

## **Development of a Model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division**

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### **Abstract**

The purposes of this dissertation were 1) to study a good role of model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division, 2) to develop a model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division, and 3) to propose the model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division. Multiphase mixed methods research was designed by using quantitative methods to extend qualitative results. It was divided into 3 phases. Phase 1 qualitative research, the key informant was qualified person in education administration and were selected by purposive sampling of 12 key informants. Data were collected by interview form and were analyzed by using analytic induction. Phase 2 qualitative research, focus group discussion by experts who were academics in the field of Buddhist education administration and education administration by using purposive sampling of 9 experts, and data were analyzed by content analysis. Phase 3 was quantitative research by using a questionnaire to validate a model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division. The sample group was determined by using a sample size of 7 persons per 1 number of paths showing the relationship between the variables in model of all 43 paths. Therefore, the appropriate sample size should be 287 samples. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and analyzed to validate the model with the empirical data, and analyze the direct and indirect effects. Results indicated that 1. A good role of model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division consisted of 4 factors: 1) environmental factors in school administration, 2) mechanisms for managing the environment in educational institutions, 3) Sappāya VII, and 4) Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division. 2. A model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division was developed and had shown important factors and causal relationships, and the results that will lead to Rommaniyasathan Administration consisted of: 1) environmental factors in school administration, 2) mechanisms for managing the environment in educational institutions, 3) Sappāya VII and

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the results of the examination revealed that possible, be accurate and appropriate. 3. The Model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division was proposed as a causal relationship model that fit with the empirical data (Chi-square = 114.98, df = 93, p = .061, GFI = .955, AGFI = .925, RMR = .018). Accounting for the variations in Rommaniyasathan Administration was 92.10 percent, indicating that the environmental factors in school administration, mechanisms for managing the environment in educational institutions, and Sappāya VII can promote Rommaniyasathan Administration by having Sappāya VII as the mediator in the model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division.

**Keywords:** Rommaniyasathan Administration, Phrapariyattidhamma School, General Education Division

## 1. Introduction

Changes from the global situation in the 21st century (between 2001-2100) have affected various organizations and global citizens in many ways, including global economic volatility, entering the world's aging society global climate variability degradation of natural resources and the global environment including the natural disasters of the world, all have a tendency to intensify and increase violence causing both public and private organizations to be affected inevitably. The world's population therefore has to modify its own organizational management strategy in order to survive, be safe and suitable for such situations [1], and especially school administrators as organization leaders. It is necessary to speed up the development of educational resource management processes for maximum efficiency and effectiveness in order to achieve the goals set and is an important driving force in building immunity for their own organizations for this change is accelerating the development of human resources to create the potential of human capital to occur at all levels of society [2]. Therefore, human resource development is an important tool of preparation in the modern world (globalization) because education is learning for the prosperity of the individual and society with knowledge transfer, training, cultural continuation, creating sustaining academic progress, new knowledge arising from learning environment arrangement, and factors that support people to learn continually throughout their lives. [3] For this reason, developing educational institutes to be a strong learning organization a quality society is a society of wisdom and is a learning society to promote the skills of learning to be competent and able to keep up with the changes of the world [4], especially the education management of basic education institutions must be in order to promote and develop people in Thai society to be a complete life of human being in terms of physical, mental, intellectual, knowledge, morality, ethics, and culture, able to live happily with others. [5] Therefore, developing educational institutions to be learning organizations and is a desirable Thai society. New knowledge should be created all the time relationship building to achieve goals with participatory processes and workflow adjustments to contribute to the development of the potential of quality educational institutes according to the educational institute's context and to develop an appropriate model for promoting a learning society that is adaptive and has knowledge development in various fields in order to be properly applied in the quality education system fast and suitable for the current situation and able to manage educational institutions in line with the goals of the national education management to achieve sustainable lifelong learning. [6]

