

# Educational Management Model of Sangha in Pathumthani Province Following of Policy One Sub-District One Mahāpariyatti

Phrakhruwirunsutakhun (UdomsakUttamasakko)<sup>a</sup>

<sup>a</sup>Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand, prakhruwirun@gmail.com

**Article History:** Received: 10 November 2020; Revised 12 January 2021 Accepted: 27 January 2021; Published online: 5 April 2021

## Abstract:

The objectives of this research article were 1) to study of educational management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti, 2) to study the development of Model Sanghā's Pāli ecclesiastical management from a educational Management model of Sanghā in Pathumthani Province following of Policy One Sub-District One Mahāpariyatti, and 3) to check of educational Management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahā. The methodology identified mixed method between the quantitative and quantitative research methods. The qualitative research collected data from 15 key informants, purposefully selected collecting data by face-to-face in-depth interviewing with the structured in-depth-interview. Data were analyzed by descriptive interpretation. Data were also collected by focus group discussion with 9 participants. Data were also analyzed by descriptive interpretation. The quantitative research collected data with questionnaires from 150 samples, analyzing data with descriptive statistics as frequency, percentile, mean and standard deviation, SD. The research results found that: 1) The conditions of educational management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti. Divided into seven sins, manage, course, faculty, learning and teaching, Grading Assessment, learning resources at the high level in all aspects. 2) The development of educational Management model of Sanghā in Pathumthani Province following of Policy One Sub-District One Mahāpariyatti. Development of structure learning and teaching as well. Set the indicator to be effective. Teachers pedagogical content knowledge. Together with used to teach by technology. To create an incentive to want to learn more. 3) The teaching should be adjusted to the current language, content, image, and having educational media at all level. Teachers must have a good knowledge is there a way to teach students and to understand how to apply with modern pedagogical knowledge.

**Keywords:** Educational Management Model, One Sub-District One Mahāpariyatti

## 1. Introduction

In the year 2004, His Majesty the King graciously ordered to establish the Royal Phrapariyatidhamma of Pali Division Tuition Fund Project in for Thai monks by granting His Majesty's property as the initial capital and was the honorary president of the Royal Phrapariyatidhamma Scholarship Program, Pali Division. It is in order for monks and novices to intend to study the Pali section of Dharma behave well and keep the precepts maintain Buddhism to fulfill His Majesty's grace offering as a royal charity to His Majesty and Queen Sirikit the royal succession (Somdet Phra Maha Rachamangkhalacharn, 2013). Beginning of development education-based if that development is developed in a progressive system and is a sustainable development because of this kind of development would hope for success full and sustainable and able to be extended branching and splitting into a network that connects each other without having to waste time starting over (Somdet Phra Maha Rachamangkhalacharn, 2008).

Therefore, the study of the Pali section of Dhamma is an important part to maintain the Dharma completely, for this reason, the king who has been a religious person since ancient times, such as King Mongkut, Rama IV, he saw the importance of the education of Pali language. During the period of time, he entered the priesthood for a long time. He was interested in studying until he was fluent in Bihar and Pali languages, so he was able to investigate various passages in the scriptures every issue in detail as well as being able to learn and remember according to his own commentary. Therefore, he gave the royal patronage to the study His Highness arranged a large ceremony held a ceremony to set up a sermon, royal diploma - fan sermon (Padyot), can give a magazine to the examiner His Majesty's royal patronage in all respects in the study of the Dharma of the Sangha. This is to

praise the students to see the importance of the study of Phrapariyattidhamma itself (Nopparat Benjawattananun, 2007). Nowadays, the study of the Dhamma in the Pali section of the novice and monks has decreased significantly because there are few youths that will be ordained to study. This is because of 15 years of compulsory education and was not encouraged to be ordained to study Pali. Pathum Thani Province has set the Pali Education Project called "one Sub-District one Mahāpariyatti" that has been approved to commence operation since 2013 by the district priests to select novices and monks in the administrative area who has shown good ability to learn Pali in each sub-district, with a district priest to join in to promote the education of Pali not lost in order to serve as a guideline for the continuation of Buddhism to be permanent. The objectives of this project were 1) to support the education of Pali by monks and novices, 2) to carry on Buddhism, and 3) to ensure that the Pali education is not lost (Phrathep Ratanasutee, 2016).

