



ADMINISTRATIVE MONKS' COMPETENCY DEVELOPMENT  
ACCORDING TO BUDDHISM

Phramaha Chaiyaphorn Iddhivaro (Samrit)

A Dissertation Submitted in Partial Fulfillment of  
the Requirement for the Degree of  
Doctor of Public Administration  
(International Program)

Graduate School  
Mahachulalongkornrajavidyalaya University

C.E. 2022



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this dissertation entitled, “Administrative Monks’ Competency Development According to Buddhism” submitted in partial fulfillment of the requirements of the degree of Doctor of Public Administration, International Program.

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## Abstract

Objectives of this research were: 1. To study the general context of administrative monk's competency development. 2. To study the factors affecting the administrative monk's competency development according to the Buddhism. 3. To propose the appropriate method for administrative monk's competency development according to the Buddhism.

Methodology was the mixed methods: the quantitative research collected data from 178 samples which were 319 monks in Phetchaburi province by stratified random sampling. The sample size was using the Taro Yamane' formula. The data analyzed by using the descriptive and inferential statistics. The qualitative in-depth interview the 17 key informants which purposefully selected from experts on administrative monk's competency development and analyzed the data by content descriptive interpretation.

Findings were as follows:

1. General context of administrative monk's competency development found that the Sangha of Phetchaburi province were regular meetings of administrative monk, regular *Vipassanā* Meditation training, training for Sangha administration, promoting the Pariyatti Dhamma study and promoting the higher education.

2. The factors affecting the administrative monks' competency development according to the Buddhism found that the factor of human resource

development principle included training education and development affected the administrative monks' competency development according to the Buddhism at significance of 0.01 and could together explain the variation at 84.5% therefore, accepting the first hypothesis. The factor *Iddhipāda* 4 included *Chanda* (Satisfaction), *Viriya* (Perseverance), *Citta* (Pay attention) and *Vimāṃsā* (Contemplation) affected the administrative monks' competency development according to the Buddhism at significance of 0.01 and could together explain the variation at 89.4% therefore, accepting the second hypothesis. The factor of human resource development principle and *Iddhipāda* 4 affected the administrative monks' competency development according to the Buddhism at significance of 0.01 and could together explain the variation at 89.8% therefore, accepting the third hypothesis.

3. Appropriate methods for administrative monks' competency development according to the Buddhism was applying the of human resource development principle and *Iddhipāda* 4 by integration to develop the administrative monks' competency were 1) achievement motivation aspect included administrative monks had the potential to administer the Sangha and administrative monks could develop their own eyes sustainably, 2) service mind aspect included administrative monks could facilitate the Buddhists in the activities of Buddhism and administrative monks had the ability to teach the dharma to the people. 3) Expertise aspect include administrative monks could plan the development of Sangha and administrative monks could continually improve their competence, 4) integrity aspect administrative monks acted according to the dharma and discipline and administrative monks acted by Sangha act. And 5) teamwork aspect include the monks in the province worked together for the Sangha and Buddhists joined together to patronize the temple.

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### บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้เพื่อ: ศึกษาสภาพการพัฒนาสมรรถนะพระสังฆาธิการ ศึกษาปัจจัยที่ส่งผลต่อการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา และเพื่อเสนอแนวทางที่เหมาะสมสำหรับการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา ระเบียบวิธีวิจัย เป็นการวิจัยแบบผสมวิธี การวิจัยเชิงปริมาณเก็บข้อมูลด้วยแบบสอบถามจากกลุ่มตัวอย่าง ๑๗๘ รูป จากประชากร ๓๑๙ รูป ซึ่งเป็นพระสงฆ์ในจังหวัดเพชรบุรี โดยวิธีการสุ่มแบบชั้นภูมิ ขนาดกลุ่มตัวอย่างใช้สูตร ทโร ยามาเน่ วิเคราะห์ข้อมูลด้วยใช้สถิติพรรณนาและสถิติอนุมาน การวิจัยเชิงคุณภาพ สัมภาษณ์เชิงลึกผู้ให้ข้อมูลสำคัญจำนวน ๑๗ รูปหรือคน ซึ่งมีความเชี่ยวชาญเกี่ยวกับการพัฒนาสมรรถนะพระสังฆาธิการ วิเคราะห์ข้อมูลด้วยการพรรณาคความ

ผลการวิจัยพบว่า

๑. สภาพทั่วไปของการพัฒนาสมรรถนะพระสังฆาธิการพบว่าพระสังฆาธิการในจังหวัดเพชรบุรีได้มีการประชุมกันเป็นประจำเพื่อการบริหารงานคณะสงฆ์มีการอบรมวิปัสสนากรรมฐานอย่างต่อเนื่องมีการฝึกอบรมพระสังฆาธิการและส่งเสริมการศึกษาพระปริยัติธรรมและการศึกษาระดับอุดมศึกษา

๒. ปัจจัยที่ส่งผลต่อการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนาพบว่าเข้าใจการพัฒนาทรัพยากรมนุษย์ประกอบด้วยการศึกษาและการพัฒนาส่งผลต่อการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนาที่ระดับนัยยะสำคัญทางสถิติ ๐.๐๑ และสามารถร่วมกันอธิบายความแปรผันได้ร้อยละ ๘๔.๕ จึงยอมรับสมมติฐานที่ ๑ ปัจจัยอิทธิบาท ๔ ประกอบด้วยฉันทะ (ความพึงพอใจ) วิริยะ (ความเพียร) จิตตะ (เอาใจใส่) วิมังสา (ไตร่ตรอง) ส่งผลต่อการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนาที่ระดับนัยยะสำคัญทางสถิติ ๐.๐๑ และสามารถร่วมกันอธิบายความแปรผันได้ร้อยละ ๘๙.๔ จึงยอมรับสมมติฐานที่ ๒ และ ปัจจัยการพัฒนาทรัพยากรมนุษย์และอิทธิบาท ๔ ส่งผลต่อ ส่งผลต่อการพัฒนาสมรรถนะพระสังฆาธิการตาม

หลักพระพุทธศาสนาที่ระดับนี้ย่สำคัญทางสถิติ ๐.๐๑ และสามารถร่วมกันอธิบายความแปรผันได้ร้อยละ ๘๙.๘ จึงยอมรับสมมติฐานที่ ๓

๓. แนวทางที่เหมาะสมสำหรับการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา คือการประยุกต์หลักการพัฒนาศักยภาพมนุษย์และหลักอิทธิบาท ในลักษณะบูรณาการเพื่อพัฒนาพระสังฆาธิการให้มีสมรรถนะที่พึงประสงค์ ซึ่งแนวทางในการพัฒนาประกอบด้วย ๑) ด้านการมุ่งผลสัมฤทธิ์ พระสังฆาธิการมีศักยภาพในการบริหารงานคณะสงฆ์และสามารถพัฒนาสมรรถนะของตนเองได้อย่างยั่งยืน ๒) ด้านการบริการที่ดี พระสังฆาธิการสามารถอำนวยความสะดวกแก่พุทธศาสนิกชนในกิจกรรมต่างๆ ของพระพุทธศาสนาได้ และสามารถเทศนาสอนธรรมแก่ประชาชนได้ ๓) ด้านการส่งเสริมความเชี่ยวชาญในสายอาชีพ พระสังฆาธิการสามารถวางแผนพัฒนาคณะสงฆ์ได้ และสามารถพัฒนาศักยภาพของตนได้อย่างต่อเนื่อง ๔) ด้านจริยธรรม ปฏิบัติตนให้ถูกต้องตามหลักพระธรรมวินัยและพระราชบัญญัติคณะสงฆ์ได้ ๕) ด้านความร่วมมือแรงร่วมใจ พระสังฆาธิการในจังหวัดสามารถทำงานร่วมกันทำงานเป็นทีมและร่วมกับชาวพุทธให้การอุปถัมภ์พระวัด

## Acknowledgement

This dissertation was completed out of the kindness of the Faculty members of the Faculty of Social Sciences; namely Associate Professor Dr. Surapon Suyaprom, Chairman of the Graduate Studies, Associate Professor Dr. Kiettisak Sukloeang, Director of Graduate Studies, Public Administration Program, Professor Dr. Boonton Dockthaisong, Director of the Doctor of Public Administration, International Program, Dissertation Chair Advisor, Assistant Professor Dr. Suriya Raksamueng, co-advisor, Associate Professor Dr. Sman Ngamsnit, Associate Professor Dr. Surin Niyamangkoon, the faculty staff, without them, the mission will not be accomplished

I also personally thanks for being so generous supporting my Ph.D. study project, my friends and colleagues at the Ph.D. program, my Assistant abbots for taking care of Monastery while I was away for my Ph.D.study.

The most importantly without whom the mission would not be accomplished: The questionnaires respondents, the key informants, the participants in Focus Group Discussion and others whose names were not mentioned but contributed to my research a great deal and they deserved my great gratitude.

Last but not least, I humbly paid the great respect to the administrators of Mahachulalongkornrajavidhayalaya University for giving me an opportunity to study at the University. I have absorbed more Buddhadhamma a great deal at Mahachulalongkornrajavidhayalaya University, the great International University I admired and respected. MCU. is the greatest University in my life. I faithfully remain.

(Phramaha Chaiyaporn Iddhivaro (Samrit)

May 2022



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# Chapter I

## Introduction

### 1.1 Background and Significant of the Problems

#### 1.1.1 Background

Competencies become competitive advantage for a business at all times. Making human resource more effective, competence-based hiring, development, and performance evaluation are popular phenomena discussed in the literature though not very common in practice. Despite their importance, the reason these are not commonly implemented may be the complexity of the subject and the absence of a generalized framework, which can be adopted with little or no modifications. There have been efforts made for competency framework development, but these are occupation-specific and usually limited in implementation. A need for an easily replicated general framework exists, which has followed a structured and scientific methodology utilizing professional expertise during development, which is simple to understand and is applicable to as many jobs as required. This article examines in detail the development approach of a generic competency framework using scientific tools and producing weighted ratings of competencies. The purpose is to establish confidence in potential users for a methodology that is applicable to the development of a similar framework for a diverse array of jobs.

Once the competencies are identified, these could be used throughout the professional lifespan. This may include, but not be limited to, job detailing, setting employment criteria, recruitment, performance evaluation, training needs identification, career, and succession planning. Therefore, it was needed to obtain comprehensive input from experts from various professions such as operations, industrial engineering, human resource, and industrial psychology to assist in framework development. Competency framework development utilizing such a degree of scientific and professional expertise can provide ease of use with confidence in its application for

human resource managers. The virtue of such a framework would be its generic application to varied industries with either no or slight modifications. Some adjustments be required to meet specific industrial or organizational needs, and the underlying methodology provides guidance in the modification of the process. One may argue that competency frameworks must be specific to the organizations considering their culture, and present and future needs. However, it must also be considered that medium and small-sized organization may not put many resources to develop a competency framework of their own. The need of generic competency framework in such situation is compelling, and that is why generic frameworks are available. An organization may still require modifying to its need, but that would not necessitate a high magnitude of efforts. Therefore, the need is convincing and invaluable to the organizations in need of addressing the competency part of human resource.

Sustainable development of the country must focus on promotion of investment within the country which is the mechanism of country development. Especially, human resource development or Capital resource development for support the change in 21<sup>st</sup> century and Institutional and structural of society enhancing the environment that facilitates the development of people's quality, it can be immunity for change that happen in the future. However, the past development situation has affected to people and Thai society in many aspect<sup>1</sup>. The education was important for country development. Especially, in the globalization technology and information evolve rapidly. So we must have to develop the education to quality and efficiency to keep up with the change in the present. Because, the study will help to develop people to quality, make the people to understand how to thinking, analysis, problems solving and creative thinking and self-study, can adapt to the rapid change events,

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<sup>1</sup>Office of the National Economic and Social Development Board, **National Economic and Social Development Plan No. 11 (B.E. 2555-2559)**, (Bangkok: The Prime Minister's Office, 2011) p. 39.

comprise the moral and ethics, understand the Self-reliance and can live in Thai society<sup>2</sup>.

In the past, it was seen that the monk was the leader of Thai society in many aspects, especially in the field of intelligence and development. Monks are teachers of the people. The development in many areas especially in rural areas is usually caused by the initiation of a monk or by a monk leader. We can see many case studies. If look back on how far back, we will see more social leadership as monks. Even today, the monks still act in the important role in rural society as the Buddha said “Bhikkhus, preach the Teaching, good in the beginning middle and end, meaningful even in the letters proclaiming the pure, holy life completely. There will be beings with a few defiling things, they will deteriorate owing to not hearing the Teaching. There will be those who realize the Teaching”<sup>3</sup> because the layman and Bhikkhu are dependent on each other by things and the Dharma as six Disa which the Buddha discusses the duty of the monks to act to the Buddhaparisa that “1) They keep him back from evil 2) They encourage him to do good 3) they feel for him with kindly thoughts 4) They teach him what he has not heard before 5) They correct and clarify what he has learnt 6) They show him the way to heaven”<sup>4</sup>.

The relationship between the sangha and the villager or society was villagers have the duty to nurture monks in field of the four necessities and things and the monks are responsible for the villagers in the field of Dharma, including instructions for morality that is the principle or the development of life better.<sup>5</sup> When discussing the significance of the temple, the temple should have the characteristics according to the Buddha's wishes, which appear in the Tipitaka, not far and near from the community, convenient transportation, In the daytime there is no crowded, at night silent, no noise, suitable for the operation of people who need peace in accordance with the

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<sup>2</sup>National Education Commission, **Academic Assessment Report**, (Bangkok: Educational Management Evaluation Office, 2003) p. 1.

<sup>3</sup>Vi. Mha. (Thai) 4/32/39.

<sup>4</sup>Dī. Pa. (Thai) 11/272/216.

<sup>5</sup>Somdet Phra Nyanasamvara the Supreme Patriarch of Thailand, **Buddhism and development**, (Bangkok: Akson Thai Printing Ltd., Part., 1998), p.155.

Bhikkhu. From the above characteristics, it is considered that the temple was the center of the mind of Buddhists and the center of community, social and public interest activities. Therefore, the commitment of the temple to the community has long been by advantageous to each other.<sup>6</sup>

### 1.1.2 Significant of the Problems

Currently, monks and temples represent Buddhist institutions. The Maha Sangha Association and the monks are administrators of the monks and religious order to be in accordance with the Dhamma Vinaya, law, tradition of Thai society in every part of every level because the word "monk" refers to monks who hold the office of the Buddhist monks. It is the driving force behind the administration of Buddhist monks and the practice of Buddhism.<sup>7</sup> But the word "Sangha" refers to 6 missions include Administration, Education, Education welfare, Buddhism propagation, Construction and reparation and Public help and social welfare. All six of them, some aspects are defined in the rules of Sangha Supreme Council. But some of it is in accordance with the conservative traditions.<sup>8</sup>

Public help and social welfare means the operation for the public benefit of the agency or the person or group or support or subsidies, donations, places in the public domain, or the general public. Describe in detail the public welfare it is divided into four categories:

1) Operation to support include the temple or Sangha operates one activity, the objective of that activity was for public benefit such as district training unit, public library and provide professional training to population in the local etc.

2) Supporting other people's activities for the public benefit include supporting or promotion mission of public or private enterprises or any one, and this

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<sup>6</sup>Phradhammavamedhi (Suchin Aghghajino), **Temple Management**, (Bangkok: National Buddhist Office Printing, 2550), p. 67.

<sup>7</sup>Office of Primate Sector 16, **Practical Guide of Sangha**, (Surat Thani: Office of Primate Sector 16, 2004), p. 46.

<sup>8</sup>Planning Division, Department of Religious Affairs, Ministry of Education, **Guide of Sangha Administrator**, (Bangkok: Religious printing, 1997), p. 71.

mission was for public benefit such as village development, district development, excavation of large ponds for consumption and recreation, cultural and environmental preservation Funding for housing and more.

3) Supporting for public property, the place that is a public property include road building, dig canal, building a hospital and purchase medical equipment, create water supply, building a generator, planting trees and more

4) Supporting the population or animals include volunteer relief units, in case of fire and flood help people by giving the consumables, in normal situation set up a fund for cooking food for orphans and the underprivileged, helping people suffering from catastrophe, accidents and public health hazards: poverty, illness.<sup>9</sup>

However, since Thailand has embraced Western culture over the last 100 years, the government has begun to develop the country by developing a national economic and social development plan by developing the country in the Western style. The result is a more technologically advanced country. But in the negative, the importance of the temple has been diminishing.<sup>10</sup>

From such problems, it is evident that the monk who is responsible for the religious practice and propagation of the teachings of Buddhism must have sufficient knowledge because the world society is changing rapidly. The Sangha administrator must perform their duties as executives, leaders, and follower properly. They will can develop and pull their full potential to create the benefits for society. Therefore, researcher is interested to study the competency development of Sangha administrators according to Buddhism to know the status and factors that are important for developing the competency of Sangha administrators. In the finally, get the development guidelines for the competency development of Sangha administrators according to Buddhism.

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<sup>9</sup> Phrateppariyattisudhi (Warawit Ganggapañño), **The Sangha and Religion**, (Bangkok: Mahachulalongkornrajavidyalaya University Press, 1997), p. 62.

<sup>10</sup> Phradhammavaramedhi (Suchin Aggachino), **Temple Development**, Bangkok: National Office of Buddhism Press, 2007, p. 69.

## 1.2 Questions of the Research

1.2.1 What is the general context of administrative monk's competency development?

1.2.2 What are the factors of administrative monk's competency development?

1.2.3 What is the administrative monk's competency development according to the Buddhism?

## 1.3 Objectives of the Research

1.3.1 To study the general context of administrative monk's competency development.

1.3.2 To study the factors affecting the administrative monk's competency development.

1.3.3 To propose the appropriate method for administrative monk's competency development according to the Buddhism.

## 1.4 Scope of the Research

Scope of this research were scope of content, scope of valuables, scope of population, scope of area and scope of time as follow;

### 1.4.1 Scope of content

Scope of content was competency development of Administrative monks or Sangha administrators according to the *Iddhipāda* 4 include 1) Achievement Motivation 2) Service Mind 3) Expertise 4) Integrity and 5) Teamwork, Buddha Dhamma was *Iddhipāda* 4 included 1) *Chanda* 2) *Viriya* 3) *Citta* 4) *Vimarṣā* and Competency development included 1) Training 2) Education 3) Development

#### 1.4.2 Scope of Population and Key Informants

- 1) Population was 319 administrative monks in Phetchaburi province.
- 2) Key Informants were 17 persons of administrative monks and professional people in Phetchaburi province.

#### 1.4.3 Scope of location

Scope of location for this research was Phetchaburi province.

#### 1.4.4 Scope of time

September 2021- May 2022.

### 1.5 Research Hypothesis

The results of the hypothesis testing for this research had the details as follows:

**1.5.1 Hypothesis 1:** The factor of human resource development principle affects the administrative monks' competency development according to the Buddhism

**1.5.2 Hypothesis 2:** *Iddhipāda* 4 affects the administrative monks' competency development according to the Buddhism

**1.5.3 Hypothesis 3:** The factor of human resource development principle and *Iddhipāda* 4 affects the administrative monks' competency development according to the Buddhism

### 1.6 Definition of the Terms Used

**1.6.1 Development** means the better change based on competency according to development principles was as follow;

1) Training means the upgrading of knowledge, abilities, skills and experiences of Administrative Monk.

2) Education means increasing knowledge, skills, and attitudes as well as enhancing the ability of administrative monks to adapt in all aspects.



3) Development means Sangha organizational improvement process for efficiency, there is an emphasis on the changes that the Sangha organization wants, and ready to work with the Sangha organization in the future.

**1.6.2 Competency** means the 5 competencies that are core competency of Office of the Civil Service Commission were as follow;

1) Achievement motivation means commitment to work as bester or beyond existing standards Include creative work, development or process to meet the difficult and challenging goals that no one could ever do before.

2) Service mind means the intention and effort of the monks to provide services to Buddhists.

3) Expertise means the students are interested in gaining knowledge of their abilities in performing their duties through self-study and self-improvement, then that they can apply their knowledge and technologies to their work performance.

4) Integrity means living and conduct properly and properly in accordance with the law, morality and professional ethics.

5) Teamwork means Intent to work with others. It's was part of a team or personal including the ability to create and keep relationships with team members.

**1.6.3 Buddha Dhamma** means the Buddhist principle that used for Sangha administration: *Iddhipāda* 4 include

1) Chanda will, zeal; aspiration means planning, setting the objective and goals, then try to reach goals.

2) Viriya: energy; effort; exertion; perseverance means diligence, commitment, practice with perseverance to work utmost and full of strength and follow the steps in the plan to succeed.

3) Citta: thoughtfulness; active thought; dedication means always supervised Intent and focus on what they do or what they are doing. Check the performance in each step to achieve the goals.

4) *Vimamsā*: investigation; examination; reasoning; resting means pondered by intelligence Think about what works best for working and the knowledge that things do not work for the good and to find solutions and improvements which bring successful implementation guidelines continuous.

**1.6.4 Administrative Monk** means administrative monk in Phetchaburi province.

## **1.7 Benefits from the Research**

1.7.1 Able to have a Body of knowledge of the general context of administrative monk's competency development.

1.7.2 Able to have a Body of knowledge of the factors affecting the administrative monk's competency development.

1.7.3 Able to have a Body of knowledge of appropriate method for administrative monk's competency development according to the Buddhism.

1.7.4 The result of this research can be applied to develop the competency of administrative monk's in all provinces of Thailand.

## Chapter II

### Concepts, Theories and Related Research Works

Documents and related research works for this research in the subject of “administrative monks’ competency development according to Buddhism” had the details as follows:

2.1 Concepts and Theories of human resource development

2.2 Concepts and Theories of of competency

2.3 Related Buddhist principles

2.4 Research area context

2.5 Related research works

2.6 Conceptual framework for research

#### 2.1 Concepts and Theories of human resource development

##### 2.1.1 Definition Of Human Resource Development

Human resource development was the development to increase work efficiency in order to improve work and for the advancement of personnel. It was the development of knowledge, abilities, skills, attitudes and experiences for personnel to develop the people in the organization to have advanced, modern, and also prepare personnel for advancement to a higher level. Therefore, there was a need for human resource development to provide personnel with guidelines for performing their assigned duties for maximum efficiency for the organization. There were many people who had given the meaning of human resource development, which could be compiled as follows;

Academics had discussed the concept of human resource potential development that in this era of globalization that human resources was the key to the success of the nation. If a country had high potential. We could easily step into a world without borders. A new perspective on human resource development

according to the concept of human potential development was a model for organization development that leads to success for both the organization and the nation as follows:<sup>1</sup>

1) The micro level was a learning level in an organization where learning at the level as follows;

1.1) Individual learning was the key was learning about the concept of working effectively.

1.2) Team Learning was a form of development of teamwork that was characterized by cross-functional, self-direction, and disparate thinking.

1.3) Organizational Learning was the highest level of learning in the organization which was based on being born with learning the development of this organization as a learning organization focuses on learning in the workplace, and was systematic or integrated thinking Self-development as a well-rounded individual with common goals and integration to manage resources effectively.

2) Macro level, when able to develop people in the organization to learn already and then advance to the next macro level development level, which also exists at the same level as follows;

2.1) Community or country development was the development of knowledge or technology which was called folk wisdom that was the intelligence or the brain for society or the nation.

2.2) Regional development was a cultural or cross-cultural development that will prepare persannel to compete on a global level along with developing the ability to think strategically to compete in fierce regional business.

2.3) World-class development was ultimate level of development that was being able to integrate both learning and development into one until making our country progress into the international world level like a world-class strategist that develop the people to have a capability of technology, management and capital management<sup>1</sup> etc.

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<sup>1</sup>Danai Thienphut, **Look at the worldview of executives**, (Bangkok: Chulalongkorn University Press, 1999), p. 55.

Human resource development was education and training in the Buddhism that was learner-centered. We could see from the teaching and learning management in accordance with the development and maturity of the learners. The Buddha compared the readiness of a person to study with the four lotuses and classified the types of people who will be educated according to the 6 senses and most importantly the Buddha aims for learners to practice on their own for example personnel management in Buddhism from admission to ordination that must be moderated by the Sangha, the Lord Buddha bestowed the supremacy to the Sangha in giving ordination to the clans, when the ordination came the newly ordained monks must receive training and education from the preceptor under his supervision until the 5<sup>th</sup> rainy season.<sup>2</sup>

Human resource development was paramount importance for the organization because the policy was a principle that had been established to guide the practice. Policy was like a tool that helps guide the practice of various activities. Therefore the policies had characteristics that require operators to know what to do.<sup>3</sup>

Policy was usually set up at various levels such as enterprise policy (Corporate policy) was a policies that were established based on the main objectives and aims to lead the organization to competition. Divisional and Departmental policy was a policy that set up to enable departments or departments to plan operations and plan solutions to reach the aim of that department or department.

In addition, the 9<sup>th</sup> National Economic and Social Development Plan (2002-2006) was a strategic plan that set the direction of national development on medium term in line with the long-term vision and had been continued as a result of the National Economic Social Development Plan No. 8 in terms of concepts that hold "People were the center of development" in all dimensions to balanced development for both in terms of people, society, economy and environment,

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<sup>2</sup>Phra Dhammakosajarn (Prayoon Thammachitto), **Buddhist Methods of Management**, (Bangkok: Mahachulalongkornrajavidyalaya Printing Press, 2006), p. 39.

<sup>3</sup>Payom Wongsansri, **Human Resource Management**, (Bangkok: Faculty of Management Science, Suan Dusit Rajabhat Institute, 1997), pp. 26-30.

especially the creation of a good internal management system to occur at all levels. This will lead to sustainable development that truly had the people as the center.

There were two important human resource development concepts:<sup>4</sup>

1. Traditional concept was a concept that had originally been human resource development, It was quite evident during the industrial revolution of the late 17<sup>th</sup> and early 18<sup>th</sup> centuries. The industrial revolution brought about the introduction of machinery in industry. Machines had become important to employers. Therefore, human resource development was a characteristic of human management in organizations that emphasize authoritarianism which the administrator does not attach importance to human resources and dignity of humankind.

The next form of human resource development in the organization was paternal custody pattern, It was the arises after the work of authoritarian personnel management to help solve problems or find a approach for human management in the organization to survive in those era. An important characteristic of human management in this pattern of organization was the organization as family that father was employer children were laborers, The father was in charge of behavior taught the children who were not yet self-reliant, judgment of matters such as rewards and punishments was within the power of the father, The punishment could be severe enough to be dismissed. This type of management may help solve the first type of management problem in the early stages.

When managing in a father and son manner could not be applied to the organization for the most part, there was another type of management system, namely human management in bureaucratic or bureaucratic organizations (Bureaucracy), it was a form of governance or hierarchical administration, There were rules, regulations and strict restriction, Workers were selected by the rules that were written in writing as well as keeping the documents. The concept of human

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<sup>4</sup>Thongchai Somboon, **Human Administration and Management in Organizations**, (Bangkok: Siamese Philosopher, 2006), p. 17.

management in an organization like this was clearly visible but must have regulations as well as being closely controlled.

A next form of bureaucratic human management was evident in the next issue was there were selection of the most talented people to work and put people to work for maximum efficiency by trying to get a psychologist to help create a test as a tool for selection by the rules and regulations were written in writing and kept in an orderly fashion and started to collecting the documents about individuals by arranging personnel officers to collect documents, rules, regulations to show clarity to be accepted by both employers and workers.

The next feature was the management of human beings in an organization with executives who protect interests. Human resource managers act as intermediaries between employers and workers or senior management with workers. Workers often have their own organizations such as trade unions or workers' committees, to gather opinions. labor needs and present that information to the executives. Executives, and personnel as intermediaries, therefore, it seems that personnel managers had a lot of power, but in fact the practice the job as an intermediary was very difficult because it had to fit in well with both parties to maintain the interests of both the top management and labor users or employees and employers In order for the intermediary operation to be very successful, therefore, the executives turned more attention to the humanity of the workers especially the welfare boosting morale including motivating.

2. The new concept was the opposite of the first one, which was the integration of the concepts of scientific management and the human relation approach by selecting only useful ideas to human management in the organization. The new theory of management arised because human beings need decency. it made the concept of management according to the new theory to focus on aspects such as working according to specific abilities (Specialization) that resulted in the recruitment of competent persons suitable for the position, arrangement of the position classification system (Position Classification), training (Training). There were training for organization workers to adjust their knowledge and abilities to keep up

with new technology and environmental changes in regard to welfare management, the executives saw the importance of rewarding workers by providing various facilities in order to maintain "people", which was an important resource, to be effective and to had a quality life as it was appropriate as well as having good morale and motivation in managing safety at work as well as taking care of the health of workers. Motivation was the used of psychology that was appropriate for workers.

An organization was a source of many resources, whether it was human resources, money resources. technology resources, etc. Organization was the source of productivity and society in the present, human resource development learning was the key to developing an organization that everyone could learn at their own level and learning together continuously, it leaded to lifelong learning. This allowed the organization to develop higher learning capabilities for the organization to grow and progress. Human resource development in the organization was as follows;<sup>5</sup>

1. Training was a necessity of employees who attend training whether in terms of content formats and methods by focusing on the rights of individuals

2. problem-solving focusing was the role of human resource work to promote problem solving as education, training was a component of human resource developing the work that aimed at solving problems for the organization.

3. Focusing for promote the participation of the participants in the training seminar both in terms of preparation, procurement, content and formats which participants must have a conscience to participate in the development of the organization.

4. It was a process that had a system of personnel management that had the same attitude with continuous systematic integration to achieve results for the organization.

The concept of human resource development in the organization was to create a working atmosphere that was conducive to the expression of the potential of individuals in the organization, it was resulting for quality of working life for organizational development included a new design. All of this was due to the current

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<sup>5</sup>Banyong Tochinda, **Personnel Management**, (Bangkok: Ruamsan, 2003), p. 186.



situation with a lot of business competition caused the organization to improve and change the development of personnel management which must be adjusted for the survival of the organization. This human resource development was a continuous learning process that continues throughout life of personnel in the organization which related to training, education and development which focused on the individual. The human resource development that will be successful must be done as a process.

Therefore, the result of development that hoped for short-term results will be personal development and management or if expecting long-term results must be focusing on professional development and organizational development. In the scope or elements of development for human resource development according to Buddhism, it was no different from mainstream human resource development, that is, there were both individual and organizational developments. Issues to considering waste the scope or focus of development will influence the choice of different development methods or processes, that was to say, development at the individual level and the development at the organizational level will have different techniques due to different factors such as in human resource development at the organizational level, there were variables in organizational structure, work process, technology used by the organization and more work culture. Therefore, Buddhist human resource developers must consider this factor. Therefore, Buddhist human resource developers must consider this factor in order not to carry out development at the individual level and expected that the development at the organizational level will occur automatically. Therefore, in the process of Buddhist human resource development, The first two factors that must be defined as independent factors which were the development goals and the target group or scope to be developed at the individual or organizational level.<sup>6</sup>

In addition to the factors of development elements, which were divided into large categories, namely the individual level and the organizational level,

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<sup>6</sup>Gilley J.W., Egglund, S. A.& Maycunich, A. **Principle of human resource development.** 2<sup>nd</sup> ed. (Cambridge, MA: Persues Books, 2002). p. 174.

readiness to be developed or the ability to learn will also be unequal. This factor will affect the development process in stages. such as approach setting and curriculum design, teaching techniques, and readiness could be compared with the Buddha's teaching on the "Four Lotus", which refers to the unequal ability to learn the "Truth Dharma" that was not equal as the Buddha said, "To whom shall we preach the Dharma first? Who knew this Dharma suddenly? He was shrewd, wise, and was naturally a little dusty of defilements..."

The three development goals and scope of development were individual, group and organizational levels and the readiness to develop had been mentioned above. That development goals will be the determining factor of the development paradigm.

Human resource development was divided into two types: Human resource was the view of human beings as a resource, that was, capital as a factor in bringing economic and social development, but for human development by looking at people as human beings mean human had his own humanity. Human life had a purpose. The purpose of life was happiness, freedom, goodness and beauty of life which was an individual matter.<sup>7</sup> Human resource development was a continuous systematic planning to provide for the development of the level of competence in the performance of employees and the efficiency of the organization by using the training methods educating and organize employee development programs and was providing opportunities for future career advancement in a shorter period of time.<sup>8</sup>

Human resource development means process how executives use the art and strategy of recruiting, selection and putting qualified persons to work in the organization with interest in development Maintenance for members who work in the organization could increase their knowledge and abilities for dedication to

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<sup>7</sup>Phradhammapitaka (P.A. Payutto), **Decade of Views of Phra Dhammapitaka Education category**, (Bangkok: Thammasapha, 2000) p. 51.

<sup>8</sup>Amnuay Sangsawang, **Human Resource Management**, (Bangkok: Thipwisut Printing, 1997), p. 248.

working for the organization and able to live in society happily.<sup>9</sup> Human resource development means the development of human resources to be of better quality. it must develop physically and mentally at the same time In addition to that, there must be human knowledge along with virtue to be a complete person or a human in society and when human had knowledge must be implemented practicing for good results was Having a good experience, good experience, good knowledge, good morals, and high abilities were of the utmost importance that should be used as the basis for human resource management.<sup>10</sup> David Easton cited in Tomsak Thong-in<sup>11</sup> Discussed the concept of human resource development on the components of the system, David Easton explained that the human resource development system had important components which were the inputs, which were people, money, and speakers. The transformation process was education, training, development, and the output factors which were quality people. Success in human development could be regarded as being able to transform human values, attitudes, needs and behaviors from the old to the new. it was stimulates the need for new projects. it could be seen in various organizations, when human resources in the organization had been developed higher and had more knowledge, There was always a need for new projects. In term of administration which called for the administration or the management to take action, for example; in the latter part of almost every organization was initially requested to have a system on the security of work, life and health insurance systems, etc. The national level was the same. The development of the nation's human resources was of better quality. There were inevitably a need for new projects, especially in terms of obtaining efficient and effective government

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<sup>9</sup>Wichai Tosuwanchinda, **Human Resource Management**, (Bangkok: VJ. Printing, 2003), p. 2.

<sup>10</sup>Amnat Charoensin, **Natural Resources and Environment Management**, (Bangkok: O.S. Printing House, 2000), p. 206.

<sup>11</sup>Tomsak Thongin, **Teaching Document: Human Resource Development**, (Department of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, 2004), p. 2.

services, it could be seen, the missions of government agencies were increasing when the level of national development was higher, etc.

