

Academic Administration Development of Child Development Centers in Charity Schools of Buddhist Temples

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Abstract

The objectives of this research were 1) to study the condition of academic administration of child development centers in charity schools of Buddhist temples; 2) to develop academic administration of child development centers in charity schools of Buddhist temples; and 3) to propose guidelines for the development of academic administration of child development centers in charity schools of Buddhist temple. Quantitative and qualitative research was designed. The sample group was 354 executives and data were analyzed using statistics of mean and standard deviation, focus group discussion with 9 experts, and analyzing the research papers. Results indicated that 1) academic administration of the Child Development Center in charity schools of Buddhist temples, overall and in all aspects, was at a high level, including academic work, budget, school public relations, personnel work, and student affairs administration. The mean was 3.52, in order of importance of academic work in charitable schools of Buddhist temples. 2) Results of development consisted of studying and analyzing strategies for the development of academic administration in various fields, such as the process of promoting and developing academic work by bringing innovations in educational technology to develop an academic event management system to develop learning and changes in the situation of the current world society. 3) Guidelines for the development of academic administration at the Center have important elements, namely strategies for the development of academic work and create a strong corporate culture. There are leaders or executives with vision, longsighted (Cakkhumā), expertise in academic work (Vidhūro), skilled in human relations, (Nissayasampañño) according to the “Pāpaṇika-dhamma” to lead the organization to develop academic administration of the Child Development Center in the charity school of Buddhist temples in the Thailand 4.0 era.

Keywords— Academic Administration Development, Child Development Centers, Charity Schools of Buddhist Temples

I. INTRODUCTION

Primary is the beginning of life and development in all areas. It is a period of development in various fields, the fastest and the most important foundation for future development children at this age are therefore the most important human resource of the country. Preschool children who receive proper care according to their age will be able to grow up to be good, quality adults and will be an

important force of the nation in the future. This is consistent with the words of Prof. Dr. James J. Eckman, a 1999 Nobel Prize-winning economist that “Investing in early childhood development is a worthwhile investment that provides a return to society” [1]. Early childhood development is therefore the foundation for the quality and efficiency of people throughout their lives and is the most cost-effective investment: children, youth and

healthy adults have the ability to learn being able to work well and to be a good citizen to succeed in a challenging society in the 21st century requires comprehensive development opportunities in early childhood, but the quality of children is still a critical weakness in Thailand. It needs to be addressed urgently, the state and all sectors which are parents, family, community, society, medical and public health personnel teachers/caregivers, schools, local organizations at all levels, social development personnel, both public and private sectors, religious and business sectors. Therefore, there must be knowledge and understanding of the importance of early childhood, realize the mission and work together to provide early childhood children the opportunity to develop to their full potential in a safe environment.

The constitution of the kingdom of Thailand, B.E. 2560, has placed emphasis on early childhood development in several sections, namely section 54, paragraph two, states that “the state must ensure that young children are cared for and developed before they are admitted to education to develop the body, mind, discipline, emotions, society and intellect according to age by encouraging local administrative organizations and the private sector to participate in the operation as well.” In section 258, it shall implement national reforms to bring about educational results; prior to admission to education under section 54 paragraph two, so that young children can develop physical, mental, discipline, emotional, social and intellectual abilities to match their age without charge [2]. According to the National Education Act B.E. 1999 and amended No. 2 (B.E. 2545) and No. 3 (B.E. 2553) Section 18 (1), it states that early childhood education is organized in early childhood development centers, namely: child care center, child development center, child development center for religious institutions, an early stage assistance service center for disabled children and children with special needs or early childhood development centers called by other names. In section 13 (1) to their parents or guardians are eligible for state support benefits to have the knowledge and ability to nurture

and education for children or persons in their care [3].

The National Education Plan 2017-2033, in Strategy 3, developing the potential of people of all ages and creating learning society with goal 3.3, educational establishments at all educational levels can organize learning activities/processes according to the curriculum with quality and standards. There are important indicators such as child care centers/pre-primary education institutions that provide higher quality and standardized learning activities. Educational institutes/early childhood development centers organize activities that are in line with the early childhood curriculum. and the competence of children linked to the ASEAN early childhood quality standards increased educational institutions at the level of basic education that provide education according to the curriculum that aims to develop learners to have more characteristics and learning skills in the 21st century [4].