For educational management of the Sangha in Pathum Thani Province, especially in the area of Dhamma, if it will be compared with other provinces, may be considered at a better level than some provinces. However, the researcher wants to study to achieve the most complete development. In conjunction with the Sangha Supreme Council of Thailand has assigned Mr. Nopparat Benchawattananun Director of the National Bureau of Buddhism based on the resolution of the meeting of the National Buddhism Mission. The meeting was chaired by Phra Prommoli and resolved to initiate a pilot project of 1 Tambon 1 Pali, which will begin a pilot at Wat Kalayanamitr Woramahawihan which the measure has begun to operate in the aforementioned characteristics had been about two years earlier, so the meeting was of the opinion that should begin for the pilot study at Wat Kalayanamit. In this regard, the meeting resolved to initiate this project. Since now it is found that monks have less interest in Pali, they want to find a way to encourage more and more novice and monks to learn Pali. There will be a fund to be set up to support the capital. In sending the course to the end from now on, temples that are ready to select qualified novice monks to join the project. Phra Thammapanyaporn Secretary Mae Kong Pali Sanam Luang, the priest of Region V, said that in the Sangha Region 5, a project of such nature has been organized as well. However, it is one Sub-District one Mahāpariyatti project, starting with the pilot in Tak province, where every sub-district sends at least one monk and novice to join the project. Then, will go to study in the venue that as specified by each province and will soon begin to operate. In all provinces in their respective territories as for the budget to be taken care of, the provincial priests in the Sangha Administrative Region, Region 5, will arrange a rice cake to raise money to support this project. In Bali, it is a matter that the Sangha needs to act proactively to let it be in a way who cannot do it because Pali is very important to the propagation of Buddhism. The stable existence of Buddhism, the Sangha is regarded as the representative or disciple of the Lord Buddha which serves in carrying out mission missions, inherits and transmits the teachings of the Lord Buddha. It has been prescribed for those who practice Buddhism has applied the teachings of teachings in daily life for the benefit of oneself and society broadcasting, continuing and passing on the teachings of teachings of the Lord Buddha. It is an important mission that the Sangha has to perform. In addition, the practice and life of monks according to the Dharma teachings can build faith devotion to Buddhists in general. It is also an incentive for Buddhists to realize their duties as Buddhists. (The Sangha Group launches one Sub-District one Mahāpariyatti Project, 2015).

Therefore, the education management of the Pali Division is considered to be the heart of monks. A novice who will have to study seriously by delegating power to the Patriarch was burdened in organizing the one Sub-District one Mahāpariyatti Project to promote more Pali learning, but the project doesn't seem to be as successful as it should be. There may be problems with several factors that are worth researching to find ways to continue this project and to continue which will benefit Buddhism. The researcher therefore considers it appropriate to research the subject "educational management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti" for the benefit of supporting the education of the Sangha in Pali section of Dharma for efficiency and continue for further development.

## **2. Research Objectives**

The objectives of this research article were 1) to study of educational management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti, 2) To study the development of Model Sanghā's Pāli ecclesiastical management from a educational Management model of Sanghā in Pathumthani Province following of Policy One Sub-District One Mahāpariyatti, and 3) to check of educational Management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti.

### **3. Research Method**

The research method identified mixed methods research between the quantitative research and qualitative research methods. The qualitative research collected data from 15 key informants, purposefully selected collecting data by face-to-face in-depth interviewing with the structured in-depth-interview. Data were analyzed by descriptive interpretation. Data were also collected by focus group discussion with 9 participants. Data were also analyzed by descriptive interpretation. The quantitative research collected data with questionnaires from 150 samples, analyzing data with descriptive statistics as frequency, percentile, mean and standard deviation (S.D.).