Phrapariyattidhamma School General Education Division is an educational institute located within the temple area. In Buddhism, the temple is considered the main institution of

the community. It is a place for education for monks and novices, and also a place for training and purification for those who come to ordain to study in Buddhism to create intellectual development to have knowledge and understanding of facts and have a good attitude toward all things correctly and appropriately. Therefore, the management of environment in Phrapariyattidhamma School General Education Division is therefore a new dimension in environmental management within the temple. This is a good starting point for the development of environmental care along with the health care of monks and novices. In particular, the development of the environment within the temple should have a clearly defined area and scope of responsibility, both the Buddhāvāsa and Saṅghāvāsa areas. There should be a safe and clean maintenance system and orderliness of various buildings on a regular basis, such as classroom arrangements school building arrangement corridor arrangement of cafeterias, libraries and toilets, etc. In addition, Phrapariyattidhamma School General Education Division Green areas should be allocated for planting large trees to create shade, planting ornamental plants and lawns to be colorful promotion of atmosphere management teaching environment and buildings to be livable, beautiful, shady, clean, safe and hygienic. [7]

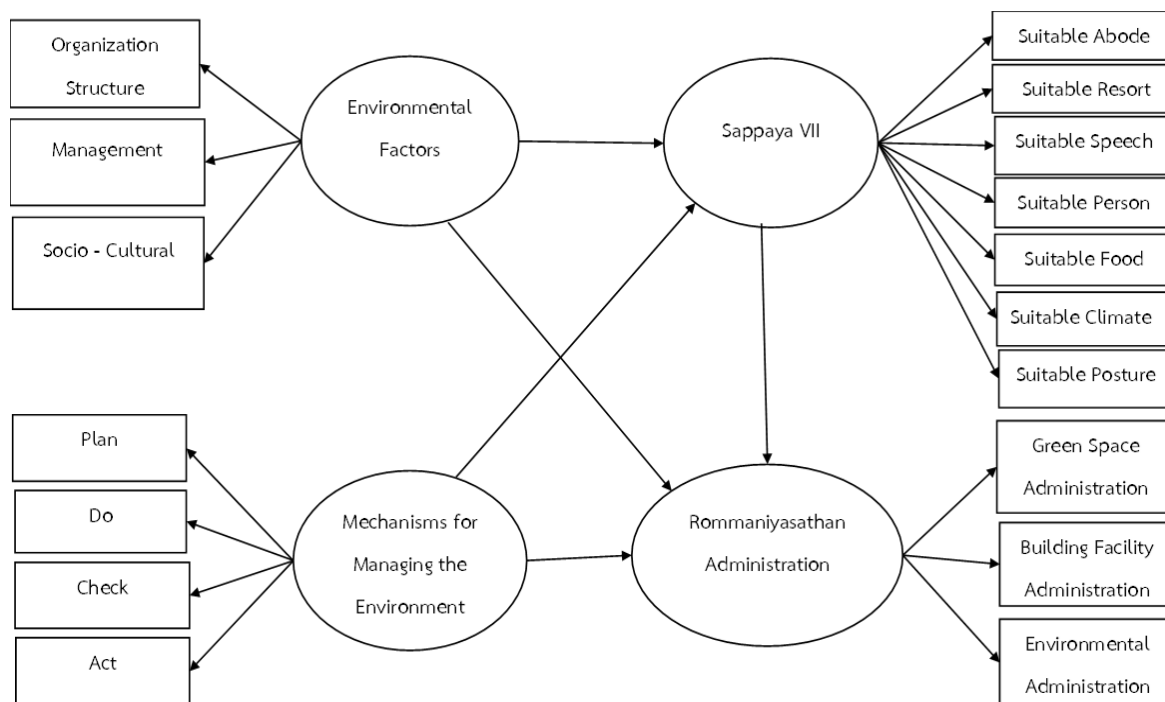
From the principles and conditions of the above problems, Phrapariyattidhamma School General Education Division lacks of responsibility for maintaining cleanliness orderliness and hygienic safety, especially the environmental factors that are not conducive to teaching and learning activities. It is considered a very important obstacle to the educational management process to be effective according to the specified standards. For the above reasons, it is an important issue that made the researcher interested in studying the development of the religious establishment management model in Phrapariyattidhamma schools General Education Division in all 3 areas, consisting of landscape management, green space, management of livable buildings and managing the environment to be healthy. The results of this research educational institution administrators, teachers, and personnel in educational institutions can be adapted for the management of the Phrapariyattidhamma school General Education Division environment. According to the principle of Sappāya VII to be a royal place which is a learning source for monks and novices. It is a place of training, teaching and polishing both in terms of morality and ethics to be able to live happily taking into account the conservation of natural resources and the environment in Phrapariyattidhamma School General Education Division. It is regarded as the spiritual center of Buddhists in general and in order to create benefits for the public to achieve the objectives according to the research objectives.