Buddhist human resource development started with the Buddha Dharma as a large framework or Main Ideas. When we said about the knowledge of economics, it will be Buddhist economics, which will lead to a sufficiency economy economy and organizations in society or that country which had a sufficiency economy system or was an organization that wants to use a sufficiency economy. Even though the context was still a capitalist economy consumerism such as organizational characteristics will be an important condition for the development of Buddhist human resources to occur.<sup>12</sup>

The development goals according to Buddhism were divided into 2 levels, namely, global morality, which was suitable for private organizations that still have a mission to earn income or profit, or even government organizations that had to work to be worth the received budget and resources in this organization, therefore, it had a development paradigm, both for performance and learning paradigm, but for the global development paradigm in Lokuttara level that aimed at the complete cessation of suffering. it was Nirodha or Nirvana may be difficult to develop in an organization that still had to survive with maximum profit, although it was possible. However, the aim of dividing into two development paradigms on a global level and Lokuttara to enable Buddhist human resource developers to realized the goals and readiness of both human resources and organizations to develop both the individual level level of people in the organization and organization level. This will make the development more productive and efficient because development planners at both the organizational and individual level and will analyze and design development programs. If training was used, development course designers and instructors will improve content, dharma principles, and transfer techniques to suit the learners. Relationship of organizational context organization and human resource development in Buddhism.

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<sup>12</sup>Apichai Phanthasen, **Buddhist Economics: Evolution, Theory and Applications to Various Branches of Economics**, (Bangkok: Amarin Printing Press, 2001), p. 178.

Human resource development means organizing systematic and continuous activities then activities will be scheduled to end in a timely manner and could create activities for behavior change as activities organized to develop.<sup>13</sup> Human resource development was an action in order for personnel to learn and had expertise in order to change the behavior of personnel in the way that the organization or institute needs.<sup>14</sup> Human resource development means the conduct of any endeavor to make the creative capacity of each person in accordance with the tasks for which each individual was responsible.<sup>15</sup> Human resource development means to activities that will bring the quality and production capability of the employees and bring satisfaction between employees supervisors and other employees. The development must be done at the individual level (Individual Development), organization level (Organization Development), career development (Career Development).<sup>16</sup>

The theory of human resource development, There were many concepts and methods for people in the organization to have the opportunity to improve the way of working for the growth of oneself and the organization, There were many concepts in human resource development management theory and could be divided into many eras but will bring only important theories, the essence of the theory will say the following issues;

1. Maslow's five-stage hierarchy of needs and necessities was basic human needs theory:<sup>17</sup>

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<sup>13</sup>Nadler, Leonard, **Desingning training program**: The critical events model,(Reading, ass. Addison – Wesley, 1982), p. 12.

<sup>14</sup>Beach, Dale S. Personnel, **The Management of People at Work**, )New York: The Macmillan Publishing Co. 1980(, p. 59.

<sup>15</sup>Megginson, Leon C. Personnel, **A Behavioral Approach to Administration**, (omewood: Richard D Lrwin, 1969), p. 307.

<sup>16</sup>Pace.RW.Smith. **Human Resource Development**. (New Jersey: Prentlice Hall,1991), p.7.

<sup>17</sup>Adranam H. Maslow, “**A Theory of Human Motivation**”, (Psychological Review, 1943), pp. 370-396.

1) Physical needs included the need for food, water, air to breathe, sex, etc. Such needs were considered as the basic needs of the body for life.

2) Safety Needs were physical and emotional safety, such as the need for adequate housing or clothing. It should be free from concerns about job security and finances, etc.

3) Social needs, after both stages of need had been met. The next need was the need for ownership or social needs, which were love needs and needs were recognized by colleagues.

4) The need to be honored in society (Esteem Needs) was an advanced need, these needs were divided into two areas: the need for good self-image and self-acceptance. On the other way, it was about wanting to be respected and respected by others.

5) The need to gain success (Self-actualization Needs) were the ultimate needs which were about the ability of each person to develop himself to the most advanced.

## 2. Lyman W. Porter's Theory of Motivation and Edward E. Lawler<sup>18</sup>

Porter and Lawler assented that performance results in an outcome or reward, which includes extrinsic rewards, which was income and promotion, but rewards were self-acceptance and a sense of accomplishment, each assessing the equality or fairness of the rewards with the effort spent as well as the degree of success in the performance of the job.

## 3. Reinforcement Theory for Human Resource Development<sup>19</sup>

Reinforcement means the stimuli that produce a reward response that was positive reinforces. All rewards were reinforced. The negative reinforcement was increasing the behavior to stop undesirable effects.

Types of reinforcers were everything that increases behavior. Reinforcements could be divided into two types:

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<sup>18</sup> Lyman W. Porter and Edward E. Lawler III, **Managerial Attitudes and Performance**, (Homewood Ill. Dorsey Press, 1968), p. 87.

<sup>19</sup> Pornchai Likitchathamrot, **Organizational Behavior**, (Bangkok: Odeon Store Publishing House, 2002), p. 41.

1) Primary reinforcers were self-rewarding: food, water, sexual desire and sleeping. These primary reinforcers were an instinctive need and not a learning curve, therefore, primary reinforcers were less involved in complex behaviors in organizations.

2) Secondary reinforcers were a demand that arises from stipulating conditions. Therefore, it requires learning, such as money, which was the basic reward that organizations payed to the human resources in the organization and the human resource itself which will achieve primary reinforcement other secondary reinforcements that were rewarded include reputation, compliments, satisfaction, intention, recognition, acquaintance, etc.

4. Theories of human resource development according to Theory X and Theory Y<sup>20</sup>

Douglas McGregor proposed the theory of motivation known as Theory X and Theory Y as follows:

Theory X was based on the following assumptions about human nature:

1) Humans generally do not like to work. and will try to avoid work as much as possible

2) The most of humans was subjected to compulsion with punishment to allow him to work towards the goals of the organization.

3) The most of humans was liked to be commanded and wanted to avoid responsibility and was less ambitious but wanting security above all.

Theory Y was based on the following assumptions about human nature:

1) Effort both physical and mental effort in work It was not a difficult thing at all. In fact, work was like play or relaxation.

2) Human resources had the ability to control themselves to work according to the goals that have been set without compulsion.

3) Building a relationship with the organization was a result of awarding of achievements based on achievements.

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<sup>20</sup>Douglas McGregor, **The Human Side of Enterprise**, (New York: McGraw-Hill, 1960), pp. 33-57.

4) Under the right circumstances, Human generally learned not only acceptance but also acceptance but also tried to seek additional responsibility.

5) The ability to imagine ingenuity and creativity in solving organizational problems was widespread in humanity.

6) Under the conditions of people in modern industrial society, The intellectual abilities of people in the organization had the opportunity to show their abilities only partially.

It showed that if management accepts Theory X, they will use a method to motivate people to work with close control to create fear and not allow others to participate in decision making. However, if management accepts theory Y, it uses incentives by allowing others to participate in the work. There were assignments to do. Theory Y was considered a theory that was very useful for motivating work.

It could be concluded that human resource development was an important factor that every organization must accelerate the development of its own personnel to have knowledge and ability. The main approach in human capital development was improving the efficiency of individuals, groups and organizations. Human resource development was many role in the performance of what tasks should be accomplished. Human resources were the most valuable resources of an organization. The person who will be a good and valuable resource of the organization should have characteristics of a knowledge and competence in the profession for which they were, had responsible a good attitude creative and visionary could adjust themselves to keep up with the changes in society and the environment and modern technology that things. As mentioned above, it could be built into the human resource by itself. If there was human development or personnel development, the development of people in the organization was necessary to help the organization succeed and achieve the goals of the organization.



**Table 2.1:** The meaning of human resource development

Academicians or Sources	Main Ideas
Danai Thienput	Concept of human resource potential development <ol style="list-style-type: none"> <li>1) micro level</li> <li>2) Macro level.</li> </ol>
Phra Thammakosajarn (Prayoon Thammachitto)	Human resource development was education and training in Buddhism was learner-centered. This could be seen from the teaching and learning management in accordance with the development and maturity of the learners.
Payom Wongsansri	Human resource development was paramount importance for the organization because the policy was a principle that had been established to guide the practice.
Thongchai Somboon	There were two important human resource development concepts: <ol style="list-style-type: none"> <li>1. The old idea</li> <li>2. The new idea.</li> </ol>
Banyong Tojinda	Human resource development in the organization <ol style="list-style-type: none"> <li>1. Training</li> <li>2. Problem Solving</li> <li>3. Focus on promoting participation</li> <li>4. Process.</li> </ol>
Gilley J.W., Eggland, S. A.& Maycunich, A.	The result of development that expects short-term results will be the development of personnel and performance management or if expecting long-term results emphasis on professional development and organizational development.
Phradhammapitaka	Human resource was the view of human beings as a resource, that was capital as a factor in bringing economic and social development.

**Table 2.1:** The meaning of human resource development (Continued)

Academicians or Sources	Main Ideas
Amnuay Sangsawang	Human resource development was a continuous systematic planning to provide for the development of the level of competence in the performance of employees and the efficiency of the organization.
Wichai Tosuwanchinda	Human resource development means process, how executives use the art and strategy of recruiting, selection and putting qualified persons to work in the organization with interest in development maintenance.
Amnat Charoensin	Human resource development means the development of human resources to be of better quality.
Termsak Thongin	The human resource development system had important components, namely inputs, transformation processes and output factors.
Apichai Phanthasen	Buddhist human resource development begun with the Buddha Dharma as a large framework or Main Ideas.
Nadler, Leonard	Human resource development means organizing systematic and continuous activities. Activities will be scheduled to end in a timely manner.
Beach, Dale S.	Human resource development was an action in order for personnel to learn and have expertise in order to change the behavior of personnel in the way that the organization or unit needs.
Megginson, Leon C. Personnel	Human resource development means the conduct of any endeavor to make the creative capacity of each person in accordance.

**Table 2.1:** The meaning of human resource development (Continued)

Academicians or Sources	Main Ideas
Pace.RW.Smith	Human resource development means activities that will bring which the quality and production capability of the employees.
Adranam H. Maslow	The need 5 steps 1) Physical needs 2) Security requirements 3) Social needs 4) The need to be respected in society 5) The need to gain success
Lyman W. Porter and Edwarad E. Lawler III	Performance results produced results or rewards, among which these awards consisted of external rewards and internal rewards.
Pornchai Likhithammarojn	Theory of reinforcement for human resource development 1) Primary reinforcement 2) Secondary reinforcement
Douglas McGregor	If administrators accepted Theory X, they used a method to motivate people to work with close control. However, if administrators accepted Theory Y, hey used a incentives by allowing others to participate in the work.

### 2.1.2 The importance of human resource development

human resources was an important factor and the most valuable resource in organizational development. The successful of organization could be depends on the individual which was an important factor in the operation. Therefore, there were many scholars discussed the importance of human resource development as follows:

1. Human resource development helped the people who work in the organization to have morale and morale in the work and Build loyalty to the organization in which they work, this will directly affect the productivity of the organization.

2. Human resource development helped to understand the complexity and advancement of technology and caused the invention of methods and tools appliances to facilitate living in a competitive manner meeting more human needs and caused endless industrial business competition each business both nationally and globally, therefore, it must recruit, select and build good people to use.

3. Human resource development helped businesses run because industrial businesses were more competitive, Therefore, there was a need for good people with high abilities to work for

4. Human resource development helped to reduce labor problems because of the power of the labor institutions that grow and become stronger, it was an impetus for employers to pay more attention to personnel management, in order to avoid labor problems which would impair the progress and stability of the organization.

5. Human resource development helped to develop the organization to grow because human resource management was a medium for coordinating with various departments to find a way to get qualified people to work in the organization. When the organization had a person with such qualifications would make the organization grow and develop more.

6. Human resource development helped to strengthen the stability of society and the nation. If human resource management had been implemented effectively would not caused conflicts between the organization and operators mad the society as a good understanding of each other.

There were academics mentioned the importance of human resource development according to Buddhist principles that this human resource development was the most important. When developing human beings, it will gradually keeping people away from being under the influence of passion and haughtiness which was less influenced by passion and arrogance, herefors, they

were more independent could do more a good things, The only way to make peace was possible through human resource development was education which was the sikkha, ti could be conclud the importance of personnel management.<sup>21</sup>

1. Because industrial businesses were more competitive Therefore, there was a need for good people with high abilities to work.

2. The government recognizes the importance of using people under the conditions of economic, social and political eras, such as in accordance with universal humanitarian principles. Human rights of the United Nations and related regulations for all business units to follow.

3. Complexity and Technological Advancement caused the invention of methods and tools appliances to facilitate living in a way that was more competitive to meet human needs causing endless industrial business competition each business, both nationally and globally, must recruit, select and build good people to use.

4. The power of labor institutions that grown and became stronger It was an impetus for employers to pay more attention to personnel management in order to avoid labor problems which would impair the progress and stability of the organization.

5. Bigger and more complex organizations according to the competitive conditions and economic prosperity, the division of labor was done in small organizations. It will look like one person can do many things. But when the expanding organization used higher technology It needs more specialized expertise. Some of people used too much specific expertise (Overspecialization), it was necessary to cause some work processes to stall or wait for work if there was a problem at one point. These required good personnel management to “put the right man on the right job”.

6. The role of management had changed a lot because they need real professional executives to manage the crisis or manage the work according to the situation by using Interdisciplinary for problem solving because of the change of

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<sup>21</sup>Banyong Tochinda, **Personnel Management**, pp. 20-21.

environmental factors both within the organization and outside the organization. In fast conversions, executives had to keep up with and adapt as well.

7. Behavioral science had advanced and had taken a greater role in management because executives must understand the nature of people and the nature of the job more. Therefore, they will be able to stay with their colleagues in the organization in good harmony.

The importance of human resource development in the organization was operated on the basis of chain circle processes, from policy making, work plan, manpower rate, recruiting and selecting good and capable people to work at an appropriate rate of compensation. Structuring and setting compensation and benefits, training people to work effectively performance, appraisal, relocation, developing potential for people in the organization to work efficiently continuously, having morale and behavior that was consistent with the culture in the organization and loyalty until the end of being a person in the organization must be aware of the three importance of human resources<sup>22</sup>

1. Human Resources was the property of the organization not cost
2. Human potential infinite development
3. Human Resources was a source of enhancing and adding value to the productivity and service of the organization.

The importance of human resource development in the past, executives never paid attention to or saw the importance of personnel management at all or even today. For a small organization, it had never provided a personnel management department because administrator saw that personal work was an easy job, there should be no problem and focused only on technical or modern equipment. Later, when there were a problem in working in spite of With good tools to help in the operation, it was thought that there must be another factor that was no less important than those tools. Therefore the executives had to pay more attention and focused on people and found that the operators had an influence on

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<sup>22</sup>Thongchai Somboon, **Human Administration and Management in Organizations**, (Bangkok: Siamese Philosopher, 2006), pp. 11 – 12.

the success of the work greatly. Any organization that payed attention to people, the productivity of the organization will increase because people work more efficiently.<sup>23</sup>

The importance of human resource development<sup>24</sup> could be summarized as follows:

1. Human resource development helped to develop the organization to grow because human resource management was a medium for coordinating with various departments to find a way to get qualified persons to work in the organization, When the organization had a person with qualifications, it could make the organization grow and develop more.

2. Human resource development helped people working in the organization to have morale and morale in their work which build loyalty to their organization, This will directly affect the productivity of the organization.

3. Human resource development helped to strengthen the stability of society and the nation. If human resource management had been implemented effectively, it would not cause conflicts between the organization and the workers, but make the society as a whole had a good understanding of each other.

It could be concluded that the importance of human resource development was an important factor that could facilitate the organization to achieve, it was goals because the work of human resource development was a job that aims to select good people with knowledge and abilities to work by conducting training developing and improveing the employees to have knowledge, competence, up-to-date on social conditions, However, because human resources were the most valuable resource of an organization which called “human capital” and was also an important factor that indicated the success or failure of the organization's activities.

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<sup>23</sup>Sanoh Tiyao, **Personnel Management**, 12<sup>th</sup> Edition, (Bangkok Thammasat University Printing House, 2002), pp. 14–5.

<sup>24</sup> Payom Wongsansri, **Personnel Management**, p. 6.

**Table 2.2:** The importance of human resource development

Academicians or Sources	Main Ideas
Phradhammapitaka (P.A. Payutto)	This human resource development was the most important. When developing human continually, it will gradually keep one away from being subjected to the passion.
Banyong Tochinda	<p>The importance of personnel management</p> <ol style="list-style-type: none"> <li>1. Because industrial businesses were more competitive</li> <li>2. The government recognizes the importance of using people</li> <li>3. Complexity and Technological Advancement</li> <li>4. The power of labor institutions</li> <li>5. Bigger and more complex organizations.</li> </ol>
Thongchai Somboon	<p>The importance of human resources</p> <ol style="list-style-type: none"> <li>1. Human Resources was the property of the organization not cost</li> <li>2. Human potential was infinite development</li> <li>3. Human Resources was a source of enhancing and added the value to the productivity and service of the organization.</li> </ol>

### 2.1.3 Principles of human resource development

Human resource development was an operation that was developing the personnel to gain experience and learning over a period of time to improve the ability to work, there were 3 methods as follows:<sup>25</sup>

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<sup>25</sup>Leonard Nadler, *Corporate Human Resources Development*, (New York: American for Training and Development, 1980), p. 5.



1. Training was an activity that will cause learning focused on the current job. The goal was raise the level of knowledge, skills of employees at that time to be able to work in that position. Those who trained could apply the knowledge immediately.

2. Education was a direct approach to human resource development because education was an enhancement of knowledge, skills, attitudes as well as enhancing the ability to adapt in every side to person, If considered in the organization, the education will focus on preparing employees for future jobs to prepare employees to be competent, ready to work according to the needs of the organization in the future or in another case, education could be used to prepare employees for new promotions which may take a long time.

3. Development was the process of improving the organization to be effective, It was a learning activity that was not focus on a job but focused on achievement. Changes as the organization needs to be developed will prepare the organization for the organization's work in the future to be consistent with technology and environment changing rapidly.

In addition, there were many scholars who had extended the theory of human resource development above that the principles of human resource development could be classified into 3 approaches as follows:<sup>26</sup>

1. Human resource development was developed personnel to gain experience and learning over a period of time to improve the ability to work by 3 methods:

1) Training was an activity that contributes to learning focus on the current job. The goal was to upgrade the knowledge, abilities, skills of the employees at that time to be able to work in that position. Those who had been trained could apply the knowledge immediately.

2) Education was a direct approach to human resource development because education was an enhancement of knowledge, skills, attitudes as well as

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<sup>26</sup>Nisdark Vejyanon, **Academic Articles HR**, (Faculty of Public Administration, National Institute of Development Administration, 2005), pp. 20-40.

enhancing the ability to adapt in every side to person, If considered in the organization, the education will focus on preparing employees for future jobs to prepare employees to be competent, ready to work according to the needs of the organization in the future or in another case, education could be used to prepare employees for new promotions which may take a long time.

3) Development was the process of improving the organization to be effective, It was a learning activity that was not focus on a job but focused on achievement. Changes as the organization needs to be developed will prepare the organization for the organization's work in the future to be consistent with technology and environment changing rapidly.

2. Human resource development was systematically defined and structured activities seting which was enhance knowledge, competence, skills and improve employee behavior by focusing on the development in 3 parts:<sup>27</sup>

1) Individual development was needs at the individual level in learning and development according to Barrow and Loughlin, organizations need their employees to enhance their knowledge and abilities in the following areas:

First of all, employees should be educated to work effectively in accordance with modern technology and understand the role of his devotion to the organization and to be able to make appropriate decisions in the work.

Secondly, the organization required employees to gain new knowledge and skills and have the ability to adapt to changing conditions by learning development of one's own abilities and skills, it must be continually developed and always up-to-date.

Third, the organization required employees be able to work in a flat structure and a short chain of command, worke with little supervision according to objectives and monitoring of one's own work as well as fixing errors manually.

Fourth, the organization required employees to have the ability to communicate with customers, coordination between different departments, and have good interpersonal skills.

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<sup>27</sup>Loc. Cit., pp. 20-40.

In addition, personnel in the organization also needed to be flexible in their work, have the ability to manage changes that will occur and proceeding to deal with new tasks, In addition, personnel must be more responsible for self-learning, personnel must develop themselves to be able to work immediately.

2) Career development was the duty of both the organization and the employees, on the part of each employee must accept that they had a duty to develop their career as well. They must constantly assess themselves and take steps to step up in their careers.

Career development, It will focus on career opportunities that meet personal interests and needs and the needs of the organization to be consistent which the organization must define a plan to develop a line and manage the line of personnel by using the human resource action plan that has been already planned as a guideline for action. However, career development was different from personal development because career development focused on long-term performance and personal success. It could be said that career development was to develop and encourage employees to develop themselves throughout their working life. Therefore, choosing a career must be a process whether there was an opportunity for advancement or not, but for human resource, he must develop career paths at every stage of their working life. When a person becomes a member of the organization, he or she wanted to progress in his or her career. It could be seen that career development was the responsibility and purpose shared by both the organization and personnel.

3) Organization development goal was; to increase the efficiency and improve the health of the organization, to be stronger and more complete. In addition, organizational development must be a change that does not occur at any point. But it must be throughout the organization's system and organization development must take into account the change in values and culture which must start from changing the thinking of people in the organization. first, when people in the organization change their thinking, it will help to link to the change in the structure of work and the change in technology using.

3. Human resource development was the development of the organization to be a learning organization which was the principle of integration between learning and work, which could be combined continuously and systematically at the individual level, group level or work groups level and the overall system level. The learning process was divided into 3 types:<sup>28</sup>

- 1) experiential learning
- 2) learning to adapt to the current situation
- 3) Learning to prepare for future changes

### **Human Resource Method**

Usually, Human resource development could be done in a number of ways. However, there were mainly 3 methods that were popularly practiced: human resource development through training, human resource development through education and human resource development through development.

#### **1) Human resource development by training**

Personnel development by training programs will result in and how beneficial to the organization or agency would depend mainly on the knowledge, ability and attitude towards the work of the personnel responsible for organizing the training to be able to perform effective training management tasks. In addition, for having knowledge and understanding of the training process and the principles of training management at each step, the person in charge of training should have basic knowledge of the social sciences and behavioral sciences widely such as sociology, psychology, and management sciences which will help facilitate set course and training projects easier Knowledge of personnel management principles and other methods of human development. In addition, the training in this section, the researcher will discuss definition of training, training need, process of training, type of training and training methods as follows:

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<sup>28</sup> Ibid, pp. 20-40.

### 1.1) Definition of Training

Academics given the meaning of training that training helped people work more efficiently. It was an upgrade of personnel's abilities in every way to be equal to the work assigned to them. Training was a process of developing and improving work characteristics to meet the needs of individuals and organizational policies. Training required learning techniques and principles such as motivation, understanding, acquisition and retention and then could be applied to work. Training will be effective because the trainees understood the purpose of the training, There were various formats such as orientation, training in the internship room and training based on teaching techniques such as lectures, discussions, etc. For the most, training was the method used for the current job and setint a formal role model with employee levels for development that was the process used for future work. Training was a process organized to enable individuals to learn and have proficient for a purpose. It aimed to let people know a specific thing in order to change people's behavior in a desired way. In the meaning mentioned above, Training allowed trainees to gain new knowledge and gain more operational expertise, increase problem solving efficiency and attitude to improve work adn change the work for the better according to the guidelines set by the organization.<sup>29</sup>

### 1.2) The need for training

The need for training was an activity organized to develop individuals in the organization to have sufficient knowledge to perform, such as having a positive attitude towards work, because people were satisfied with work which will affected work efficiency and had the ability to work proficiently, it could say that they had skills in that job as well.<sup>30</sup> The need for training was due to the following reasons:

(1) The organization expected effective and efficient productivity. which it will make the output to the destination that the organization was defined people in the organization alone. Managers or executives were unable to achieve the goals of

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<sup>29</sup>Sanoh Tiyao, **Personnel Management**, (Bangkok: Thammasat University Printing House, 2000), p. 27.

<sup>30</sup>Payom Wongsansri, **Personnel Management**, p. 47.

the organization. It required the cooperation of people within the organization and then the work will be successful. Therefore, it was necessary to have an agency to teach him to learn that job in order to understand the work that leads to the speed of work and also to prevent errors that may occur from that work.

(2) The nature of the work in the organization was different from the knowledge gained from the educational establishment because the educational institution provided knowledge and practice of broad things, may not be specific and had special characteristics according to the specific nature of the work in the organization. Therefore, graduates needed to be educated on the job before they work to build trust in workers, resulting in working with peace of mind.

(3) The work in the organization will always be changed and improved. This change required some optimizations, whether, it was a change in job nature or changes in technology such as the introduction of computers to use in various tasks, it needed to train personnel in the organization to be able to work well in new.

(4) Persons in the organization needed to be developed by human nature, when working for a long time, lethargy, boredom will arise. Therefore, the organization needed to organize activities to motivate him to learn new things, so that he does not feel that he was old. Allowing the next generation to do, it will have to make people in the organization realize that everyone was not old enough to develop. Therefore, training was aimed at changing the behavior of the person and was important to learn new things to be satisfied with new tasks to have skills in that new work.

### 1.3) The process of training

Human resource development process was a process of working in personnel development in a systematic and structured manner. The process or steps of human resource development by training could be summarized as follows:

#### (1) Training Needs Analysis or Needs Assessments

The need for training and development was important, it could be said that it was the heart of human resource development by considering the shortcomings on the basis of a comparison between the desired work and the actual. In addition, the opportunity or potential to improve performance. This could be

considered as motivating people to improve or creating opportunities for success by using the competency model to formulate training and development guidelines.<sup>31</sup>

So that training could achieve the goals and help solve problems, organizations needed to explore how much training was needed. What indicators indicated that training in this need was necessary?, there were steps to be taken, data collection and data analysis<sup>32</sup>

Data collection was many types such as

- By studying the objectives of the organization as well as the functions and characteristics of the organization in detail
- by asking operators and service recipients
- by observing the work including the behavior of the operators of the organization
- by studying from documents such as operational records performance or the results of the previous assessment.

(2) Developing and design training programs

It could be analyzed that the organization and personnel wanted to be corrected or incentivized to improve their performance, there must be a curriculum design and development which included important activities such as setting the objectives of the training. Determination of the qualifications of trainees, training course creation, selection of speakers, selection of techniques and methods for training, designation of training venues and training equipment.<sup>33</sup>

(3) Training Delivery

At this phase, the duration of activities could be divided into three phases:

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<sup>31</sup>Thongchai Santiwong, **Human Resources Management**, 11<sup>th</sup> Edition, (Bangkok: Prachuamchang Co., Ltd., 2003), pp. 276-277.

<sup>32</sup>Nisdark Vejyanon, **Academic Articles HR**, (Bangkok: Faculty of Public Administration, National Institute of Development Administration, 2007), p. 126.

<sup>33</sup>Danai Thienput, **Human Development Strategy: For Professional Trainers Program: Formulation of Training and Personnel Development**, (Bangkok: Book Bank, 1997), pp. 77-8.

The first phase involved planning a training course that will be related to the training agency and business measurement agencies.

The second phase, conducting training, It will be done in the matter of preparation in the area and the ceremony of organizing the training on a daily basis. Consistency between training content and course objectives daily budget and a summary of progress in training management.

The third phase, when the operation at the end of training must require joint operations of relevant agencies, such as the preparation of reports on training results by training agencies applying the results of the training to practice by the agency and the measurement of business outcomes in terms of outcomes by business measurement bodies.

In order for the training to proceed smoothly, The procedure for administering this course must require the establishment of an operational committee to assign responsibilities and coordinate training to increase or decrease which depends on the situation such as the establishment of the board of directors, operations, committee, secretary, treasurer, MC, documentation and registration department, arrangement department, public relations department, location department, technology department, nursing department, vehicle department, hostess department, food and beverage department, entertainment and group relations and the evaluation department etc.

#### (4) Training conducting

Conducting the training as a planned operation procedure. All personnel in the unit should be informed about the action plan for cooperation in the implementation of the aims by open for applications for those who were interested or select target groups as appropriate to receive training complete. the facility and operational details and begin human resource development. At this stage, the organizing committee must always be alert to any changes or emergencies that may



arise. Whether, adjusting the time, location and trainers to suit the situation so that the training proceeds to the goal as smoothly as possible.<sup>34</sup>

(5) Training Evaluation and Follow Up

What needs to be assessed and monitored were consisted of an assessment in the following areas:

(5.1) learning assessment to know how much the trainees have learned

(5.2) Reaction assessment to know the opinions and attitudes of the trainees on the training, such as attitudes towards the speakers or subjects

(5.3) Behavior assessment to know the trainees change their working behavior for the better or not?

(5.4) Assessment of results to know trained people work effectively. was the efficiency better? and had the agency's operations progressed further as a result of the training?<sup>35</sup>

1.4) Type of training

Training could be different types according to the nature of the purpose trainees and the duration of the examination but what was noticed was the training was for the trainees to gain expertise. The categorization of training will be considered any criteria. It focused on the trainees. We could classify according to the characteristics of the trainees as follows:<sup>36</sup>

(1) Induction or orientation

(2) On the job training

(3) Vestibule training

(4) Apprenticeship training

(5) Internship training

(6) Special purpose program

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<sup>34</sup>Nutthaphan Khejaranun, **Human Resource Management**, (Bangkok: SE-ED Ucation Publishing Company, 2005), pp. 135-140.

<sup>35</sup>Payom Wongsansri, **Organization and Management**, 8<sup>th</sup> Edition, (Bangkok: Faculty of Management Science Dusit University, 2005), pp. 172-173.

<sup>36</sup>Sanoh Tiyao, **Personnel Management**, (Bangkok: Thammasat University Printing House, 2000), pp. 99-101.

1.5) Training Methods, the success of training was depended on the method of transmission and creating an atmosphere in trainees were alert, ready, and willing to receive training, which currently used a several training methods; The most commonly used were as follows:<sup>37</sup>

- (1) Lecture
- (2) Conference
- (2) Role Playing
- (4) Case Study
- (5) Demonstration
- (6) Seminar
- (7) On the job Training

From the definition of training above, it could be concluded that training was an important role in the management process of employees in order to enhance their work skills. it was process that makes people learn and have expertise in any subject for useing in the operation. The importance of training was increasint the productivity, having a better attitude and having the ability to solve problems in working effectively.

## **2) Human resource development by education (Study)**

Education focused on people or human resources rather than jobs. The purpose of education was to prepare individuals for promotion to higher positions in the organization as well as professional development. in other words, being promoted to a supervisor, the education of interpersonal and commanding attitudes will be essential for individual education programs, it was the education of new subjects which was necessary in order to adapt to function in the new environment.<sup>38</sup>

One thing to keep in mind. when we tolke about education, the education was an investment. The results will be visible in the long term. In addition, the

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<sup>37</sup> Nutthaphan Khejaranan, **Human Resources Management**, pp. 155-158.

<sup>38</sup> Chow Rojanasaeng, **Concepts, Planning and Human Resource Development Systems**, pp. 55-72.

evaluation could be done by comparing the results with the objectives set as follows:

### **1. Education and human resource development**

Human knowledge, abilities and skills could be developed through education. Research was shown that investment in education had a direct impact on human resource development. Countries that had achieved great economic development, such as the United States, Germany, and Japan, had invested a lot in education because it caused all developing countries bring for example.

It could be seen that education for human resource development in the organization should be appropriate and should be undertaken to provide education of this nature along with the education organized in educational institutions.

### **2. Education was investment and consumption**

An economist's education must take into account the results. This was expected from the investment in education. Education was consumption which could be divided into two perspectives as follows:

1) Education was an investment under current concepts, education expenditures were considered investments to increase future productivity. The role of education in the underlying human skills that we considered human capital. it no need to maintain and improve human skills, knowledge and experience could be considered an investment in human beings.

2) Education was consumption, education for utility and enhancing quality of life were the education with the aim of enhancing honor, dignity, and presence in society for personnel.

It could be seen that all educational expenses were not the only investment expenses but education expenditure was both consumption expenditure and investment expenditure at the same time. Education was a factor in increasing the productivity of human capital.

### 3. Education management for human resource development

Education was the process of systematically changing a person's behavior. The education of personnel in the organization must adhere to the goals or objectives of the organization in order to make the behavior of individuals in the organization change in line with the objectives of the organization.

### 4. The need for the organization to provide education <sup>39</sup>

The reason why organizations need to provide education to personnel was due to 4 reasons:

1) Educational institutions could not produce people who work immediately. There was not the educational establishment could produce people who could work as soon as they graduate when entering the organization.

2) Technological advances in today's state, technological advances were always changing. Practitioners should be developed in accordance with the situation and changes by the educational process.

3) The need for career advancement tried to develop yourself to have the opportunity to promote financial roles which will affect the progress of the agency and to create morale for the workers.

4) Getting an experience that meets your needed direct experience in the development and improvement of a person's abilities.

### 5. Principles of educational management <sup>40</sup>

The rationale and need for personnel education should be based on the following principles:

1) Education according to the wishes of the personnel When personnel or operators became members of the personnel organization, there was a need to receive development opportunities to promote their own work to a higher position. caused personnel to be more proud of their job position. The organization needed to promote and support individuals to receive opportunities for self-

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<sup>39</sup> Loc. Cit., pp. 55-72.

<sup>40</sup> Ibid., pp. 55-72.

development. Management of education according to the needs, another type, personnel of organization should focus on study according to different interest groups and had to improve operational efficiency.

2) Education according to the needs of the organization because educational establishments that manage education in the system cannot produce personnel to be able to work immediately. Organizations need to develop their personnel to be effective and able to respond to the mission of the organization. When the organization was successful, it will be selected and appointed to work in the organization, etc.

However, the form of educational management according to the wishes of the organization could be divided into the following characteristics:

1) pre-work education, It was educate personnel before entering active duty.

2) Education during active duty, It was an education for those who were already performing the duties in order to increase the efficiency of their operations.

3) Education before being promoted was education before being appointed to the position.

## **6. Education system for human resource development**<sup>41</sup>

Education in Thailand in the past was the center of education at temples, houses and palaces. Education at temples was taught by monks to be able to read and write Thai and there was also teaching morality according to the principles of religion for students to behave well. Home education was an unconventional study. Parents were trained on occasion to know their own language and to be able to communicate with others in a spoken language so that they could be understood. The education in the palace, was a study with a royal philosopher who served in the royal court that was knowledgeable in various fields that could be passed on to the disciples who were the boss and the children of government officials. Later, a school was established during the reign of King Chulalongkorn. And there had been a reform

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<sup>41</sup>Ibid., pp. 55-72.

of Thai education to be international. The current Thai education system had set a form.

### **1) Formal education**

Systemic education was the following important characteristics: It was primarily a teaching and learning management within a school or an educational establishment, there was a model for organizing educational institutions, organizing a learning atmosphere that was a characteristic of an educational institution that was different from the reality of daily life in society, the targeted community was children and youth. The age of the learners was clearly defined and there was a definite system structure according to the hierarchy.