### **4. Research Results**

1) The conditions of educational management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti.

1. The administration should be managed according to the principles of management, including human planning (Man), financial planning (Money), the administrators should allocate money to teachers and staff, to minimize cost and efficiency, materials planning for the least consumption of equipment, management planning (Management). Executives have a vision, have a mission, have a management process and control in order to make all work efficiently.

2. Curriculum, a course is a specific course must follow the policy of Maekong Bali Sanam Luang follow the given structure. The course is analysed, course background, course essence with indicators indicating together to create a course, and apply the curriculum to the benefits. According to the method of learning management, the temple prepares a curriculum that must be met and support with the curriculum of Maekong Bali Sanam Luang. This will make teaching Pali easy and understanding more easily.

3. The faculty members of the school district consider and approve the appointment of teachers and staff came to work in Phrapariyattidhamma School. The appointment of teachers and staff to be suitable for the qualifications according to the school's regulations, based on qualifications, age, educational background, years of conduct, and job responsibilities and the readiness of teachers and staff. The teacher is responsible for teaching, take control of your class, control your student's teaching time, and track students who are not attending class. The teacher is a good example of a student and have higher potentials than students both chanting, reciting words and sermons have the ability to teach including the process of using technology media, teaching materials and have appropriate teaching techniques for broadcasting efficient and to be effective for students. The teacher works with faith earnestly to maintain religion.

4. Learners promote a process that allows learners to seek knowledge for themselves in a variety of forms and methods and love to keep learning encourage learners to have a balanced development both physical, intellectual, mental and social aspects are based on the learner as the center of learning. Students are given opportunities to play a part in developing themselves to their full potential. The head of the school encourages students to receive an education in accordance with the rules set by the school to attend classes and help with various activities of the school students who come to study and must follow the school rules.

5. Teaching and learning, teaching and learning in accordance with the school policy is to have the teaching and learning process in accordance with the regulations of the school and Mae Kong Pali Sanam Luang. The school owner supervises regulations and supports teaching and learning within the school, such as teachers, staff and students with a secretary having the duty to coordinate with all parties. The school principal and the principal supports teaching and learning to teachers, teachers and students according to the lesson plan. There is teaching and learning within the school with the secretary of the school taking steps. It is assigned to teachers and students of all grades of sentences that has been taught according to the Bali Sanam Luang course and understand the current social situation.

6. Measurement and evaluation, evaluation conduct evaluation results in accordance with the rules and regulations of Mae Kong Bali Sanam Luang. There is training before the exam itself. When there are people who fail the exam, intense tutoring and special care are provided by use the Kalayanamitta system.

7. Learning sources, in accordance with the school policy, there is staff to take care of the building, classroom, library, teaching materials is a support department with the secretary of the school in which the faculty of teachers determine the teaching direction to meet the goals learning and teaching resources. The teaching materials must be used in order not to cause problems. In addition, using media still need to use flexible time to

help, so as not to make the students become bored. There are learning resources that are teachers and textbooks, study material or spoken material with the full teacher's ability.

2) The development of educational Management model of Sanghā in PathumThani Province following of Policy one Sub-District one Mahāpariyattidevelopment of structure learning and teaching as well, set the indicator to be effectiveness with teachers pedagogical content knowledge together with used to teach by technology, to create an incentive to want to learn more. Results of the study in each aspect are shown as below aspects.

In management aspect consisted of 1) managed according to the principles of management, including personnel planning, financial planning, material planning, and management planning. 2) The administrators have a management process to control all work to be efficient, 3) Improve, change and develop management models in each school in accordance with the school's rules, 5) Consider the structure of the school administrators respectively.

