships with vision in the management of educational institutions with participation with good friends, use the Noble Path with the 7 Sappurisadhamma as a tool to create a management model of executives together as a team that brings success to the organization of Buddhist leadership in

promoting learning organization of school administrators under Education Bureau Bangkok [7].

3. Propose leadership to change according to the Buddhist teachings of the teaching monks Sanam Luang Dhamma Department in the Sangha Administration Area, Region 1, there are 6 aspects: 1) transformational leadership in creating prestige; 2) inspirational transformational leadership; 3) transformational leadership in regard to individuality; 4) Leadership, changes in intellectual stimulation; 5) Leadership, changes in reward according to the situation; and 6) Leadership, changes in talents, four aspects of power: 1) Chanda means satisfaction, i.e. having heart loves what you do; 2) Viriya means courage, perseverance, perseverance, does not give up, is not afraid of obstacles and hardships; 3) Citta means focused thoughts or is interested, which is the attachment of the mind, concentrate on the matter, the mind is on that task; 4) Vimangsa means investigation and reflection, which is the use of wisdom to contemplate and investigate reasons and check for any slack, excess, glitches or failures etc. in the business, activities to promote leadership development, change according to the Buddhist teachings of the teaching monks of the Sanam Luang Dhamma Department in the Sangha Administration Region 1, namely: 1) Leadership development activities, change in prestige; 2) Leadership development activities, motivation changes; 3) Leadership development activities, change in regard to individuality; 4) Activities to develop leadership, change in intellectual stimulation; 5) Activities to develop leadership, change in reward according to the situation ; and 6) Activities to develop leadership, change in talent according to the LPA Model, research of Phrakhruopasonthakit (Sakda Opaso) conducted a research on “Analysis of Leadership Skills of Executives according to Buddhist Principles in Buddhist Schools elementary school Nonthaburi Province”. The results of the research found that Buddhist principles consistent with leadership skills of Buddhist school administrators in administration at the primary

level in Nonthaburi Province is administrative decision-making skills in accordance with the Sappurisadhamma and the Trisikkha principles, motivation skills consistent with secular principles and powers, communication skills in line with morality. Transformational skills are consistent with the Sangahavatthu principle, interpersonal skills consistent with precepts Brahmavihāradhamma and the principle of Kalyanamitta [8] and Phrakru Kittinyanwisit (Thana Kittiyano/Homhuan) has studied “The competence of administrators of the Office of Religious Studies in the Dharma Division according to the Buddhist Principles”. The results of the study found that [9] components of the competency of the administrators of the Office of Religious Studies in the Dhamma Division according to the Buddhist Principles consisted of 5 components as follows: Component 1 Organizational Management Competencies, Component 2 Promotion Competencies and develop personnel, Component 3 Competency in Leadership Personality Component, 4 Competency in Buddhist self-domination, and Component 5 Competency in Buddhist Management Knowledge.

VI. Body of knowledge

The researcher has presented new knowledge from the development of leadership, change according to the Buddhist teachings of the monks teaching Phrapariyattidhamma, Sanam Luang Dhamma Department in the Sangha Administration Region 1 as shown in Figure 1.

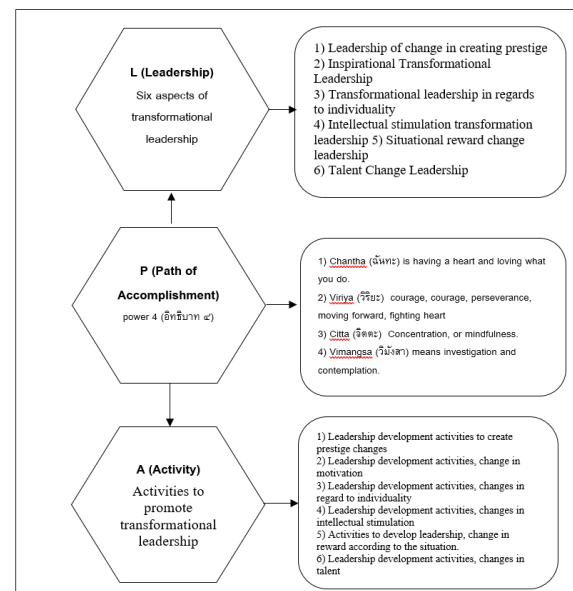


Figure 1 Body of knowledge obtained from research “LPA Model”

Source: Phramaha Wichit Indadhammo (Phitpeng), 2021.

VII. Recommendations

A. Recommendations for Practices

1. Relevant organizations should encourage leaders to instill a sense of value, respect, and admiration.
2. Relevant organizations should encourage leaders to encourage team spirit to be enthusiastic.
3. Relevant organizations should encourage leaders to be tolerant to both internal and external environments that affect them.
4. Relevant organizations should encourage leaders to be accepted and practiced. or challenging
5. Relevant organizations should encourage leaders to use trade-offs by rewarding followers for good performance.
6. Relevant organizations should encourage leaders to be committed to seeking mutually agreed goals.

B. Recommendations for Further Research

1. Should study the transformational leadership of the teaching monks Sanam Luang Dhamma Department.
2. Should study the process of leadership development, change according to the Buddhist teachings of the teaching monks Sanam Luang

Dhamma Department in the Sangha Administration Region 1.

3. Should study the pattern of leadership to change according to the Buddhist teachings of the teaching monks Sanam Luang Dhamma Department in the Sangha Administration Region 1.

CONCLUSION

This paper studied Development of Transformational Leadership based on Buddhadhamma for Teacher-Monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1, results showed that 1) the state of transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1 in overall 6 aspects, teachers' opinions were at a high level. 2) Transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma schools was developed, all 6 aspects are integrated with the four aspects of power, namely Chanta, Viriya, Citta and Vimangsa, and organize activities to promote leadership development and change according to the Buddhist principles. 3) A transformational leadership based on Buddhadhamma for teacher-monks in Phrapariyattidhamma Schools, Dhamma Study Division, in Sangha Regional Administration Area 1 was proposed by promoting transformational leadership of the monks to teach the Dhamma and has 6 aspects: 1) creating prestige or having ideological influence, 2) inspiration, 3) taking into account the individuality, 4) Intellectual stimulation, 5) Situational reward, 6) Special talent, and organized activities to promote the development of transformational leadership according to the four aspects of power, namely Chanta, Viriya, Citta and Vimangsa: 1) Activities for developing prestige or influence, 2) Activities for developing leadership, changing motivation, 3) Activities for develop transformational leadership in regards to individuality, 4) Activities for leadership development, intellectual stimulation changes, 5) Activities

for leadership development, reward situational changes, 6) Activities for leadership development, and talent changes. Results can apply for the development of Phrapariyattidhamma Schools in Thailand.

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