### **2) Non-formal education**

Non-formal education had the following important characteristics: Learners did not have the same age criteria as those in the school system, Teachers were teachers who had knowledge, expertise and expertise in the subject, they were taught directly or a person who had experience from their occupation as a speaker and volunteer, curriculum and course content very flexible, content could be adapted according to the locality and interests of the learners, there will be theory, practice, arrangement style in order to achieve the objectives of the organizers and participants, teaching was varies and as appropriate, this may be arranged in the form of meetings, discussions, demonstrations, training, audiovisual equipment using , mass media, distance education, etc.

### **3) Informal education**

Informal education was an important characteristic it was informal education had a non-formal format that could be clearly explained. it could not be tangible or perceived as a formal education with a school representing, the system It occurred in many physical and social environments, there were multiple purposes and not necessarily educational as part of other formal education, a person could also use informal education while studying in the formal system at the same time and use an unlimited number of informal methods.

### **7. Human resource development through external study**

Human resource development in the organization by education will require formal education, informal education and informal education.

This was because a person's entry into a position was based on the criteria of the level of education in the system as a factor in determining the salary rate position and opportunities for advancement in that position structure. Personnel development through education from outside the organized organization could be undertaken with further education without affecting the permanent job to study full time to study, some time they had opportunities to increase knowledge and experience.

### **8. Human resource development by studying from within the organization<sup>42</sup>**

The necessity of using manpower to accomplish the organization's mission may required personnel with specific skills, knowledge, and abilities which it could not rely on outside education. The organization needed to organize education to develop personnel for their own use. At the same time, some organizational characteristics, in addition to producing personnel for their own use, could also produce experts and specialists according to their expertise and abilities for other organizations as well. Organizations provided education for human resource development within the organization consist of different structures, styles, and methods of operation, namely, organizational structures that need to produce personnel for their own use. The education service department acted a role in the development of personnel in the organization by determining the objectives of education and personnel development in the organization and was determined the roadmap and development methods. It was also responsible for evaluating personnel development projects in the organization. Determining the correct objectives, plans and methods could lead to clear and careful action and match the goals of human resource development of the organization.

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<sup>42</sup>Ibid., pp. 55-72.

### 3) Human resource development through development

Human resource development through self-improvement in the job was supervisors or other responsible persons such as the officers department, staffing department had provided coaching, job recommendations, and increased duties and responsibilities on the job, job rotation to develop employees knowledge and experience from working in various positions. This was increase knowledge and develop operational skills. This will result in the operator's ability to work more.<sup>43</sup>

#### 1. Self-Development

Self-Development<sup>44</sup> strengthen oneself to achieve the purpose of life without encroaching on the rights of others by enhancing and developing their lives and work to be higher useful and happy. The self-development had the following important objectives:

- 1) Able to be self-reliant, i.e. able to support oneself and family
- 2) Success in life and work
- 3) Able to benefit society.

When considering the steps of self-improvement, it was found that there were two important parts: self-exploration and self-analysis. as detailed as follows:

1) Self-exploration in order to set goals for the future that we want. The key points that everyone should know about themselves are:

(1) Original basis was history, first name, last name, place of birth, childhood environment People who had raised, played, taught, inspired, personalities of parents and relatives, events that influenced or fascinated, books, concepts, pictures and places that were very fond of and impressed. Thoughts, images or things that dominate one's mind, things, events, and stories they talk about often.

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<sup>43</sup> Chalermpong Meesomnai, **Human Resource Development Methods and Techniques Teaching Documents human resource development Sukhothai Thammathirat Open University**, (Nonthaburi: Sukhothai Thammathirat Open University Printing House, 2008 ), pp. 14 – 15.

<sup>44</sup> Chow Rojanasaeng, **Concepts, Planning and Human Resource Development System**, p. 66.



(2) Own weaknesses, it was undesirable habits, what can't be done things that make them feel insulted, things that don't want to talk about, things that don't want to hear, things that don't want to see, things that make other people react unpleasantly.

(3) Own strengths, it was good character, best thing to do, things that make you feel proud of yourself, what you can do but others can't, what they like best, what they want the most.

2) Self-analysis, It was about looking at yourself in more detail. Self-analysis often use the Johari Window concept presented by two scholars, Joseph Luff Harry Ingram. The Johari Window concept was divided into 4 windows as follows:

(1) Open behavior (Open area) was the behavior that one knows. How you were and others know how that person behaves, such as helping others.

(2) Blind behavior (Spots area) was behaviors in other people that they know how the person was but they do not know who they are, such as slurred speech, too much speech.

(3) Hidden behavior (Hidden Area) was behavior that you know how were you, but others do not know that the person behaves like that, for example, jealousy of others.

(4) Unknown behavior (Unknown Area) was behavior that neither oneself nor others know how that person behaves.

The concept of Jonari Window, people could develop themselves and must learn as much about themselves as possible by discovering themselves and opening themselves up (Openness), so that others people could learn about themselves and had the opportunity to tell people what they were which there was a point of good, and what needs to be improved in order to have the opportunity to improve the part, that was not good they needed to accept feedback from others, even if it was negative feedback.

## 2. Career Development

Career development was the guidelines or methods established by the organization to ensure that the organization had employees who had the qualifications and experience that the organization needs. The career development was a way for employees to gain knowledge, skills and abilities to provide opportunities for growth and progress in accordance with the career path that the organization had set.

Career development consisted of two important concepts:<sup>45</sup>

Firstly, the concept of employee career management (Career Management), was a system or process that the organization had prepared and operated to maintain, develop and use people for maximum benefits.

Secondly, career Planning, was an employee's career plan that was based on what the employee wants to be or would like to do in the future. It will have both long-term plans and short term plans.

Career development was the duty of both the organization and the employees. The each employee must accept that they had a duty to develop their career as well. They must constantly assess themselves and take steps to step up in their careers. Career development will highlight career opportunities that was mach personal interests and needs and the needs of the organization. The organization must formulate a plan to develop the line and manage the line of personnel by using the human resource action plan that had been already planned as a guideline for action. However, career development was different from personal development because career development focuses on long-term performance and personal success. It could be said that career development was the development that encourages employees to develop themselves throughout their working life. Therefore, choosing a career must be a process whether there was an opportunity for advancement or not. The people must develop every career path in life-long steps of work. When a people becomes a member of the organization, they would

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<sup>45</sup> Arporn Phuwitthayaphan, **Career Development in Practice**, (Bangkok: HR Center, 2004), p. 237.

like to progress in their own career. It could be seen that career development. Therefore, it was the responsibility and common purpose of both the organization and its personnel.

### **3. Team Building and Team Development**

Team building was a development process that allowed members of an organization to work together effectively and effectiveness. Team building was developing problem-solving skills of employees, improve communication and accept each other and was the interaction of group activities with members of the team to increase confidence and revelation.

A team was a group of people coming together to perform any task according to the objectives set by those who join the work must know and understand the objectives. There was a division of duties responsibility and clearly understand the group's agreements. Team work must followed an open system. and effective communication between operators, for the behavior of working as a team, it was necessary to have the following important characteristics:

- 1) There was effective communication and speak clearly
- 2) There was coordination
- 3) There was each other's work was monitored all the time.
- 4) There was an exchange of information back to each other, had been told Must accept that other people give feedback for improving.
- 5) Each member had to adapt to the situation. The environment was constantly changing.

Therefore, a important condition that will create an effective team must be necessary to consider the following important details. In other words, every member must have a responsibility and a mental commitment to the goals of the team. Each member must be interested in building relationships with other people on the team. Not only interested in the work of the team alone Teams must have an exchange of ideas between members and teams need to collect information, news, especially feedback, to present to the team the results of their work.

#### 4. Organization Development

Organization development was increasing the efficiency and improve the health of the organization to be stronger and more complete. In addition, organizational development must be a change that does not occur at any point. But it must be throughout the organization's system. The organization development must take into account the change in values and culture. it must start first from changing the thinking of people in the organization. When people in the organization changed their thinking, it will help to link to the change in the structure of work and the change in the using of technology. Organization development consisted of the following important steps: <sup>46</sup>

##### 1) Organization Diagnosis

Organizational diagnosis was an activity in which managers were aware of the problems facing the organization or seen opportunities for organizational development and then proceed to appoint those who had the authority, duties and responsibilities in the development of the organization. it was often set up as an organization development team to study understand and explain the current situation to determine a solution to the problem and suggest ways to develop the organization in the future.

##### 2) Establish OD Strategy and Implementation Plan

At this stage, the organization development team will use the information from the organization's diagnosis to formulate strategies and plan for organizational development and draft an action plan to achieve the desired goals, which must be carried out in a systematic way and step by step. by considering the overall picture of the organization. Therefore, the action plan could be integrated into the organization's strategy and created concrete results.

##### 3) Organization Development Intervention

Organizational development operations was important step for the success of organization development. Those who were responsible for and responsible for organization development will implement the organization development plan into

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<sup>46</sup>Suchitra Thananan, **Human Resource Development**, p.108-115.

action by planning the implementation. making a schedule of activities, clearly defining the schedule and the person responsible as well as, trying to solve problems that arise in the operation, especially the immediate problems that may occur unexpectedly and be prepared to deal with them in advance. Therefore, those who were developed the organization must open their minds, stay alert and ready to solve problems at all times.

#### 4) Organization Evaluation

Organizational development evaluation was another important step in organization development that was monitoring, and evaluating organizational development, that it complies with the goals, criteria and standards set, as well as how to operator, modifying and improving to achieve the desired results while promoting the learning of the organization development team. which team will receive feedback to improve oneself to be able to develop a better organization in the future.

**Table 2.3:** Principles of human resource development

Academicians or Sources	Main Ideas
Leonard Nadler	Human resource development was as follows: 1. Training 2. Education 3. Development
Nisdar Vejyanon	Human resource development was as follows: 1) Individual Development 2) Career Development 3) Organization Development
Sanoh Tiyo	Training was various forms such as orientation, internship training, Training through teaching techniques, lectures, discussions, etc.
Payom Wongsansri	Training need was an activity organized to develop individuals in the organization to have sufficient knowledge to perform their tasks, have a positive attitude towards work and have the ability to work skillfully.

#### 2.1.4 Objectives of human resource development in accordance with general principles

Determination of human resource development goals based on problems and needs for human resource development 2 purposes could be considered.<sup>47</sup>

1. The purpose of the organization was aimed in a collective sense, including:

1) to create interest in the performance of government officials staff and staff

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<sup>47</sup> Payom Wongsansri, *Personnel Management*, p. 7.

- 2) To teach and recommend the best practice methods
- 3) To develop operations for maximum results
- 4) To reduce wastage and prevent accidents in the operation
- 5) To establish standards in operation
- 6) To develop the skill in the work of the person
- 7) To develop management, especially personnel management, to satisfy all parties
- 8) To train a person for the advancement of the job. and expanding the organization
- 9) To provide efficient services to the public

2. Personal purposes mean the purposes of government officials. Employees working in the organization, the personal goals include:

- 1) For advancement in promotion
- 2) To develop a personality in work
- 3) To develop skills in practice by experimenting with practice
- 4) To practice decision-making
- 5) To learn the job Reduce operational risk
- 6) To improve the operating conditions
- 7) To promote and create morale in the work
- 8) To better understand the policies and objectives of the organization that operates
- 9) To be satisfied with the work

It could be concluded that the objectives of human resource development according to general principles were to express the effect of need should describe the desired behavior the circumstances of what happened, It identified the standards each employee performs and could be measurable. A clear indication of the objectives will enable selection of methods and materials, as well as an evaluation approach that matches the training and development programme.

**Table 2.4:** Principles of human resource development

Academicians or Sources	Main Ideas
Nisdar Vejyanon	Principles of human resource development 1) Training 2) Career development 3) Organization development
Sanoh Tiyao	Training was the process of developing and improving work characteristics to meet individual needs and organizational policies.
Payom Wongsansri	Training was an activity organized to develop individuals in the organization to have sufficient knowledge to perform.
Thongchai Santiwong	The need for training and development was important, it could be said that it was the heart of human resource development.
Nisdar Vejyanon	Training could achieve goals and help solve problems.
Danai Thienput	The procedure for administering courses required the establishment of an operational committee to assign responsibilities and coordinate training to increase or decrease which party depends on the situation.
Nutthaphan Khejaranan	Conducting the training was a planned operation procedure. All personnel in the unit should be informed about the action plan.
Payom Wongsansri	What needs to be assessed and monitored (1) learning assessment (2) Reaction assessment (3) Behavior assessment (4) Assessment of results



**Table 2.4:** Principles of human resource development (Continued)

Academicians or Sources	Main Ideas
Sanoh Tiyaio	Training <ol style="list-style-type: none"> <li>1) Orientation training</li> <li>2) Training by work</li> <li>3) Training in the laboratory</li> <li>4) Craftsman apprenticeship</li> <li>5) Internship</li> <li>6) Special training</li> </ol>
Nutthaphan Khejaranan	Training Management Success <ol style="list-style-type: none"> <li>1) Lecture</li> <li>2) Conference</li> <li>2) Role Playing</li> <li>4) Using Case Studies</li> <li>5) Demonstration</li> <li>6) Seminar</li> <li>7) On the job Training</li> </ol>
Chao Rojanasaeng	Education focused on people or human resources rather than jobs.
Chalermpong Meesomnai	Human resource development by self-improvement in the work means supervisors or other responsible persons such as the department of officials, staffing departments had been teaching working and given recommendations.
Aporn Phuwitthayaphan	Career development consisted of two important concepts: Firstly, the concept of employee career management, Second, employee career planning
Suchitra Thananan	Organization development, the goal was to increase the efficiency complete.

## 2.2 Concepts and Theories of of competency

The study of concepts related to competence in this research, The researcher would like to separate into sub-topics to facilitate the presentation as follows:

### 2.2.1 Definition and Components of Competency

Competency was the meaning by dictionary was ability and competence. There were many similar words in English: capability, ability, proficiency, expertise, skill, fitness, aptitude. The Office of the Civil Service Commission uses Thai language as "performance". But in some organizations used the word "capacity". Applying the definition of competency in academics were many definitions of competency which foreign scholars<sup>48</sup> said that "an underlying characteristic of the person which could be a motive, trait, skill, aspect of one's self-image or social role or a body of knowledge which he or she uses" In other words, competency should be a distinction between superior and average, ie, being able to tell who was outstanding or mediocre, competency, knowledge, skills, and attributes required in to perform any job (job roles) successfully. it was distinguished from others in behavior such as being able to perform more tasks than their peers in a wide variety of situations and get better results<sup>49</sup> and was a cluster of knowledge, skills, and attitudes of the individual which had a great influence on the achievement of work of that person. It was the role or responsibility that was related to the performance and could be measured comparatively with benchmark and could be developed through training.<sup>50</sup> It was also a behavioral feature resulting from knowledge, skills, abilities and other attributes that enable individuals to produce outstanding results than other

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<sup>48</sup>Richard E. Boyatzis, "Competencies in the 21st century", **Journal of Management Development**, Vol. 27 No. 1 (2008): 5-12

<sup>49</sup>David Mc Cellland in Knuengnit Anuroj, "Factors influencing the competence of human resource developers, Air Force", **Doctor of Philosophy**, (Ramkhamhaeng University, 2008), p. 32.

<sup>50</sup>Scott Parry in Sukanya Rassameethammachot, **Competency based HRM Human Resource Management**, (Bangkok: National Productivity Institute, 2007), p. 5.

colleagues in the organization.<sup>51</sup> It could also be said that competence was the level of ability to apply paradigm, attitudes, behaviors, knowledge and skills for quality performance, maximum efficiency and effectiveness in the performance of the duties of individuals in the organization.<sup>52</sup> or it was ability or competency of the person holding the job that the job requires their profound character.<sup>53</sup>

The originator of the term competence was David McClelland, the founder of Hay McBer. He wrote the article testing for competence rather than for intelligence in 1973, which was said that it was the one starting point for developing competency as an alternative in addition to measuring intelligence.

In the study of recruiting psychology, KSAO was often used as an abbreviation to characterize a person's performance-related characteristics, K means knowledge, S means skill, A means ability. and O means other characteristics. The question was, was there anything new about competency besides KSAO? It was said that by definition and content, competency was not different from KSAO. But the difference was that competency shifts the emphasis on people analysis over job analysis to be in line with the modern organizational style that focuses on project work and a wide and diverse nature of work.<sup>54</sup> Hay Group compagne defined the meaning that competency was behavioral traits that enable personnel in the organization to perform better than others. These personnel showed such behavioral traits more than other colleagues in more diverse situations and get better results than others. It could be seen that competency was a behavioral feature. If so, knowledge, skills and abilities were not competence either.

Behavioral traits come from motives, traits, self-image, and social roles. that each other was different, showing different behaviors in the work It was said that

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<sup>51</sup>Office of the Civil Service Commission, **Thai Civil Service Competency Handbook**, (Bangkok: Office of the Civil Service Commission, 2005), p. 4.

<sup>52</sup>Wattana Pattanapong, **BSC and KPI for Sustainable Corporate Growth**. (Bangkok: VS Press., 2004), p. 33.

<sup>53</sup>Narongwit Saenthong, **Let's get to know COMPETENCY**. (Bangkok: HR Center., 2004), p. 27.

<sup>54</sup>Office of the Civil Service Commission, p. 9.

the emphasis on behavioral traits. it was select people with appropriate behavioral characteristics to work, developing and enabling personnel in the organization to have desirable behavioral characteristics. This will enable the organization to develop in a sustainable manner rather than focusing solely on quantitative performance.

The Civil Service Commission and Hay Group company, had created a competency model of the Thai government system from multiple sources of information.<sup>55</sup>

1. Competency expert panel workshops fo 16 Time. Experts in each work group attended the meeting and gave their opinions on competency that required in each work group. In addition, data was collected from the actual work experience of each government official attending the meeting was also collected using a job analysis technique known as critical incident.

2. More than 60,000 sets of data from surveys of job characteristics sent to government officials nationwide.

3. Data from Hay's Worldwide Competency Database of Hay Group was the competency best practice data of government organizations abroad. These three pieces of information were the source of competency model for the Thai government system.

Objectives of defining a competency model for the Thai civil service system were creating a competency model for the civil service sector, especially for use in management and performance assessment, as well as to develop long-term potential which in terms of performance consisted of 2 parts of performance which were

1. Core competencies for all civil service positions
2. Work group competency which was different in each work group.

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<sup>55</sup>Office of the Civil Service Commission, p. 1.

### **Core Competencies**

Core competencies were behavioral characteristics of all civil service positions. It was established to foster shared values and desirable behaviors. It consisted of five competencies:

1. Achievement motivation
2. Service mind
3. Expertise
4. Integrity
5. Teamwork

### **Group performance**

Group competencies were competencies that were specific to a work group to encourage civil servants to demonstrate appropriate behavior for their duties and to encourage them to perform their duties better.

At this point, another relevant new term had been added: “workgroups”. In the new position classification and compensation system, all positions were organized into different workgroups, with a total of 18 work groups. Jobs were a method of classifying tasks by organizing similar events into the same group by considering the following criteria:<sup>56</sup>

1. Who were the stakeholder groups for the position? was a group of customers within or outside the government sector.

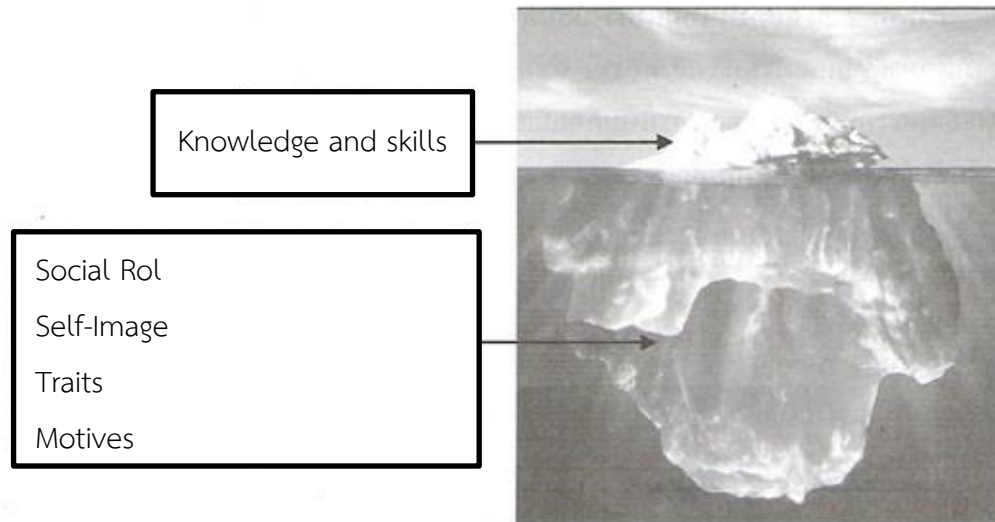
2. The position was results-oriented in what areas of the government's main missions?

The concept of competence was born in the early 19<sup>th</sup> century by a scholar named David McClelland which investigated why people working in the same position had different performance. Therefore, a research was conducted by separating personnel with good performance from personnel with good performance. Then study how the personnel of the 2 groups had different performance. The

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<sup>56</sup>Ratchaneewan Wanichthanom, **Competencies in the Thai Civil Service System**, [online], Source: [http://training.prd.go.th/document\\_public/](http://training.prd.go.th/document_public/) [21 April 2012].

results of the study concluded that high performing personnel had called had a competency.<sup>57</sup> and in 1973 McClelland wrote an academic paper on “Testing for competence rather than intelligence” This was the origin of the concept of performance that could describe a person's personality as an iceberg.



**Figure 2.1:** The iceberg model<sup>58</sup>

In figure 2.1, it could be explained that a person's attributes were like an iceberg floating in water. with a small part floating above the water that could be easily observed and measured was knowledge of various fields that had been learned and the part of the skill was expertise specializations, for the submerged iceberg portion was larger than that was a part that cannot be seen clearly and was more difficult to measure. They were the most influential parts of a person's behavior, including their social role, self-image, trait, and motive. The part above the water was the part that was related to the intelligence of a person which a person with intelligence could learn various knowledge and skills, It was not enough to

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<sup>57</sup>Jiraprapha Akaravorn, **creating people who create works**, 2<sup>nd</sup> Eddition, (Bangkok: Tao Publishers, 2006), p. 58.

<sup>58</sup>Chuchai Smithtikrai, **Recruitment, Selection and Performance Assessment of Personnel**. (Bangkok: Chulalongkorn University Press, 2007), p. 29.

deliver outstanding performance. Therefore, there was a need for deep driving force, personal attributes, self-image of a person and roles that were appropriately expressed in society, a person could become a person with outstanding performance.

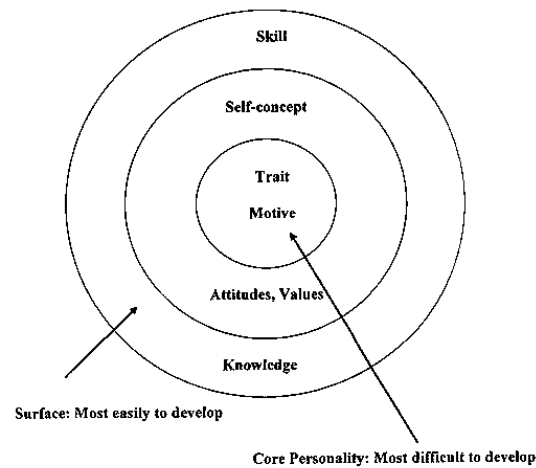
The meaning of the word “Competency” or “capacity” could be categorized according to the purpose of implementing it into two groups: Performance according to the British approach. it was aims to provide a certificate certifying the academic standing of employees or personnel. It was determined from the acceptable performance standards of the job and profession. Conceptual competency was therefore job-specific and professional. But for competency according to the American approach was aimed at personnel development Determined from the behavior of those who perform well. This personnel development must be in accordance with the guidelines that the organization wants to be. The performance of this concept could not be duplicated because each organization had different personnel needs. The definition of competency according to the American approach was as followsCompetencies were a thing inherent in a person that determine the behavior of a person in order to meet the demands of the job under the organizational environment, it made a person committed to the desired outcome.<sup>59</sup> It included the characteristics of a person who was linked to their effectiveness or performance at work.<sup>60</sup> It included competency as a characteristic of a person who had a causal relationship to the effectiveness of the criteria used or performance that works better than ever. It also expanded on the definition of competence as the underlying characteristic that was logically related to the effectiveness of the criteria used (criterion reference) and/or the performance of

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<sup>59</sup>Boyatzis, R.E., **The Competent Manager**, (New York: McGraw-Hill, 1982) p. 58.

<sup>60</sup>Mitrani, A., Dalziel, M., and Fitt, D., **Competency based human resource management: Value driven strategies for recruitment, development, and reward**, (London: McGraw-Hill, 1992), p. 11

higher than performance standard<sup>61</sup> (superior performance) More details could be explained as shown in the following figure;



**Figure 2.2** The relationship between performance and desired performance<sup>62</sup>

1. Motive was something that a person truly thinks or wants. This was the driving force in the direction or choice of a person to express a behavior or responding to goals or taking a step back from them.

2. Personal traits (traits) were physical attributes of a person and include a person's response to information or situations encountered.

3. Own concept (self-concept) was about the attitude, values and the image of a person to himself (self-image) which motivates behavior and makes it possible to predict the behavior of a person to various situations for a short period of time.

4. Knowledge was the area of information or specific content that a person possesses.

5. Skill was the ability to perform tasks related to the physical field, thinking and the mind of a person at a level that could think analytically, used

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<sup>61</sup>Spencer & Spencer, **Competence at Work: Models for Superior Performance**, (New York: John Wiley & Sons, 1993), p. 11.

<sup>62</sup>Log. Cit., p. 11.



knowledge, formulated reasoning or planed in management. At the same time, it was being aware of the complexity of the data.

These five competency characteristics could be grouped under two criteria for expressive and easily observable behavior:

1. Observable or visible competencies included knowledge and skills, which were competencies that could be easily to develop.

2. Competencies that were deeply or hidden within the person were: motives and traits, which were performances that were difficult to measure and develop.

There were also a competencies called own concept (Self-concepts) were attitudes and values, which were competencies that could be modified but take a long time and could be achieved with training, use of psychology or gaining experience in development, but it was something that could be done quite difficult and takes time. There were Academicians refer to competencies as finding what drives excellence or superior performance. It also defined professional competence (occupational competency) that referred to the ability to perform various activities. in the profession in order to achieve performance in accordance with the expected standards, The term standard here referred to the competency component combined with performance criteria and job scope descriptions.<sup>63</sup> It was also the level of ability to adjust and apply paradigm, attitudes, behaviors, knowledge and skills in order to work for the highest quality, efficiency and effectiveness in the performance of personnel in the organization. All personnel should have the same basic competencies, completencies and equality and should develop themselves to have special abilities that were different than the ability of the job on duty, which were depending on the potential Emotional quotient (EQ) and cognitive abilities (intelligence quotient: IQ)<sup>64</sup> There were 3 types of competencies.<sup>65</sup>

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<sup>63</sup>Dales, M and Hes, K., **Creating Training miracles**, (Sydney: Prentice Hall, 1995), p. 80.

<sup>64</sup>Wattana Pattanapong, **BSC and KPI for Sustainable Corporate Growth**, (Bangkok: VS Publishing, 2004), p. 33.

<sup>65</sup>Narongwit Saenthong, **Let's get to know COMPETENCY**, (Bangkok: HR Center. Page, 2004), pp. 10-11.

1. Core competency means the characteristics of people that reflect the knowledge, skills, attitudes, beliefs and habits of people in the organization as a whole that will support the organization to achieve the goals according to the vision.

2. Job competency means a person's personality that reflects the knowledge, skills, attitudes, beliefs and habits that will encourage that person can create a portfolio in the performance of that position higher than the standard.

3. Personal competency means a person's personality traits that reflect the knowledge, skills, attitudes, beliefs and habits that enable a person to be able to do something better than the general population, such as being able to live with scorpions or serpents, etc., which we often call personal competence as personal talent.

Competency in a particular position It consisted of 3 types:<sup>66</sup>

1. Core competency was good behavior that everyone in the organization must have to represent the culture and principles of the organization

2. Management competence (professional competency) was the management competency that all personnel in the organization need to work to get the job done and in accordance with the strategic plan, vision of the organization.

3. Technical competency was the professional skills necessary to successfully implement an operation which will differ according to the nature of the job It could be classified into 2 sub-sections: core technical competency and specific technical competency.

It could be seen that competence could be divided into two main categories: core competency which was a characteristic that all employees in the organization need to be able to perform duties to achieve the goals of the organization such as organizational knowledge Integrity, curiosity and responsibility, etc. Another type was functional competency, which was a characteristic that employees working in different positions. It should be there to get the job done and

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<sup>66</sup> Jiraprapha Akaravorn, **Creating People Who Create Works**, (Bangkok: Kor. Phonphim, 2006), p. 68.

get the desired results.<sup>67</sup> As for the concept of personnel competency in the iceberg model, the individual differences could be compared to that of the iceberg. The easily visible part and easy for developing was the part that floated above the water. that was the knowledge and skills that a person had. The most of the hard-to-see lies beneath the surface was motivations, habits, internal appearances and roles played out in society. The part under the water had a profound effect on a person's working behavior and was difficult to develop. How a person behaves at work depended on the qualities that a person had which were described in the iceberg model. were knowledge, skills abilities (the part above the water) and other features (underwater) of that person.<sup>68</sup>

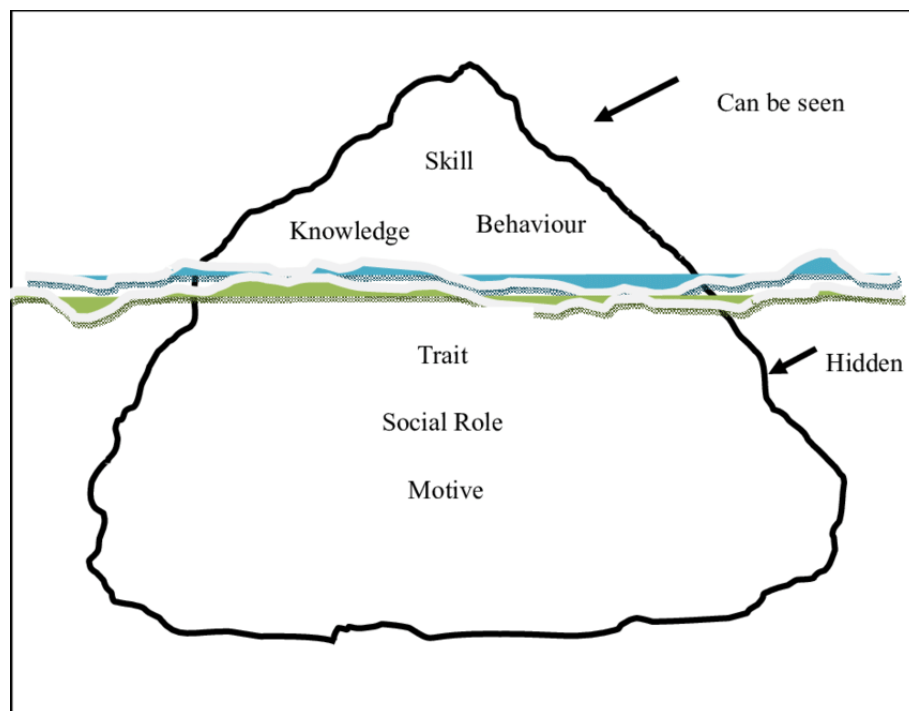


Figure 2.3: competency<sup>69</sup>

<sup>67</sup>Athipong Ritthichai, **Concept of Competency**, [online], source: <http://www.jobpub.com/articles/showarticle.asp?id=2213> [April 23, 2014]

<sup>68</sup>Office of the Civil Service Commission, p. 3.

<sup>69</sup>Loc. Cit., p. 3.

The performance components of each concept differed slightly. The McClelland's concept was performance that had 5 components.<sup>70</sup>

1. Knowledge was knowledge specific to the subject that must be known. It was essential knowledge.

2. Skill was a things that need to be done effectively such as knowledge transfer skills and could practice fluently.

3. Opinions about one's self (self-concept) was one's attitudes, values, and opinions about one's image or what a person believes they were such as self-confidence.

4. Personality traits (traits) was descriptive a person, for example, someone who was trustworthy and trustworthy or had leadership qualities.

5. Motives / attitude was an internal motivation or drive which caused the person to show behavior towards the goal or aiming for success.

The thinkers in the modern management era mentioned the performance component were said to consist of two parts. The part was value competency which represents the goal of action, such as motives, characteristics, and self-image and the performance part (instrumental competency). It showed the approaches and methods of action: skills, knowledge, and expertise. Additionally, a framework for considering two components of competency was proposed.<sup>71</sup> Group 1: A hidden group of competencies, which were their motives, characteristics, and self-image which was difficult to access because it was something within the person, Group 2: Visible group was knowledge and skills which was something that could drive behavior and caused performance.

Conclusion, the competence was the knowledge, skills, abilities, and attributes that enable a person to perform well, work with quality maximum efficiency and effectiveness. The main components were knowledge, skills, abilities,

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<sup>70</sup>David Mc Clelland cited in Sukanya Rassameethammachot, **Guidelines for Developing Human Potential through Competency Based, Learning**, (Bangkok: National Productivity Institute Publishing, 2005), p. 12.

<sup>71</sup>Spencer, L.M. & Spencer, S.M., **Competency at work: Models for Superior Performance**, New York: John Wiley & Son, 1993), p. 183.

attitudes, values, motivations, as well as personal attributes that showed behavioral influence on job success. They could be categorized as core competencies, competency by line of work.

**Table 2.5:** The definitions and components of competence

Academicians or Sources	Main Ideas
Richard E. Boyatzis	An underlying characteristic of the person which could be a motive, trait, skill, aspect of one's self-image or social role or a body of knowledge which he or she uses
David Mc Clelland	Competency was the distinction between superior and average such as being able to tell who performs was outstanding or mediocre. Competency was the knowledge, skills, and attributes needed to perform a particular task. (job roles) to be successful.
Scott Parry	Competency was the cluster of knowledge, skills, and attitudes of an individual that had a great influence on the achievement of work. A person's role or responsibility was related to the performance and could be measured comparatively with benchmark and could be developed through training.
Office of the Civil Service Commission	Abilities, and other attributes were enable individuals to stand out from the rest of their peers in the organization.
Wattana Pattanapong	Competency was the level of ability to apply a paradigm, attitude, behavior, knowledge, and skill for quality performance, maximum efficiency and effectiveness in the organization

**Table 2.5:** The definitions and components of competence (Continued)

Academicians or Sources	Main Ideas
Narongwit Saenthong	The ability was competency of the person holding the position that the job requires. The word "Competency" does not refer only to behavior, but to look into beliefs, attitudes. their profound character.
Office of the Civil Service Commission	Competency was a behavioral trait that was enables employees in an organization to perform better than others.
Office of the Civil Service Commission	<p>Performance Elements</p> <ul style="list-style-type: none"> <li>- Core Competencies               <ol style="list-style-type: none"> <li>1. Achievement Motivation</li> <li>2. Good service (Service Mind)</li> <li>3. Acquiring expertise in careers (Expertise)</li> <li>4. Ethics (Integrity)</li> <li>5. Teamwork</li> </ol> </li> <li>- Group competencies were competencies that were specific to the workgroup to support government officials.</li> </ul>
Jiraprapha Akaravorn	Personnel with good performance had one thing called competence.
Boyatzis, R.E.	Competencies were those inherent in a person that determined the behavior of a person in order to meet the demands of the job under the organizational environment.
Mitrani, A., Dalziel, M., and Fitt, D.	Competencies were the characteristics of a person that were linked to their effectiveness or performance at work.