In curriculum aspect, consisted of 1) prepare a curriculum according to Mae Kong Bali Sanam Luang policy, 2) analyze the curriculum course background, course essence with indicators indicating, 3) jointly preparing a curriculum and apply the curriculum to the benefits, 4) the curriculum is updated in a language that is easy to understand, 5) the content of the curriculum is easy to understand. There are clear explanations, modern expressions that can be applied.

In instructor aspect, consisted of 1) appoint teachers and staff to be suitable for qualifications according to the school's rules and regulations, 2) teachers are a good example for students, have higher potentials than students both chanting, reciting vocabulary and sermons, have the ability to teach, 3) teachers have the process and payment following the position and teaching plan, 4) teachers have the process of using technology media, teaching materials and effective teaching techniques, 5) train teachers to develop teaching techniques and teaching methods for teachers to be knowledgeable and competent.

In learners aspect, consisted of 1) promote a process that allows learners to acquire knowledge by themselves and love to learn continuously, 2) promote learners to have a balanced development on physical, intellectual, mental and social aspects, provide opportunities for learners to play a role in developing themselves to their full potential, 4) arrange students to receive an education according to the school's regulations, 5) encourage students to help with school activities, 6) students conduct oneself and routine according to the school's rules and regulations including study on schedule.

In teaching and learning aspect, consisted of 1) Manage teaching and learning. The teaching process is in accordance with the policy and rules of the school and Mae Kong Bali Sanam Luang, 2) Supervise the rules and support of teaching and learning within the school district, 3) there is a meeting to ask for opinions from the teachers in the school, 4) there are international texts that are of the same standard by the clergy officially certified as a central curriculum, 5) the place of study is independent, organized as a dedicated classroom with atmosphere and facilities convenience that is conducive to learning.

In evaluation results aspect, consisted of 1) evaluation results according to the rules and regulations of Mae Kong Bali Sanam Luang, 2) training before the exam tutoring and taking special care, correct the flaws until the examination is possible, 3) measure the results from various real conditions, including exam, observation, participation in grouping activities, 4) evaluating learners' results from the exchange of knowledge on Dharma and discussion, 5) evaluate not focusing on knowledge alone, but focus on application in everyday life.

In learning sources aspect, consisted of 1) Organize learning resources in accordance with the school policy. There are staff to take care of the school buildings, classrooms, libraries and teaching material, 2) have sufficient teaching materials to organize learning resources and teaching and learning, 3) having teacher learning resources and textbooks, 3) study materials or spoken media in teaching and learning management, 4) the headmaster and teacher jointly create learning and teaching resources within the school's office, 5) there is a meeting with teachers in the preparation of learning resources.

3) The teaching should be adjusted to the current language, content, image, and having educational media at all level. Teachers must have a good knowledge is there a way to teach students and to understand how to apply with modern pedagogical knowledge.

## **5. Discussions**

1. Management found that the administration should be managed according to the principles of management, including personnel planning (Man) and financial planning (Money) to minimize cost and efficiency. Materials

planning for the least consumption of equipment, management planning (Management). Executives have a vision, have a mission, have a management process and control in order to make all work efficiently. There are improvements, changes, and development of management styles in each school related to the research of Phramaha Pawatthano (Phanpanya) (2014) researched on "Development of a model of education management" with the objective of 1) to study the condition and problems and obstacles in the management of Phrapariyatidhamma education; 2) to integrate the principles of Buddhism for the management of Phrapariyattidhamma education. The results of the research were as follows: 1) the present state of the Buddhist education management, the Sangha has developed a model related to management for the appropriate integration with the study of the Dhamma in accordance with the Sangha Actas well as regulations related to the school to promote the creation of human resources, namely monks, novices, religious heirs, successors to the age of Buddhism in the future. In addition, problems and obstacles management for improper integration with the present day of Dhamma education. The main cause is not clear vision, inadequate mission, unclear management processes within the school, such as Man, Money, Materials, and Management.

