

A Model of Conflict Management in Personnel Administration based on Buddhism in Schools under Office of Secondary Educational Service Area, Bangkok

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Abstract

This research article aimed to propose a model of conflict management in personnel administration based on Buddhism in schools under Office of Secondary Educational Service Area, Bangkok. Mixed methods research was used and there were three research steps: Step 1 was to study the condition of conflict management in personnel administration in educational institutions. A questionnaire was used to collect 210 secondary school administrators. Data were statistically analyzed including percentage, mean, and standard deviation. Step 2: Developing a model by interviewing 10 key informants with a semi-structured interview. The third step was to propose a model using a focus group discussion of 8 experts and data were analyzed by content analysis. Results of the study showed that a model of conflict management in personnel administration based on Buddhism in schools under Office of Secondary Educational Service Area, Bangkok consisted of 1) principles, 2) objectives, 3) operation system, and 4) administrative process which were (1) personnel administration of conflict management in 5 areas: manpower planning, nomination and appointment, performance enhancement, discipline and discipline preservation, resignation from government service, (2) Conflict management in personnel administration based on Buddhist principles, which is the Four Noble Truths, which are suitable principles for conflicts in personnel administration in educational institutions, consisting of: (1) Dukkha, problem determination, (2) Samudaya, analysis of the root cause of the problem (3) Nirodha, setting goals, (4) Magga, determining the solution to the problem.

Keywords— Model, Conflict Management, Personnel Administration, Buddhism, Schools.

I. INTRODUCTION

Human society in general that is related to each other must have conflicts that arise. They have been a pair since the beginning of human history. There is evidence of conflict between the organization and within the organization or between communities between citizens and governments and between nations from the human interaction process in this social aspect. Conflicts can occur anywhere and at any time. All human wounding or quarreling often arises from differing opinions or from discordant

opinions. Because it is impossible to make people think alike, therefore conflict is a human nature[1]. Because in today's society, this is the era of conflicts, and each day will encounter many conflicts. For example, conflict is something that no one desires, but it is inevitable as long as human beings live and coexist with others in society. When conflict cannot be avoided, it should be knowing and understanding conflicts, transforming conflicts into usefulness[2]. In conflict management, it's one of the toughest tasks for an executive.

Executives need to operate in order for the organization to achieve its objectives without being able to choose whether to work with anyone. Whether executives have to work with people they like or don't like in the real world. If executives get along well with their colleagues and subordinates, then would be confident that the work done will be successful[3].

Therefore, the administrators of the educational institutes must learn how to manage conflicts by means of until they can be applied and integrated in the educational institutions where they manage their education. The principles of conflict management in general. It is a concept of Western conflict management theory, such as Anderson's conflict management (Carl A. Anderson), Everard and Morris' conflict management (Everard and Morris). Rahim's Conflict, Howat and London's Conflict Resolution (G. Howat and M. London) Robbins' Conflict Management Johnson and Johnson (Dawid W. Johnson and Frank P. Johnson) and conflict management by the theory of Thomas and Kilmann (Thomas and Kilmann), with executives. Educators and researchers much of the aforementioned Western theory of conflict management has been studied, but still lacks integration with conflict management according to Buddhist principles.

Therefore, if the Dharma principles in Buddhism are integrated with the conflict management according to Western theory, until becoming a body of knowledge "Buddhist conflict management" may lead to guidelines for solving conflicts in educational institutions and general organizations that match the context of Thai society. especially the Buddha Dharma, which is the Four Noble Truths[4], which are the principles that can solve conflict management problems very well. The Four Noble Truths are the noble truths that cause one to become a noble one are: 1) Suffering: suffering, a condition that is difficult to bear a state of oppression, conflict, deficiencies, lack of essence and truth, no real satisfaction is birth, old age, death, convergence with the unloved, separation from the beloved, unfulfilled desires,

in short, clinging to suffering; 2) Dukkhasamudaya: the origin of suffering. The causes of suffering are the three types of craving: kamatanha, bhavatanha, and vibhavatanha; 3) Dukkha Nirodha: the cessation of suffering: the state of cessation of craving. The state attainable when eliminating avikhaja, vomiting off craving, unattached, liberation, serenity, serenity, liberation, which is nirvana; 4) Dukkha nirodhagamini patipada: the path leading to the cessation of suffering. After the cessation of suffering is the Noble Atthakkika otherwise known as Majjhimapatipada means the middle path. This Eightfold Path is summarized in the Threefold Path, namely, Virtue, Concentration and Wisdom. These four Noble Truths are briefly called Suffering, Samudaya, Nirodha Path by synthesizing the concept of conflict in various contexts. The researcher saw that such conflict problems. There is another context that should be studied. Conflict in Educational Organizations Focus on basic education at the secondary level especially secondary school Under the Office of Secondary Education Service Area Bangkok to lead to the formulation of policies, strategies, plans and concrete projects can be put into practice and resolve conflicts in educational institutions effectively and sustainably because of the current conflict in secondary schools that the researcher went to the preliminary survey area. It also tends to increase in frequency and severity. whether it is a conflict between personnel in the school Personnel conflicts between schools, communities, other agencies or organizations related to education which affects the administration of the school both directly and indirectly.