**Table 2.5:** The definitions and components of competence (Continued)

Academicians or Sources	Main Ideas
Spencer, S.M.	Competencies were attributes of individuals who had a causal relationship to the effectiveness of criteria used and/or performance that results in better performance.
Dales, M and Hes, K.	Competency was the discovery of what produces excellent or superior performance. It also defined professional competence (Occupational competency) that referred to the ability (Ability) to perform various activities.
David Mc Clelland	<p>Performance Elements</p> <ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Skills</li> <li>3. Opinions about oneself (self-concept)</li> <li>4. Personality traits (traits)</li> <li>5. Motives / Attitudes</li> </ol>
Virtanen, T.	<p>The performance component was divided into two parts:</p> <ul style="list-style-type: none"> <li>- Value competency, which represents the goal of the action such as motives, characteristics, and self-image.</li> <li>- The performance part (instrumental competency) showed approaches and methods of action such as skills, knowledge and expertise.</li> </ul>
Spencer, S.M.	<p>There were two groups of performance components:</p> <p>The first group was a hidden group of competencies.</p> <p>The second group, the visible group, was knowledge and skills.</p>

## 2.3 Related Buddhist principles

In this part, I would like to bring 4 principles which were the principles that were the cause of success. For the main contents according to the 4 principles of virtue as follows:

### *Iddhipāda*

In integration or application of *Iddhipāda* 4 virtues in the development of management efficiency, the principle of power was the principle for success. Organization managers could be integrated or applied with quality management processes that could be applied to life with principles that will lead to success in the administration of the Dharma practice office. Setting objectives, formulating policies, prioritizing urgent matters project planning, division of work, communication, etc., for the main contents of the principle of virtue were as follows:

#### **1. *Iddhipāda* according to *Tipitaka***

The study of the principle according to the *Tipitaka* for integration or application in the development of effective management of the Sangha administration with quality the principle of dharma. There were 4 important elements as the knowledgeable person had studied and shown that It was important and was a guideline for leaders to implement to give rise to special powers to encourage all undertakings to achieve results as follows:

1. *Chanda* included having a passion for what you do and contentment and love for the purpose of what they do, want to accomplish that want, that job reach the goal.

2. *Viriya* included perseverance, courage, courage, perseverance, never give up, do not be afraid of obstacles and hardship.

3. *Citta* included the idea of focusing or having one's heart, the mind stays with that work and does not let go anywhere else.

4. *Vimamsā* included investigation using intellect to contemplate and examine reason and check for slack, deficiencies or grievances, etc., in the work.<sup>72</sup>

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<sup>72</sup>Di.Pa. (Pali) 11/213/233., (Thai) 11/231/109.



The *Iddhipāda* 4 were the principles that lead to success. The Buddha said “Bhikkhus, how were the *Iddhipāda* 4 leading to success? It was a monk in this Dharma and Vinaya prospering the *Iddhipāda* Dhamma that consists of the *Chanda* of meditation, *Viriya* meditation, *Citta* meditation *Vimamsā* meditation. Bhikkus, You sould prospering the *Iddhipāda* 4 to enlighten to determine to set an end to leave the *Uddhammaphākiyasamyocana* 5”<sup>73</sup>

## 2. Benefits of the *Iddhipāda* 4

The study of the benefits of the *Iddhipāda* in the integration or application of the development of efficiency in the management of the sangha administration was found that 4 principles were moral principles that supported the management to eliminate obstacles and it was a motivating force that drives the work to achieve the objectives as follows:

1. *Chanda* was contentment which was having a love for what you do and was contented to love the purpose of the thing that was done, to accomplish that thing, to want that task or thing to reach the goal. Simply put, loveing the work and loveing the purpose of work. In the Dharma, love and desire for goodness full of which was the point of action or which could be gained by doing that want that thing access or exist in the state of that thing want to succeed according to that beautiful goal. The desire of *Chanda* was different from the desire for something to eat or want to take for oneself which was called lust (*Tanha*).<sup>74</sup>

2. *Viriya* was perseverance, which was courage, courage, perseverance, going forward, persevering, not giving up, not being afraid of obstacles and hardships. when people know what was valuable should be attained, If persistence had come upon him even though I heard that that point would be very difficult to achieve, there were many obstacles, or it could take only years and months. He did not give up. Instead, it was seen as a challenge to overcome and complete. For example,

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<sup>73</sup> Sam.mā (Pali) 19/1108/326-328., (Thai) 19/1108/268-269.

<sup>74</sup> Phra Dhammapitaka (P.A. Payutto), **Buddhadhamma**, 11<sup>th</sup> Edition, (Bangkok: Mahachulalongkornrajavidyalaya Printing Press, 2003), pp. 842-844.

many pagan priests in the Buddha's era, when listening to the Buddha Dharma then admire and ask for ordination.<sup>75</sup>

3. *Citta* was the focus or attention having a mental connection, focusing, thinking about the mind stays with that task, does not let go, does not go anywhere, if the *Citta* was strong in any matter, it will be interested in that particular job immediately.<sup>76</sup>

4. *Vimamsā* was a deliberate investigation such as use of intelligence to consider, make sure someone checks for the reason and check for slack, excess, deficiencies or interruptions, etc. in the work done, knowing how to experiment and thinking of ways to improve that this was the use of intelligence to lead work. which was not difficult to see an intelligent person likes to think and search for reasons.<sup>77</sup>

It could be concluded that the *Iddhipāda* was a tool to achieve your wishes or intrigue to success. It was a principle that prevents obstacles and leading to success and as a source of encouragement that drives work to achieve. The objectives and benefits of the right to virtue are:

*Chanda* was an enemy to boredom. It made the people worked without feeling bored, not discouraged, had the strength to fight, protect, create what they love and made hard work as light work, hard as easy.

*Viriya* eliminated laziness to work continuously not afraid of hardships no matter how heavy to give up, to put up with that with strong effort, patience, errands without giving up having diligence in the pursuit of good deeds perseverance in the pursuit of new knowledge and experience in the work they manage with courage.

*Citta* focused or attention attachment, don't neglect the work that you do until the goal was achieved according to the objectives.

*Vimamsā* was contemplation of that reason with wisdom and knowledge, if they found a bug, quickly fixed it to make it even better.

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<sup>75</sup>Loc. Cit., p. 844.

<sup>76</sup>Ibid., p. 845.

<sup>77</sup>Phramaha Amnat Pawattano, "Model Development of Pariyattidhamma Educational Management", **Dissertation of Doctor of Philosophy in Buddhist management**, (Graduate School: Mahachula-longkomrajavidyalaya University, 2013). p. 73.

### integration or application of *Iddhipāda* 4 for management

In the current situation which was constantly changing with advancement in technology, professional managers will use intelligence to consider the work process not focus on the person. Executives in organizations could be stressful because the results that they were don't be the same. it had changed, causing a lot of suffering. If we look back Most organizations focus on results. Buddhist organizations focus on the process and the work in each moment. For the integration or application of *Iddhipāda* 4 of the concepts and theories of management, Executives should have knowledge and understanding of important issues which were used as educational principles as practice, should be involved in order to be useful. They must have good judgment and rationale to apply the *Iddhipāda* 4 in management to achieve the objectives according to the goals as follows:

1. *Chanda* means executives must always have concentration and love to do things and desire to do to get better results as a symptom that the mind desires to do things with honesty want to do good things in order to the mind want to reach or exist in a state of refinement. when there was passion to do this, the people will have the perseverance and creativity to accomplish. The desire to do this as a consensus was different from craving that was classified as lust.

2. *Viriya* means executives must have diligence in doing things with effort, strength, patience, errands without giving up, perseverance, perseverance for good deeds, perseverance in education, arts and science, persistence in caution and neglect or persistence in doing and maintaining merit, etc. with courage, not afraid of hardship according to the Buddha's word "Viriyena dukkhamaceti, People can suffer through perseverance".

3. *Citta* means the executives need to have awareness of what they do and do things with their thoughts, concentrate on the mind, do not let the mind wander or wander, concentrate, concentrate, concentrate on the good with confidence. Those who had this *Iddhipāda* which was *Citta* will do anything with liveliness, always be enthusiastic, fresh while working "Have a mind to work"..

4. *Vimamsā* mean Executives had to be the confidence to use their intelligence to contemplate and examine the reasons and to examine the extremes

or slack in what they do, with a plan to always find ways to improve them. One story by thinking reason and investigation like this. It support the mind to determine and closely follow the matter under consideration at all times. It also caused the mind to steadfastly drift away with the matter under consideration without being distracted. If found flaws in the work, they quickly fixed it to make it even better.

In conclusion, the management of the organization will be achieve success according to the goals of the agencies that jointly set the objectives and then jointly set them up to be successful as well. high efficiency, standardized, fast, requires many factors such as experience, training, knowledge, competence, and unity of people in that agency, which will cause satisfaction to the general public, the administrators must apply the four principles of Buddhism, namely *Iddhipāda* 4 to integrate them with the development of management efficiency. Executives must have knowledge and understanding of important issues which applies to management, executives must always have passion and love to do that and desires to achieve better results. Executives must have persistence and diligence. Executives must have mentality, always looking for ways to improve to achieve the success of the objectives that have been set.

**Table 2.6:** Related Buddhist principles

Academicians or Sources	Main Ideass
Dī.Pa. (Pali) 11/213/233., (Thai) 11/231/109.	<i>Iddhipāda</i> 4 1. <i>Chanda</i> means having a love for what you do. 2. <i>Viriya</i> means perseverance. 3. <i>Citta</i> : Concentrated thinking. 4. <i>Vimarṣā</i> means investigation and contemplation.
Saṃ.ma. (Pali) 19/1108/326-328., (Thai) 19/1108/268-269.	Bhikkhus, You should cultivate the <i>Iddhipāda</i> 4 virtues to know to determine to determine the end in order to abandon the five bondage.

**Table 2.6:** Related Buddhist principles

Academicians or Sources	Main Ideass
Phradhammapitaka (P.A. Payutto)	The people who lack sympathy will only be discouraged, tired of work in one's job, abandoned work, became indifferent, unreal, abandoned this job, grabbed that job until he couldn't do anything.
Phramaha Amnat Pawattano	The way people use their intelligence to contemplate and examine the reasons for a particular matter by reasoning and investigating like this It will support the mind to determine and closely monitor the matter under consideration at all times. It was also the reason for the determination of the mind without being distracted.

## 2.4 Research area context

The area for this research was Phetchaburi Province. which was a province that had developed the competence of monks. Phetchaburi Province had information on the context of research areas related to research as follows:

### General Information

Phetchaburi Province had an area of 6,225.138 square kilometers, with 8 districts as follows:

1. Mueang Phetchaburi District
2. Khao Yoi District
3. Nong Ya Plong District
4. Cha-am District
5. Tha Yang District
6. Ban Lat District
7. Ban Laem District

## 8. Kaeng Krachan District

Phetchaburi Province had 263 temples, divided into 242 Mahanikaya and 21 Dhammayuttikanikaya temples, with a total of 3,168 monks, 256 novices and 361 monks.<sup>78</sup>

### Administration

The Sangha Council of Phetchaburi Province managed according to the rules, regulations, orders, resolutions and announcements of the Sangha Sangha Council which was consistent with the Sangha Sangha as follows:

- 1) Governing the Sangha in good order
- 2) Rule and schedule a novice ordination
- 3) Control and promote religious education, education, welfare, propagation, public utilities and public welfare of the Sangha
- 4) Uphold the principles of the Dharma and Discipline of Buddhism.
- 5) Perform other duties as provided in this Act or other laws.<sup>79</sup>

## 2.5 Related research works

The study of research related to the administrative monks' competency development according to Buddhism, it was found that:

### 2.5.1 Research related to human resource development

The study of research related to human resource development, it was found that:

**Phramaha Bundit Aidthiyawutho** had conducted the research in the subject of "Human Resource Development of Sainoi Sub-District Administrative Organization in Sainoi District Nonthaburi Province". The study found that 1) The Overall Level of Human Resource Development is at a high level in all aspects (Mean

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<sup>78</sup>Phetchaburi Provincial Office of Buddhism, **Information**, [online], source:[http://pbi.onab.go.th/index.php?option=com\\_content&view=category&layout=blog&id=77&Itemid=154#](http://pbi.onab.go.th/index.php?option=com_content&view=category&layout=blog&id=77&Itemid=154#) [2 January 2021].

<sup>79</sup>Loc.Cit.

= 4.01, S.D. = 0.35). 2) The factors affecting the development of human resources are human resources and the Trisikkha, which have a common influence on resource development. Humans of Sai Noi Subdistrict Administrative Organization, Sai Noi District, Nonthaburi Province at the level of statistical significance of 0.01 and can jointly explain the variation of human resource development of the Sai Noi Sub-District Administrative Organization, Sai Noi District, Nonthaburi Province up to 90.40 percent. 3) Problems and obstacles found that the development of personnel has not enough time. lack of application of moral development activities for personnel of all religions to participate personnel lack motivation for moral and ethical development. Suggestions should be allocated time for personnel development appropriately. There should be an Application of personnel development activities according to the trisikkha principle by allowing personnel of all religions to participate in the activities. Should incentivize personnel to be interested and pay attention to the development of knowledge, competence and morality.<sup>80</sup>

**Chonmanee Silanukit** had conducted the research in the subject of “The Effectiveness of Personal Administration in the Office of the Basic Education Commission”. The study found that 1. The effectiveness of personal administration in the office of the basic education commission was in the high level in general ( $\bar{X}$  = 3.87). Considering of each dimension was in the high level in any dimension from high to low according to the progress in work ( $\bar{X}$  = 3.98), the manpower planning and recruitment ( $\bar{X}$  = 3.90), the human resource development ( $\bar{X}$  = 3.89), the performance evaluation ( $\bar{X}$  = 3.86), the management and the motivating personal administration ( $\bar{X}$  = 3.84).

2. The effectiveness of personal administration in the office of the basic education commission in terms of education level, considering in general and in any dimension found that the difference of education level is statistically significant at .05 levels.

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<sup>80</sup>Phramaha Bundit Aidthiyawutho, “Human Resource Development of Sainoi Sub-District Administrative Organization in Sainoi District Nonthaburi Province”, **Journal of MCU Humanities Review**, Vol. 7 No. 2 (July – December) 2021): 213-225.

3. The effectiveness of personal administration in the office of the basic education commission in terms of work experience, considering in general and in any dimension found that the difference of work experience is statistically significant at .05 levels.<sup>81</sup>

**Teeradet Sanongtaweeporn** had conducted the research in the subject of “Human Resource Development Affecting The Performance of Teachers in Private Colleges in Bangkok Metropolitan Area”. The study found that lecturers with different sex, teaching experience, educational level, and income per month have the same performance, while lecturers with different age have different performance with the statistical significance at .05 level. The research results was found that the factors of human resource development activities affect the Bangkok Metropolitan Area with the statistical significance at .01 level. The factors of human resource development activities can describe the variance of the performance of lecturers in private colleges at 70.50% (Adjust R2 = .705), and the rest 29.50% is the results of other factors which are not taken into consideration in this study. The equation forecasting the performance of lecturers in private colleges in Bangkok Metropolitan Area is  $Y' = .299$  in the occupation development activity (X4) = .226 in the training activity ( X1) = .172 in the moral and ethics development activity (X6) = .163 in the personnel’s education activity (X2) = .159 in the department development activity (X5) = .137 in the personnel development activity (X3) and = .136 in the relationshipbuilding activities in the organization (X7). The research recommendations are as follows: the executives should support the occupation development activity for lecturers in their colleges seriously and continually, especially to create the operation manual and the work competency evaluation, and also provide the internal information system for self- learning due to the reason that this is primarily important to the performance of lecturers. In addition, the executives should meanwhile support other human

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<sup>81</sup>Chonmanee Silanukit, “The Effectiveness of Personal Administration in the Office of the Basic Education Commission”, **Doctorate of Social Sciences Journal**, Vol. 6 No. 3 (September-December 2016): 35-54.



development activities for developing the working effectiveness of the overall organization, lecturers should dedicate themselves to develop these activities; to create the operation manual for new lecturers, to modernize the information system to be applied in working, and to set the working direction and to plan the personal advance in working, the executives should support training activities about systematic thinking and should give the chance to create a shared vision to be applied in working. Moreover, the executives should be supported in the budget to provide scholarships budget to lecturers who would like to learn more so that lecturers received scholarships to continue their education to work for the college more effectively.<sup>82</sup>

**Wanwimon Nakatat** had conducted the research in the subject of “Human Resource Accounting Effectiveness and Human Resource Management Efficiency on Sustainable Business Success: Literature Review”. The study found that Sustainability of business success has become a challenge for executives. Especially, when Thailand is in progress to the economy which is driven by innovation, intellectual capital and learning which can drive the economy and develop it by realizing the value of human resources as the successful factor. The purpose of the study is aimed to develop the model of human resource accounting effectiveness and human resource efficiency. Thus, it studies the factor which is influenced to sustainable business success for developing to be the model of sustainable and success business. This research is studied by reviewing the literatures and analyzing the documents. It is presented by descriptive analysis. The finding shows the model which is related to the human resource accounting effectiveness and human resource accounting effectiveness in terms of connecting to the business success. On the contrary, the human resources accounting effectiveness is indirectly related to

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<sup>82</sup>Teeradet Sanongtaweeporn, “Human Resource Development Affecting The Performance of Teachers in Private Colleges in Bangkok Metropolitan Area”, **Mahamakut Graduate School Journal**, Vol. 15 No. 2 (July-December 2017): 89-100.

the success of sustainable business throughout the human resource management efficiency.<sup>83</sup>

**Jagraval Sukmaitree** had conducted the research in the subject of “The Model of Human Resource Development Based on Buddhist Ethics in Higher Education”. The study found that 1) Concepts, theories and appropriate Buddhist ethics for undergraduate students development were that (1) human resource development was the changing process in human beings in the areas of thinking and behavior for the betterment in knowledge, skill, capacity for self, organization and social efficiency and effectiveness. The best and effective plan for human resource development were education and training according to the human incentives. The most important incentives to encourage undergraduate students to have the fine and correct behaviors were of five; as 1 education, 2 family, 3 rewards, 4 values, and 5 the faith in religions. (2) different educational background had effects on fine and correct behaviors of undergraduate students, they are of 4 as 1 family, 2 educational institutes, 3 peer group, and 4 the environment around the students. (3) Buddhadhamma for undergraduate students development is Kusalakammapata 10, the wholesome course of action, that is one receives good result from good deeds. They were 1. Kayasucharida, right bodily action, not to take other’s life, not to steal and not to commit sexual misconduct. 2. Right verbally action as not to tell a lie, not to speak the harsh and conflicting words, 3. Right mindful action, not to desire for other’s property, not to take ravage and have the right wisdom to understand and do the right things. 2) Problems of ethical management for undergraduate students were that the problems from the students themselves were of three, (1) problems of ethics in bodily action which was clearly seen. They did not think carefully before doing. (2) Verbal action, they had problems in using language for communication in daily life and did not have careful thinking before speaking. (3) Problems of ethics in mind. It was the problem of the mind capacity to separate the right from the wrong

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<sup>83</sup>Wanwimon Nakatat, “Human Resource Accounting Effectiveness and Human Resource Management Efficiency on Sustainable Business Success: Literature Review”, **INCBA 2018 Khon Kaen, THAILAND**, (2018): 329.

things, what should do and what should not do. 3) The model for human resource development based on Buddhist ethics in higher education applying 10 wholesome course of action can be divided into three categories. (1) Education, educate undergraduate students to have knowledge, to understand the right way to behave using case studies, model situation. Especially applying the Buddhadhamma in every subject taught in classes, (2) Training, systematically train undergraduate students to gain knowledge, skill, ability, attitude, changes in thinking pattern for better behavior, using case studies, video. Train them in living by the philosophy of sufficiency economy of the present King and by the principles of Buddhadhamma so that they can be the perfect persons in body, speech and mind. (3) Development, set up learning experiences for students to change for the better feeling, emotions, thought, decision and behavior. Urge them to use the principles of Buddhadhamma to help guide the right way.<sup>84</sup>

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<sup>84</sup> Jagraval Sukmaitree, "The Model of Human Resource Development Based on Buddhist Ethics in Higher Education, **Dissertation of Doctor of Buddhism in Public Administration**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2015).

**Table 2.7:** Research related to human resource development

Researchers	Research Results
Phramaha Budit Aidthiyawutho	The Factors Affecting The Development of Human Resources are Human Resources and The Trisikkha, Which Have a Common Influence on Resource Development. Humans of Sai Noi Subdistrict Administrative Organization, Sai Noi District, Nonthaburi Province at The Level of Statistical Significance of 0.01 and can Jointly Explain The Variation of Human Resource Development of The Sai Noi Sub-District Administrative Organization, Sai Noi District, Nonthaburi Province Up to 90.40 Percent.
Chonmanee Silanukit	The effectiveness of personal administration in the office of the basic education commission in terms of work experience, considering in general and in any dimension found that the difference of work experience is statistically significant at .05 levels.
Teeradet Sanongtaweepon	The research results were found that the factors of human resource development activities affect the Bangkok Metropolitan Area with the statistical significance at .01 levels.
Wanwimon Nakatat	Sustainability of business success has become a challenge for executives. Especially, when Thailand is in progress to the economy which is driven by innovation, intellectual capital and learning which can drive the economy and develop it by realizing the value of human resources as the successful factor.
Jagraval Sukmaitree	Human resource development was the transformation of human thought processes and behaviors to be more prosperous in terms of knowledge, skills, and abilities to increase efficiency.

### 2.5.2 Research related to *Iddhipāda* 4

The study of research related to *Iddhipāda* 4, The study found that:

**Phrakrunonthakitkoson (Sirichai Sirijayo)** had conducted the research in the subject of “Knowledge Management Model of Nonthaburi Provincial Meditation Practice Centers”. The study found that the model of knowledge management model of Nonthaburi provincial meditation practice centers were: 1. knowledge pursuit according to 4 Iddhibada aspect; 1) Create motivation, 2) Knowledge, 3) Recruitment, 4) Have discretion, 5) Concentrate, pay attention, and inspect the process and methods of knowledge pursuit and 6) willing and willing to plan for the pursuit of knowledge, 2. Knowledge creating according to 4 Iddhibada aspect; 1) have knowledge, 2) have experience, 3) have creativity, 4) have patience, 5) provide funding for knowledge creation and 6) promote and support knowledge creation, 3. storage and access to knowledge according to 4 Iddhibada aspect; 1) good knowledge, 2) easy to access, 3) safety 4) readiness, 5) recorded and stored in an online format that can be easily and safely accessed and 6) stored in academic text documents, 4. knowledge dissemination according to 4 Iddhibada aspect; 1) disseminate by person, 2) disseminate via online media, 3) disseminate via print media, 4) training project, 5) regularly dissemination and 6) knowledge exhibition and 5. knowledge using according to 4 Iddhibada aspect; 1) analysis 2) synthesis 3) inheritance 4) further 5) knowledge training project 6) promote and support the use of knowledge.<sup>85</sup>

**Kraiwin Chaiwan** had conducted the research in the subject of “The Enhancement of the Aviation Personnel Management Efficiency of Civil Aviation Training Center with Buddhamma”. The study found that 1. General state and problems of personnel management by academic, air time training, learning and teaching management and actual training were not responsive to time and labor market. The operation was not flexible. The Civil Aviation Training Center is a small

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<sup>85</sup>Phrakrunonthakitkoson (Sirichai Sirijayo), “Knowledge Management Model of Nonthaburi Provincial Meditation Practice Centers”, **Desertation of Doctor of Philosophy in Buddhist Management**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2020).

unit under the Ministry of Transportation with only one objective for air transport. 1) Planning; personnel management lacked long term planning. The institute lacked qualified and expertise so that the Institute had to hire outsiders with expertise and qualifications to teach, 2) Recruitment; there were different methods of personnel recruitment at different levels which abided by the objectives of the institute. The Civil Aviation Training Center had limitation, very few people showed interest, especially the instructors position, due to attractive incentives. The Institute got personnel with direct qualification without experiences. The institute did not have the experts to work for, 3) Development; personnel were attached to the budget, staffing structure, specific positions must be in line with specified rules. There was training for academic or profession needs that was responsive to the needs of international aviation. 4) Maintenance; recruiting the new, maintaining and developing the old, using the competent persons, keeping both the persons.

2. The integration of management theories and Buddhadhamma were found that Personnel's opinions towards the enhancement of aviation personnel efficiency management with *Iddhipāda* 4 by overall were at the mean of 3.24 and by aspects were as follows; 1) *Chanda*: Intention at the mean of 3.26, the institute had development plan to drive the organization to meet the vision, mission and objectives, 2) *Viriya*: effort with the mean of 3.23, evaluation system setting, monitoring and supervising the operation for the organization potential to meet the international standard to be able to compete in the markets. 3) *Citta*: thoughts with the mean of 3.25; the organization had monitoring and supervising the operation of the organization to be in line with standards of laws, rules, regulations. 4) *Vimamsā*: investigation with the mean of 3.22. The organization reviewed and analyzed the budget allocation in order for the learning and teaching and operation would be beneficent in line with the strategic plan of the organization.

3. The model for the Civil Aviation Training Center by the integration of *Iddhipāda* 4 : "PRDMCVCV MODEL": 1) Planning, *Iddhipāda* 4 integration with personnel recruitment plan according to job classification, policy, objectives and staffing structure, (2) Recruitment; *Iddhipāda* 4 integration with staff recruitment according to the policy to have the qualified personnel, knowledge and specific skill

with good intension to learn more in the profession, (3) Development; *Iddhipāda* 4 integration with attention to promote personnel to be trained in occupation and have Dhamma in the daily work. (4) Maintenance; *Iddhipāda* 4 integration with cultivating responsibility, performance minded, creative that helped learning, duty and organization, developing the new personnel and keep the old, working morale creation and incentive promotion and rewarded in return. The personnel management integrated with Buddhadhamma “*Iddhipāda* 4” could be coined as “PRDMCVCV MODEL”. This model would make “The Enhancement of The Aviation Personnel Management Efficiency of Civil Aviation Training Center” to achieve organizational objectives as defined.<sup>86</sup>

**Ratchadakorn Aimampai** had conducted the research in the subject of “Using the Four Paths with Potential Development of Elderly Person Nakornchaisri District, Nakornphathom Province”. The study found that the elderly Nakhon Chai Si district, Nakhon Pathom has a deep understanding about *Iddhipāda* 4 (path of accomplishment) overall minimum. The principles (*Iddhipāda* 4 : path of accomplishment) used to develop the potential of the elderly, Nakhon Chai Si district, Nakhon Pathom, overall in high level of which was based on the assumptions set out. Elderly had practice *Iddhipāda* 4 (path of accomplishment) on the development of potential in the *Citta* : thoughtfulness; active thought; dedication) at a high level. Elderly had practice *Iddhipāda* 4 (path of accomplishment) on the development of potential in the *Vimarṣā* : investigation; examination; reasoning; testing) at a high level, and the hypothesis testing showed that personal factors were age and education level were different and the principles (*Iddhipāda* 4 : path of accomplishment) used to develop the potential of the elderly, Nakhon Chai Si district, Nakhon Pathom were not different, it was not consistent with the assumptions set. The remaining factors are sex and different professions and the principles (*Iddhipāda* 4 : path of accomplishment) used to develop the potential of

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<sup>86</sup>Kraiwin Chaiwan, “The Enhancement of the Aviation Personnel Management Efficiency of Civil Aviation Training Center with Buddhama”, **Desertation of Doctor of Philosophy in Public Administration**, (Graduate School: Chulalongkorn University, 2016).

the elderly, Nakhon Chai Si district, Nakhon Pathom with difference was statistically significant at the .05 level, which is consistent with the hypothesis set out.<sup>87</sup>

**Phramahaweerachat Potha** had conducted the research in the subject of “An Application of the Principle of *Iddhipāda* Dhamma for Duty Performance of Personnel in Mahamakut Buddhist University, Sirindhorn Rajavidyalaya Campus”. The study found that 1. An application of the principle of *Iddhipāda* Dhamma to duty performance of personnel in Sirindhorn Rajavidyalaya Campus, was in the whole view at the highest level. Having been considered each aspect, they were found that two aspects were at the highest level and two aspects were at a higher level by order of the maximum to the minimum levels i.e. the aspect of application of *Vimamsa*, the aspect of an application of *Chanda*, the aspect of an application of *Citta*, and the aspect of an application of *Viriya* respectively. 2. The suggestions concerning the problems and solutions on an application of the principle of *Iddhipāda Dhamma* to duty performance of personnel in Sirindhorn Rajavidyalaya Campus, were by order of the maximum to the minimum levels as follows: 1) there should have a promotion for good and able personnel to serve as a model for other personnel, 2) there should emphasize on the work based on using mindfulness and carefulness, 3) there should have programs for training personnel to have more attention to their work and 4) there should have the arrangement of mutual activities between students and personnel for unity among them. 3. The results of 5 specialist being interviewed were found as follows: An application of the principle of *Iddhipāda* Dhamma to duty performance of personnel Sirindhorn Rajavidyalaya Campus, were at the higher level in all 4 aspects i.e. 1) in the aspect of an application of *Chanda* (Will) , personnel who had a will would force them to finish their work with encouragement; though they faced some obstructions, they would not give up their effort and would continue their work until they reached to the final objectives; 2) in the aspect of an application of *Viriya* (Effort), personnel should have an effort to be responsible for

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<sup>87</sup>Ratchadakorn Aimampai, “Using the Four Paths with Potential Development of Elderly Person Nakornchaisri District, Nakornphathom Province”, **Loei Rajabhat University Research and Development Journal**, Vol. 14 No. 48 (April-June 2019): 58.



themselves and for their assigned works, 3) in the aspect of an application of *Citta* (Thoughtfulness), personnel should pay attention to the details of their assigned work for the best result of their work, and 4) in the aspect of an application of *Vimarṃsā* (Investigation), personnel should use wisdom in their work.<sup>88</sup>

**Athitaya Chulasereekul**, had conducted the research in the subject of “An Application of the Four Principles of *Iddhipāda* to the Educational Administration of Kalasin Buddhist College, Mahamakut Buddhist University”. The study found that the average and overall personnel opinions on the educational administration of the director of Kalasin Buddhist College, Mahamakut Buddhist University was at high level ranged from the highest level to lowest level respectively as follows: the mean of academic administration mean of 3.97, the mean of general administration mean of 3.92, the mean of personnel administration was at 3.86, and the mean of budget administration mean of 3.65. The average value of the personnel opinions on the application of the four principles of *Iddhipāda* to the educational administration of the director, was at the highest level. Having considered all aspects of their opinions specifically ranged from the highest level to the lowest level were found to be that 3 aspects were at the highest level and 1 aspect was at a high level respectively as follows: the mean of the *Citta* (Thoughtfulness) mean of 4.31, the mean of *Viriya* (Effort) mean of 4.29, the mean of *Chanda* (Aspiration) mean of 4.22, and the mean of *Vimarṃsā* (Reasoning) mean of 4.17. The result of the analysis of the relation between the application of the four principles of *Iddhipāda* and the educational administration of the director, analyzed by the Pearson’s product-moment correlation coefficient. The result showed that the significant mean of the analysis (2-tailed Sig.) was at 0.00; which is less than 0.01: It rejects the main hypothesis ( $H_0$ ) but accepts the secondary hypothesis ( $H_1$ ). This means that the average value of the application of four principles of *Iddhipāda* was related to the

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<sup>88</sup>Phramahaweerachat Potha, “An Application of the Principle of *Iddhipāda* Dhamma for Duty Performance of Personnel in Mahamakut Buddhist University, Sirindhorn Rajavidyalaya Campus”, **Loei Rajabhat University Research and Development Journal**, Vol. 14 No. 48 (April-June 2019): 59-60.

education administration at 0.01 statistically with its correlation coefficient (r) at 0.85.<sup>89</sup>

**Table 2.8:** Research related to *Iddhipāda 4*

Researchers	Research Results
Phrakrunonthakitkoson (Sirichai Sirijayo)	The model of knowledge management model of Nonthaburi provincial meditation practice centers were: knowledge pursuit according to <i>Iddhipāda</i> 1) Create motivation, 2) Knowledge, 3) Recruitment, 4) Have discretion, 5) Concentrate, pay attention, and inspect the process and methods of knowledge pursuit and 6) willing and willing to plan for the pursuit of knowledge,
Kraiwin Chaiwan	The personnel management integrated with Buddhhadhamma “ <i>Iddhipāda 4</i> ” could be coined as “PRDMCVCV MODEL”. This model would make “The Enhancement of The Aviation Personnel Management Efficiency of Civil Aviation Training Center” to achieve organizational objectives as defined.
Ratchadakorn Aimampai	the elderly Nakhon Chai Si district, Nakhon Pathom has a deep understanding about <i>Iddhipāda 4</i> (path of accomplishment) overall minimum. The principles ( <i>Iddhipāda 4</i> : path of accomplishment) used to develop the potential of the elderly, Nakhon Chai Si district, Nakhon Pathom, overall in high level of which was based on the assumptions set out.

<sup>89</sup>Athitaya Chulasereekul, “An Application of the Four Principles of *Iddhipāda* to the Educational Administration of Kalasin Buddhist College, Mahamakut Buddhist University”, *Dhammathas Academic Journal*, Vol. 16 No. 1 (2016): 41-42.

**Table 2.8:** Research related to *Iddhipāda* 4 (Continued)

Researchers	Research Results
Phramahaweerachat Potha	1) The application of <i>Chanda</i> (Will) , personnel who had a will would force them to finish their work with encouragement; though they faced some obstructions, they would not give up their effort and would continue their work until they reached to the final objectives; 2) The application of <i>Viriya</i> (Effort), personnel should have an effort to be responsible for themselves and for their assigned works, 3) The application of <i>Citta</i> (Thoughtfulness), personnel should pay attention to the details of their assigned work for the best result of their work, and 4) The application of <i>Vimamsa</i> (Investigation), personnel should use wisdom in their work.
Athitaya Chulasereekul	The average and overall personnel opinions on the educational administration of the director of Kalasin Buddhist College, Mahamakut Buddhist University was at high level ranged from the highest level to lowest level respectively.