Temple charity school considered one of the missions of Buddhism is to provide assistance to the people according to the Sangahavathu principle providing education is one of the tasks of Buddhist monks' social service. The temple's charity school is a joint task that has been carried out in the past to provide education until now, monks from the abbot level is the operator of the establishment of the school or hand over the land or allow the use of the temple's land for the establishment of a school, both in the part of the temple school and set up a charity school under the office of the Private Education Commission, managed by the Sangha. The state sponsors and supports the temple's charitable schools. Therefore, it is classified as one of the tasks of the Sangha in providing social assistance and the people are the educational institutions of Buddhism as the words of Somdej Phra Buddhachan (Kiaew Upaseno) [5], the chairman of the Supreme Patriarch, presided over the opening ceremony of the temple charity school seminar at Winit Suksa School under the royal patronage, Muang District, Lopburi Province on Friday, August 28, 2009, “Temple Charity School is a school of Buddha. All students are therefore children of

the Buddha. There is a monk representing the Buddha that brings teachings to students. The more students understand the principles of Buddhism, the more it will strengthen the three main institutions, not only the Buddhist institutions, but also the charity schools of nearly 100 temples will coordinate their work in the same direction under the concept that the charity school of the temple is the school of the Lord Buddha” [6].

Educational leadership is considered an important mechanism and has a high influence on the development of quality and outcomes in the educational administration system. This is very important to help promote the efficiency of the development of child development centers in temple charity schools. It is an important condition of the past educational reforms. The arrangement of the Thai education system is not appropriate, lack of good management, executives who are leading teachers and personnel of the Early Childhood Development Center is necessary to seek cooperation or alliances for the management to achieve the objectives of early childhood development centers [7] with leadership as an influence in decision-making and set organizational goals to stimulate behavior to accomplish or achieve objectives as a process of maintaining conditions. Organizational culture in which executives will have high leadership and believe the ability to use knowledge, abilities, and the potential to manage schools or early childhood development centers in order to achieve the objectives and policies of education management. Leaders need to know how to use leadership to lead and influence, motivation for participants to understand. There is an enthusiasm to work with leaders to achieve the goal of guiding operations and activities in educational management [8]. This made the researcher interested in studying the development of academic administration of child development centers in Buddhist temple charity schools in order to obtain useful research information for use in developing academic administration of child development centers in schools, charity of Buddhist temples

to create quality of education for Thai youths of the nation to have quality education.

II. Research Objectives

The objectives of this research were 1) to study the condition of academic administration of child development centers in charity schools of Buddhist temples; 2) to develop academic administration of child development centers in charity schools of Buddhist temples; and 3) to propose guidelines for the development of academic administration of child development centers in charity schools of Buddhist temple.

III. Research Methods

Mixed methods research applying quantitative and qualitative research was designed. The sample group was 354 executives and data were analyzed using statistics of mean and standard deviation, focus group discussion with 9 experts, and analyzing the research papers.

IV. Research Results

Results indicated that 1) academic administration of the Child Development Center in charity schools of Buddhist temples overall and in all aspects, was at a high level including academic work, budget, school public relations personnel work, and student affairs administration. The mean was 3.52, in order of importance of academic work in charitable schools of Buddhist temples. 2) Results of development consisted of studying and analyzing strategies for the development of academic administration in various fields, such as the process of promoting and developing academic work by bringing innovations in educational technology to develop an academic event management system to develop learning and changes in the situation of the current world society. 3) Guidelines for the development of academic administration at the center have important elements, namely strategies for the development of academic work and create a strong corporate culture. There are leaders or executives with vision, long-sighted (Cakkhumā), expertise in academic work (Vidhūro) skilled in human relations, (Nissayasampanno) according to the “Pāpaṇika-

dhamma” to lead the organization to develop academic administration of the Child Development Center in the charity school of Buddhist temples in the Thailand 4.0 era.

V. Discussions

From the results of a study on the condition of academic administration of the Child Development Center in schools Charity of Buddhist temples:

1. Overall academic development, the level of development of administrators and teachers in relation to the development condition of academic administration of the Child Development Center in Buddhist temple charity schools. Administrators, and teachers have a level of development in academic work related to academic work development budget work, school public relations work, personnel work and student affairs, in line with the Ministry of Education, mentioned the main mission of school administration, meaning the assignment of educational institution administrators in the administration to cover all four missions, namely academic work, budget, personnel management and the general administration of the Child Development Center in a charity school of Buddhist temples [9] and the research of Tharis Thanaparn, “Development of Academic Management Model for Uplifting the Quality of Students in Buddhist Temple Charity Schools in Southern Provinces.” The results of the research were as follows: 1. Current conditions of school academic administration of the academic administration model, the school has adopted the form of the Ministry of Education in all 12 areas, namely curricula administration, learning development process, evaluation development, research, innovative media development of learning resources education, supervision education, guidance educational quality assurance system development, promoting academic knowledge, coordination, and promotion of academic support with other schools and some projects with NSTDA and other projects that can be used to raise the quality of learners 2. Academic administration model created consists of a framework for academic administration with 5