Therefore, the researcher is interested in conducting a study titled "a model of conflict management in personnel administration based on Buddhism in schools under Office of Secondary Educational Service Area, Bangkok" to integrate conflict management according to western theory and conflict management according to Buddhist principles for solving conflicts in educational institutions. This will be beneficial to the administrators of secondary

schools that will be applied in the administration of schools in the future.

II. Research Objectives

This research article aimed to propose a model of conflict management in personnel administration based on Buddhism in schools under Office of Secondary Educational Service Area, Bangkok.

III. Research Methods

Mixed methods research was used and there were three research steps: Step 1 was to study the condition of conflict management in personnel administration in educational institutions. A questionnaire was used to collect 210 secondary school administrators. Data were statistically analyzed including percentage, mean, and standard deviation. Step 2: Developing a model by interviewing 10 key informants with a semi-structured interview. The third step was to propose a model using a focus group discussion of 8 experts and data were analyzed by content analysis.

IV. Research Results

Results of this study showed that conflict management conditions in personnel management in educational institutions under the Office of Secondary Education Service Area Bangkok Overall and each aspect had a high level of practice, all of which were discipline and discipline performance enhancement power planning nomination and appointment and retirement.

Development of a conflict management model in relation to personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok consists of 1) five principles of conflict management in personnel management, namely (1) overcoming, (2) cooperation, (3) compromise, (4) avoidance, (5) permitting; 2) conflict management Personnel management according to two Buddhist principles, namely the Four Noble Truths: (1) suffering, problem determination, (2) samuthai, analysis of the cause of the problem, (3) nirodha, setting goals,

(4) the way, determining the solution to the problem and the 6 saranee-dhamma principles are (1) mercy-karma, which is doing good to one another with kindness; (2) mercy-verbal-karma, which is speaking well to one another with kindness; (3) compassion-mano-karma, which is thinking about one another with kindness; (4) public-bhokhi, which is giving things; (5) Silasamyanta means having equal conduct; (6) Ditthi Samanyata means having the same opinions.

Conflict management model in personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok consists of 1) Principles, 2) Objectives, 3) Processes for managing conflicts in accordance with Buddhist principles, and 4) assessment model. It is appropriate and feasible to actually apply the model in the management of personnel management conflicts in educational institutions.

V. Discussions

1. Conflict Management Conditions in Personnel Management in Educational Institutions Under the Office of Secondary Education Service Area Bangkok as a whole is at a high level. When classified by aspect, it was found that it was at a high level in every aspect. In order from most to least, are discipline and discipline performance enhancement power planning Nomination and Appointment and retirement. The principles of conflict management in personnel management in all 5 areas are very suitable to be used in this research. This is related to the concept of Samratthanit, which mentions personnel management as: 1) Personnel planning, 2) Recruitment and appointment [6] in accordance with Sadayu's concept. Theeravanichtrakul mentioned about personnel management that 1) recruiting personnel (Recruitment), 2) Personnel maintenance (Retention), 3) Retirement [7] is also consistent with the concept of Rungchatchadaporn Wehachat mentioned about personnel management that 1) Planning for manpower and determining positions, 2) Recruiting and recruiting, 3)

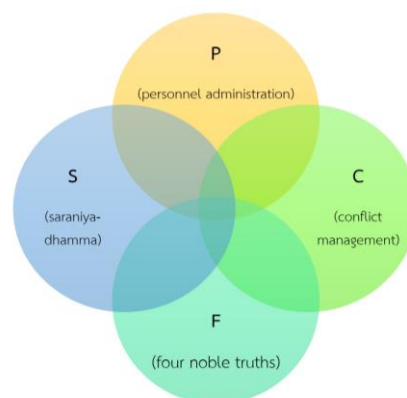
Enhancement of efficiency in government service, 4) Discipline and maintaining discipline, 5) Retiring from government service [8] related to the concept of Phranee Anannawee mentioned personnel management: 1) manpower planning and positioning, 2) recruiting and recruiting, 3) enhancing efficiency in government service, 4) discipline and maintaining discipline, 5) retirement from government service [9]. It was found that it was consistent with the research of Phra Maha Banyat Sujitto (Rodtum). Personnel management condition for elementary school administrators Under the Office of Elementary Education Service Areas, all 5 aspects are: 1) manpower planning and positioning, 2) recruiting and recruiting, 3) enhancing efficiency in government service, 4) discipline and discipline, 5) Retirement from government service in general was at a high level, while in each aspect it was at a high level in all aspects [10].