## **2. Research Objectives**

1. To study a good role of model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division.
2. To develop a model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division.
3. To propose the model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division.

### ***Conceptual Framework***

The model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division derived from the study of documents. The relationship between variables can be shown as follows:



**Figure 1** *Conceptual Framework*

### 3. Research Method

The method of conducting the research was divided into 3 phases:

Phase 1: In-depth interview to study a good role of model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division with the target group being teachers of grade 12 students were selected by purposive sampling of 12 key informants, Department of General Education under the National Office of Buddhism to select teachers and personnel in Phrapariyattidhamma School Department of General Education according to the following qualifications: 1) being a teacher at the lower secondary level (Grade 7-9) 2) Being a teacher at the upper secondary level (Grade 10-12), 3) being an experienced personnel working for at least 5 years, and 4) being a teacher and a recognized personnel.

Phase 2: Focus group discussion to develop a model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division. The researcher used the obtained data to develop a model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division has 4 components as follows: environmental factors in school administration school environment management mechanisms, Sappāya VII principles, and religious establishment management in Phrapariyattidhamma schools, Department of General Education. Target groups used in group conversations. Key informants were academician in Buddhist Education Management expert in Educational Institution Administration by using purposive sampling, 9 persons were used. The tools used in the group discussion consisted of questions or topics used in the group discussion, divided into 2 parts as follows: Part 1 model of the administration of Phrapariyattidhamma schools General Education Division. Part 2, issues used in appropriate examination and the feasibility of the development of the religious establishment management model in Phrapariyattidhamma schools General Education Division.

Phase 3: Use of questionnaires to propose the model for Rommaniayasathan Administration in Phrapariyattidhamma School General Education Division using quantitative approach by using the data from the study in Phase 1, creating a model for the administration of religious institutions in Phrapariyattidhamma schools General Education Division and verify the validity of the generated model. The population used in this research was obtained from Phrapariyattidhamma School General Education Division with key information providers school administrators, teachers and personnel in Phrapariyattidhamma schools General Education Division under the National Office of Buddhism divided by affiliation with the Phrapariyattidhamma, Educational Service Area Office Department of General Education, Region 1, number of schools, 14 schools, population 300 people to determine the size of the sample. The researcher determines the sample size by using the formula of Hair et al. (1998), i.e., and the sample size of 7 people per 1 parameter to estimate or the number of paths that show the relationship between the variables in the conceptual model in the research. In this research, there were a total of 43 parameters to be evaluated, the optimal sample size of 287 people, using a two-stage random sampling method by randomly sampling from the number of Phrapariyattidhamma schools General Education Division, of 14 schools and selecting a purposive sampling to find a sample of 287 people, so the appropriate sample size. In this research, the researcher used the sample size of 287 people and the sampling quantitative research, obtained from simple random sampling and developed the model using computer package program.

#### **4. Research Results**

The results of the a good role of model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division from the study consisted of all 4 factors, namely, environmental factors in school administration, school environment management mechanisms, people 7 principles, and religious establishment management in Phrapariyattidhamma schools General Education Division, which every component of this aspect. There are all related relationships.

The results of the development of the religious establishment management model in the Phrapariyattidhamma School General Education Division has components that are important factors and have a causal relationship, consisting of 4 important components as follows: Component 1) Environmental factors in school administration consisted of 3 main factors: (1) school structure, (2) administration, and (3) society and culture. Component 2) Environmental management mechanisms in educational institutions consist of 4 main principles: (1) Planning (Plan), (2) Implementation of the plan (Do), (3) Checking (Check), and (4) Amendment (Act). Component 3) Sappāya VII Principles. There are 7 important principles, consisting of: (1) dwelling place (Āvāsasappāya), (2) Suitable resort (Gojarasappāya), (3) talking (Bhassasappāya), (4) people (Puggalasappāya), (5) food (Bhojanasappāya), (6) weather (Utusappāya), and (7) Posture (Iriyāpathasappāya). Component 4; Administration of religious places in Phrapariyattidhamma schools, the General Education Department has 3 main principles, consisting of: (1) green landscape management, (2) livable building management, and (3) sanitary environment management.