components: 1) academic leadership; 2) participation 3) Academic team development, 4) Academic administration process according to the concept of equilibrium, and 5) Academic administration framework which consists of subcomponent 12, Component and Subcomponent 5.13 Moral and Ethical Development in Schools were added from the recommendations from the group discussion of the research results by bringing the Academic Management Model Manual to be tested with Chaeng Witthaya School obtained the results of the quality assessment of the experimental model of academic administration. There is an indicator of the evaluation item, every component is of good quality and very good. There was only one issue that was at a fair level, dissemination of academic results, research, or improving teaching and learning quality with schools, other agencies and institutions. The results of brainstorming of the teachers in each learning subject group found that should integrate the teaching of knowledge and virtue. In addition, the implementation should take into account the context of each educational institution. as well as having measurements and evaluations to continuously improve [10].

2. Academic administration work: the level of development of administrators and teachers in relation to the development condition of academic administration of the Child Development Center in Buddhist temple charity schools, administrators and teachers have a level of development of academic teaching techniques to be up-to-date, both within and outside the classroom, effectively encourage all personnel to participate and see the value in inheriting and preserving Buddhism and supporting educational personnel to develop new innovations bring to the teaching management to be up-to-date, facilitating learning materials, learning materials, and improvements to the center’s curriculum in accordance with the plans, methods, principles and processes of academic administration, and the center has prepared a learning curriculum in accordance with the teaching quality development plan in accordance with the dawn,

Chatchadaporn Wehachat mentioned about academic administration that academic work is related to all kinds of activities in educational institutions and improve teaching and learning from policy formulation, planning, improvement, teaching and learning development as well as evaluating teaching effectiveness to meet educational goals, such as organizing teaching programs, teaching projects teaching schedule teaching supervision, teaching media and learning evaluation, etc. [11] and Chantima Chansuwan's research on according to the quantitative study, there were 5 components as follows: 1) learning experiences, 2) participation of the parents and communities, 3) quality management, 4) environment and safety management, and 5) learner development planning. 1) learning experiences, 2) parent and community participation, 3) quality management, 4) environment and safety management, 5) personnel management, and 6) development of a network of teachers who take care of children 3. The results of the confirmation of the administrative composition of the municipal child development centers were compiled from a statistical approach according to the quantity and opinions of experts and experts, it was found that there were 6 components: 1) the organization of learning experiences, 2) the participation of parents and the community, 3) the quality management, 4) environment and safety management; 5) personnel management; and 6) develop a network of teachers who care for children which experts see because all six elements are appropriate, feasible, correct, comprehensive and applicable [12].

3. Student affairs administration: the level of development of administrators and teachers in relation to the development of academic administration of the Child Development Center in Buddhist temple charity schools is at a high level because the center has an incentive process, encourage personnel within the center to be enthusiastic about their assigned tasks. The Center clearly has a means to motivate and motivate personnel to achieve the goals of the center. There is a continuous promotion and support for personnel to develop themselves in

academic work, as well as to promote discipline and maintain discipline for personnel within the center in a concrete manner, selection of personnel to work within. There is a rigorous selection process for recruiting, selection of personnel treatment and develop educational personnel with concrete and all characteristics and the center has encouraged and encouraged personnel to study and develop new teaching techniques with both public and private units in order to continually develop the body of knowledge and achieve the objectives laid down in accordance with the student affairs manual stated that student affairs work is one of the important factors of academic administration of child development centers in Buddhist temples' charity schools because it is a continuous process and the relationship between the administration is a continuous process. Student Affairs is an important supporting unit of Child Development Centers in Buddhist temple charity schools, and plays a role in organizing effective student support systems. There is development of learners to have morals and ethics, discipline pride in being a Thai national learning of democracy through various processes and activities in the child development center in the Buddhist temple's charity school, there is loyalty to the national institution, religion and the king, have a public mind and live a life of sufficiency [13] and the research of Krit Chantawong "Guidelines for solving student affairs management problems at Wachirawit Secondary School Chiang Mai Province," the results of the research showed that the administration of student affairs must be based on the fundamentals of belief in human values, living in a good social environment, having a good comprehensive experience in various fields is a student activity. Discipline and student supervision service work and student welfare work and arrange appropriately, which can benefit educational institutions and the nation's society, respectively, as a foundation of good citizenship of the nation, including defining the scope and duties of those who perform duties clearly and have knowledge and abilities suitable for further study [14].