2) Integration of Buddhist principles for the management of Dharma education according to management principles, consisting of planning, organizing personnel management, supervision and control that related to Itthipada IV principle, consisting of Chantha, Viriya, Chitta and Wimangsa in accordance with the 6 principles of Dhamma Dhamma, consisting of physical compassion, speech compassion, mind compassion, public thought, and Thitti samanyata, etc., and 3) presenting the development of the educational management model. The results of the distribution of questionnaires to personnel of 317 samples showed that administrators, teachers, staff and students had opinions on the development of the Phrapariyattidhamma education management model. Overall, the overall level is at a moderate level. When considering each aspect, it was found that the administrators, teachers, staff and students had opinions on the development of the Phrapariyatidhamma education management model. Each aspect was at a moderate level. The principles of management consisted of planning, organizing personnel management, supervision and control.

The results of in-depth interviews with 12 key informants who played an important role in educational administration in each school district in Bangkok were found that the key informants who were experts had opinions on the development of the images. Overall, the overall model of education management of the Buddha's Dharma was at the moderate level. When considering each aspect, it was found that the key contributors had opinions on the development of the Phra Pariyatidhamma education management model. Each area was at a moderate level, namely planning, organizing, supervising and controlling, etc. As for personnel management, the experts had the highest opinion by mentioning that personnel management. The school's lack of students in every sentence from level 1-2 to level 9 and lack of teachers of all levels, the same level and organized the structure of the administration of the study in accordance with the rules of the school. By stipulating the structure of the management team such as the headmaster, vice-principal, secretary, teacher of Pali from the sentences 1-2 to the sentence of P.O. Consider the structure of the school administrators, respectively such as the school principal, the headmaster, the secretary of the teachers, teachers in which the school director will consider the secretary to proceed in accordance with the procedure with a consultation meeting with the faculty and teachers and prepared within the school administrators. The school principal and the headmaster are in accordance with the rules of the school by determining the position and job duties of each person executive education headmaster and school headmaster determine the role of teachers by considering the knowledge, abilities, qualifications, age, education, Pali from level 1-2 to level 9, creating participation by requesting opinions from teachers in school.

In order for everyone to participate in the operation and be responsible for the work in Faculty of Education Administration School principal, principal is the operator of the teaching and learning plans within the school administrators. Consider the structure of the position of the person who has the qualifications with a consultation meeting within the school before. Therefore, there will be a request for permission for the school teacher to approve the structure of the school administrators according to the rules of the school and the rules of the Holy Synod consistent with the concept of the Department of Religious Affairs (1998) has researched the subject. "Research on the development of education management model, Pali Department" is a study of the management of education to lead to the development of the education management model of the Pali Division Desirable and the most effective. The samples were administrators, directions, teachers, learners and experts. The tools used for data collection were surveys, questionnaires, interviews, and the analysis of educational management reports of Pariyatidhamma, Pali Division. The results of the study concluded that the administrative structure of the school, there are various formats depending on the size and availability of each

office. The management of teaching and learning, the administration and the establishment of rules and regulations in the operation of the education depends on the administrators of each school.

2. Curriculum is a specific course that must follow the policy of Maekong Bali Sanam Luang follow the given structure. The course is analyzed. Course background course essence with indicators indicating together to create a course and apply the curriculum to the benefits according to the method of learning management. The temple prepares a curriculum that must be met and support with the curriculum of Maekong Bali Sanam Luang. This will make teaching Pali easy and understanding more easily. Most of the contents of the course are too old and the language used in the book is a language that is difficult to understand, especially the content in the Pali department emphasizes memorization and translation rather than understanding lack of application, not suitable for the maturity of the learners. Therefore, the language used should be revised to be easy to understand, organize the content to be easy to understand. There is a clear explanation, the expressions should be polished up to date.