The results of the presentation of the administrative model of the Royal Place in Phrapariyattidhamma schools General Education Division in the analysis of the results of the administration model of the Royal Place in Phrapariyattidhamma schools, Department of General Education, found that the model was consistent with the empirical data considering from the statistics used to check the consistency between the model and the empirical data,

for example, Chi-square value is 114.98, degrees of freedom is 93, probability (p) is .061, that is, Chi-square difference. It was not significantly different from zero. It showed that it accepted the main hypothesis that the religious institutions administration model in Phrapariyattidhamma schools General Education Division developed in harmony with empirical data which is consistent with the analytical results, assimilation index (GFI) is 0.955, corrected asymmetry index (AGFI) is 0.925, which is close to 1, and the root-mean-square index of the section The remainder (RMR) is equal to 0.018, approaching zero. and the remainder in the form of standard scores among the highest variables (Largest Standardized Residuals) was 4.124, which supported that the research model was consistent with the empirical data.

When considering the predictive coefficient (R-SQUARE) of the structural equation of latent internal variables, it was found that the Sappaya VII (SAPPAYA) had a predictive coefficient of .796, indicating that the variables within the model were environmental management mechanisms in educational institutions. (MANAGE) The environmental factors in school administration (FACTOR) can explain the variance of Sappaya VII principles at 80.00% in the administration of religious institutions in Phrapariyattidhamma schools. The general education department (ROMMANI) had a predictive coefficient of .921, indicating that the variables within the model of mechanisms for managing the environment in schools (MANAGE), factors in school administration (FACTOR), and Sappāya 7 (SAPPAYA) were able to explain the variations in the administration of religious places in Phrapariyattidhamma schools General Education Division for 92.10 percent.

When considering the direct and indirect influences between the variables in the model, it was found that when considering the direct and indirect influences between the variables in the model, it was found that the relationship between the variables in the administration of the royal place in the Phrapariyattidhamma School General Education Division (ROMMANI) and environmental factors in school administration (FACTOR) (correlation size = .310), separated into direct influence .053 and indirect influence .256 into total influence .310 direct and indirect influence Effects on the Administration of Royal Places in Phrapariyattidhamma Schools General Education Division (ROMMANI) with no statistical significance but the size of the total influence affects the administration of religious places in Phrapariyattidhamma schools General Education Division (ROMMANI) with statistical significance. The relationship between the variables of religious establishment management in Phrapariyattidhamma schools General Education Division (ROMMANI) versus the mechanism of environmental management in educational institutions (MANAGE) (correlation size = .611), separated into direct influences .131 and indirect influences .480 into a total effect of .611 direct and indirect influences. Effects on the Administration of Royal Places in Phrapariyattidhamma Schools General Education Division (ROMMANI) with no statistical significance but the size of the total influence affects the administration of religious places in Phrapariyattidhamma schools General Education Division (ROMMANI) with statistical significance and the relationship between the variables of religious establishment administration in Phrapariyattidhamma schools General Education Division (ROMMANI) and Sappāya VII (SAPPAYA) (correlation size = .797) separated into direct influence .131 and indirect influence .480 into total influence .611 direct and indirect influence affect to the administration of religious places in Phrapariyattidhamma schools General Education Division (ROMMANI) with no statistical significance but the size of the total influence affects the administration of religious places in Phrapariyatidhamma schools General Education Division (ROMMANI) with statistical significance.