Conflict management model in personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok consists of 4 components: 1) Principles, 2) Objectives, 3) Process of conflict management in relation to personnel management according to Buddhist principles, 4) Assessment of the model found that it is appropriate and feasible to apply the model. This is because the results of this research are a complete model development process according to the model development guidelines use an integrated research process. There are 3 research steps, namely, using an integrated research process. There are 3 research steps as follows: Step 1: Conflict Management Conditions in Personnel Management in Educational Institutions Under the Office of Secondary Education Service Area Bangkok. A questionnaire was used for a sample group of 210 school administrators to analyze the data by statistical analysis, i.e. percentage, mean and standard deviation. Content according to the interview form and the third step is to propose a model with a group discussion of 8 experts. Data were analyzed by content analysis based on the questionnaires for

the group discussion, consistent with what Thawatchai Rattanyu said that the model development is the process of creating or developing a model It consists of the study of relevant knowledge model drafting and feasibility and feasibility checks or model trials [11].

VI. Body of knowledge

Knowledge from this research, it is a form of conflict management in personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok The summary is a picture of the research body as shown in Figure 1.



*Figure 1 Body of Knowledge from Research
“PCFS MODEL” Source : Thanabodin
Ratanavichai (2021)*

Explain the figure of the body of knowledge from the research as follows:

“PCFS MODEL” is the management of conflicts in personnel management in educational institutions by solving problems with Buddhist principles to develop educational institutions to have unity and effectiveness in school administration as follows:

P = PERSONNEL ADMINISTRATION, personnel management, it is used by the school administrators to manage conflicts in personnel management.

C = CONFLICT MANAGEMENT, Conflict Management, it is a method or behavior that managers use to manage conflicts.

F = FOUR NOBLE TRUTHS, The 4 Noble Truths, which are principles suitable for integration with conflict management in personnel management in educational

institutions which is a collaboration to develop and resolve conflicts by using the Four Noble Truths.

S = SARANIYADHAMMA, Saranee Dharma, the principle of dharma that is the foundation of remembering each other. Dharma causes recollection of each other, causing mutual respect, helping each other, and unity with one another for guidelines for conflict management in personnel management.

VII. Recommendations

A. Recommendations for Practices

1. Adoption of conflict management model in personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok to implement in the management of conflicts in personnel management a detailed and clear user manual should be provided for the benefit of effective implementation.
2. Adoption of conflict management model in personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok to put into practice. They should learn more about the limitations of different agencies, organizations, and locations.
3. Implementing a conflict management model in relation to personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok to put into practice. There may be a conflict management model in personnel management. According to the Buddhadharma, the four noble truths are 1) suffering, defining problems, 2) samudaya, analyzing the causes of problems, 3) nirodha, setting goals, 4) meditating ways to solve problems. and the 6 Saranee Dharma: 1) Mercy Karma, which is doing good to one another with kindness, 2) Mercy-verbal karma, which is speaking well to one another with kindness, 3) Mercy-mano-karma, which is thinking about one another with kindness, 4) Public-bhogi-karma, which is the giving of things that have been acquired by righteousness. 5)

Silasamanyata: having equal conduct; 6) Ditthisamanyata: having the same opinions.

B. Recommendations for Further Research

1. Should conduct research on conflict management patterns in personnel management according to Buddhist principles in educational institutions Under the Office of Secondary Education Service Area Bangkok with quantitative research using advanced statistics.
2. Research should be done on the conflict management model in relation to personnel management according to other Buddhist principles in primary and tertiary education institutions.

CONCLUSION

A model of conflict management in personnel administration based on Buddhism in schools under Office of Secondary Educational Service Area, Bangkok was conducted by using mixed methods research. Results of the study showed that a model of conflict management in personnel administration based on Buddhism in schools under Office of Secondary Educational Service Area, Bangkok consisted of 1) principles, 2) objectives, 3) operations system, and 4) administrative process which were (1) personnel administration of conflict management in 5 areas: manpower planning, nomination and appointment, performance enhancement, discipline and discipline preservation, resignation from government service, (2) Conflict management in personnel administration based on Buddhist principles which is the Four Noble Truths, which are suitable principles for conflicts in personnel administration in educational institutions, consisting of: (1) Dukkha, problem determination, (2) Samudaya, analysis of the root cause of the problem (3) Nirodha, setting goals, (4) **Magga**, determining the solution to the problem. This developed model can use into practices by developing the manual for conflict management in personnel administration that will be very useful for the school management efficiency.

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