### 2.5.3 Research related to competency development

Ledford, E. Gerald & Heneman, L. Robert had conducted the research in the subject of “A competence-base pay study for employees and professional managers in business was studied, a case study in two private entities”. The purpose of this study was to describe the form of compensation according to ability, knowledge and skills among professional staff professional workers, there were an assessment of a group of employees linked to compensation, where competence was related to organizational performance and human resource management strategies. Using empirical research, The study found that lessons learned from the private sector experience in this study concluded that there was a strong need to

link compensation based on ability. Performance had to measure in a measurable and observable manner. It was necessary to combine competencies in the human resource management process. Personnel management and personnel development was compensate for the lack of which led to higher productivity.<sup>90</sup>

**Sureeporn Duangsuwan and Other** had conducted the research to examine the relationship between performance competence and nursing quality of registered nurses. Secondary and tertiary hospitals government inspectorate Ministry of Public Health, The study found that the level of competency in the practice of professional nurses overall and in each aspect was at a high level. The aspect with the highest average score was ethics aspect. The aspect with the lowest average score was holistic view nursing quality level of registered nurses.<sup>91</sup>

**Wanarat Srikanok** had conducted the research in the subject of “The Development of Competency Framework of the royal Thai Army Nursing College’s Personnel”. The study found that Sample were 81 of The Royal Thai Army Nursing College’s personnel in 3 groups: 15 Administrators 16 Instructors and 50 back office personnel that selecting by Stratified random Sampling. Gathering data from questionnaire and group interview then analyze data by Percentage, Means, Standard deviation, Index of congruence and Content analysis. From the above, The study found that: Competency of The Royal Thai Army Nursing College’s personnel compose of 3 part: 1) Core competency were Achievement Motive, Service mind, Expertise, Ethics and Teamwork 2) Administrative competency were Analytical thinking, Negotiation, Leadership, Vision, Transformation, Self control and Empowerment 3) Functional competency found that in 13 field compose of 2 to 8

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<sup>90</sup>Ledford, E.Gerald.& Heneman, L. Robert., “Competency Pay for Professionals and Managers in Business: A review and Implications for Teachers”, **Journal of Personnel Evaluation in Education**. Vol. 12 No. 2 (June 1998): 103-121.

<sup>91</sup>Sureeporn Duangsuwan and Other, “The Relationship between Job Competency and Quality of Nursing of Professional Nurses, Secondary and Tertiary Hospital, Public Health Inspection Region 17, Ministry of Public Health”, **Journal of Nursing and Health Sciences**, Vol. 5 No. 2 (May-August 2011): 67-77.

competency that shown Accuracy and Analytical thinking were the most of Frequency.<sup>92</sup>

**Wichaphan Kingwatcharapong** had conducted the research in the subject of “The Model of Competency Based Curriculum Development in Hospitality and Services, Front Office Program According to Hotel Industry Occupational Standard”. The research had seven steps which included 1) Kasipar Model of Competency Based Curriculum had been constructed, 2) development of Competency Based Curriculum by using Kasipar Model. Focus group had been organized to ensure the quality of the model, 3) construct Competency Based Module and training model, 4) Competency Based Module had been tried out, 5) the teachers in 9 colleges, and their student were on the job training, 6) monitoring and evaluating of trainees or students, 7) analyzed related information and finalized the study. It was found that 1) Competency Based Curriculum which was developed related VocationalSubjects. The specialists agreed thatthe construced module was suitable for the needs of workplace, 2) the students' grades were higher significantly at the .01 level, 3) the students' opinions on the Modules was at high level, 4) the teachers'opinions on the Modules was at highest level, 5) the students who were trained by the Modules satisfied with all competency at the highest level.<sup>93</sup>

**Kujit Cheerakarn** had conducted the research in the subject of “Current Competencies of Human Resources Managers in Thai Commercial Banking Group” The study found that a human resources manager of the commercial banking groups in Thailand perform three major competency components; i.e. Knowledge, Skill and Attributes. The appropriate level of these components could yield the highest effectiveness in managing human resources in the commercial banks industry. It was also revealed that a human resources manager of the commercial banking

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<sup>92</sup> Wanarat Srikanok, “The Development of Competency Framework of the royal Thai Army Nursing College’s Personnel”, **Journal of Nursing and Health Sciences**, Vol. 14 No. 3 (September–December 2013): 151-158.

<sup>93</sup> Wichaphan Kingwatcharapong, “The Model of Competency Based Curriculum Development in Hospitality and Services, Front Office Program According to Hotel Industry Occupational Standard”, **The Journal of KMUTNB**, Vol. 21 No. 2 (May-August 2011): 378.

groups in Thailand should have nine minor components to support the three major components. These are Technical Skill and Focus on Customer for the "Knowledge"; Communications and Teamwork for the "Skills"; and Innovation, Leadership, Flexibility, Motivation, and Building Relationship for the "Attributes". Findings from this study could be served as a guideline for developing curriculum, teaching and learning systems, as well as the training programs by the Human Resource Management Department of the Faculty of Business Administration to train the graduates to meet the industry's needs. Finally, the results also provide new academic knowledge in terms of human resource management and human resource managers might use the suggested competencies as a guideline to revise, improve, and develop the appropriate training programs in their organizations.<sup>94</sup>

**Table 2.9:** Research related to competency development

Researchers	Research Results
Ledford, E.Gerald. & Heneman, L. Robert	The purpose of this study was to describe the form of compensation according to ability, knowledge and skills among professional staff professional workers, there were an assessment of a group of employees linked to compensation, where competence was related to organizational performance and human resource management strategies.
Sureeporn Duangsuwan and Other	The level of competency in the practice of professional nurses overall and in each aspect was at a high level. The aspect with the highest average score was ethics aspect. The aspect with the lowest average score was holistic view nursing quality level of registered nurses.

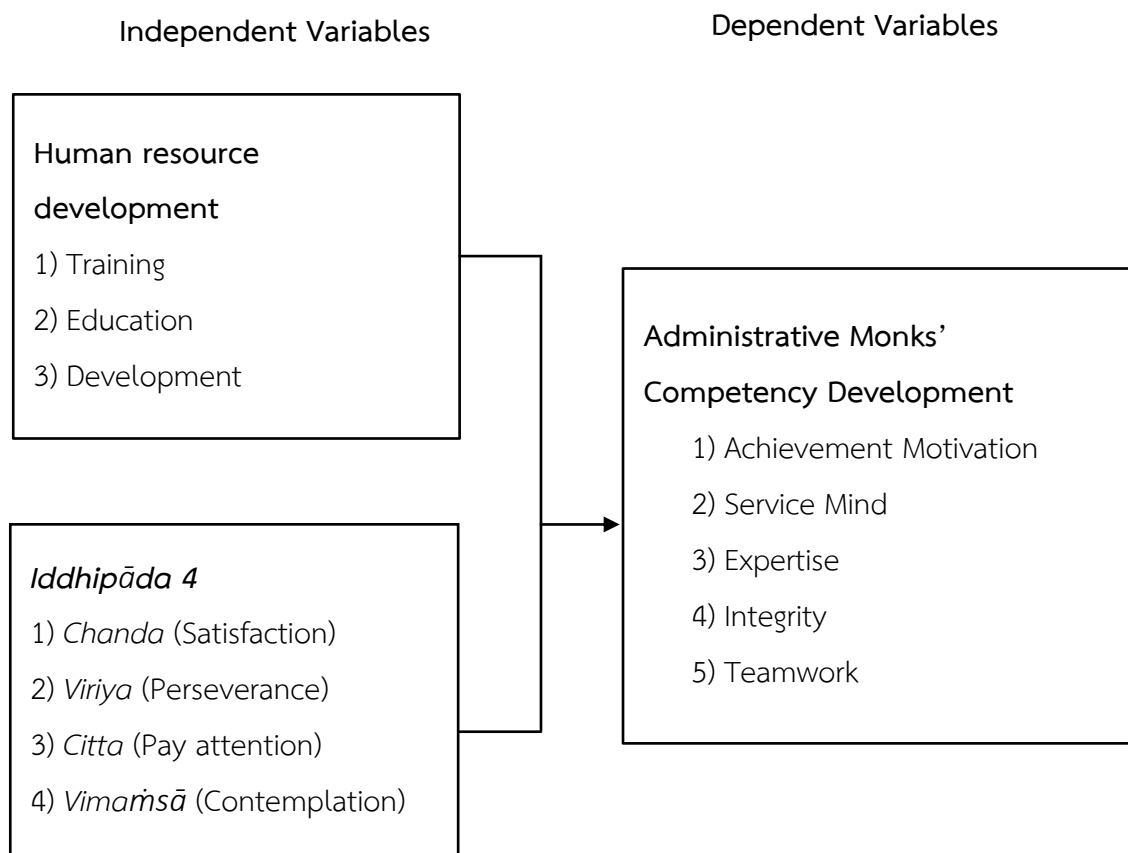
<sup>94</sup>Kuajit Cheerakarn, "Current Competencies of Human Resources Managers in Thai Commercial Banking Group", **Research report**, (Faculty of Business Administration: Dhurakij Pundit University, 2012), p. 111.

**Table 2.9:** Research related to competency development (Continued)

Researchers	Research Results
Wanarat Srikanok	1) Core competency were Achievement Motive, Service mind, Expertise, Ethics and Teamwork 2) Administrative competency were Analytical thinking, Negotiation, Leadership, Vision, Transformation, Self-control and Empowerment.
Wichaphan Kingwatcharapong	1) Kasipar Model of Competency Based Curriculum had been constructed, 2) development of Competency Based Curriculum by using Kasipar Model. Focus group had been organized to ensure the quality of the model, 3) construct Competency Based Module and training model, 4) Competency Based Module had been tried out, 5) the teachers in 9 colleges, and their student were on the job training, 6) monitoring and evaluating of trainees or students, 7) analyzed related information and finalized the study.
Kuajit Cheerakarn	a human resources manager of the commercial banking groups in Thailand perform three major competency components; i.e. Knowledge, Skill and Attributes. The appropriate level of these components could yield the highest effectiveness in managing human resources in the commercial banks industry. It was also revealed that a human resources manager of the commercial banking groups in Thailand should have nine minor components to support the three major components. These are Technical Skill and Focus on Customer for the "Knowledge"; Communications and Teamwork for the "Skills"; and Innovation, Leadership, Flexibility, Motivation, and Building Relationship for the "Attributes".

## 2.6 Conceptual framework for research

The research on "Administrative Monks' Competency Development According to Buddhism", The researcher studied the concepts, theories and related research included human resource development,<sup>95</sup> *Iddhipāda 4*<sup>96</sup> and administrative monks' competency development<sup>97</sup> and then synthesized into a research conceptual as follows.



**Figuer 2.4** Rearch Conceptual Reamworke

<sup>95</sup>Leonard Nadler, **Corporate Human Resources Development**, (New York: American for Training and Development, 1980), p. 5.

<sup>96</sup>Di.Pa. (Pali) 11/213/233., (Thai) 11/231/109.

<sup>97</sup>Office of the Civil Service Commission, **Thai Civil Service Competency Handbook**, (Bangkok: Office of the Civil Service Commission, 2005), p. 1.



## Chapter 3

### Research Methodology

The research entitled “Administrative Monks’ Competency Development according to Buddhism” was conducted by the mixed methods: the qualitative and quantitative methods. Each method consisted of 3 steps in the following sequences:

3.1 Research Design

3.2 Quantitative research

3.3 Qualitative research

#### 3.1 Research Design

The Research method was the mixed methods: quantitative and qualitative research. The quantitative research collected the data with questionnaires from 178 samples that were the monks in Phetchaburi province and analyzed by the related statistics. The qualitative research collected the data from the 17 key informants who were experts in administrative monks’ competency development by purposefully selected with structured-in-depth-interview transcript by face-to-face interviewing and the data from the key informants were analyzed by content descriptive analysis. The findings from both methods were concluded into specified findings of the research or body of knowledge.

#### 3.2 Quantitative research

##### 3.2.1 Population and sample

###### 1) Population

The research in the subject of “Administrative Monks’ Competency Development according to Buddhism”, population used in the research was 319 monks in Phetchaburi Province.

## 2) Sample

The sample in the subject of “Administrative Monks’ Competency Development according to Buddhism” calculated by using Taro Yamane’ formula. The sample size was 178 people as the following formula.

$$\text{Formula: } n = \frac{N}{1+N(e)^2}$$

While  $n$  = Sample Size

$N$  = Population

$e$  = 0.05

$$\begin{aligned} \text{Substituten} &= \frac{319}{1+319(0.05)^2} \\ &= 177.4687 \end{aligned}$$

Set the sample size at = 178

Set the sample groups from the population groups by Stratified Random Sampling as follows:

$$\text{Formula } n = \frac{nN}{N^1}$$

Where  $n$  = groups of sample size

$N$  = number of population in each group

$N^1$  = number of total population

$$\begin{aligned} \text{Muang District} &= \frac{178 \times 86}{319} \\ &= 48 \end{aligned}$$

$$\begin{aligned} \text{Khaoyoi District} &= \frac{178 \times 38}{319} \\ &= 21 \end{aligned}$$

$$\begin{aligned} \text{Banlard District} &= \frac{178 \times 47}{319} \\ &= 26 \end{aligned}$$

$$\begin{aligned} \text{Nongyaplong District} &= \frac{178 \times 15}{319} \\ &= 8 \end{aligned}$$

$$\begin{aligned} \text{Cha-am District} &= \frac{178 \times 29}{319} \\ &= 16 \end{aligned}$$

$$\begin{aligned} \text{Kangraajarn District} &= \frac{178 \times 17}{319} \\ &= 10 \end{aligned}$$

$$\begin{aligned} \text{Tar-yang District} &= \frac{178 \times 52}{319} \\ &= 29 \end{aligned}$$

$$\begin{aligned} \text{Ban Laem District} &= \frac{178 \times 35}{319} \\ &= 20 \end{aligned}$$

319 samples could be divided into groups as in the table 3.1 below:

**Table 3.1** Proportion and sample size

No.	District	Population	Sample
1	Muang Phetchaburi	86	48
2	Khaoyoi	38	21
3	Banlard	47	26
4	Nongyaplong	15	8
5	Cha-am	29	16
6	Kangraajarn	17	10
7	Tar-yang	52	29
8	Ban Laem	35	20
Total		319	178

### 3.2.2 Instrument used in quantitative research

The instrument used in this study was a questionnaire with the process of creating and inspecting the equipment as follows:

#### 1) Steps for creating instrument

1.1) Studied the management principles and theories of human competency development to match the objectives of the research that covered the administrative monks' competency development, factors affecting the administrative monks' competency development Buddhaddhamma, *Iddhipāda* 4 that induces the effectiveness of administrative monks competency development and the appropriate process of administrative monks' competency development

1.2) Created instrument and presented the draft to dissertation advisors and experts for examination for validity by Index-Objectives Congruence, IOC method

1.3) Used the research questionnaires to try out with 30 samples that were similar to the real samples for Reliability value of the instrument in Kanchanaburi province.

1.4) Modified and published the complete questionnaires and use them to collect data with the samples.

#### 2) Characteristics of instrument

The instrument used the questionnaires which were of rating scales by using the feedback levels divided into 5 levels according to Likert's scale.<sup>1</sup>

5 meant the most level of opinion.

4 meant more level of opinion.

3 meant moderate level of opinion.

2 meant low level of opinion.

1 meant the least level of opinion.

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<sup>1</sup>Best and Jane V Kahn, **Research in Education**, 7<sup>th</sup> Edition, (Boston: Allyn and Bacon, 1993), p. 246.

The criteria for interpretation of the data of Best in finding the average of scores<sup>2</sup> were as follows:

Average 4.50 - 5.00 meant the most level of opinion.

Average 3.50 - 4.49 meant more level of opinion

Average 2.50 - 3.49 meant moderate level of opinion.

Average 1.50 - 2.49 meant low level of opinion.

Average 1.00 to 1.49 meant the least level of opinion.

### 3) Quality of research instruments

#### Validity

Step one: The questionnaire was presented to the thesis committee for any suggestion for improvement.

Step two: The questionnaire was corrected and adjusted in accordance with comments and recommendations made by advisory committee.

Step three: After receiving feedback and recommendations from the advisory committee, the Index of Item-Objective Congruence (IOC) was used so as to find the content validity. In this process, the questionnaire was checked by five experts.

The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from -1 to +1.

Congruent = + 1

Questionable = 0

Incongruent = -1

The items that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved.

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<sup>2</sup>ibid, p. 247.

### **Reliability**

The reliability of the questionnaire was determined so as to ensure that the responses collected through the instrument were reliable and consistent. The questionnaire was tested with 30 respondents who were not in the sample group. The reliability value was calculated by using Cronbach's alpha to ensure whether there was internal consistency within the items that illustrated the value of Coefficient Cronbach's Alpha as the following:  $\geq 0.9$ = Excellent,  $\geq 0.8$ = Good,  $\geq 0.7$ = Acceptable,  $\geq 0.6$ = Questionable,  $\geq 0.5$ = Poor, and  $\leq 0.5$ =Unacceptable. Therefore, in order for the research questionnaire to be reliable, its value of Coefficient Cronbach's Alpha must be at least 0.7 according to the pre-test. The Cronbach's Alpha of these instruments was 0.915 so the questionnaire was highly reliable.

#### **3.2.3 Data collection**

The data for the quantitative research were collected from samples in the following steps:

1. Requested a letter from the Graduate Studies program Director, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University to District Sanga Administrators requesting cooperation and assistance for data collection from proposed samples who were respondents at each district.

2. Questionnaires were distributed to 178 samples on the location for data collection by researcher and assistants and all questionnaires were collected back for further data analysis.

#### **3.2.4 Data analysis**

The data analysis for the quantitative research was conducted in the following steps:

1. All questionnaires were brought to check for the completeness and accuracy in answering the questionnaire and then selected the complete version for coding for further data analysis.

2. Performed data analysis using descriptive and inferential statistics where ever applicable.

3) Testing the hypothesis from the relationship between the independent and dependent variables according to the hypothesis sets used Pearson's Correlation Coefficient statistics by determining the statistically significant level at 0.05 and multiple regressions.

### 3.3 Qualitative research

#### 3.3.1 Key informants

Key Informants for the qualitative research used 17 key informants with qualifications that were consistent with the administrative monks' competency development were purposefully selected from administrative monks in Phetchaburi Province and academician in public administration in line with John W. Creswell<sup>3</sup> as follows:

No.	High-ranking administrative monks	Position
1	Phradevsuwannamoli	Advisor to the 15 <sup>th</sup> Region Sanga Administrator
2	Phrakruvatcharasuwannatorn	Mueng District Sanga Administrator
3	Phrakruvijackvatcharadhamma	Kangrajarj District Sanga Administrator
4	Phrakrupiyavatcharakhun	Banlard District Sanga Administrator
5	Phrakruvatcharacholdhamma	Taryarng District Sanga Administrator
6	Phrakrubuddharatanapibarn	Ban Laem District Sanga Administrator
7	Phrakrusuntornvatcharakit	Tamrong District Sanga Administrator
8	Phrakruprasitpatcharasarn	Tarsaeng District Sanga Administrator
9	Phrakrusidhammarat	Raisom District Sanga Administrator
10	Phrakrupaladteranuvat	Hardchaosamran Sub-District Sanga Administrator

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<sup>3</sup> John W. Creswell (2014) Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 4<sup>th</sup> Ed. Calif, Sage Publication, Inc. p.198

No.	High-ranking administrative monks	Position
11	Phrakrupiyavatrarn	Klonggrasaeng Area 1, Sub-District Sanga Administrator
12	Phrakrupachotvacharakarn	Klonggrasaeng, Area 3, Sub-District Sanga Administrator

No.	Academician in Buddhism	Position
13	Phraudomsitthinayok, Asst.Prof.Dr.	Graduate program lecturer in department of political science, faculty of social sciences
14	Pharpaladrapphin Buddhisar	Graduate program lecturer in department of political science, faculty of social sciences

No.	Academician in public administration	Position
15	Professor Dr. Boonton Dockthaisong	Graduate program lecturer in department of political science, faculty of social sciences
16	Associate Professor Dr, Sman Ngamsnit	Graduate program lecturer in department of political science, faculty of social sciences
17	Assistant Professor Dr.Suriya Raksamueng	Graduate program lecturer in department of political science, faculty of social sciences

### 3.3.2 Research instruments

The instruments used in qualitative research were structured in-depth interviews and used for data collection. There were steps of creating the instruments as follows:



### **Steps for creating instrument**

Study the concepts and theories about administrative monks' competency development from documents and related research works with the contents of:

1. Management of administrative monks' competency development project
2. Effectiveness Management of the administrative monks' competency development
3. Application of *Iddhipāda* 4 with the administrative monks' competency development management
4. Set the conceptual framework for the construction of research instruments.
5. Determined the purpose of the research mechanism by requesting advices from advisors.
6. Created instrument
7. Presented the draft of research tools to advisors and experts for examination
8. The instrument was improved.
9. Published the complete interview transcript and put into practice by collecting data from key informants.

### **Characteristics of the instrument**

The instrument used in this qualitative research was Structured in-depth-interview transcripts crated in line with the objectives of the research covering what, why and how of the objectives. The instrument was certified by experts and advisors before using to collect data from the informants by face-to-face in-depth-interviewing.

### **Instrument quality examination**

The instrument used in this research were examined for the quality according to the following steps:

1. Requested advices from dissertation advisors and experts, to examine and check the instrument that was created (Face Validity: Visual validity).

2. Check Content Validity by bringing the completed interview transcript to the chair dissertation advisor and presented to the experts and then improved accordingly before using for collecting data.

3. Bring the updated interview transcript to the advisors for approval and publishing the complete instrument for use in the research.

4. Use the revised structured in-depth-interview transcript to collect data from key informants purposefully selected for this research.

### **3.3.3 Data collection**

To collect qualitative data, the researcher conducted the data collection by using the following methods and procedures:

- 1) Requesting a letter from the Graduate Studies program Director, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University to Key Informants and attached an in-depth-interview transcript along with the letter requesting cooperation and appointment for interviewing.

- 2) Conducting an in-depth-interview with the key informants on the date, time and place of the appointment by face-to-face in-depth interviewing and requesting permission to make recording of the interview and picture taking.

### **3.1.4 Data analysis.**

Data from the qualitative method by in-depth-interviewing were analyzed by content descriptive analysis.

## Chapter IV

### Data Analysis Results

Data analysis results in the subject of “administrative monks’ competency development according to Buddhism”, the researcher had concocted by research methodology: quantitative and qualitative research and concluded the results according to objective of the research as follows:

4.1 General context of administrative monks’ competency development

4.2 The factors affecting the administrative monks’ competency development

4.3 The Appropriate methods for administrative monks’ competency development according to the Buddhism

4.4 Body of know ledge

4.4.1 Body of know ledge from the research

4.4.2 Synthesis Model

#### **4.1 General context of administrative monks’ competency development**

The data analysis results for the general context of administrative monks’ competency development, the researcher had concocted by questionnaire analysis and in-depth interview analysis and then concluded the results according to objective of the research as follows:

##### **4.1.1 The analysis results of personal factors**

The researcher used a quantitative research method to collect data by surveying the 178 sample with a questionnaire. The sample was administrative monks in Phetchaburi province. The results showed that

**Table 4.1:** Number and percentage of samples Classified by personal factors

(n=178)

<b>Personal factors</b>	<b>Number</b>	<b>Percentage</b>
<b>Age</b>		
20-35 year	14	8.11
36-45 year	31	17.24
46-55 year	73	41.13
more than 56 year	60	33.52
<b>Total</b>	<b>178</b>	<b>100.0</b>
<b>Rainy season</b>		
less than 5 rainy season	0	0.00
5-9 rainy seasons	12	6.74
10-19 rainy seasons	127	71.35
More than 20 rainy seasons	39	21.91
<b>Total</b>	<b>178</b>	<b>100.0</b>
<b>Dhamma scholar education</b>		
Dhamma scholar level 1	0	0.00
Dhamma scholar level 2	0	0.00
Dhamma scholar level 3	178	100.00
<b>Total</b>	<b>178</b>	<b>100.0</b>
<b>Pali scholar education</b>		
Pali scholar level 1-2 – 3	75	42.13
Pali scholar level 4-6	45	25.28
Pali scholar level 7-9	4	2.25
Non Pali scholar	54	30.34
<b>Total</b>	<b>178</b>	<b>100.0</b>
<b>Education</b>		
Under than bachelor's degree	82	46.07
Bachelor's degree	67	37.64
Master's degree	23	12.92
Doctor's degree	6	3.37
<b>Total</b>	<b>178</b>	<b>100.0</b>

In Table 4.1, the most of administrative monks aged 46-55 years was 73 people and was 41.13%, aged more than 56 year was 60 people and was 33.52%, aged 36-45 year was 31 people and was 17.24% and aged 20-35 year was 14 people and was 8.11% respectively.

Rainy season, it was found that the most of administrative monks had 10-19 rainy season was 127 people and was 71.35%, more than 20 rainy seasons was 39 people and was 21.91% and 5-9 rainy seasons was 12 people and was 6.74% respectively.

Dhamma scholar education, it was found that all of administrative monks had Dhamma scholar level 3, was 178 people and was 100%.

Pali scholar education, it was found that the most of administrative monks had Pali scholar level 1-2 – 3, was 75 people and was 42.13%, non Pali scholar was 54 people and was 30.34 %, Pali scholar level 4-6 was 45 and was 25.28% respectively.

Education, it was found that the most of administrative monks had education on under than bachelor's degree was 82 people and was 46.07%, bachelor's degree was 67 people and was 37.64%, master's degree was 23 people and was 12.92% and doctor's degree was 6 people and was 3.37%.

## 1) Quantitative data analysis

### 1.1) The administrative monks' competency development according to human resource development principles

The data analysis from about administrative monks' competency development according to human resource development principles was the details as follows:

**Table 4.2:** Mean, Standard Deviation, and level of Human resource development principles **in overall**

(n=178)

No.	Human resource development principles	$\bar{X}$	S.D.	Level
1.	Training	3.78	0.71	High
2.	Education	3.47	0.81	High
3.	Development	3.43	0.74	High
<b>Overall</b>		<b>3.56</b>	<b>0.69</b>	<b>High</b>

Table 4.2 showed that the human resource development principles in overall was high level ( $\bar{X} = 3.56$ , S.D. = 0.69) and ranked from highest to lowest as follows: First, training aspect was at high level ( $\bar{X} = 3.56$ , S.D. = 0.69), Second, Education aspect was at high level ( $\bar{X} = 3.47$ , S.D. = 0.81) and Third, development aspect was at high level ( $\bar{X} = 3.43$ , S.D. = 0.74) respectively.

When separated by aspects, the details were as follows.

**Table 4.3:** Mean, Standard Deviation, and level of human resource development principles, **Training**

(n=178)

No.	Training	$\bar{X}$	S.D.	Level
1.	The Sangha had a policy to train administrative monks.	3.88	0.78	High
2.	The Sangha had a process of continually organizing the training of administrative monks.	3.82	0.86	High
3.	The Sangha give the opportunity for administrative monks to participate in the training process.	3.75	0.91	High
4.	The Sangha had a follow-up assessment of the administrative monks after the training.	3.73	0.88	High
5.	The Sangha had allocated enough budgets to manage the training of administrative monks.	3.73	0.86	High
<b>Overall</b>		<b>3.78</b>	<b>0.71</b>	<b>High</b>

Table 4.3 showed that the human resource development principles in raining aspect was high level ( $\bar{X} = 3.78$ , S.D. = 0.71) and ranked from highest to lowest as follows: item 1, the Sangha had a policy to train administrative monks was at high level ( $\bar{X} = 3.88$ , S.D. = 0.78), item 2, the Sangha had a process of continually organizing the training of administrative monks was at high level ( $\bar{X} = 3.82$ , S.D. = 0.86), item 3, the Sangha gives the opportunity for administrative monks to participate in the training process was at high level ( $\bar{X} = 3.75$ , S.D. = 0.91), item 5, The Sangha had allocated enough budgets to manage the training of administrative monks was at high level ( $\bar{X} = 3.73$ , S.D. = 0.86) and item 4, the Sangha had a follow-up assessment of the administrative monks after the training was at high level ( $\bar{X} = 3.73$ , S.D. = 0.88) respectively.

**Table 4.4:** Mean, Standard Deviation, and level of human resource development principles, **Education**

(n=178)

No.	Education	$\bar{X}$	S.D.	Level
1.	The Sangha had a policy to provide education for the administrative monks.	3.58	0.90	High
2.	The Sangha had a plan for educational management to develop administrative monks.	3.64	0.91	High
3.	The Sangha had encouraged administrative monks to continue their education in order to develop knowledge at a higher level.	3.43	0.92	High
4.	The Sangha had a knowledge management system that monks can develop for education.	3.33	0.97	High
5.	The Sangha had enough budgets to provide education.	3.36	0.94	High
<b>Overall</b>		<b>3.47</b>	<b>0.81</b>	High

Table 4.4 showed that the human resource development principles in education aspect was high level ( $\bar{X} = 3.47$ , S.D. = 0.81) and ranked from highest to lowest as follows: item 2, the Sangha had a plan for educational management to develop administrative monks was at high level ( $\bar{X} = 3.64$ , S.D. = 0.91), item 1, the Sangha had a policy to provide education for the administrative monks was at high level ( $\bar{X} = 3.58$ , S.D. = 0.90), item 3, the Sangha had encouraged administrative monks to continue their education in order to develop knowledge at a higher level was at high level ( $\bar{X} = 3.43$ , S.D. = 0.92), item 5, the Sangha had enough budgets to provide education was at high level ( $\bar{X} = 3.36$ , S.D. = 0.94) and item 4, the Sangha had a knowledge management system that monks can develop for education was at high level ( $\bar{X} = 3.33$ , S.D. = 0.97) respectively.



**Table 4.5:** Mean, Standard Deviation, and level of human resource development principles, **Development**

(n=178)

No.	Development	$\bar{X}$	S.D.	Level
1.	The Sangha had a policy to provide education for the administrative monks.	3.31	0.94	High
2.	The Sangha had a plan for educational management to develop administrative monks.	3.24	0.95	High
3.	The Sangha had encouraged administrative monks to continue their education in order to develop knowledge at a higher level.	3.47	0.83	High
4.	The Sangha had a knowledge management system that monks could develop their education.	3.48	0.88	High
5.	The Sangha had enough budgets for education.	3.67	0.89	High
<b>Overall</b>		<b>3.43</b>	<b>0.74</b>	<b>High</b>

Table 4.5 showed that the human resource development principles in management aspect was high level ( $\bar{X} = 3.43$ , S.D. = 0.74) and ranked from highest to lowest as follows: item 5, the Sangha had enough budgets for education was at high level ( $\bar{X} = 3.67$ , S.D. = 0.89), item 4, the Sangha had a knowledge management system that monks could develop their education. was at high level ( $\bar{X} = 3.48$ , S.D. = 0.88), item 3, the Sangha had encouraged administrative monks to continue their education in order to develop knowledge at a higher level was at high level ( $\bar{X} = 3.47$ , S.D. = 0.83), item 1, the Sangha had a policy to provide education for the administrative monks was at high level ( $\bar{X} = 3.31$ , S.D. = 0.94) and item 2, the Sangha had a plan for educational management to develop administrative monks was at high level ( $\bar{X} = 3.24$ , S.D. = 0.95) respectively.

### 1.2) The administrative monks' competency development according to *Iddhipāda* 4

The data analysis from about administrative monks' competency development according to *Iddhipāda* 4 was the details as follows:

**Table 4.6:** Mean, Standard Deviation, and level of *Iddhipāda* 4 in overall

(n=178)

No.	<i>Iddhipāda</i> 4	$\bar{X}$	S.D.	Level
1.	<i>Chanda</i> (Satisfaction)	3.67	0.78	High
2.	<i>Viriya</i> (Perseverance)	3.72	0.73	High
3.	<i>Citta</i> (Pay attention)	3.68	0.73	High
4.	<i>Vimamsā</i> (Contemplation)	3.56	0.73	High
<b>Overall</b>		<b>3.66</b>	<b>0.69</b>	<b>High</b>

Table 4.6 showed that *Iddhipāda* 4 in overall was at high level ( $\bar{X} = 3.66$ , S.D. = 0.69) and ranked from highest to lowest as follows: *Viriya* (Perseverance) was at high level ( $\bar{X} = 3.72$ , S.D. = 0.73), *Citta* (Pay attention) was at high level ( $\bar{X} = 3.68$ , S.D. = 0.73), *Chanda* (Satisfaction) was at high level ( $\bar{X} = 3.67$ , S.D. = 0.78), *Vimamsā* (Contemplation) was at high level ( $\bar{X} = 3.56$ , S.D. = 0.73) respectively.

When separated by aspects, the details are as follows:

**Table 4.7:** Mean, Standard Deviation, and level of *Iddhipāda 4, Chanda* (Satisfaction)

(n=178)

No.	<i>Chanda</i> (Satisfaction)	$\bar{X}$	S.D.	Level
1.	The Sangha was pleased to support the administrative monks' in the development of competency.	3.50	0.88	High
2.	The Sangha was willing to promote and support the administrative monks.	3.79	0.90	High
3.	The Sangha was pleased to receive suggestions for improving the administrative monks' competency.	3.74	0.91	High
4.	The Sangha was willing to support the budget for the administrative monks' competency development.	3.68	0.95	High
5.	The Sangha was willing to improve the process of the administrative monks' competency development.	3.65	0.98	High
<b>Overall</b>		<b>3.67</b>	<b>0.78</b>	High

Table 4.7 showed that *Iddhipāda 4, Chanda* (Satisfaction) in overall was at high level ( $\bar{X} = 3.67$ , S.D. = 0.78) and ranked from highest to lowest as follows: item 2, the Sangha was willing to promote and support the administrative monks was at high level ( $\bar{X} = 3.79$ , S.D. = 0.90), item 3, the Sangha was pleased to receive suggestions for improving the administrative monks' competency was at high level ( $\bar{X} = 3.74$ , S.D. = 0.91), item 4, the Sangha was willing to support the budget for the administrative monks' competency development was at high level ( $\bar{X} = 3.68$ , S.D. = 0.95), item 5, The Sangha was willing to improve the process of the administrative monks' competency development was at high level ( $\bar{X} = 3.65$ , S.D. = 0.98) and item 1, the Sangha was pleased to support the administrative monks' in the development of competency was at high level ( $\bar{X} = 3.50$ , S.D. = 0.88) ) respectively.