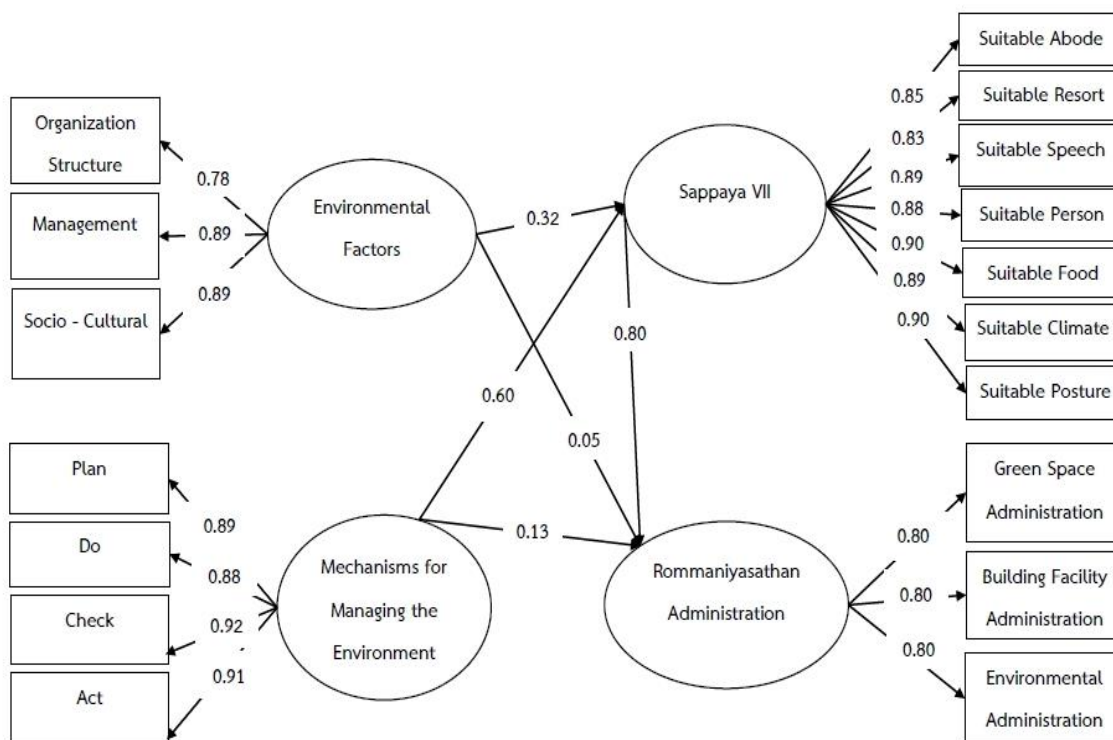
It is worth noting that the size of the direct and total influences of the Sappāya VII (SAPPAYA) has a statistically significant influence on the school administration environment factor (FACTOR) at the size of .321 Sappāya VII (SAPPAYA) has a size of direct influence and total influence on the mechanism of environmental management in educational institutions (MANAGE) size .602 with statistical significance, details of the analysis results are shown in Table 1 and Figure 2.

**Table 1** Statistical values of separate analysis of correlation between latent variables and analysis of influences on the development of a model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division.

Variables	SAPPAYA			ROMMANI		
	TE	IE	DE	TE	IE	DE
<b>FACTOR</b>	0.321** (.076)	-	0.321** (.076)	0.310** (.081)	0.256** (.064)	0.053 (.060)
<b>MANAGE</b>	0.602** (.081)	-	0.602** (.081)	0.611** (.083)	0.480** (.073)	0.131* (.067)
<b>SAPPAYA</b>	-	-	-	0.797** (.066)	-	0.797** (.066)
<b>Statistics</b>	Chi-Square = 114.98, df=93, p = .061, GFI=.955, AGFI=.925, RMR=.018					
<b>Variable</b>	<b>SAPPAYA1</b>	<b>SAPPAYA2</b>	<b>SAPPAYA3</b>	<b>SAPPAYA4</b>	<b>SAPPAYA5</b>	<b>SAPPAYA6</b>
<b>Reliability</b>	0.728	0.689	0.786	0.769	0.817	0.794
<b>Variable</b>	<b>SAPPAYA7</b>	<b>ROMMANI1</b>	<b>ROMMANI2</b>	<b>ROMMANI3</b>	<b>FACTOR1</b>	<b>FACTOR2</b>
<b>Reliability</b>	0.810	0.789	0.873	0.869	0.610	0.797
<b>Variable</b>	<b>FACTOR3</b>	<b>MANAGE1</b>	<b>MANAGE2</b>	<b>MANAGE3</b>	<b>MANAGE4</b>	
<b>Reliability</b>	0.798	0.795	0.772	0.847	0.822	
<b>Squared Multiple Correlations for Structural Equations</b>						
<b>R SQUARE</b>		<b>SAPPAYA</b>	<b>ROMMANI</b>			
		0.796	0.921			
<b>Correlation matrix between latent variables</b>						
<b>Latent variable</b>	<b>SAPPAYA</b>	<b>ROMMANI</b>	<b>FACTOR</b>	<b>MANAGE</b>		
<b>SAPPAYA</b>	1.000					
<b>ROMMANI</b>	.956	1.000				
<b>FACTOR</b>	.835	.830	1.000			
<b>MANAGE</b>	.876	.875	.853	1.000		

