
The Participation in Education Management of Buddhist Charity Schools Monastery in Thailand

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Introduction

Management of charity schools of Buddhist monasteries is the educational management for children and youths that is one of important duties of state and private organizations to carry out in the whole country. In the past, government could not provide all levels of education to all people. The government opened opportunities for private organization, foundations, religious institutions to share the burden by allowing those organizations to establish private schools on the conditions that those schools must abide by the rules and regulations set by the government. At present, private schools, from kindergarten, primary, secondary to senior high schools, both academic and vocational, are established and located all over the country. The research findings indicated that each year many new private schools are open and at the same time many private schools were closed down. Those private schools are established to provide education for children and youths in the areas where the Office of the Private Education Commission designated and complied by the rules as issued in article 3, consisting of 5 factors the private schools must have; 1) philosophy, the target of schools, 2) curriculum and instructional process, 3) school personnel, 4) educational resources and 5) educational administration (Office of the Private Education Commission, 2010: p.34)

Management of the Buddhist Charity Schools of monasteries involved with the necessary management resources, the 4 M's; Man, Money, Materials and Management. Some resources are more limited. The administrators of the Charity schools must have criteria for the most effective management according to 4 missions; academic, budget, personnel and general management. The Buddhist Charity schools of monasteries are normally managed by abbots, abbot assistants, school committees. Some monasteries allocate lands for government to build schools. Some monasteries build schools and hire teachers and educational personnel to teach and run the business. Some schools collect educational fee from students and some schools do not collect fee, let students learn free of charge and some monasteries use monks who have qualifications to teach using budget of monasteries. The contents of curriculum concentrate on morality and Buddhism as the core course and the rest of the curriculum are from the government, the Ministry of Education. The Buddhist Charity schools of monasteries are under the jurisdiction of the government (Office of the Private Education Commission, 2009, p.7)

The Buddhist Charity schools of monasteries face financial problems just like general private schools since they cannot charge the educational fee from students' parents due to they are poor people causing many schools close down or some schools transfer the right of ownership to government to continue the operation.

The writer sees the importance of Buddhist Charity schools since they are the original institutes to implant morality and ethics for children and young people leading to perfect humankind in the future. For this reason, the writer presents this article "Management of Buddhist Charity Schools of Monasteries in Thailand". The administrators and other who involve in the management of the charity schools can use this information as a supplementary part of management of the Buddhist charity schools for the full efficiency and prosperity.

General conditions and problems of Buddhist Charity schools of Monasteries.

School management always faces some problems, big or small of the case. The schools administrators use knowledge, skill and sincerity to solve problems. The problems of school management are as follows: (Ampha Boonchuay, School Administration, 2008, p.187)

Curriculum implementation; the problems of objectives of education. Objectives of curriculum are too many, technical problems of learning and teaching, problems of secondary education management, problems of measurement and evaluation according to the curriculum. The curriculum itself has many problems in many aspects; contents of curriculum are overloaded, periods for learning are limited, integrated learning is not effective and confused, teaching media are not sufficient, good content but not applicable, some teaching plans are not coincided with the curriculum, evaluation tools, handbooks for

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evaluation, objectives of evaluation are good but not applicable, lack of qualified teachers and textbooks.

Problems from administrators: academic work will not meet targets if administrators do not pay full attention to the school administration. Academic work is the heart of schools. Administrators are the persons who will make successful academics. Administrators involve in many activities and pay less attention to the academic work since it yields results slowly. Administrators do not follow up the academic work continuously.

Problems from teachers: Administrators must place importance upon teachers because they are persons who run the academic work smoothly. The problems are the teachers do not understand the contents of subjects as filled in the curriculum. Teachers teach students as a big group without thinking of individual differences. The weak students cannot follow teachers and teachers do not teach subjects they learnt from the past. Teachers do not pay attention to further education or new knowledge seeking, using the old method, not open a chance to students to express their opinions. Problems from teachers can be summarized into sub-categories as: teachers lack responsibility in teaching, in creativity, in pursuing new knowledge. Teachers are not eager to improve themselves. Teachers have many personal problems such as debts, love affairs, not to try to understand the new contents in the curriculum. Teachers can teach only one major subjects they had learnt from the past. Teachers have many functions and duties interfering the teaching work that make teachers teach without main objectives. Teachers do not use teaching media to teach the subject they have learnt from the past that cause the ineffective teaching. Administrators must pay attention to the teaching quality by training, demonstrating and guiding teachers to perform their responsibility effectively. Administrators must supply teachers with good textbooks, teaching media and encourage teachers to be energetic and see the importance of teaching. Besides, administrators must be good examples for teachers.

Problems from students: students are another problems along with other problems that cause academic works ineffective. Students are always absent from classes because they have to help their parents with chores and other routine work. Students do not have necessary materials, learning aids. They have different backgrounds, different language, different culture and different intellectuals. Some students have health problems from malnutrition. Students problems must be solved by those who are involved and related to schools administration by fund raising to support them with lunch and other things and schools administrators should convince parents to see the importance of education.

Problems from parents: Participation from parents is the necessary matter in order for the academic administration to run smoothly, because parents are those who look after and take care of students while students are at home. This problem arises because parents do not see the importance of education and let duty be of teachers' In fact parents want to help support education for their children but their economical limitation prevents them from doing so. The problems of education administration does not arise just from curriculum and administration but also from environment around schools, from economical conditions of parents, schools are so far away from residences causing students going to schools late or absent from schools.