In addition, it should increase the academic world so that the learners have a wide range of knowledge can be intelligible and applied, and are interested in wanting to learn more can't rewrite. The teacher can administer the curriculum is to write a lesson plan in accordance with the curriculum according to the course goals. Too much of the course content is not appropriate for the time of study. There should be an instruction manual that can support easier understanding of the Pali curriculum which the clergy Krabi Province has been made to sponsor students who come to study in the Bureau of Religious Studies of Krabi Province. Evaluation of teachers, evaluated by month and adjusted let the teachers teach supplement evaluation before the exam real appraisal at Sanam Luang make understanding happen how to build understanding in that principle, before teaching, you must see.

Are students ready to study?, and before teaching, teachers must always influence the content first asking the child first see how much the students understand. Sometimes, in order to enter the lesson more easily, the teacher will need to review the old knowledge first, and add new knowledge. There is a teaching and learning that does not block in the matter of translation will use the teacher to translate for students in order to see the format, which should be received, and how, this is a specific form of teaching and learning consistent with the research of Bamrungsukporn (2001) has researched the subject. The objective of the study was to study the Sangha Educational Management System structure in order to explore educational needs of novice monks and monks and to study the differences between students in different sectors with opinions about the readiness of teaching and learning how to apply the knowledge that has been acquired to meet the needs.

The results of the research showed that the Buddhist dharma curriculum should be clearly defined. The duration of study for each course is clearly defined. The subject content should be updated to be up to date and facilitate the propagation of Buddhism and should link the course subject matter with the current situation as well as using technology to help teach measurement results should be improved to meet international standards. As for the educational needs of the Sangha, it was found that the sample group studied had the need to study in order to increase their knowledge and self-development to advance in the clergy and for the understanding of true religion as for the need to improve and develop teaching and learning management. The sample group found that the subject content should be updated to be able to be applied in the world as well. There is a use of teaching materials for learners to understand more and should have new technology to help teach the current curriculum may still not meet the needs of students.

In learning resources, organize learning resources in accordance with the school policy. There is staff to take care of the building, classroom, library, teaching materials that is a support department with the secretary of the school in which the faculty of teachers determine the teaching direction to meet the goals learning and teaching resources. The teaching materials must be used in order not to cause problems. In addition, to using media still need to use flexible time to help, so as not to make the students become bored. There are learning resources that are teachers and textbooks, study material or spoken material with the full teacher's ability principal and teacher jointly create learning and teaching resources inside the school. There is a consultation meeting with the faculty members to prepare learning resources and materials to supplement the teaching and learning curriculum.

National Buddhism Office produce teaching books in the early stages, audio tapes that are VDO, publishing formula books for teaching and learning allocate budget to support and promote the creation of learning resource and develop teaching materials Media - Teaching Materials that consistent with the research of Bamrungsukporn (2001) has conducted a research study on the objective of the study was to study the Sangha Educational Management System structure. This is to explore educational needs of novice monks and monks and to study the differences between students in different sectors with opinions about the readiness of teaching and learning how to apply the knowledge that has been acquired to meet the needs. The results of the research showed that the Buddhist Dharma curriculum should be clearly defined. The duration of study for each course is clearly defined. The subject content should be updated to be up to date and facilitate the propagation of Buddhism and

should link the course subject matter with the current situation as well as using technology to help teach Measurement results should be improved to meet international standards. As for the educational needs of the Sangha, it was found that the sample group studied had the need to study in order to increase their knowledge and self-development to advance in the clergyand for the understanding of true religion as for the need to improve and develop teaching and learning management. The sample group found that the subject content should be updated to be able to be applied in the world as well. There is a use of teaching materials for learners to understand moreand should have new technology to help teach.

### 6. Body of Knowledge

Body of knowledge from this researchentitle called “Educational Management Model of Sangha in Pathumthani Province Following of Policy One Sub-District One Mahāpariyatti” was shown as below figure.