**Remark:** The number in the parentheses is the standard error, \*\*p < .01

TE = Total Effect, IE = Indirect Effect, DE = Direct Effect



**Chi-square = s**

**Figure 2** Causal relationship model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division.

## 5. Discussions

Research entitled on “The Development of the model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division”, the results of this study, the researcher found the main issues that were used to discuss the research results as follows: Factors affecting the model of the administration of religious institutions in Phrapariyattidhamma schools General Education Division, including environmental factors in school administration, mechanisms for managing the environment in educational institutions and the Sappāya 7 Principles are linked in the model for the administration of religious places in the Phrapariyattidhamma School General Education Division. This led to various forms of administration known as the administration of the Royal Establishments in Phrapariyattidhamma schools. All 3 types of General Education Departments: landscape management, green space, management of livable buildings and managing the environment to be healthy in which every element of the factors that cause these management styles is consistent with the research of Phrakhrū Pariyatiipanyathorn (Pridi Panyatharo) [8] mentioned in Risk Management Model of Phrapariyattidhamma School General Education Division. The research results showed that:

1. The results of the study of the administrative problems of Phrapariyatidhamma School General Education Division. The overall performance was satisfactory at a high level, when considering side by side management problems were at a high level, followed by Personnel (Man), Finance (Money), and Equipment (Material), respectively.
2. The result of the development of the risk management model of the Phrapariyattidhamma School General Education Division, found that the risk



management model of the Phrapariyattidhamma School General Education Division according to the risk management framework of the COSO model, there are 4 components: 1) Policy aspects, 2) Objectives, 3) Committees and 4) Processes, and has 6 steps: 1) risk identification 2) risk assessment, 3) risk response, 4) risk control activities, 5) information and communication, and 6) monitoring and evaluation.

3. Risk management model of Phrapariyatidhamma School General Education Division can reduce the risk of administrative problems of Phrapariyathamma Schools General Education Division founded by using the concept of system theory and having clear objectives and goals: 1) personnel, 2) finance, 3) management, and 4) Equipment.