VI. Body of knowledge

Research subject “Development of Academic Administration of Child Development Centers in charity Schools of Buddhist Temples.” The researcher has studied the concepts, theories, principles and methods and processes. The process of analyzing and synthesizing knowledge can summarize the body of knowledge from the research as shown in Figure 1.

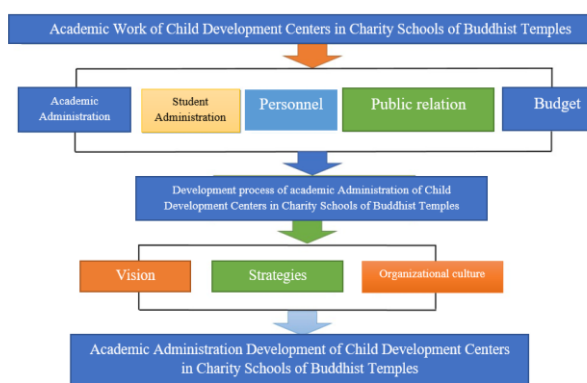


Figure 1 Body of knowledge obtained from research

From the image of the body of knowledge obtained from the research on Development of academic administration of Child Development Centers in Charitable Schools of Buddhist Temples can be described as follows:

1. Development vision; Promote and support Buddhist affairs to ensure stability and unity, and Promote and support academic work in Buddhism propagation, develop people to have knowledge in accordance with the vision, mission and strategy for academic development.
2. Strategic development; determine the development direction in accordance with the academic development plan and changes to be up-to-date with the changing situation of the world society, and determine a learning strategy that integrates Buddhadhamma, and determine strategies or research strategies to improve the quality of education and build networks to exchange knowledge for academic development with Child Development Centers in Buddhist temple charity schools.

3. Organizational culture; changes in leadership or new management a new leader may be more visionary or more responsive than the previous leader, thus changing the organizational culture, and create unity and determination to work as a system within the Child Development Center organization in Buddhist temple charity schools, academic work, budget work to be transparent and verifiable.

VII. Recommendations

A. Recommendations for Practices

Research subject “Development of Academic Administration of Child Development Centers in charity Schools of Buddhist Temples.” There are suggestions for applying the research results;

1. Research on “Development of Academic Administration of Child Development Centers in charity Schools of Buddhist Temples” is in a very blackout on all sides but should bring the results of research in terms of student affairs administration, it will be applied to develop teaching and learning.

2. Research on “Development of Academic Administration of Child Development Centers in charity Schools of Buddhist Temples” is in a very blackout on all sides but the research results should be applied to encourage personnel to study and develop modern learning techniques.

B. Recommendations for Further Research

Research subject “Development of Academic Administration of Child Development Centers in charity Schools of Buddhist Temples.” There are suggestions for further research:

1. Should conduct research on promoting and building an educational culture to be strong.

2. Should conduct research on vision for leadership development of “Child Development Centers in charity Schools of Buddhist Temples”.

3. Should conduct research on strategies for promoting and supporting Buddhist affairs to ensure stability and unity in academic work and propagation of Buddhism.

CONCLUSION

This paper studied about Development of Academic Administration of Child Development Centers in charity Schools of Buddhist Temples, results indicated that 1) academic administration of the Child Development Center in charity schools of Buddhist temples overall and in all aspects, was at a high level including academic work, budget, school public relations personnel work, and student affairs administration. The mean was 3.52, in order of importance of academic work in charitable schools of Buddhist temples. 2) Results of development consisted of studying and analyzing strategies for the development of academic administration in various fields, such as the process of promoting and developing academic work by bringing innovations in educational technology to develop an academic event management system to develop learning and changes in the situation of the current world society. 3) Guidelines for the development of academic administration at the center have important elements, namely strategies for the development of academic work and create a strong corporate culture. There are leaders or executives with vision, long-sighted (Cakkhumā), expertise in academic work (Vidhūro) skilled in human relations, (Nissayasampanno) according to the “Pāpaṇikadhamma” to lead the organization to develop academic administration of the Child Development Center in the charity school of Buddhist temples in the Thailand 4.0 era. Results can apply in charity school development.

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