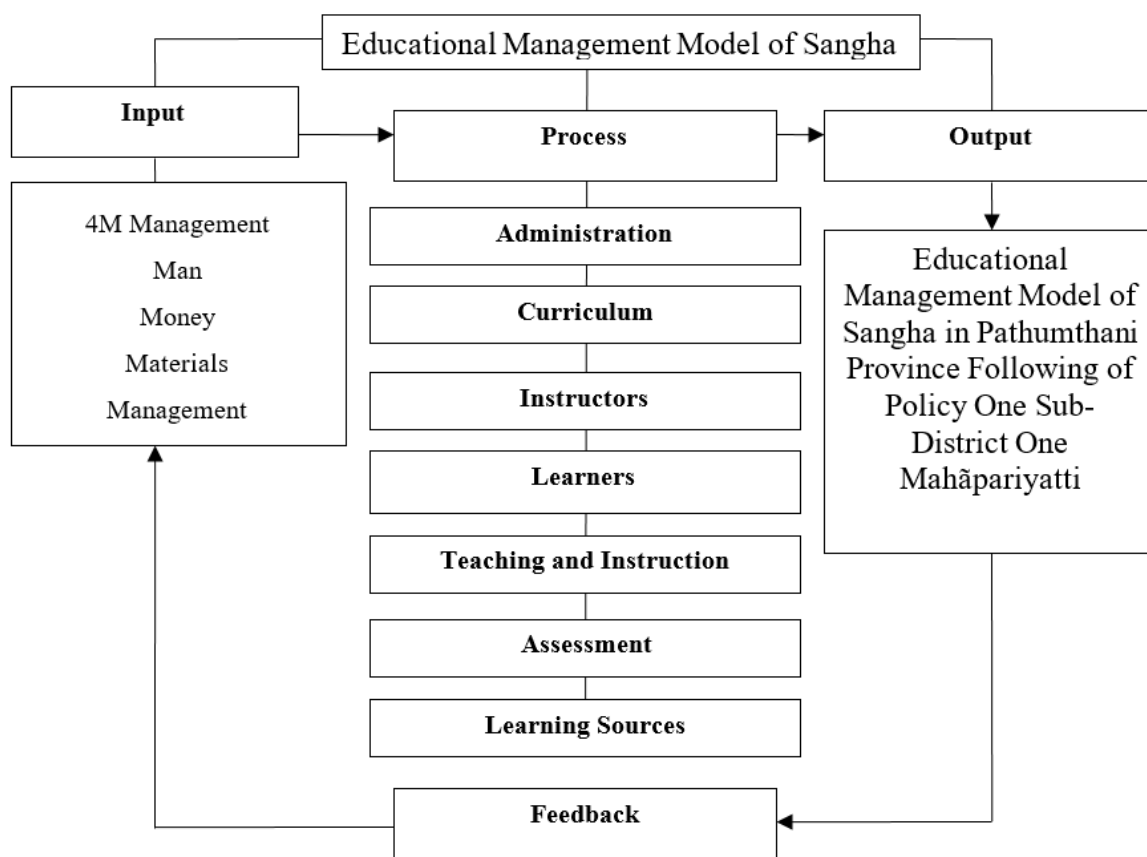


Figure 1 Body of Knowledge

### 7. Conclusion

Educational Management Model of Sangha in Pathumthani Province Following of Policy One Sub-District One Mahāpariyattihas studied for the development of Model Sanghā’s Pāli ecclesiastical management from a educational Management model of Sanghā in Pathumthani Province following of Policy One Sub-District One Mahāpariyatti. Results indicated that: 1)The conditions of educational management model of Sanghā in Pathumthani Province following of policy one Sub-District one Mahāpariyatti. Divided into seven sins, manage, course, faculty, learning and teaching, Grading Assessment, learning resources at the high level in all aspects. 2) The development of educational Management model of Sanghā in Pathumthani Province following of Policy One Sub-District One Mahāpariyatti. Development of structure learning and teaching as well. Set the indicator to be

effective. Teachers pedagogical content knowledge. Together with used to teach by technology. To create an incentive to want to learn more. 3) The teaching should be adjusted to the current language, content, image, and having educational media at all level. Teachers must have a good knowledge is there a way to teach students and to understand how to apply with modern pedagogical knowledge. This study will be useful and for the benefit of supporting the education of the Sangha in Pali section of Dharma for efficiency and continue for further development.