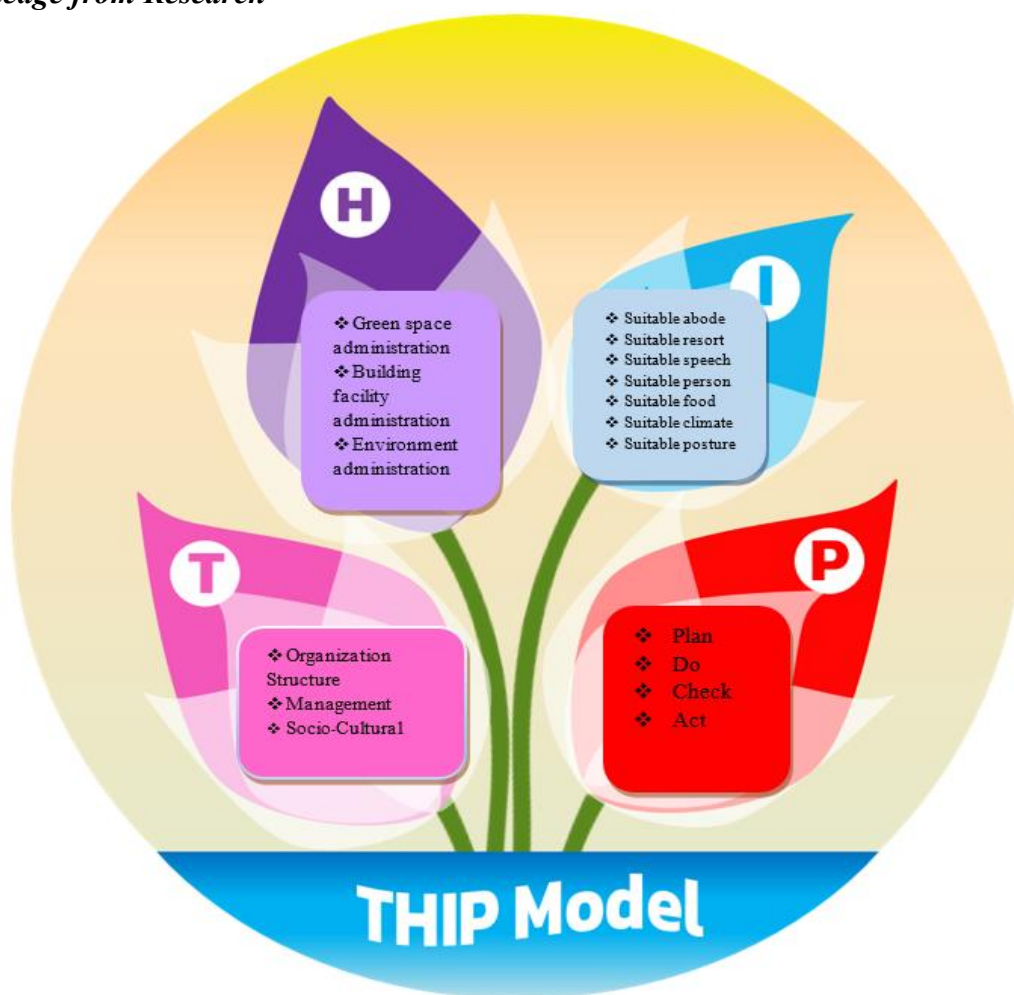
Administration of religious places in Phrapariyattidhamma schools General Education Division. This is also consistent with the research of Weeberb J. Requia and Matthew D. Adams [9] described in the study assessed the relationship between green space and student performance in the Federal District (FD), Brazil using three different green scales. A mixed regression model was used to analyze the relationship of school green space exposure and student performance. The results confirmed the hypothesis that the impact of green space on student performance varies by type of green metric. There was a positive relationship with academic performance at the school level. The distance to the green area was negatively correlated with academic performance. The amount of green area was estimated with various results depending on the size, epidemiological investigations must consider the differential effects of green space relationships, and it is also consistent with the research of Pitchsinee Jitwai Wai [10] mentioned in environmental management in educational institutions Nakhon Pathom Primary Educational Service Area Office, Region 1. The results of the research found that: 1. Environmental management in educational institutions 2. Administrators and teachers in educational institutions with sex, age, position, duty and different work experience have opinions on environmental management in educational institutions, both in overall and in each aspect were not different from administrators and teachers in educational institutions with a qualification, size of educational establishments affiliated with and the location of different educational institutes. There were no differences in overall opinions about environmental management in educational institutions, but in each aspect, it was found that the difference was statistically significant at the .05 level.

3. Administrators and teachers in educational institutions, they should be involved in the planning of environmental management actions taking into account the important factors in environmental management that helps to promote the environment are sufficient and suitable for educational institutions create an atmosphere and education that affects the efficiency of school administrators, teachers, students, parents and communities. The results of the presentation of the administrative model for Rommaniyasathan Administration in Phrapariyattidhamma School General Education Division, found that the model was consistent with the empirical data. When considering the direct and indirect influences between the variables in the model, it was found that General Education Department (ROMMANI) and Sappāya VII (SAPPAYA) (correlation size = .797) separated as the only direct effect, .797 indicating that the direct effect was greater than the indirect effect. Therefore, the administration of religious places in Phrapariyattidhamma schools General

Education Division (ROMMANI) must have Sappāya VII principles, namely dwelling place (Āvāsasappāya) (2) Suitable resort (Gojarasappāya) (3) talking (Bhassasappāya), (4) people (Puggalasappāya), (5) food (Bhojanasappāya), (6) weather (Utusappāya), and (7) Posture (Iriyāpathasappāya) are the transmission variables to promote the administration of religious places in Phrapariyattidhamma schools General Education Division, complete and effective sustainably.