In conclusion, there are problems in every management even the educational management. The problems might be or small, the educational administrators must use knowledge, skill and sincerity to solve the problems. The problems from educational administration are curriculum implementation, from administrators, from teachers who do not understand the contents of learning and teaching as provided in the curriculum.

Administration of Buddhist Charity schools of monasteries:

Administration is the process of policy implantation, coordination, controlling and managing everything relating to schools that lead to the educational objectives. School administration involves activities everybody in the organization must participate in order to develop every aspect of personnel from personality, knowledge, competency, behavior and virtues to fit the norm of society in which ones live (Noppong Boonjittraud, 2010, p.4). School administration is activities of a group of people to develop education for children and young people so that they will grow up to be good and valuable members of society. School administrators have important functions in the areas of academic, service, budget, personnel and general management. (Somsak Kongtin, 2010. p.4). School administration also involves curriculum and instruction development, routine works, local community relations, buildings and facilities management, school bus, school administrative process development and students superintending (John A. Ramsayer and others, 2009. p.18)

Ministry of Education issues the rules for administering schools in monasteries, evaluation, subject comparison for transferring. Schools in monasteries must issue the rules and regulations for school evaluation, encouraging teachers to have lesson and evaluation plans, learning activities, evaluation in the real situation. There should be knowledge and experience transfer from other institutes.

The Ministry of Education issued the strategies for Buddhist Charity schools of monasteries as:

1. Academic administration; the curriculum used at Maikrongtong Monastery is the curriculum of the Ministry of Education, Teachers have to study content, objectives of the curriculum, separating the contents of cognitive, affective and psychomotor domains from each other, set up areas and activities for learning, emphasize students-centered learning technique for the best benefits of students.

2. Learning and teaching: Every curricular must emphasize Student-centered learning to develop skill in systematic thinking, in doing, problem solving. At the secondary level, there must be any learning activities including media and other teaching aids use. Teachers analyze learning for classroom division in line with student intellectual and capacities. At the elementary level, teachers manage students to learn how to think creatively, to questions, to express ideas and opinions or project with teachers' advices and evaluation in the real situation.

3. Learning and teaching media production; schools assign each group of curriculum organize and make records of teaching equipment and media for teachers to use conveniently. Each classroom must have one teacher attended. Schools, teachers as well as students purchase or provide educational media for each classroom for each subject every year. Schools must allocate budgets for the teaching media for each subject and to replace the old and obsolete ones. Schools should give chances to students to learn from computers, CAI programs. Teachers must have computer competency to help students learn language. For elementary level; one classroom with 56 students must have one multimedia room that can be used to teach and learn every group of subjects. The teaching media must be enough for every room.

4. Measurement and evaluation; There must be evaluation according to the rules and regulations of the Ministry of Education; pre-test for students background for the preliminary adjustment, evaluation during learning to evaluate each group of subjects with observation form and testing for knowledge once a semester and after learning session evaluation; there must be testing 2 times a semester, 4 times an academic year, in August, October, January and March. Evaluation during the semester to improve and develop students, evaluation at the end of semester to judge the learning process. The evaluation is performed in the real setting that cover, cognitive affective and psychomotor domains and the learning objectives.

5. Free learning: students do not have to pay for education fee due to Maikrongtong Charity school received supporting budget from government. The Buddhist Charity Schools of monasteries recruit personnel to assign for the posts by qualifications as: 1) personnel and instructors; There is one instructor in each classroom to teach, supervise, guide and superintend students and support other instructor who come to teach other specific subjects to the class. 2) libraries development; Libraries must be established for teachers and students to use as the learning center, to explore and retrieve data for references. The center for teachers and students learn technology together happily. There are academic activities promotion each month and opening opportunities for skill development academic competition, There are recruitment for good and clever students in 5 major subjects to join schools and supplement teaching for academic excellence. 3) Ethical morality; There are activities promoting Buddhism ethical morality enhancement by chanting, loving-kindness spreading, meditating in silent standing position in front of the flag posts before singing the national anthem. Chanting after class is adjourned, precepts undertaking on Buddhist Sabbath day, competition in Dhamma quiz show programs, Dhamma training projects inviting monk teachers, teachers and school personnel or supervisors who are keen in Buddhism to conduct the training. Students should be divided into 4 groups for internal competition in academic skill, sport with opening and award presenting ceremonies. Buddhist Charity School management is the process of responsibility undertaken by administrators to develop curriculum, teaching and learning techniques, students service, finance and facilities and community relations and to administer the educational curriculum according to the rules and regulations of the Ministry of Education and to assure the quality of education, give academic service to communities and measure and evaluate the educational administration.

Conclusion

The targets of Buddhist Charity Schools of monasteries are to develop learners to have ethical knowledge, to have natural progress in physical, mental, emotional, social, intellectual progress, to have education achievement at good level and to have good Buddhist identity under the philosophy of Buddhist Charity Schools of monasteries that “development of educational quality, teachers have ideology to follow teachers’ codes of ethics. Self development for academic excellence, abiding by teachers’ codes of ethics, leaders in sacrificing for others, administrative process development to manage by rules, transparency, efficiently and working pleasant atmosphere, resources development for teaching and learning, to create building, places and environment to meet sanity standard, secured, clean, pleasant place for education. Media, equipment, innovation and technology have been developed to support and develop learners in religion, sport, music, arts, drama and community public relations.

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