**Table 4.8:** Mean, Standard Deviation, and level of *Iddhipāda* 4, *Viriya* (Perseverance) (n=178)

No.	<i>Viriya</i> (Perseverance)	$\bar{X}$	S.D.	Level
1.	The Sangha was trying to develop the administrative monks' competency.	3.81	0.81	High
2.	The Sangha had made an effort to solve the problems that arise.	3.66	0.83	High
3.	The Sangha was not discouraged by various obstacles to develop the administrative monks' competency.	3.69	0.90	High
4.	The Sangha was trying to find ways to develop the administrative monks' competency.	3.71	0.85	High
5.	The Sangha aimed to provide sufficient resources to develop the administrative monks' competency.	3.75	0.88	High
<b>Overall</b>		<b>3.72</b>	<b>0.73</b>	<b>High</b>

Table 4.8 showed that *Iddhipāda* 4, *Viriya* (Perseverance) in overall was at high level ( $\bar{X}$  = 3.72, S.D. = 0.73) and ranked from highest to lowest as follows: item 1, the Sangha was trying to develop the administrative monks' competency was at high level ( $\bar{X}$  = 3.81, S.D. = 0.81), item 5, the Sangha aimed to provide sufficient resources to develop the administrative monks' competency was at high level ( $\bar{X}$  = 3.75, S.D. = 0.88), item 4, the Sangha was trying to find ways to develop the administrative monks' competency was at high level ( $\bar{X}$  = 3.71, S.D. = 0.85), item 3, the Sangha was not discouraged by various obstacles to develop the administrative monks' competency was at high level ( $\bar{X}$  = 3.69, S.D. = 0.90) and item 2, the Sangha had made an effort to solve the problems that arise was at high level ( $\bar{X}$  = 3.66, S.D. = 0.83) ) respectively.

**Table 4.9:** Mean, Standard Deviation, and level of *Iddhipāda 4, Citta (Pay attention)* (n=178)

No.	<i>Citta (Pay attention)</i>	$\bar{X}$	S.D.	Level
1.	The Sangha took great care in developing the administrative monks' competency.	3.67	0.81	High
2.	The Sangha was committed to the mission of developing the administrative monks' competency.	3.86	0.83	High
3.	The Sangha took great care in solving various problems.	3.44	0.94	High
4.	The Sangha took great care in developing the competency of individual administrative monks.	3.63	0.91	High
5.	The Sangha took a great care in recruiting important resources to develop the administrative monks' competency.	3.77	0.89	High
<b>Overall</b>		<b>3.68</b>	<b>0.73</b>	High

Table 4.9 showed that *Iddhipāda 4, Citta (Pay attention)* in overall was at high level ( $\bar{X} = 3.68$ , S.D. = 0.73) and ranked from highest to lowest as follows: item 2, The Sangha was committed to the mission of developing the administrative monks' competency was at high level ( $\bar{X} = 3.86$ , S.D. = 0.83), item 5, the Sangha took a great care in recruiting important resources to develop the administrative monks' competency was at high level ( $\bar{X} = 3.77$ , S.D. = 0.89), item 1, the Sangha took great care in developing the administrative monks' competency was at high level ( $\bar{X} = 3.67$ , S.D. = 0.81), item 4, the Sangha took great care in developing the competency of individual administrative monks was at high level ( $\bar{X} = 3.63$ , S.D. = 0.91) and item 3, the Sangha took great care in solving various problems was at high level ( $\bar{X} = 3.44$ , S.D. = 0.94) respectively.

**Table 4.10:** Mean, Standard Deviation, and level of *Iddhipāda* 4, *Vimarṣā* (Contemplation)

(n=178)

No	<i>Vimarṣā</i> (Contemplation)	$\bar{X}$	S.D.	Level
1.	The Sangha had always considered and examined the process of developing the administrative monks' competency.	3.44	0.91	High
2.	The Sangha carefully considered the cause of the problems for developing the administrative monks' competency.	3.69	0.93	High
3.	The Sangha had always reviewed the roles and duties of the administrative monks.	3.54	0.89	High
4.	The Sangha was contemplating a good way to develop the administrative monks' competency.	3.70	0.83	High
5.	The Sangha had continually improved the process of administrative monks' competency development.	3.43	0.82	High
<b>Overall</b>		<b>3.56</b>	<b>0.73</b>	<b>High</b>

Table 4.10 showed that *Iddhipāda* 4, *Vimarṣā* (Contemplation) in overall was at high level ( $\bar{X} = 3.56$ , S.D. = 0.73) and ranked from highest to lowest as follows: item 4, the Sangha was contemplating a good way to develop the administrative monks' competency was at high level ( $\bar{X} = 3.70$ , S.D. = 0.83), item 2, the Sangha carefully considered the cause of the problems for developing the administrative monks' competency was at high level ( $\bar{X} = 3.69$ , S.D. = 0.93), item 3, the Sangha had always reviewed the roles and duties of the administrative monks was at high level ( $\bar{X} = 3.54$ , S.D. = 0.93), item 1, the Sangha had always considered and examined the process of developing the administrative monks' competency was at high level ( $\bar{X} = 3.44$ , S.D. = 0.91) and item 5, The Sangha had continually improved the process of administrative monks' competency development was at high level ( $\bar{X} = 3.43$ , S.D. = 0.82) respectively.

### 1.3) appropriate methods for administrative monks' competency development

The data analysis results from questionnaires about appropriate methods for administrative monks' competency development were the details as follows:

**Table 4.11:** Mean, Standard Deviation, and level of appropriate methods for administrative monks' competency development **in overall**

(n=178)

No.	Appropriate method	$\bar{X}$	S.D.	Level
1.	Achievement Motivation	3.61	0.77	High
2.	Service Mind	3.50	0.85	High
3.	Expertise	3.38	0.81	High
4.	Integrity	3.67	0.87	High
5.	Teamwork	3.85	0.81	High
<b>Overall</b>		<b>3.60</b>	<b>0.76</b>	<b>High</b>

Table 4.11 showed that Appropriate methods for administrative monks' competency development in overall was at high level ( $\bar{X} = 3.60$ , S.D. = 0.76) and ranked from highest to lowest as follows: Teamwork aspect was at high level ( $\bar{X} = 3.85$ , S.D. = 0.81), Integrity aspect was at high level ( $\bar{X} = 3.67$ , S.D. = 0.87), Achievement Motivation aspect was at high level ( $\bar{X} = 3.61$ , S.D. = 0.77), Service Mind aspect was at high level ( $\bar{X} = 3.50$ , S.D. = 0.85) and ), Expertise aspect was at high level ( $\bar{X} = 3.38$ , S.D. = 0.81) respectively.

When separated by aspects, the details are as follows:

**Table 4.12:** Mean, Standard Deviation, and level of appropriate methods for administrative monks' competency development, **Achievement Motivation**

(n=178)

No.	Achievement Motivation	$\bar{X}$	S.D.	Level
1.	Administrative monks were able to manage the Sangha works effectively.	3.61	0.84	High
2.	Administrative monks could develop the work of the Sangha to be effective.	3.62	0.83	High
3.	Administrative monks could disseminate knowledge of the administration of the Sangha.	3.67	0.95	High
4.	Administrative monks had continued to develop competence.	3.48	0.87	High
5.	Administrative monks had opportunity to develop their competence from outside organization.	3.56	0.91	High
<b>Overall</b>		<b>3.61</b>	<b>0.71</b>	<b>High</b>

Table 4.12 showed that Appropriate methods for administrative monks' competency development: achievement Motivation in overall was at high level ( $\bar{X}$  = 3.61, S.D. = 0.71) and ranked from highest to lowest as follows: item 3, administrative monks could disseminate knowledge of the administration of the Sangha was at high level ( $\bar{X}$  = 3.67, S.D. = 0.95), item 2, administrative monks could develop the work of the Sangha to be effective was at high level ( $\bar{X}$  = 3.62, S.D. = 0.83), item 1, administrative monks were able to manage the Sangha works effectively was at high level ( $\bar{X}$  = 3.61, S.D. = 0.84), item 5, administrative monks had opportunity to develop their competence from outside organization was at high level ( $\bar{X}$  = 3.56, S.D. = 0.91) and item 4, administrative monks had continued to develop competence was at high level ( $\bar{X}$  = 3.48, S.D. = 0.87) respectively.



**Table 4.13:** Mean, Standard Deviation, and level of appropriate methods for administrative monks' competency development **Service Mind**

(n=178)

No.	Service Mind	$\bar{X}$	S.D.	Level
1.	Administrative monks could facilitate Buddhist affairs.	3.64	0.95	High
2.	Administrative monks could act as a leader in Buddhist activities for Buddhists.	3.40	0.92	High
3.	Administrative monks could be a dharma refuge for Buddhists.	3.44	0.89	High
4.	Administrative monks could provide academic services on Buddhism to society.	3.61	0.79	High
5.	Administrative monks were an important force in dissemination Buddhism.	3.41	0.87	High
<b>Overall</b>		<b>3.50</b>	<b>0.85</b>	<b>High</b>

Table 4.13 showed that Appropriate methods for administrative monks' competency development: Service Mind in overall was at high level ( $\bar{X} = 3.50$ , S.D. = 0.85) and ranked from highest to lowest as follows: item 1, administrative monks could facilitate Buddhist affairs was at high level ( $\bar{X} = 3.64$ , S.D. = 0.95), item 4, administrative monks could provide academic services on Buddhism to society was at high level ( $\bar{X} = 3.61$ , S.D. = 0.79), item 3, administrative monks could be a dharma refuge for Buddhists was at high level ( $\bar{X} = 3.44$ , S.D. = 0.89), item 5, administrative monks were an important force in dissemination Buddhism was at high level ( $\bar{X} = 3.41$ , S.D. = 0.87) and item 2, administrative monks could act as a leader in Buddhist activities for Buddhists was at high level ( $\bar{X} = 3.40$ , S.D. = 0.92) respectively.

**Table 4.14:** Mean, Standard Deviation, and level of appropriate methods for administrative monks' competency development **Expertise**

(n=178)

No.	Expertise	$\bar{X}$	S.D.	Level
1.	Administrative monks had knowledge and experience in the Sangha administration.	3.48	0.92	High
2.	Administrative monks could be a good model for the monks and novices within the temple.	3.39	0.93	High
3.	Administrative monks could give advice on Buddhist affairs.	3.34	0.97	High
4.	Administrative monks could effectively solve the problems that arise in the Sangha.	3.35	0.91	High
5.	Administrative monks could plan to develop Buddhist affairs effectively.	3.37	0.89	High
<b>Overall</b>		<b>3.38</b>	<b>0.81</b>	High

Table 4.14 showed that Appropriate methods for administrative monks' competency development: Expertise in overall was at high level ( $\bar{X} = 3.38$ , S.D. = 0.81) and ranked from highest to lowest as follows: item 1, administrative monks had knowledge and experience in the Sangha administration was at high level ( $\bar{X} = 3.48$ , S.D. = 0.92), item 2, administrative monks could be a good model for the monks and novices within the temple was at high level ( $\bar{X} = 3.39$ , S.D. = 0.93), item 5, administrative monks could plan to develop Buddhist affairs effectively was at high level ( $\bar{X} = 3.37$ , S.D. = 0.89), item 4, administrative monks could effectively solve the problems that arise in the Sangha was at high level ( $\bar{X} = 3.35$ , S.D. = 0.91) and item 3, administrative monks could give advice on Buddhist affairs was at high level ( $\bar{X} = 3.34$ , S.D. = 0.97) respectively.

**Table 4.15:** Mean, Standard Deviation, and level of appropriate methods for administrative monks' competency development **Integrity**

(n=178)

No.	Integrity	$\bar{X}$	S.D.	Level
1.	Administrative monks had knowledge of Sangha law.	3.22	0.91	High
2.	Administrative monks were able to follow the administrative monks' ethics very well.	3.53	0.86	High
3.	Administrative monks could practice themselves according to the Dharma and Discipline correctly.	4.03	0.90	High
4.	Administrative monks were able to disseminate their knowledge of ethics very well.	3.99	0.82	High
5.	Administrative monks could follow the Sangha Act.	3.76	0.89	High
<b>Overall</b>		<b>3.67</b>	<b>0.87</b>	High

Table 4.15 showed that Appropriate methods for administrative monks' competency development: Integrity in overall was at high level ( $\bar{X} = 3.67$ , S.D. = 0.87) and ranked from highest to lowest as follows: item 3, administrative monks could practice themselves according to the Dharma and Discipline correctly was at high level ( $\bar{X} = 4.03$ , S.D. = 0.90), item 4, administrative monks were able to disseminate their knowledge of ethics very well within the temple was at high level ( $\bar{X} = 3.99$ , S.D. = 0.82), item 5, administrative monks could follow the Sangha Act was at high level ( $\bar{X} = 3.76$ , S.D. = 0.89), item 2, administrative monks were able to follow the administrative monks' ethics very well was at high level ( $\bar{X} = 3.53$ , S.D. = 0.86) and item 1, administrative monks had knowledge of Sangha law was at high level ( $\bar{X} = 3.22$ , S.D. = 0.91) respectively.

**Table 4.16:** Mean, Standard Deviation, and level of appropriate methods for administrative monks' competency development **Teamwork**

(n=178)

No.	Teamwork	$\bar{X}$	S.D.	Level
1.	Administrative monks could be an important force in the affairs of the Sangha of Phetchaburi province.	3.88	0.85	High
2.	Administrative monks were able to gather Buddhists to support Buddhism.	3.73	0.94	High
3.	Administrative monks could coordinate with relevant organization for assistance in Buddhist affairs.	3.78	0.92	High
4.	Administrative monks could coordinate the community, temples and schools into unity.	3.92	0.86	High
5.	Administrative monks could create unity within the temple.	3.96	0.93	High
<b>Overall</b>		<b>3.85</b>	<b>0.81</b>	<b>High</b>

Table 4.16 showed that Appropriate methods for administrative monks' competency development: Teamwork in overall was at high level ( $\bar{X} = 3.85$ , S.D. = 0.81) and ranked from highest to lowest as follows: item 5, administrative monks could create unity within the temple was at high level ( $\bar{X} = 3.96$ , S.D. = 0.93), item 4, administrative monks could coordinate the community, temples and schools into unity was at high level ( $\bar{X} = 3.92$ , S.D. = 0.86), item 1, administrative monks could be an important force in the affairs of the Sangha of Phetchaburi province was at high level ( $\bar{X} = 3.88$ , S.D. = 0.85), item 3, administrative monks could coordinate with relevant organization for assistance in Buddhist affairs was at high level ( $\bar{X} = 3.78$ , S.D. = 0.92) and item 2, administrative monks were able to gather Buddhists to support Buddhism was at high level ( $\bar{X} = 3.73$ , S.D. = 0.94) respectively.

#### 4.1.2 The analysis results of in-depth interviewing

General context of administrative monks' competency development, the researcher used a content descriptive analysis from in-depth interviewing the 17 key informants who were administrative monks in Phetchaburi province, the results were as follow:

1. Sangha of Phetchaburi province had the regular meetings of administrative monk to discuss development of administrative monks' competency caused the Sangha to develop continuously.<sup>1</sup>

2. Sangha had promote the higher education in Thai Sangha which was Mahachulalongkornrajavidyalaya university and Mahamakut Buddhist university.<sup>2</sup>

3. The Sangha developed competence of administrative monks through regular training in *Vipassanā* meditation for develop the administrative monks to train the people continue.<sup>3</sup>

4. Administrative monks continually meet to find a approach to improve the efficiency of the administration of the Sangha.<sup>4</sup>

5. Monks had continuous trained for *Vipassanā* meditation. The Sangha promoted the development of *Vipassanā* teachers to create a new generation of *Vipassanā* teachers.<sup>5</sup>

6. The Sangha has continually promoted the study of the Pariyatti Dharma in both the Dharma scholar and *Pāḷi* to develop the administrative monks.<sup>6</sup>

7. Sangha was trained to have knowledge about Sangha administration, Buddhism propagation, education and Sangha government, etc.<sup>7</sup>

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<sup>1</sup>Interview with key informant No. 1, November 10, 2020.

<sup>2</sup>Interview with key informant No. 2, November 12, 2020.

<sup>3</sup>Interview with key informant No. 3, November 12, 2020.

<sup>4</sup>Interview with key informant No. 4, November 10, 2020.

<sup>5</sup>Interview with key informant No. 5, November 16, 2020.

<sup>6</sup>Interview with key informant No. 6, November 17, 2020.

<sup>7</sup>Interview with key informant No. 7, November 10, 2020.

8. The Sangha has promoted both Buddhist and layman education so that the monks had knowledge and ability to manage the Sangha effectively.<sup>8</sup>

9. Administrative monks will be able to develop their potential in teaching Buddhism and the potential of the Sangha's administration on a regular basis because Phetchaburi Sangha had a regular Sangha training program.<sup>9</sup>

10. Sangha had meeting at regular intervals to discuss problems in improving the competency of administrative monks in the province and jointly work on projects to develop monks' potential.<sup>10</sup>

11. Vipassana meditation training was a great approach to develop the competency of the administrative monks, so the Sangha was very attentive to this case.<sup>11</sup>

12. The Sangha had given the opportunity for administrative monks and general monks to be trained in Sangha administration in order to create monks with knowledge in Sangha administration.<sup>12</sup>

13. The Sangha had promoted education for monks in higher education at the Sangha University.<sup>13</sup>

14. Sangha had promoted the study of the Dharma: Pariyatti Dharma Department and Pali for monks to develop knowledge about Buddhism, which can lead to propagation of Buddhism as well.<sup>14</sup>

15. Sangha had promoted the education of the Pali language for the monks in Phetchaburi province to pay attention and study the Pali language in particular.<sup>15</sup>

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<sup>8</sup>Interview with key informant No. 8, November 12, 2020.

<sup>9</sup>Interview with key informant No. 9, November 21, 2020.

<sup>10</sup>Interview with key informant No. 10, November 21, 2020.

<sup>11</sup>Interview with key informant No. 11, November 12, 2020.

<sup>12</sup>Interview with key informant No. 12, November 17, 2020.

<sup>13</sup>Interview with key informant No. 13, November 21, 2020.

<sup>14</sup>Interview with key informant No. 14, November 16, 2020.

<sup>15</sup>Interview with key informant No. 15, November 21, 2020.

16. Sangha had constant training of monks on dharma practice so that monks could apply their knowledge to use in propagating Buddhism and teaching meditation to people.<sup>16</sup>

17. The Sangha Council of Phetchaburi had a meeting at the same time, when they attended the meeting, they met together.<sup>17</sup>

In conclusion, the general context of administrative monks' competency development were regular meetings of administrative monk, regular *Vipassanā* Meditation training, training for Sangha administration, Promoting the Pariyatti Dhamma study and promoting the higher education.

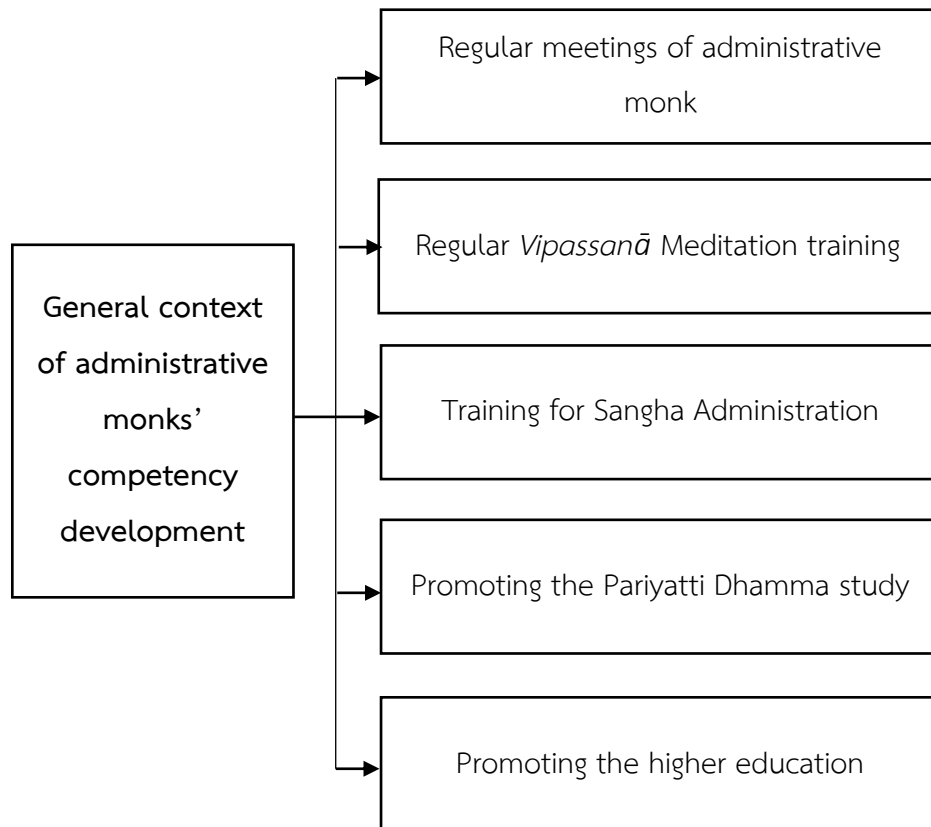
**Table 4.17:** Frequency of in-depth interviewing on general context of administrative monks' competency development

No.	Issues/Indicators	Frequency	Key Informant Number
1.	Regular meetings of administrative monk	4	1-4-10-17
2.	Regular <i>Vipassanā</i> meditation training	4	3-5-11-16
3.	Training for Sangha administration	3	7-9-12
4.	Promoting the Pariyatti Dhamma study	3	6-14-15
5.	Promoting the higher education	3	2-8-13

<sup>16</sup>Interview with key informant No. 16, November 10, 2020.

<sup>17</sup>Interview with key informant No. 17, November 12, 2020.

Table 4.17, frequency of in-depth interviewing on general context of administrative monks' competency development, it could be summarized as a Table as follows:



**Figure 4.1** General context of administrative monks' competency development



## 4.2 The factors affecting the administrative monks' competency development

### 4.2.1 Quantitative data analysis

The data analysis from questionnaires about factors affecting the administrative monks' competency development was the details as follows:

#### 1) The factors affecting the administrative monks' competency development

The factors affecting the administrative monks' competency development were human resource development principle included training, education and development and *Iddhipāda* 4 included *Chanda* (Satisfaction), *Viriya* (Perseverance), *Citta* (Pay attention) and *Vimamsā* (Contemplation).

#### 2) Symbols used in data analysis

Analyzing the data in this research, the researcher defined the variable names and their meanings as follows:

t Represent The statistical values used in t – Distribution

r Represent Pearson correlation coefficient

R Represent Multiple correlation coefficient

$R^2$  Represent Squared correlation coefficient

SE Represent Forecasting standard error

b Represent Multiple regression coefficients of predictor variables in

raw score form.

$\beta$  Represent Multiple regression coefficients of predictors in standard

score form.

Sig. Represent Significance level

Variable of human resource development principle

X11 Represent Training

X12 Represent Education

X13 Represent Development

Variable of *Iddhipāda* 4

- X21 Represent *Chanda* (Satisfaction)
- X22 Represent *Viriya* (Perseverance)
- X23 Represent *Citta* (Pay attention)
- X24 Represent *Vimarṃsā* (Contemplation)

Variable of the administrative monks' competency development

- Y1 Represent Achievement Motivation
- Y2 Represent Service Mind
- Y3 Represent Expertise
- Y4 Represent Integrity
- Y5 Represent Teamwork

3) The results of the correlation analysis between the variables for constructing the correlation matrix in the administrative monks' competency development

**Table 4.18:** The correlation analysis between the factors of human resource development principle, *Iddhipāda* 4 and administrative monks' competency development

	X11	X12	X13	X21	X22	X23	X24	Y1	Y2	Y3	Y4	Y5
X11	1.000											
X12	.751**	1.000										
X13	.667**	.847**	1.000									
X21	.716**	.780**	.819**	1.000								
X22	.713**	.705**	.752**	.807**	1.000							
X23	.674**	.742**	.786**	.800**	.828**	1.000						
X24	.646**	.727**	.797**	.747**	.779**	.755**	1.000					
Y1	.574**	.690**	.759**	.663**	.651**	.709**	.756**	1.000				
Y2	.649**	.766**	.797**	.773**	.734**	.780**	.720**	.743**	1.000			
Y3	.562**	.723**	.771**	.741**	.653**	.716**	.745**	.821**	.780**	1.000		
Y4	.688**	.721**	.754**	.807**	.794**	.800**	.791**	.696**	.830**	.769**	1.000	
Y5	.721**	.683**	.707**	.768**	.769**	.771**	.729**	.694**	.795**	.708**	.818**	1.000

P<0.01

Table 4.18 showed that the factors of human resource development principle and *Iddhipāda* 4 had a positive correlation with administrative monks' competency development Significantly at the .01 level.

The correlation coefficient between the factors of human resource development principle, *Iddhipāda* 4 and administrative monks' competency development was 0.562-0.830, some couples had a high relationship which may cause problems Multicollinearity. Therefore, the Collinearity Statistics must be tested by considering the tolerance of tolerance and the variable inflation factor (VIF) as shown in Table 4.19.

**Table 4.19:** Tolerance and Variance Inflation Factor (VIF) value of human resource development principle and *Iddhipāda* 4

Variables	Collinearity Statistics	
	Tolerance	VIF
<b>Human resource development principle</b>		
Training (X11)	.357	2.801
Education (X12)	.214	4.664
Development (X13)	.225	4.413
<b><i>Iddhipāda</i> 4</b>		
<i>Chanda</i> (Satisfaction) (X21)	.220	4.542
<i>Viriya</i> (Perseverance) (X22)	.232	4.303
<i>Citta</i> (Pay attention) (X23)	.235	4.287
<i>Vimāṃsā</i> (Contemplation) (X24)	.222	4.500

Table 4.19 showed that multiline concordance index had persistence of acceptance value (Tolerance) in the range of .214-.357 which was more than the pre-set value of .190 and had a variance expansion factor (Variance Inflation Factor: VIF) in the range of 2.801-4.664 which did not exceed 5.3. It showed that the factors of human resource development principle and *Iddhipāda* 4 in all aspects were the

specified criteria, no problem of Multicollinearity and could be able to analyze stepwise multiple regressions.

### 1.3) Hypothesis testing

The results of the hypothesis testing for this research had the details as follows:

**Hypothesis 1:** The factor of human resource development principle affects the administrative monks' competency development

Hypothesis testing for the factor of human resource development principle affects the administrative monks' competency development used stepwise multiple regressions by using 3 independent variables which was Training (X11), Education (X12) and Development (X13) to know what percentage of the variance of the dependent variable can be explained and which variables have a significant impact on the dependent variable.

**Table 4.20:** The factor of human resource development principle affects the administrative monks' competency development

Human resource development principle	B	Std. Error	Beta	t	Sig.
Constant	.423	.180		5.306**	.000
Development (X13)	.599	.080	.558	7.492**	.000
Training (X11)	.229	.065	.212	3.542**	.001
Education (X12)	.141	.077	.153	1.819**	.002

Multiple R = .854<sup>a</sup> R-square = .730 Adjusted R Square = .725 Std. Error = .396

Table 4.20 showed that the factor of human resource development principle in all aspects affected the administrative monks' competency development at significance of 0.01 and ranked from highest to lowest as follows: Development, Training and Education, therefore, accepting the first hypothesis.

The analysis result was a multiple correlation coefficient value (Multiple R) at .845, decision coefficient (R Square) at .730 and adjusted decision coefficient (Adjusted R Square) at .725

It showed that the factor of human resource development could together explain the administrative monks' competency development 72.5%. When considering each aspect, it was found that development aspect could explain 55.8%, training aspect could explain 12.2% and education aspect could explain 15.3% which could write the equation as follows;

Forecast equations in raw score format

$$\hat{y} = .423 + .599 (X13) + .229 (X11) + .141 (X12)$$

Forecast equations in standard score format

$$Z_{\hat{y}} = .558 (Z3)_{x13} + .212 (Z1)_{x11} + .153 (Z2)_{x12}$$

**Hypothesis 2:** *Iddhipāda* 4 affects the administrative monks' competency development

Hypothesis testing for the factor of *Iddhipāda* 4 affects the administrative monks' competency development used stepwise multiple regressions by using 4 independent variables which was *Chanda* (Satisfaction) (X21), *Viriya* (Perseverance) (X22), *Citta* (Pay attention) (X23) and *Vimamsā* (Contemplation) (X24) to know what percentage of the variance of the dependent variable can be explained and which variables have a significant impact on the dependent variable.

**Table 4.21:** The factor of *Iddhipāda* 4 affects the administrative monks' competency development

<i>Iddhipāda</i> 4	B	Std. Error	Beta	t	Sig.
Constant	.459	.140		6.420**	.000
<i>Vimāṃsā</i> (Contemplation)					
(X24)	.407	.070	.395	5.791**	.000
<i>Chanda</i> (Satisfaction) (X21)	.334	.061	.344	5.426**	.000
<i>Viriya</i> (Perseverance) (X22)	.187	.071	.184	2.227**	.001
<i>Citta</i> (Pay attention) (X23)	.148	.081	.144	1.822**	.001

Multiple R = .894<sup>a</sup> R-square = .799 Adjusted R Square = .794 Std. Error = .342

Table 4.21 showed that the factor *Iddhipāda* 4 in all aspects affected the administrative monks' competency development at significance of 0.01 and ranked from highest to lowest as follows: *Vimāṃsā* (Contemplation), *Chanda* (Satisfaction) (X21), *Viriya* (Perseverance) (X22) and *Citta* (Pay attention) (X23) therefore, accepting the second hypothesis.

The analysis result was a multiple correlation coefficient value (Multiple R) at .894, decision coefficient (R Square) at .799 and adjusted decision coefficient (Adjusted R Square) at .794

It showed that the factor of *Iddhipāda* 4 could together explain the administrative monks' competency development 79.4%. When considering each aspect, it was found that *Vimāṃsā* (Contemplation) aspect could explain 39.5%, *Chanda* (Satisfaction) aspect could explain 34.4% *Viriya* (Perseverance) aspect could explain 18.4% and *Citta* (Pay attention) aspect could explain 14.4% which could write the equation as follows;

Forecast equations in raw score format

$$\hat{y} = .459 + .407 (X24) + .334 (X21) + .187 (X22) + .148 (X23)$$

Forecast equations in standard score format

$$Z_{\hat{y}} = .395 (Z4)_{x24} + .344 (Z1)_{x21} + .184 (Z2)_{x22} + .144 (Z3)_{x23}$$

**Hypothesis 3:** The factor of human resource development principle and *Iddhipāda* 4 affects the administrative monks' competency development

Hypothesis testing for the factor of human resource development principle and *Iddhipāda* 4 affects the administrative monks' competency development used stepwise multiple regressions by using 2 independent variables which was human resource development principle and *Iddhipāda* 4 to know what percentage of the variance of the dependent variable can be explained and which variables have a significant impact on the dependent variable.

**Table 4.22:** The factor of human resource development principle and *Iddhipāda* 4 affects the administrative monks' competency development

factor of human resource development principle and <i>Iddhipāda</i> 4	B	Std. Error	Beta	t	Sig.
Constant	.612	.151		8.127**	.000
<i>Iddhipāda</i> 4 (X2)	.709	0.75	.643	9.416**	.000
Human resource development principle (X1)	.311	.076	.279	4.090**	.000

Multiple R = .898<sup>a</sup> R-square = .806 Adjusted R Square = .804 Std. Error = .334

Table 4.22 showed that the factor of human resource development principle and *Iddhipāda* 4 affected the administrative monks' competency development at significance of 0.01 and ranked from highest to lowest as follows: *Iddhipāda* 4 aspect and Human resource development principle aspect, therefore, accepting the third hypothesis.

The analysis result was a multiple correlation coefficient value (Multiple R) at .898, decision coefficient (R Square) at .7806 and adjusted decision coefficient (Adjusted R Square) at .804

It showed that the factor of human resource development and *Iddhipāda* 4 could together explain the administrative monks' competency development



80.4%. When considering each aspect, it was found that *Iddhipāda* 4 aspect could explain 64.3% and human resource development aspect could explain 27.9% which could write the equation as follows;

Forecast equations in raw score format

$$\hat{y} = .612 + .709 (X2) + .311 (X1)$$

Forecast equations in standard score format

$$Z_{\hat{y}} = .643 (Z2)_{x2} + .279 (Z1)_{x1}$$

#### 4.2.2 Qualitative data analysis results

##### 1) Administrative monks' competency development according to human resource development

Administrative monks' competency development according to human resource development was the details as follows:

###### 1. Training

The results of in-depth interview for administrative monks' competency development according human resource development in training were as follow:

1. There was regular training of monks by using a project training in both of academic and *Vipassanā* meditation practice, the monks had the opportunity to develop their own potential.<sup>18</sup>

2. Administrative monks at the primate level provided regular training, so future administrative monks had the potential and then were able to manage the Sangh works as very well.<sup>19</sup>

3. *Vipassanā* meditation training caused the Sangha was the ability to propagate and the potential to govern the Sangha and other activities of the Sangha.<sup>20</sup>

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<sup>18</sup> Interview with key informant No. 1, November 10, 2020.

<sup>19</sup> Interview with key informant No. 2, November 12, 2020.

<sup>20</sup> Interview with key informant No. 3, November 12, 2020.

4. There were a project to train administrative monks which the Sangha in Phetchaburi province was together organized, it was the development of potential in various fields as well.<sup>21</sup>

5. The Sangha had continually organized training for administrative monks to capacitate to have the potential to train the monks in Phetchaburi province and layman.<sup>22</sup>

6. There was a training program on the propagation of Buddhism and training on the law of the Sangha, it caused the administrative monks to have knowledge of the law about monastery efficiently.<sup>23</sup>

7. There was training on the administration of the Sangha, bookkeeping, temple management, religious treasures, etc. The monks in Phetchaburi had the potential to rule the Sangha very well.<sup>24</sup>

8. There was administrative monks training in law, it also encouraged monks to study the Sangha administration and the education of the Sangha at the bachelor's and graduate levels.<sup>25</sup>

9. The Sangha had organized meditation training for administrative monks to have knowledge about meditation to train monks and people for meditation.<sup>26</sup>

10. Phetchaburi Sangha had organized training for administrative monks according to the policy of the Sangha and according to the Buddhist reform plan by focusing on developing the potential of monks to have potential in relation to the administration of Sangha affairs.<sup>27</sup>

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<sup>21</sup>Interview with key informant No. 4, November 10, 2020.

<sup>22</sup>Interview with key informant No. 5, November 16, 2020.

<sup>23</sup>Interview with key informant No. 6, November 17, 2020.

<sup>24</sup>Interview with key informant No. 7, November 10, 2020.

<sup>25</sup>Interview with key informant No. 8, November 12, 2020.

<sup>26</sup>Interview with key informant No. 9, November 21, 2020.

<sup>27</sup>Interview with key informant No. 10, November 21, 2020.