The model of the administration of religious places in Phrapariyattidhamma schools General Education Division is presented as a causal relationship model being consistent with empirical data developed in harmony with the empirical data (Chi-square = 114.98, df = 93, P-value = .061, RMSEA = .029), able to explain the variance of Sappāya VII principles at 80.00% and to explain the variance. Variations of the administration of religious institutions in Phrapariyattidhamma schools General Education Division, 92.10 percent, consistent with some research; Anchulee Rattanaporn [11] mentioned in guidelines for managing the environment according to the Sappāya VII Principles of educational institutions under the Office of Pathumthani Primary Educational Service Area 1 by the research results found that: 1. Current condition of the environment of educational institutions under the Pathumthani Educational Service Area Office, Region 1, the overall level was at a high level and when considering each side with the lowest average management: 1) Administrators; teachers and personnel in educational institutes develop educational institute curriculum, local course assess and improve continually in the physical aspect, namely 2) the management prepares a safety manual on the use of the building, laboratories, roads, stairs, and fire escapes, academic aspects include: 3) administrators encourage teachers to organize teaching and learning using a variety of media formats. 2. Guidelines for managing the environment according to the Sappāya VII Principles of educational institutions under the Pathum Thani District Office, Region 1 in terms of management, namely 1) administrators, teachers and personnel in educational institutions should jointly adjust the curriculum of educational institutions create learning resources and budget support is provided. 2) Administrators; teachers and personnel in educational institutes networking with educational institutions, parents and communities; and 3) Administrators; teachers and personnel in educational institutions hold meetings to prepare action plans and making a calendar for physical performance, namely 1) administrators; teachers and personnel in educational institutions survey the risk areas and improve efficiency, 2) Administrators; teachers and personnel in educational institutions, educate about signs prepare safety manuals in schools, and 3) Administrators encourage teachers to train students to be assertive and show students' work on the boards or academic supervision signs, namely: 1) Administrators encourage teachers to produce teaching materials to be available in accordance with the content used in the teaching-learning process, 2) administrators encouraged speakers to provide knowledge in teaching-learning, and 3) administrators encouraged teachers to attend training on teaching-learning techniques.

*Knowledge from Research*



**Figure 3** *Knowledge from Research*

*“THIP Model” consisted of T refers to TEMPLE, H refers to HAPPINESS, I refers to IMPRESSION and P refers to PLAN*

**Source:** *Thippawan Supipetch, 2022*

## **6. Recommendations**

### **1. Recommendation for Policy**

- 1.1 National Bureau of Buddhism and Phrapariyatthamma School General Education Division should focus on the administration of religious places in Phrapariyattidhamma schools General Education Division, to raise the achievement of teaching and learning to be more efficient and effective.
- 1.2 National Bureau of Buddhism; there should be a set of standards for teaching and learning to be efficient and effective according to the standards set and Phrapariyattidhamma schools General Education Division. There should be an action plan related to the administration of the institutions in educational institutions, concretely clear and able to follow the plan effectively.

### **2. Recommendation for Practice**

- 2.1 Phrapariyattidhamma Schools General Education Division, there should be activities, training to educate teachers about the curriculum in educational institutions and to

- promote learning resources about environmental management in Phrapariyattidhamma schools General Education Division, to diversify sustainably.
- 2.2 Phrapariyattidhamma Schools General Education Division, regulations and guidelines for measurement and evaluation should be established to be clear and effective.
  - 2.3 Phrapariyattidhamma Schools General Education Division, the goals of educational institutions should be set according to the standards and assessment of the quality of education General Education Division to be standardized and equally systematic.

### **3. Recommendation for further research**

- 3.1 A study should be conducted on the development of the religious establishment management model in Phrapariyattidhamma schools General Education Division by bringing other principles to study and develop to be more effective.
- 3.2 The model of the administration of the religious establishments in Phrapariyattidhamma Schools General Education Division should be applied to develop into a teaching and learning management manual in educational institutions.
- 3.3 There should be a study on community participation in the administration of religious places in Phrapariyattidhamma schools General Education Division to be more efficient.
- 3.4 The opinions and development guidelines of educational institute administrators, teachers and personnel should be studied towards the administration of religious institutions in Phrapariyattidhamma schools General Education Division.
- 3.5 There should be a study of guidelines for the development of religious institutions in Phrapariyattidhamma schools General Education Division to suit the needs of the learners and can support the development of the school efficiently and sustainably.

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