## **Recommendations**

### **Recommendation for Practice**

1. In administration, executives or school leaders, teachers and staff must be ambitious, that is, satisfaction in the work for which they are responsible with dedication, encouragement, teaching and learning on time According to the vision and mission. Guidelines for the development of education management models are proposed to be clear in terms of working time and organizing activities in the school.

2. In the course of the curriculum, administrators or teachers should prepare courses according to Maekong Bali Sanam Luang policy course, analysis course, background course essence with indicators indicating together to create a course and apply the curriculum to the benefits. According to the method of learning management, the curriculum is updated in a language that is easy to understand. The course content is easy to understand. There are clear explanations, modern expressions that can be applied, write a lesson plan in accordance with the curriculum. According to the course goals, create a curriculum that is appropriate for the time of study. Providing instruction manuals that can support easier understanding of the Pali curriculum. The results are assessed, teachers assessed by month, and adjusted, have additional teachers always test students' knowledge and understanding to prepare before teaching.

3. For learners, administrators or school leaders, teachers and staff should promote a process that allows learners to seek knowledge by themselves and love to learn continuously. Learners are encouraged to have a balanced development in physical, intellectual, mental and social aspects that are based on the learner as the center of learning and give students opportunities to play a role in developing themselves to their full potential. Students are arranged to be educated in accordance with the rules set by the school and encourage students to help with school activities. Students conduct themselves and routinely in accordance with the school rules. Studying according to schedule to encourage students to have good behaviour, and do not start arguing with each other. Try to encourage student to pass the examination at 1 level within 3 years. Students are encouraged to take more examinations and encourage diligent students to study and provide opportunities for students who do not take care of their studies to improve themselves and follow the school rules.

### **Recommendation for Further Research**

1. The next research should study Educational Management Model of Sangha in other schools.
2. The next research should study and develop the model of educational management within the temple in other provinces.
3. The next research should study and develop a causal model and validate the model by using quantitative research design.

## **References**

- Bamrung Sukporn. (2001). *Study of Sangha Education Management Status*. Research Report, (Faculty of Journalism and Mass Communication: Thammasat University.
- Department of Religious Affairs, Ministry of Education.(1998). *Development of the Pali Department of Dharma Education Management*. Bangkok: Department of Religious Affairs.
- Phramaha Pawatthano (Phanpanya).(2014). *Development of Phrapariyattidhamma Educational Management Model*.Ph.D. Thesis (Buddhist Management Program).Graduate School: Mahachulalongkornrajavidyalaya University.
- Phrathepratanasutee. (2016). *Pali Education 1 District 1 Maha*. Pathum Thani: Pathum Thani Provincial Chancellor Office.
- Somdej Phramaha Rachamangkalacharn. (2013). *In the event of the President of Dharma Dharma*. [online]. Source: <http://www.thairath.co.th/content/edu/227821> [12 July 2013].



Somdej Phra Maha Rachamangkhalajarn. (2008). *"Sampasatnee" in the Pali of Sanam Luang, Bali Department, 2008*, Bangkok: Arton Printing.

Nopparat Benjawattananun. (2007). *Pali Language Education*. Bangkok: Division of Buddhism Studies, National Buddhism Office.

The Sangha Project 1 District 1 Bali,[online]. Source:  
<http://www.madchima.org/forum/index.php?topic=5379.0;wap2> Retrieved 20 September 2015.