11. Training was focused on meditation and administrative affairs of the administrative monks, it caused the monks had the potential and practice problem solving skills and settled a dispute.<sup>28</sup>

12. There was training for monks in particular to have the potential to manage the affairs of the Sangha, it will be able to continue to train monks and Buddhists.<sup>29</sup>

13. The reform plan for Buddhism's affairs stipulates that there must be a management of propagation and religious education and governance, which must be preliminary training monks.<sup>30</sup>

14. The Sangha organized activities to develop skills in Sangha administration in all 6 aspects to enable the monks to have the ability to manage the Sangha's work to success.<sup>31</sup>

15. There was training for the administrative monks on property management of the Sangha to have knowledge and ability to spend properly and manage the temple's assets for maximum benefit.<sup>32</sup>

16. The monks were trained in the proper preparation of the temple's financial and accounting systems to avoid the temple's financial problems which will cause damage to the temple and the monks.<sup>33</sup>

17. Temples in Phetchaburi province continually provided meditation training for administrative monks and lay people. This was one of the most effective potential developments.<sup>34</sup>

In conclusion, administrative monks' competency development according to human resource development on training aspect included the Sangha organized Vipassana meditation training, the Sangha organized activities for training skills in

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<sup>28</sup> Interview with key informant No. 11, November 12, 2020.

<sup>29</sup> Interview with key informant No. 12, November 17, 2020.

<sup>30</sup> Interview with key informant No. 13, November 21, 2020.

<sup>31</sup> Interview with key informant No. 14, November 16, 2020.

<sup>32</sup> Interview with key informant No. 15, November 21, 2020.

<sup>33</sup> Interview with key informant No. 16, November 10, 2020.

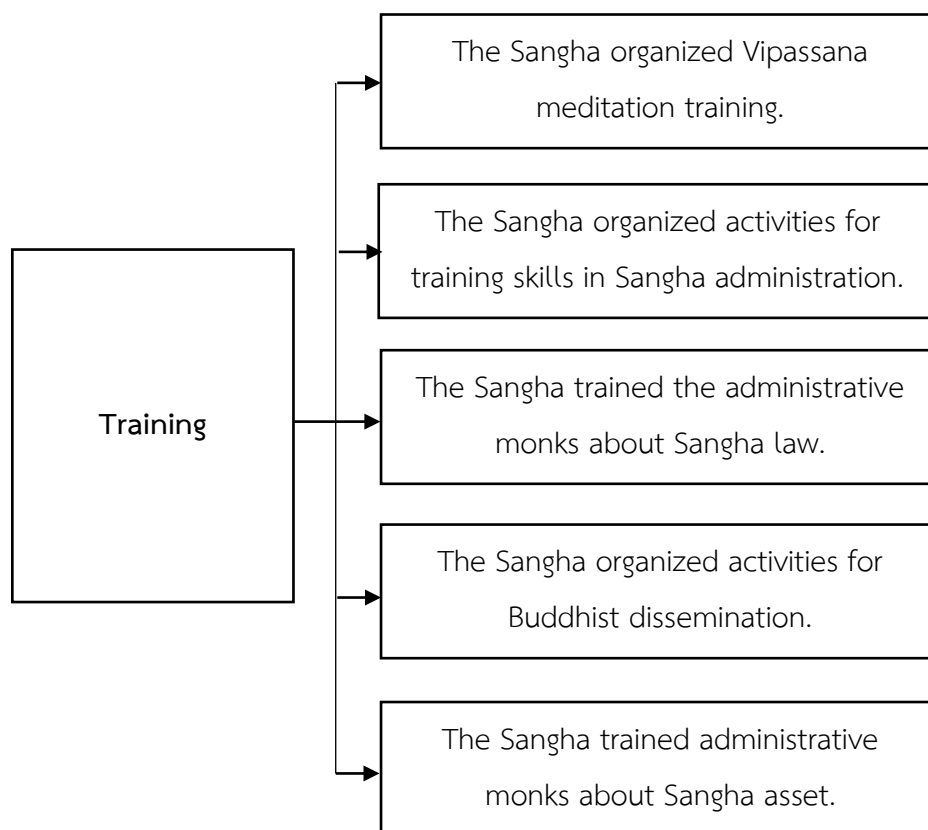
<sup>34</sup> Interview with key informant No. 17, November 12, 2020.

Sangha administration, the Sangha trained the administrative monks about Sangha law, the Sangha organized activities for Buddhist dissemination and the Sangha trained administrative monks about Sangha asset.

**Table 4.23:** Frequency of in-depth interviewing on administrative monks' competency development according to human resource development on **training aspect**

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha organized Vipassana meditation training.	5	1-3-9-11-17
2.	The Sangha organized activities for training skills in Sangha administration.	3	2-10-14
3.	The Sangha trained the administrative monks about Sangha law.	3	4-5-8
4.	The Sangha organized activities for Buddhist dissemination.	3	6-12-13
5.	The Sangha trained administrative monks about Sangha asset.	3	7-15-16

Table 4.23 Frequency of in-depth interviewing on administrative monks' competency development according to human resource development on training aspect; it could be summarized as a Table as follows:



**Figure 4.2** Administrative monks' competency development according to human resource development on training aspect

## 2. Education

The results of in-depth interview for administrative monks' competency development according human resource development in education were as follow:

1. There was a promotion for the study of the sangha's education for the monks in Phetchaburi to study the Dhamma scholar and Bali.<sup>35</sup>

2. Competencies development focused on education for administrative monks to have knowledge of Buddhism and knowledge in higher education, so that monks can apply that knowledge in their administration and conduct themselves properly.<sup>36</sup>

3. The Sangha Council of Phetchaburi province encouraged the monks to study and learn by themselves in order to create lifelong learning, develop the body of Buddhist knowledge and general knowledge to manage the Sangha.<sup>37</sup>

4. The Phetchaburi Sangha Council had encouraged the monks in the province to study at the higher education level in Sahgha University.<sup>38</sup>

5. Phetchaburi Sangha Council had organized learning activities related to the administration of the Sangha for all monks in the province to learn; especially all of administrative monks must be educated.<sup>39</sup>

6. The Sangha had systematically managed the body of knowledge so that monks and novices in the province can easily learn and search for knowledge about the administration of the Sangha.<sup>40</sup>

7. Sangha in Phetchaburi province had always organized the study of the monks and novices and Buddhists to study, so the monks' teachings caused the developing the competency of monks in the province could by easy.<sup>41</sup>

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<sup>35</sup> Interview with key informant No. 1, November 10, 2020.

<sup>36</sup> Interview with key informant No. 2, November 12, 2020.

<sup>37</sup> Interview with key informant No. 3, November 12, 2020.

<sup>38</sup> Interview with key informant No. 4, November 10, 2020.

<sup>39</sup> Interview with key informant No. 5, November 16, 2020.

<sup>40</sup> Interview with key informant No. 6, November 17, 2020.

<sup>41</sup> Interview with key informant No. 7, November 10, 2020.

8. The Sangha was managed by giving opportunity for the monks to develop themselves through self-study at all times, encouraged the monks to show their knowledge and abilities, caused administrative monks had good performance.<sup>42</sup>

9. There were activities to learn about the Sangha administration through a learning program that the Sangha has organized every year.<sup>43</sup>

10. There was a knowledge management system of the Sangha that can be searched and learned later. Monks, novices and Buddhists could learn through the knowledge through websites or channels that the Sangha was organized.<sup>44</sup>

11. The monks were encouraged to learn through the learning process of the Sangha at the Sangha University, which it was a higher education. The administrative monks could use their knowledge to manage the Sangha's affairs to achieve their goals.<sup>45</sup>

12. Monks in Phetchaburi will be encouraged to study at the Sangha university: Mahachulalongkornrajavidyalaya University, so administrative monks could use the knowledge that they have to develop the temple and community.<sup>46</sup>

13. Sangha promoted the study of the Dharma for monks and novices to study the Dharma first and then encouraged them to study at the higher education level in order to develop their knowledge and ability to have knowledge and experience that will be used in the administration of the Sangha.<sup>47</sup>

14. There were activities to promote learning about Sangha administration, laws related to the Sangha, techniques and methods of successful Sangha administration, as well as Buddhist asset management.<sup>48</sup>

15. The Sangha had promoted education for monks to have knowledge about Sangha administration and has various activities that have promoted learning

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<sup>42</sup>Interview with key informant No. 8, November 12, 2020.

<sup>43</sup>Interview with key informant No. 9, November 21, 2020.

<sup>44</sup>Interview with key informant No. 10, November 21, 2020.

<sup>45</sup>Interview with key informant No. 11, November 12, 2020.

<sup>46</sup>Interview with key informant No. 12, November 17, 2020.

<sup>47</sup>Interview with key informant No. 13, November 21, 2020.

<sup>48</sup>Interview with key informant No. 14, November 16, 2020.

of Sangha administration, so the administrative monks were able to help temples in the province and society.<sup>49</sup>

16. Phetchaburi province had a provincial Sangha college which it was promoting the monks to learn according to the educational process of Sangha University, which the results were the monks in the province had good knowledge and ability to work for Sangha.<sup>50</sup>

17. Monks and novices in Phetchaburi province had developed knowledge of Dharma and Pali and had been encouraged to study at the higher education level in Sangha University.<sup>51</sup>

In conclusion, administrative monks' competency development according to human resource development on education aspect included the Sangha encouraged the administrative monks to study the Pariyatti Dharma, the Sangha encouraged education of Sangha University, the Sangha organize learning activities about the administration of the Sangha, there was a knowledge management of the Sangha and there was promoting self-education.

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<sup>49</sup> Interview with key informant No. 15, November 21, 2020.

<sup>50</sup> Interview with key informant No. 16, November 10, 2020.

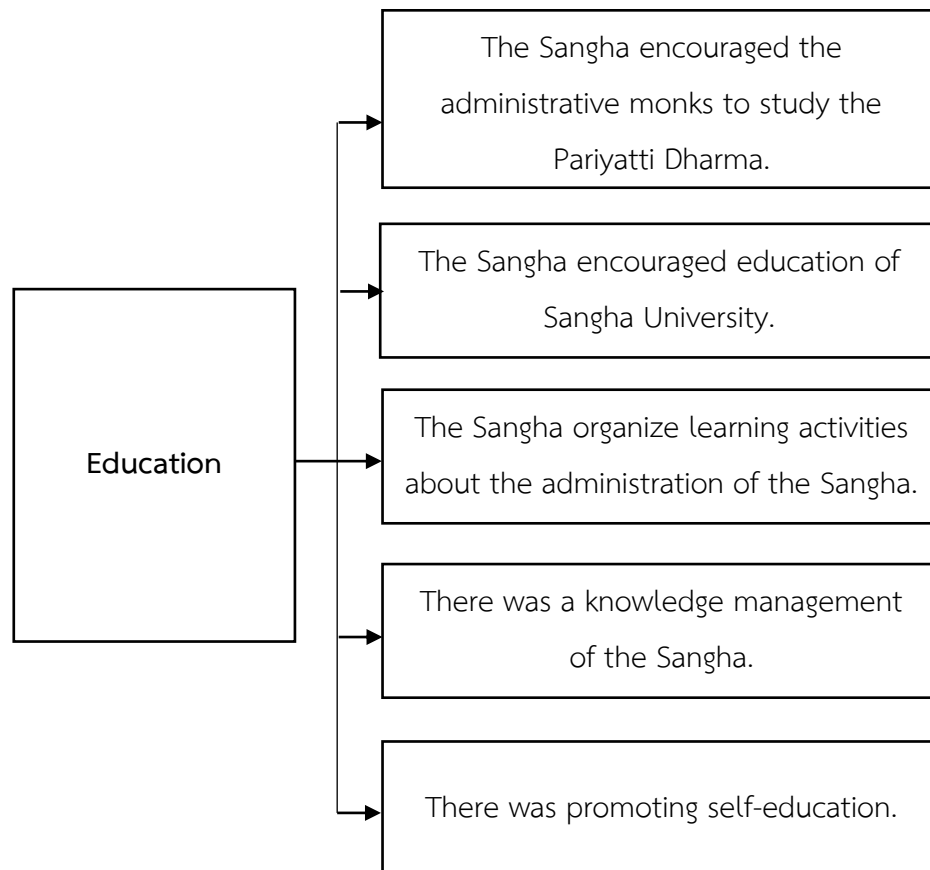
<sup>51</sup> Interview with key informant No. 17, November 12, 2020.



**Table 4.24:** Frequency of in-depth interviewing on administrative monks' competency development according to human resource development on education aspect

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha encouraged the administrative monks to study the Pariyatti Dharma.	5	1-2-7-13-17
2.	The Sangha encouraged education of Sangha University.	4	4-11-12-16
3.	The Sangha organize learning activities about the administration of the Sangha.	4	5-9-14-15
4.	There was a knowledge management of the Sangha.	2	6-10
5.	There was promoting self-education.	2	3-8

Table 4.24, Frequency of in-depth interviewing on administrative monks' competency development according to human resource development on education aspect, it could be summarized as a Table as follows:



**Figure 4.3** Administrative monks' competency development according to human resource development on education aspect

### 3. Development

The results of in-depth interview for administrative monks' competency development according human resource development in development were as follow:

1. The Sangha had developed the competence of the administrative monks by training to develop a higher level of learning about *Vipassanā* Meditation in order to develop oneself as a *Vipassanā* Master.<sup>52</sup>

2. The administrative monks had developed a higher level of *Vipassanā* meditation practice until he can teach monks, novices and general Buddhists.<sup>53</sup>

3. Administrative monks had been developed to have knowledge about using information technology in the administration of the Sangha.<sup>54</sup>

4. There was a relationship between the community, temple and the school to be connected and related to helping each other.<sup>55</sup>

5. There were development of the experience of the administrative monks in order to develop the competency for the administrative monks so administrative monks had knowledge and experience in managing the Sangha affairs effectively.<sup>56</sup>

6. The Sangha has developed competency in the administration of the Sangha, especially in Buddhist dissemination and public utility, the construction of the Sangha Building and the Buddhist merit-making activities.<sup>57</sup>

7. The administrative monks had developed knowledge and experience in solving problems and solving various disputes that happen in the Sangha.<sup>58</sup>

8. There were encouraged relationships between the temples and related organization to enable mutual assistance for both government and private sectors.<sup>59</sup>

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<sup>52</sup>Interview with key informant No. 1, November 10, 2020.

<sup>53</sup>Interview with key informant No. 2, November 12, 2020.

<sup>54</sup>Interview with key informant No. 3, November 12, 2020.

<sup>55</sup>Interview with key informant No. 4, November 10, 2020.

<sup>56</sup>Interview with key informant No. 5, November 16, 2020.

<sup>57</sup>Interview with key informant No. 6, November 17, 2020.

<sup>58</sup>Interview with key informant No. 7, November 10, 2020.

<sup>59</sup>Interview with key informant No. 8, November 12, 2020.

9. There were developing the Knowledge, skills and experience in solving Sangha problems for monks to promote education and learning about the development of intelligence and abilities.<sup>60</sup>

10. There were developing the knowledge and competence in *Vipassanā* meditation for administrative monks, it caused administrative monks had opportunity to develop themselves to have a higher level of *Vipassanā* practice.<sup>61</sup>

11. The Sangha had developed knowledge and ability to use information technology, so that monks could use modern technology to coordinate and manage the Sangha effectively.<sup>62</sup>

12. The level of *Vipassanā* Meditation practice of the Sangha has been developed to a higher level. Administrative monks could teach meditation for public.<sup>63</sup>

13. The administrative monks had developed knowledge and experience in the administration of the Sangha through the activities of the Phetchaburi Sangha and the Sangha education process.<sup>64</sup>

14. The Sangha had developed the knowledge and experience of the monks to have knowledge about solving problems and solving various disputes that happened in Sangha.<sup>65</sup>

15. The temples in Phetchaburi province had together organized *Vipassanā* meditation training to develop the monks to have knowledge and competency in practice according to Dhamma, which will lead to the process of developing efficiency and potential of monks.<sup>66</sup>

16. Phetchaburi Sangha Council had training to develop monks to have knowledge about using technology in the administration of the Sangha, it caused

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<sup>60</sup>Interview with key informant No. 9, November 21, 2020.

<sup>61</sup>Interview with key informant No. 10, November 21, 2020.

<sup>62</sup>Interview with key informant No. 11, November 12, 2020.

<sup>63</sup>Interview with key informant No. 12, November 17, 2020.

<sup>64</sup>Interview with key informant No. 13, November 21, 2020.

<sup>65</sup>Interview with key informant No. 14, November 16, 2020.

<sup>66</sup>Interview with key informant No. 15, November 21, 2020.

monks could use modern technology to administer the Sangha and to teach or dissemination Buddhism as well.<sup>67</sup>

17. The Sangha of Phetchaburi province had developed a relationship between community, temples, schools and government organizations to have a relationship to be able to communicate with each other as well and together develop social communities to be happy and sustainable.<sup>68</sup>

In conclusion, administrative monks' competency development according to human resource development on development aspect included the Sangha developed the administrative monks to have *Vipassanā* practice in higher level, the Sangha developed experience in the administration of Sangha affairs, the Sangha develop skills in solving problems for administrative monks, the Sangha develop the relationships between community, temples and schools and the Sangha develop administrative monks to have an ability to use technology for administration.

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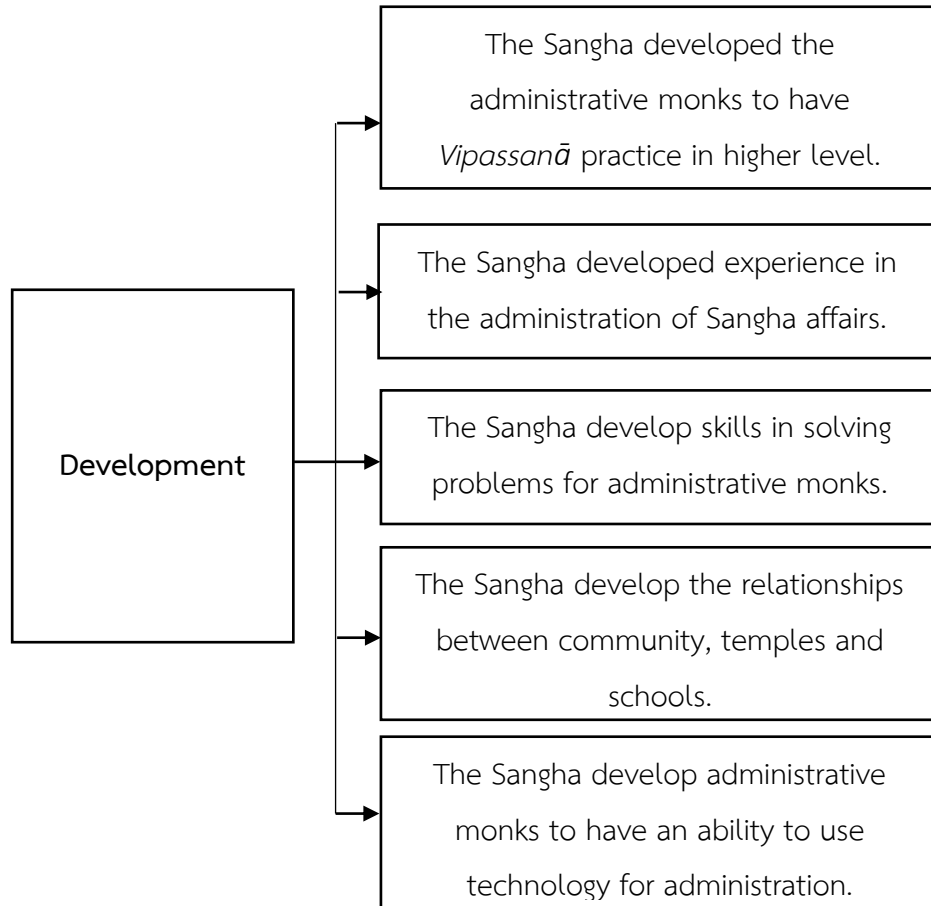
<sup>67</sup> Interview with key informant No. 16, November 10, 2020.

<sup>68</sup> Interview with key informant No. 17, November 12, 2020.

**Table 4.25:** Frequency of in-depth interviewing on administrative monks' competency development according to human resource development on **development aspect**

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha developed the administrative monks to have <i>Vipassanā</i> practice in higher level.	5	1-2-10-12-15
2.	The Sangha developed experience in the administration of Sangha affairs.	3	5-6-13
3.	The Sangha develop skills in solving problems for administrative monks.	3	7-9-14
4.	The Sangha develop the relationships between community, temples and schools.	3	4-8-17
5.	The Sangha develop administrative monks to have an ability to use technology for administration.	3	3-11-16

Table 4.25, Frequency of in-depth interviewing on administrative monks' competency development according to human resource development on development aspect, it could be summarized as a Table as follows:



**Figure 4.4** Administrative monks' competency development according to human resource development on development aspect

## 2) Administrative monks' competency development according to *Iddhipāda 4*

Administrative monks' competency development according to *Iddhipāda 4* was the details as follows:

### 1. *Chanda* (Satisfaction)

The results of in-depth interview for administrative monks' competency development according to *Iddhipāda 4: Chanda* (Satisfaction) were as follow:

1. The Sangha was willing to administer especially the Sangha activities related to the development of the administrative monks' competency.<sup>69</sup>

2. The Sangha had a participatory administration by allowing the Sangha to participate in the Sangha administration, training, *Vipassanā* and many activities. The administrative monks must be a helper and supporter.<sup>70</sup>

3. The Sangha was willing to develop the administrative monks' competency of individual administrative monks to provide full assistance.<sup>71</sup>

4. The Sangha was satisfied with the administration of the development of administrative monks' competency and provided various resources for using.<sup>72</sup>

5. The Sangha had a participatory management to all monks were participants in the development of administrative monks and relied on cooperation from relevant government department.<sup>73</sup>

6. The opinions of the relevant organization were an important part of the development of administrative monks as well.<sup>74</sup>

7. Phetchaburi Sangha clergy worked as a team, each temple was a part as a team in the work. A team had been established about the development of the

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<sup>69</sup>Interview with key informant No. 1, November 10, 2020.

<sup>70</sup>Interview with key informant No. 2, November 12, 2020.

<sup>71</sup>Interview with key informant No. 3, November 12, 2020.

<sup>72</sup>Interview with key informant No. 4, November 10, 2020.

<sup>73</sup>Interview with key informant No. 5, November 16, 2020.

<sup>74</sup>Interview with key informant No. 6, November 17, 2020.



monks' competency in particular, it was making the development of competency successful and effective.<sup>75</sup>

8. The Sangha was willing to administer activities to develop the capacity and competency of the administrative monks in Sangha activities by coordinating with the relevant government and lay people.<sup>76</sup>

9. The administrative monks had developed the potential individually by the Sangha of Phetchaburi province prayed had to the development of competency as well, coursed the monks to have high potential in sangha administration.<sup>77</sup>

10. The Sangha clergy worked together as a team and had dividing the work together in order to achieve the goals that have been set.<sup>78</sup>

11. The Sangha listened to opinions on the improvement of the Sangha administration process to lead to the development of the administrative monks' potential.<sup>79</sup>

12. Temples in Phetchaburi province were willing to help the Sangha administration fully, it caused the administration of the Sangha was possible with order and the monks had developed competency to be able to manage the temple as well.<sup>80</sup>

13. All temples in Phetchaburi province were involved in the development of monks' competency to support Buddhist affairs as well as to promote the education of the Sangha in accordance with the Sangha's policies.<sup>81</sup>

14. The Sangha has taken the opinions and suggestions of Buddhists and those involved in the administration of the temple as an important point in the development of Sangha administration and the development of monks.<sup>82</sup>

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<sup>75</sup> Interview with key informant No. 7, November 10, 2020.

<sup>76</sup> Interview with key informant No. 8, November 12, 2020.

<sup>77</sup> Interview with key informant No. 9, November 21, 2020.

<sup>78</sup> Interview with key informant No. 10, November 21, 2020.

<sup>79</sup> Interview with key informant No. 11, November 12, 2020.

<sup>80</sup> Interview with key informant No. 12, November 17, 2020.

<sup>81</sup> Interview with key informant No. 13, November 21, 2020.

<sup>82</sup> Interview with key informant No. 14, November 16, 2020.

15. The Sangha in Phetchaburi, every temple worked together to provide assistance to the Sangha by ready to help monks and Buddhists in the event of disasters and hardships.<sup>83</sup>

16. The Sangha was pleased to help the temples in Phetchaburi and assist the administrative monks and the temples that were not ready for temple administration and then Sangha was pleased to develop the monks to have potential and to be ready for temple administration.<sup>84</sup>

17. The Sangha had a participatory administration. Buddhists, every temple in the province and public and private sector could give suggestions and take part in the administration of the Sangha.<sup>85</sup>

In conclusion, administrative monks' competency development according to *Iddhipāda* 4: *Chanda* (Satisfaction) included the Sangha was willing to manage Sangha activities, the Sangha had a participatory administration, the Sangha worked together as a team, the Sangha listened to the opinions of the stakeholders and the Sangha was pleased to develop individual Sangha's competency.

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<sup>83</sup> Interview with key informant No. 15, November 21, 2020.

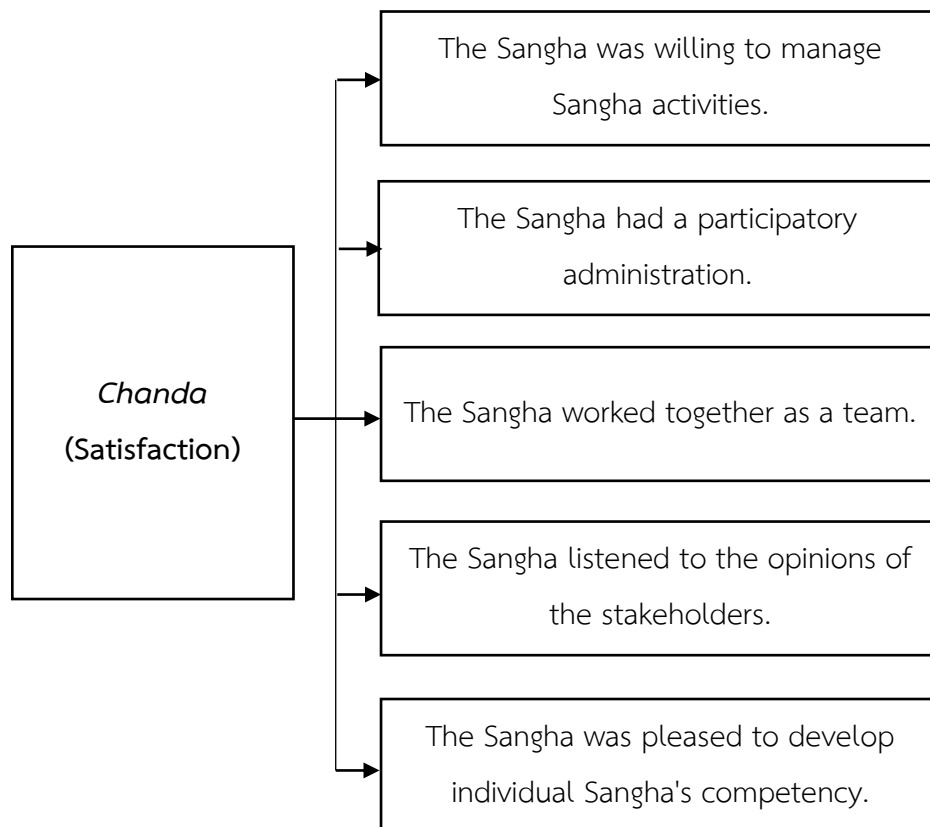
<sup>84</sup> Interview with key informant No. 16, November 10, 2020.

<sup>85</sup> Interview with key informant No. 17, November 12, 2020.

**Table 4.26:** Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda* 4: *Chanda* (Satisfaction)

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha was willing to manage Sangha activities.	5	1-4-8-12-16
2.	The Sangha had a participatory administration.	4	2-5-13-17
3.	The Sangha worked together as a team.	3	7-10-15
4.	The Sangha listened to the opinions of the stakeholders.	3	6-11-14
5.	The Sangha was pleased to develop individual Sangha's competency.	2	3-9

Table 4.26, Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda 4: Chanda* (Satisfaction), it could be summarized as a Table as follows:



**Figure 4.5** Administrative monks' competency development according to *Iddhipāda 4: Chanda* (Satisfaction)

## 2. *Viriya* (Perseverance)

The results of in-depth interview for administrative monks' competency development according to *Iddhipāda 4: Viriya* (Perseverance) were as follow:

1. The Sangha was diligent in their work focused on the benefits of participating in the development of monks to have knowledge and ability to manage and propagate Buddhism.<sup>86</sup>

2. The administration of the Sangha will be successful must depend on administrative monks who have ability to seek guidelines for good administration change the way for working to be efficient all the time cause the development of the monks' competence is effectiveness.<sup>87</sup>

3. Sangha administrators had leadership in administration, dared to think and dared to decide, fix various problems promptly, Do not let chronic problems became difficult to solve.<sup>88</sup>

4. The working team was diligent and worked for the Sangha for prosperity in unity.<sup>89</sup>

5. Sangha administrators work hard especially raising funds to develop the competency of monks. The executives jointly sought funding from various sources to be used to develop the competency of monks.<sup>90</sup>

6. The Sangha worked diligently knew one's duty focused on working efficiently for the prosperity of Buddhism.<sup>91</sup>

7. The Sangha especially the Sangha administrators had patience in working, volunteer spirit and patience in working, worked at full capacity.<sup>92</sup>

8. The Sangha relied on the knowledge and ability of the administrators to work diligently for the Sangha. It made working successful. Sangha could organize

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<sup>86</sup>Interview with key informant No. 1, November 10, 2020.

<sup>87</sup>Interview with key informant No. 2, November 12, 2020.

<sup>88</sup>Interview with key informant No. 3, November 12, 2020.

<sup>89</sup>Interview with key informant No. 4, November 10, 2020.

<sup>90</sup>Interview with key informant No. 5, November 16, 2020.

<sup>91</sup>Interview with key informant No. 6, November 17, 2020.

<sup>92</sup>Interview with key informant No. 7, November 10, 2020.

various activities about the development of the abilities of administrative monks and general monks.<sup>93</sup>

9. Sangha administrators had leadership could solve any problem that arises decisively. It showed the leadership which being a good role model for the working group.<sup>94</sup>

10. The Sangha found the good ways to work, especially the way to solve problems. When there was a problem, there was a diligent solution to the problem with speed.<sup>95</sup>

11. The Sangha were working to the best of their ability, sacrificing time to work for the Sangha. The main goal was to develop the potential of monks to have knowledge, abilities, skills and experience in Sangha administration.<sup>96</sup>

12. The Sangha had patience in their work, never give up on work manage to develop the competency of monks to the fullest extent for the prosperity of the Sangha.<sup>97</sup>

13. The Sangha has revised the practice guidelines to be very effective and tried to find the best way for the quality of Sangha administration.<sup>98</sup>

14. The Sangha worked tirelessly and were diligent in their work caused the monks in Phetchaburi province had knowledge and ability to manage the Sangha.<sup>99</sup>

15. The Sangha was willing to work and was diligent in doing the work assigned to the best of his ability, worked together as a team depended on all temples helped to each other.<sup>100</sup>

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<sup>93</sup> Interview with key informant No. 8, November 12, 2020.

<sup>94</sup> Interview with key informant No. 9, November 21, 2020.

<sup>95</sup> Interview with key informant No. 10, November 21, 2020.

<sup>96</sup> Interview with key informant No. 11, November 12, 2020.

<sup>97</sup> Interview with key informant No. 12, November 17, 2020.

<sup>98</sup> Interview with key informant No. 13, November 21, 2020.

<sup>99</sup> Interview with key informant No. 14, November 16, 2020.

<sup>100</sup> Interview with key informant No. 15, November 21, 2020.

16. The Sangha was dedicated and patiently sacrifices to work for the Sangha, had dedication to work, helped each other, found enough budgets, materials, equipment, and focused on organization management and people management.<sup>101</sup>

17. There were methods of work constantly to be updated and always be effective. Executives were diligent in finding new approaches. This will improve the workflow to be as efficient as possible while keeping the original identity.<sup>102</sup>

In conclusion, administrative monks' competency development according to *Iddhipāda* 4: *Viriya* (Perseverance) included the Sangha was diligent in administration, the Sangha was trying to find a good way to develop the capacity of the administrative monks, the Sangha had the ability to work to the best of their ability, the Sangha had patience in developing the capacity of the Sangha and the Sangha was diligent in solving the problem of monks' competency development.

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<sup>101</sup>Interview with key informant No. 16, November 10, 2020.

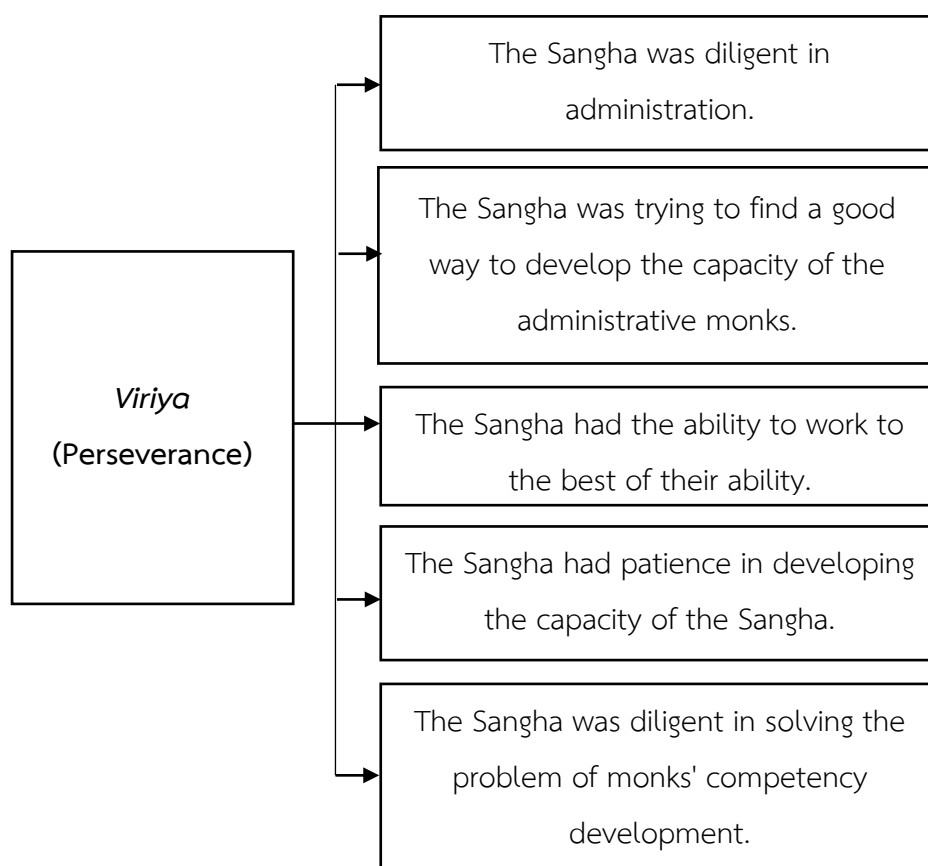
<sup>102</sup>Interview with key informant No. 17, November 12, 2020.

**Table 4.27:** Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda* 4: Viriya (Perseverance)

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha was diligent in administration.	6	1-4-5-8-14-17
2.	The Sangha was trying to find a good way to develop the capacity of the administrative monks.	3	2-10-13
3.	The Sangha had the ability to work to the best of their ability.	3	6-11-15
4.	The Sangha had patience in developing the capacity of the Sangha.	3	7-12-16
5.	The Sangha was diligent in solving the problem of monks' competency development.	2	3-9



Table 4.27, Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda* 4: *Viriya* (Perseverance), it could be summarized as a Table as follows:



**Figure 4.6** Administrative monks' competency development according to *Iddhipāda* 4: *Viriya* (Perseverance)

### 3. *Citta* (Pay attention)

The results of in-depth interview for administrative monks' competency development according to *Iddhipāda* 4: *Citta* (Pay attention) were as follow:

1. It was managed with determination. The Sangha administrators were determined to develop their competences to be able to effectively manage all six aspects of the Sangha.<sup>103</sup>

<sup>103</sup> Interview with key informant No. 1, November 10, 2020.

2. Sangha encouraged the monks to practice meditation at work encouraged training of their mind to be strong, caused for more concentration and attention to work when they work.<sup>104</sup>

3. Administrative monks were well trained, especially meditation. Everyone will go through meditation practice before. It caused in time for work, they were concentrate and pay attention to work well.<sup>105</sup>

4. Sangha administrators were very attentive in their work, worked hard for development of monks' competency.<sup>106</sup>

5. The Sangha especially the administrators were very focused on their work because performance development must be continued and attentive to work.<sup>107</sup>

6. Sangha administrators were committed to their work as well. They worked with the aim of benefiting Sangha without expectation of return because the management cares.<sup>108</sup>

7. Phetchaburi Sangha was very attentive to the work no expectation of return Worked for society, hoped only to develop quality of monks to serve the Buddhist society.<sup>109</sup>

8. There was a continuous follow-up of the development of the monks' competency to know the progress of development and bring it as information for further competency development.<sup>110</sup>

9. The monks will be well trained to have the ability and experience in propagating and governing the Sangha.<sup>111</sup>

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<sup>104</sup>Interview with key informant No. 2, November 12, 2020.

<sup>105</sup>Interview with key informant No. 3, November 12, 2020.

<sup>106</sup>Interview with key informant No. 4, November 10, 2020.

<sup>107</sup>Interview with key informant No. 5, November 16, 2020.

<sup>108</sup>Interview with key informant No. 6, November 17, 2020.

<sup>109</sup>Interview with key informant No. 7, November 10, 2020.

<sup>110</sup>Interview with key informant No. 8, November 12, 2020.

<sup>111</sup>Interview with key informant No. 9, November 21, 2020.

10. Sangha administrators were committed to expanding the capacity to develop the capacity of administrative monks and monks throughout the province to be training on the regulation, discipline and governance of the Sangha.<sup>112</sup>

11. Sangha administrators and related officials focus on the administration of promoting and developing the competency of administrative monks. There were performance improvements and continuously evaluated.<sup>113</sup>

12. Executives were committed to working to remain sharp in both the service which was done well with attention to detail of Sangha administration. Sangha administrators had a knowledge and skill to manage the Sangha as well.<sup>114</sup>

13. The Sangha has promoted every temple in Phetchaburi province has encouraged the monks in the temple to practice meditation act according to dharma regularly, this will also develop the performance in working.<sup>115</sup>

14. There were reported the results of administrative monks' competency development continuously. Every meeting there will be a follow-up.<sup>116</sup>

15. There was reported the progress of administrative monks' competency, recorded and notified to the committee.<sup>117</sup>

16. Sangha administrators pay special attention to the administration. In particular, the abbot of each temple took great care in developing the competency of the monks within the temple as well.<sup>118</sup>

17. When working, Sangha worked with enthusiasm concentrate because they have been trained very well, it caused the working don't have any mistake.<sup>119</sup>

In conclusion, administrative monks' competency development according to *Iddhipāda* 4: *Citta* (Pay attention) included the Sangha played attention to

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<sup>112</sup>Interview with key informant No. 10, November 21, 2020.

<sup>113</sup>Interview with key informant No. 11, November 12, 2020.

<sup>114</sup>Interview with key informant No. 12, November 17, 2020.

<sup>115</sup>Interview with key informant No. 13, November 21, 2020.

<sup>116</sup>Interview with key informant No. 14, November 16, 2020.

<sup>117</sup>Interview with key informant No. 15, November 21, 2020.

<sup>118</sup>Interview with key informant No. 16, November 10, 2020.

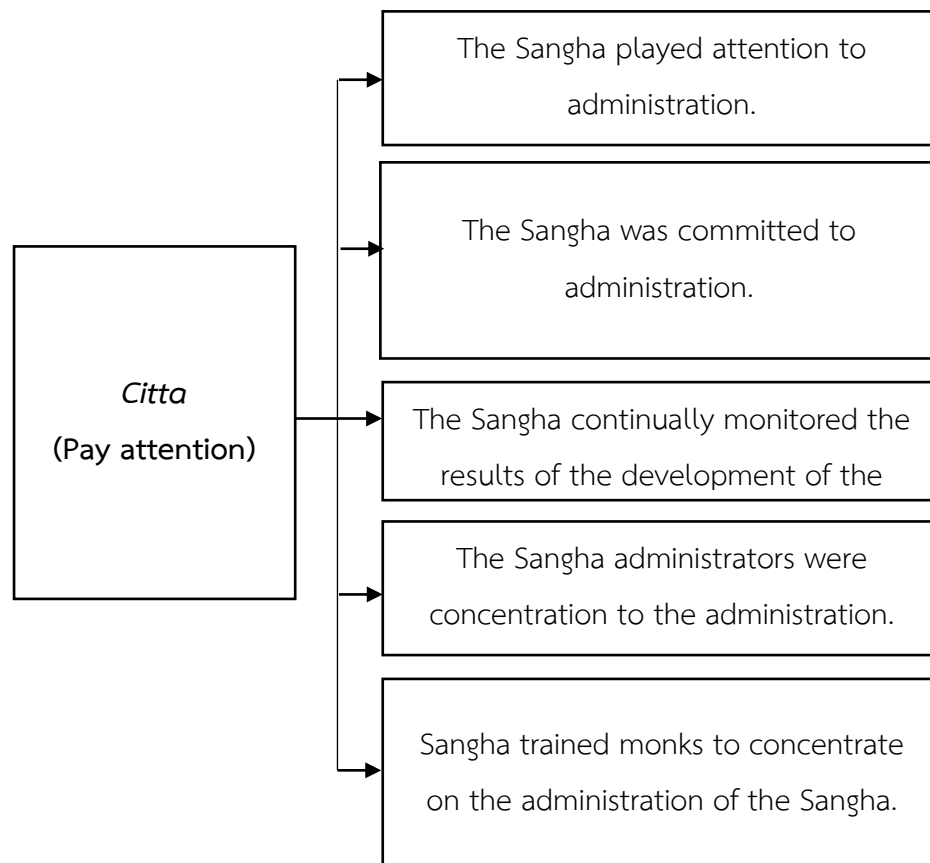
<sup>119</sup>Interview with key informant No. 17, November 12, 2020.

administration the Sangha was committed to administration the Sangha continually monitored the results of the development of the monks' competency, the Sangha administrators were concentration to the administration and Sangha trained monks to concentrate on the administration of the Sangha.

**Table 4.28:** Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda* 4: *Citta* (Pay attention)

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha played attention to administration.	4	4-7-9-16
2.	The Sangha was committed to administration.	4	1-6-10-12
3.	The Sangha continually monitored the results of the development of the monks' competency.	3	8-14-15
4.	The Sangha administrators were concentration to the administration.	3	5-11-17
5.	Sangha trained monks to concentrate on the administration of the Sangha.	3	2-3-13

Table 4.28, Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda* 4: *Citta* (Pay attention), it could be summarized as a Table as follows:



**Figure 4.7** Administrative monks' competency development according to *Iddhipāda* 4: *Citta* (Pay attention)

#### 4. *Vimarṣā* (Contemplation)

The results of in-depth interview for administrative monks' competency development according to *Iddhipāda* 4: *Vimarṣā* (Contemplation) were as follow:

1. The Sangha together considers the problems, causes and guidelines for the development of administrative monks' competency all the time.<sup>120</sup>

<sup>120</sup> Interview with key informant No. 1, November 10, 2020.

2. The Sangha together considers the cost-effective use of resources in the development of the administrative monks' competency.<sup>121</sup>

3. The Sangha had together developed guidelines for the development of the administrative monks' competency by developing the Sangha administration skills in using technology and problem solving skills for administrative monks'.<sup>122</sup>

4. The Sangha together improved the action plan to develop the administrative monks to keep up with the current events and had planned to reform the Buddhist affairs by starting with the development of monks in first step.<sup>123</sup>

5. The action plan to develop the competence of administrative monks had been continuously developed. High-ranking administrative monks were leading the action.<sup>124</sup>

6. Monks had together to consider solving problems that happen not to happen again and found the approaches to continually develop monks in the area by providing education and meditation training.<sup>125</sup>

7. The Sangha brought recommendations from the stakeholders to improve the process of developing the competence of the Sangha.<sup>126</sup>

8. The Sangha had together to consider the problem and the solution to the problem that happen from the lack of training to develop monks.<sup>127</sup>

9. The implementation of the competency development of the Sangha had been continuously developed. The Sangha had planned to operate practicing in the Sangha administration project management and meditation, etc.<sup>128</sup>

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<sup>121</sup>Interview with key informant No. 2, November 12, 2020.

<sup>122</sup>Interview with key informant No. 3, November 12, 2020.

<sup>123</sup>Interview with key informant No. 4, November 10, 2020.

<sup>124</sup>Interview with key informant No. 5, November 16, 2020.

<sup>125</sup>Interview with key informant No. 6, November 17, 2020.

<sup>126</sup>Interview with key informant No. 7, November 10, 2020.

<sup>127</sup>Interview with key informant No. 8, November 12, 2020.

<sup>128</sup>Interview with key informant No. 9, November 21, 2020.

10. The Sangha developed the process of developing the capacity of the administrative monks by applying various recommendations as a base for development.<sup>129</sup>

11. Phetchaburi province Sangha always updated the management to be up-to-date developed the monks to have the ability to propagate Buddhism and study.<sup>130</sup>

12. The Sangha urgently came together to solve the problem especially the problem caused by the lack of knowledge and competence of the administrative monks.<sup>131</sup>

13. There were some problems with the administration of the Sangha, but the Sang had worked together to fix it developed knowledge and experience of administrative monks for solving problems.<sup>132</sup>

14. The Sangha continually improves and revised the action plan allocated the policy that was according to Sangha council.<sup>133</sup>

15. The Sangha brought recommendations from the stakeholders to improve the process of developing the administrative monks' competency.<sup>134</sup>

16. Phetchaburi Sangha Council had together to find a solution to the problem by considering the importance of the problem, what problem was more serious and important, it will be corrected first.<sup>135</sup>

17. The Sangha had together considered the approaches to develop administrative monks' competency with public sector and Buddhists to find the ways to develop competencies to achieve.<sup>136</sup>

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<sup>129</sup> Interview with key informant No. 10, November 21, 2020.

<sup>130</sup> Interview with key informant No. 11, November 12, 2020.

<sup>131</sup> Interview with key informant No. 12, November 17, 2020.

<sup>132</sup> Interview with key informant No. 13, November 21, 2020.

<sup>133</sup> Interview with key informant No. 14, November 21, 2020.

<sup>134</sup> Interview with key informant No. 15, November 21, 2020.

<sup>135</sup> Interview with key informant No. 16, November 10, 2020.

<sup>136</sup> Interview with key informant No. 17, November 12, 2020.

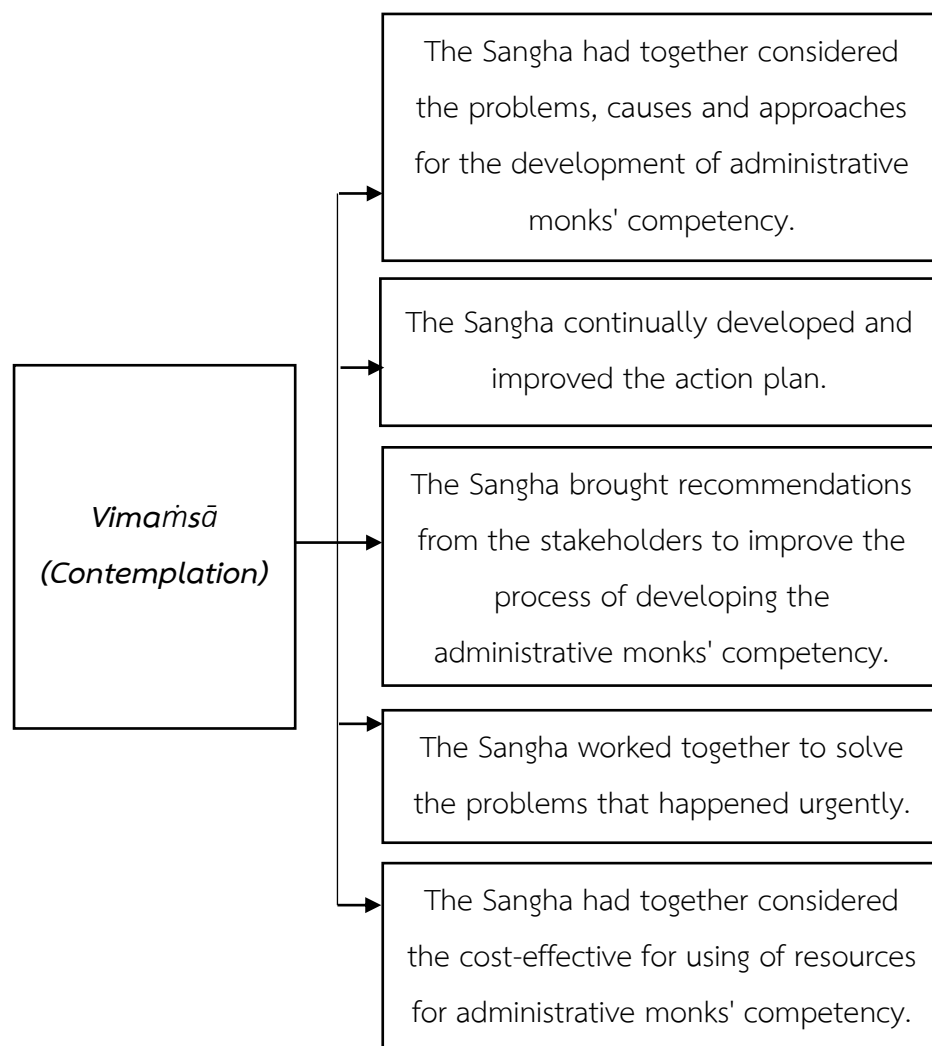
In conclusion, administrative monks' competency development according to *Iddhipāda 4: Vimāṁsā* (Contemplation) included the Sangha had together considered the problems, causes and approaches for the development of administrative monks' competency, the Sangha continually developed and improved the action plan, the Sangha brought recommendations from the stakeholders to improve the process of developing the administrative monks' competency, the Sangha worked together to solve the problems that happened urgently and the Sangha had together considered the cost-effective for using of resources for administrative monks' competency.

**Table 4.29:** Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda 4: Vimāṁsā* (Contemplation)

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The Sangha had together considered the problems, causes and approaches for the development of administrative monks' competency.	5	1-3-7-16-17
2.	The Sangha continually developed and improved the action plan.	4	4-8-11-14
3.	The Sangha brought recommendations from the stakeholders to improve the process of developing the administrative monks' competency.	3	6-10-15
4.	The Sangha worked together to solve the problems that happened urgently.	3	5-12-13
5.	The Sangha had together considered the cost-effective for using of resources for administrative monks' competency.	2	2-9



Table 4.29, Frequency of in-depth interviewing on administrative monks' competency development according to *Iddhipāda 4: Vimarṣā* (Contemplation), it could be summarized as a Table as follows:



**Figure 4.8** Administrative monks' competency development according to *Iddhipāda 4: Vimarṣā* (Contemplation)

### 4.3 Appropriate methods for administrative monks' competency development according to the Buddhism

The data analysis results from in-depth interview about appropriate methods for administrative monks' competency development according to the Buddhism were the details as follows:

#### 1) Achievement Motivation

The results of in-depth interview for appropriate methods for administrative monks' competency development according to the Buddhism on Achievement Motivation aspect were as follow:

1. Administrative monks had the potential to administer the Sangha very well. The works of the Sangha completed in the specified time.<sup>137</sup>

2. Administrative monks had knowledge, abilities and experience in the Sangha administration, were able to dissemination the Buddhism as well and provided assistance to the temple and society.<sup>138</sup>

3. Administrative monks learned and developed themselves continuously and sustainably, were able to train the new monks to develop themselves according to Buddhism.<sup>139</sup>

4. The works of the Sangha achieved the goals because administrative monks had knowledge and ability to manage the Sangha.<sup>140</sup>

5. The administrative monks could be a model in the administration of the Sangha, could be a leader in Buddhist activities and helped society.<sup>141</sup>

6. Administrative monks were given the opportunity to develop themselves sustainably to be able to manage the development of others, had confidence for self-development and development of the work of Buddhism.<sup>142</sup>

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<sup>137</sup> Interview with key informant No. 1, November 10, 2020.

<sup>138</sup> Interview with key informant No. 2, November 12, 2020.

<sup>139</sup> Interview with key informant No. 3, November 12, 2020.

<sup>140</sup> Interview with key informant No. 4, November 10, 2020.

<sup>141</sup> Interview with key informant No. 5, November 16, 2020.

<sup>142</sup> Interview with key informant No. 6, November 17, 2020.

7. The Sangha in Phetchaburi province had qualified personnel because the administrative monks were developed and trained as well. It caused the Sangha administration to achieve the goals as set out.<sup>143</sup>

8. Administrative monks in Phetchaburi province managed their work at a good level and were always self-improvement through learning and training to develop abilities and experiences.<sup>144</sup>

9. Administrative monks didn't stop developing themselves, studied for knowledge on a regular; it caused these results in knowledge and experience in working and solving problems.<sup>145</sup>

10. Administrative monks could dissemination their knowledge to other and be a good model in the administration of the Sangha and to behave in accordance with the principles of Dharma and Discipline.<sup>146</sup>

11. The work of Sangha achieved the goals effectively. The Sangha worked together to develop the potential of personnel especially administrative monk.<sup>147</sup>

12. The Phetchaburi Sangha was together with government and private agencies, developed the potential of monks, it caused the work of the Sangha was effective.<sup>148</sup>

13. Most monks in Phetchaburi had a high level of education, so they could train and develop themselves very well and could manage the Sangha effectively.<sup>149</sup>

14. Administrative monks could develop themselves to have the ability to manage and act on Buddhist activities, had the ability to disseminate the Buddhism and to manage the education of the Sangha and promote arts and culture.<sup>150</sup>

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<sup>143</sup> Interview with key informant No. 7, November 10, 2020.

<sup>144</sup> Interview with key informant No. 8, November 12, 2020.

<sup>145</sup> Interview with key informant No. 9, November 21, 2020.

<sup>146</sup> Interview with key informant No. 10, November 21, 2020.

<sup>147</sup> Interview with key informant No. 11, November 12, 2020.

<sup>148</sup> Interview with key informant No. 12, November 17, 2020.

<sup>149</sup> Interview with key informant No. 13, November 21, 2020.

<sup>150</sup> Interview with key informant No. 14, November 16, 2020.

15. Personnel of the Sangha were of high quality, highly educated and capable of administration, skilled in solving critical thinking problems in dissemination the Buddhism.<sup>151</sup>

16. The work of the Sangha in all 6 areas such as education or propagation of Buddhism, etc., had been successful, had satisfactory results.<sup>152</sup>

17. Administrative monks were able to disseminate their knowledge to others and were good model for practice properly according to the principles of discipline and administration of the Sangha.<sup>153</sup>

In conclusion, Appropriate methods for administrative monks' competency development according to the Buddhism on Achievement Motivation aspect included administrative monks had the potential to administer the Sangha, administrative monks could develop their own eyes sustainably, the Sangha had quality personnel, administrative monks could be a good model in the administration of the Sangha and Sangha' work of achieved the goals effectively.

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<sup>151</sup>Interview with key informant No. 15, November 21, 2020.

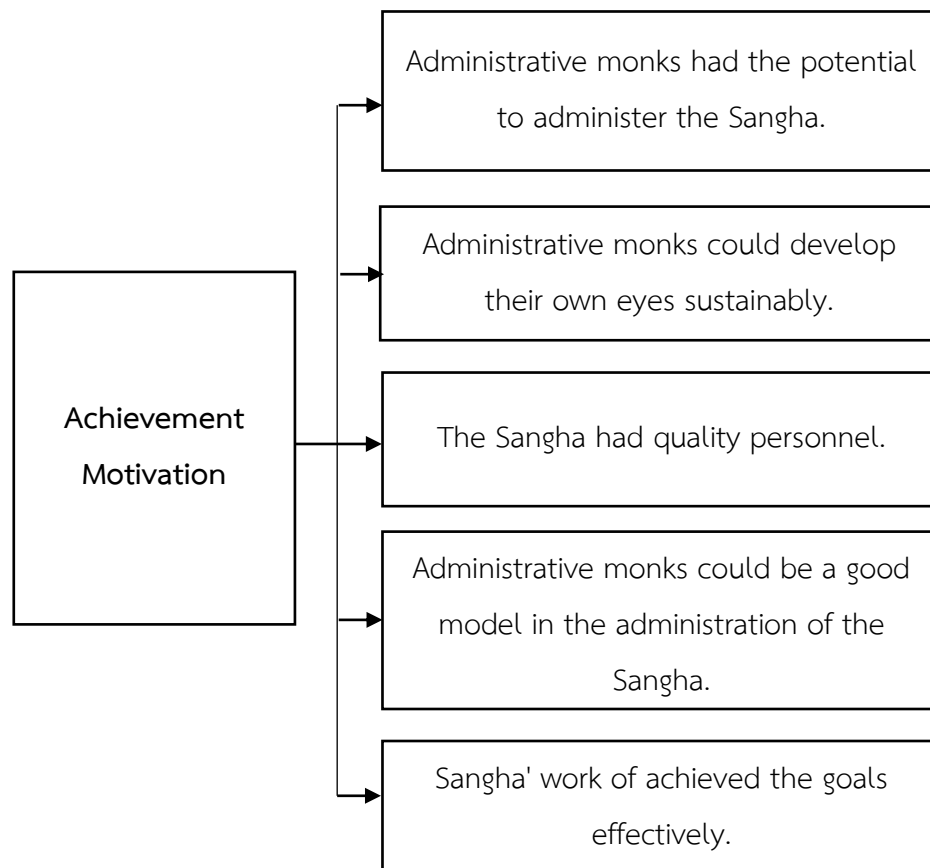
<sup>152</sup>Interview with key informant No. 16, November 10, 2020.

<sup>153</sup>Interview with key informant No. 17, November 12, 2020.

**Table 4.30:** Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on **Achievement Motivation** aspect

No.	Issues/Indicators	Frequency	Key Informant Number
1.	Administrative monks had the potential to administer the Sangha.		1-2-8-13
2.	Administrative monks could develop their own eyes sustainably.		3-6-9-14
3.	The Sangha had quality personnel.		7-12-15
4.	Administrative monks could be a good model in the administration of the Sangha.		5-10-17
5.	Sangha' work of achieved the goals effectively.		4-11-16

Table 4.30, Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on Achievement Motivation aspect, it could be summarized as a Table as follows:



**Figure 4.9** Appropriate methods for administrative monks' competency development according to the Buddhism on Achievement Motivation aspect

## 2) Service Mind

The results of in-depth interview for appropriate methods for administrative monks' competency development according to the Buddhism on Service Mind aspect were as follow:

1. When people required monks who had knowledge of Buddhism, administrative monks could help society for academics and able to find answers to the public.<sup>154</sup>

2. Administrative monks who had developed competency will have the ability to provide academic services to society as well because they had been specially trained.<sup>155</sup>

3. Administrative monks had the ability to facilitate the people in the activities of Buddhism, to rely on the people in times of trouble and to manage the temple in accordance with the Sangha Act.<sup>156</sup>

4. Administrative monks of Phetchaburi province had always contributed to society especially social activities, arts and culture preservation activities, and assistance with disaster relief.<sup>157</sup>

5. Administrative monks had an ability to teach Buddhism to public, monks and novices, disseminated Buddhism through various channels.<sup>158</sup>

6. Administrative monks were the director for the monks in the temple and Buddhists who come to the temple to make merit, provided equipment to facilitate merit making and meditation to develop people's minds.<sup>159</sup>

7. Administrative monks had helped the communities around the temples and activities of Phetchaburi province, an important Thai tradition and promoting ethics for both public and private organizations.<sup>160</sup>

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<sup>154</sup>Interview with key informant No. 1, November 10, 2020.

<sup>155</sup>Interview with key informant No. 2, November 12, 2020.

<sup>156</sup>Interview with key informant No. 3, November 12, 2020.

<sup>157</sup>Interview with key informant No. 4, November 10, 2020.

<sup>158</sup>Interview with key informant No. 5, November 16, 2020.

<sup>159</sup>Interview with key informant No. 6, November 17, 2020.

<sup>160</sup>Interview with key informant No. 7, November 10, 2020.

8. The Sangha had monks who had the potential to disseminate Buddhism and manage the Sangha's affairs for the benefit of the Buddhists and the prosperity of Buddhism.<sup>161</sup>

9. Administrative monks managed the temple to be ready for people to make merit, performed in Buddhist activities, helped society on various occasions, served people about making merit and social activities.<sup>162</sup>

10. Academic service for society was often relies on the ability of the administrative monks who had academic potential.<sup>163</sup>

11. Administrative monks knowledge and experience in dissemination Buddhism, had knowledge of using modern technology in dissemination Buddhism through various channels.<sup>164</sup>

12. Administrative monks had the potential to help the temples in Phetchaburi and the communities around the temples as well.<sup>165</sup>

13. Administrative monks could provide equipment to facilitate the affairs of the temple, encouraged Buddhists to make merit, managed the education of Sangha to be successful.<sup>166</sup>

14. Administrative monks could provide academic services to schools or educational organizations in society.<sup>167</sup>

15. Administrative monks who had been trained and developed competency will have the ability to disseminate Buddhism very well and could be relied upon for Buddhists.<sup>168</sup>

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<sup>161</sup> Interview with key informant No. 8, November 12, 2020.

<sup>162</sup> Interview with key informant No. 9, November 21, 2020.

<sup>163</sup> Interview with key informant No. 10, November 21, 2020.

<sup>164</sup> Interview with key informant No. 11, November 12, 2020.

<sup>165</sup> Interview with key informant No. 12, November 17, 2020.

<sup>166</sup> Interview with key informant No. 13, November 21, 2020.

<sup>167</sup> Interview with key informant No. 14, November 16, 2020.

<sup>168</sup> Interview with key informant No. 15, November 21, 2020.



16. Administrative monks were like administrators about making merit and overseeing the work of Buddhism and promoted education of Sangha and meditation.<sup>169</sup>

17. The process of administrative monks competency development could develop the monks to have ability to disseminate Buddhism as well, and most importantly, administrative monks could control the efficiency of the Sangha working.<sup>170</sup>

In conclusion, Appropriate methods for administrative monks' competency development according to the Buddhism on Service Mind aspect included administrative monks could facilitate the Buddhists in the activities of Buddhism, administrative monks had the ability to teach the Dharma to the people, administrative monks were able to manage temples to support Buddhists in making merit, administrative monks could provide academic services on Buddhism to society and administrative monks could provide assistance to society on various occasions.

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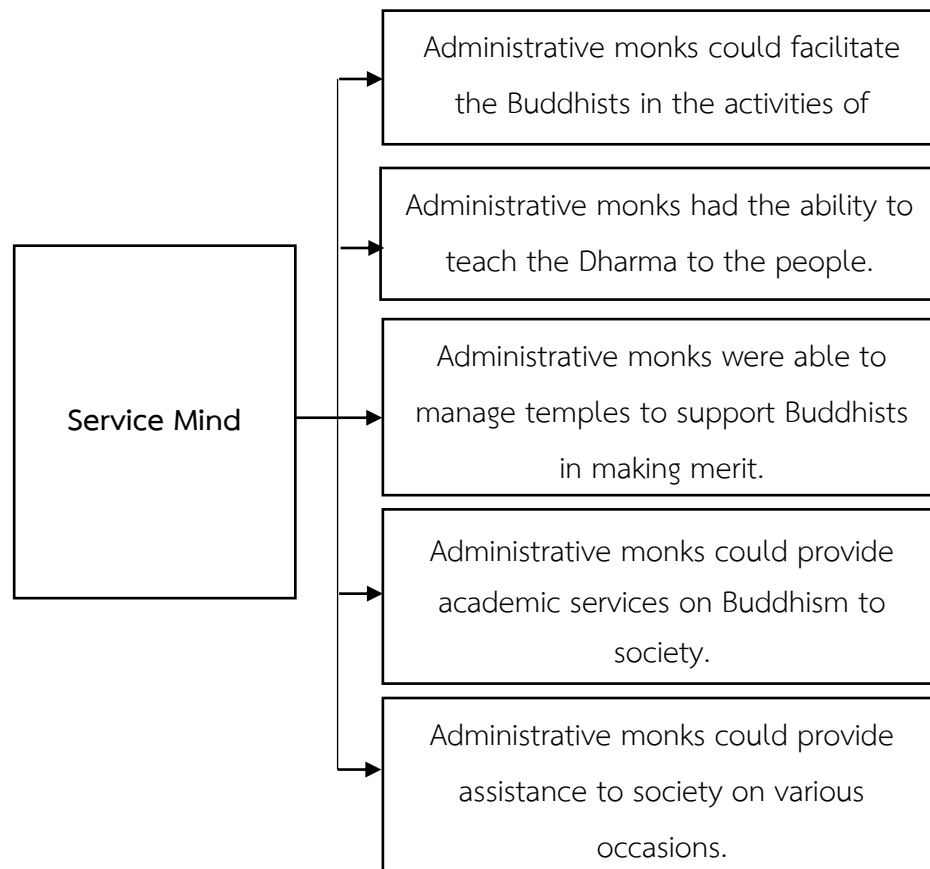
<sup>169</sup> Interview with key informant No. 16, November 10, 2020.

<sup>170</sup> Interview with key informant No. 17, November 12, 2020.

**Table 4.31:** Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on **Service Mind**

No.	Issues/Indicators	Frequency	Key Informant Number
1.	Administrative monks could facilitate the Buddhists in the activities of Buddhism.	5	3-6-9-13-16
2.	Administrative monks had the ability to teach the Dharma to the people.	5	5-8-11-15-17
3.	Administrative monks were able to manage temples to support Buddhists in making merit.	4	6-9-13-16
4.	Administrative monks could provide academic services on Buddhism to society.	4	1-2-10-14
5.	Administrative monks could provide assistance to society on various occasions.	3	4-7-12

Table 4.31, Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on Service Mind aspect, it could be summarized as a Table as follows:



**Figure 4.10** Appropriate methods for administrative monks' competency development according to the Buddhism on Service Mind aspect

### 3) Expertise

The results of in-depth interview for appropriate methods for administrative monks' competency development according to the Buddhism on Expertise aspect were as follow:

1. Administrative monk had expertise in the administration of the Sangha, it was resulting to the work of the Sangha in Phetchaburi province to be efficient and effective.<sup>171</sup>

2. The Sangha of Phetchaburi province focused on the efficiency of the operation. Therefore they trained and developed administrative monks to have knowledge and experience in the administration of the Sangha.<sup>172</sup>

3. Administrative monk were able to plan the development of Buddhist affairs and plan to develop their potential. In addition, they had the ability to study and disseminate Buddhism.<sup>173</sup>

4. Administrative monk could develop their own potential continually. Sangha gives the opportunity for administrative monk to develop themselves by studying according to the process of the Sangha, training programs, development programs through related activities and projects.<sup>174</sup>

5. Administrative monk had the ability to use knowledge to behave in accordance with the Dharma and Discipline and could teach monks and novices in the temple to behave properly as well.<sup>175</sup>

6. The Sangha of Phetchaburi Province encourages monks to develop their competence continuously. There were activities organized by the Sangha which promoted the competency development of monks.<sup>176</sup>

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<sup>171</sup>Interview with key informant No. 1, November 10, 2020.

<sup>172</sup>Interview with key informant No. 2, November 12, 2020.

<sup>173</sup>Interview with key informant No. 3, November 12, 2020.

<sup>174</sup>Interview with key informant No. 4, November 10, 2020.

<sup>175</sup>Interview with key informant No. 5, November 16, 2020.

<sup>176</sup>Interview with key informant No. 6, November 17, 2020.

7. Administrative monks operated the management of the Sangha in Phetchaburi Province according to the framework that the Sangha seted and could plan the management of the Sangha's affairs to be good.<sup>177</sup>

8. Administrative monks had knowledge and ability to train and develop Buddhist and monks about Vipassana meditation and to train on mindfulness and teach them to practice according to Buddhist principles.<sup>178</sup>

9. Administrative monks had a plan to develop themselves and develop the affairs of the Sangha in accordance with the policies of the Sangha in Phetchaburi Province.<sup>179</sup>

10. The work of the Phetchaburi Sangha was successful because it relied on monks who had knowledgeable, experienced and well trained until they had the potential to manage the Sangha's mission according to their mission.<sup>180</sup>

11. Administrative monks continually improved themselves, always found approach to study and seek knowledge to develop their own potential.<sup>181</sup>

12. Administrative monk who had been trained to develop competency as well could manage the Sangha and conducted themselves properly according to the Dharma and Discipline.<sup>182</sup>

13. The Sangha encourages monks and novices in the temple to practice themselves in accordance with the Dharma and Discipline. At the same time, they also encouraged monks and novices to have knowledge and experience in dissemination of Buddhism.<sup>183</sup>

14. Phetchaburi Sangha Council had many monks who were knowledgeable about the administration of the Sangha. Those monks were able to

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<sup>177</sup> Interview with key informant No. 7, November 10, 2020.

<sup>178</sup> Interview with key informant No. 8, November 12, 2020.

<sup>179</sup> Interview with key informant No. 9, November 21, 2020.

<sup>180</sup> Interview with key informant No. 10, November 21, 2020.

<sup>181</sup> Interview with key informant No. 11, November 12, 2020.

<sup>182</sup> Interview with key informant No. 12, November 17, 2020.

<sup>183</sup> Interview with key informant No. 13, November 21, 2020.

transfer knowledge to new monks very well. In addition, they had experience in training and could teach Buddhists as well.<sup>184</sup>

15. Phetchaburi Sangha Council provided opportunities for administrative monks to develop themselves. There were activities for monks to participate which were related to capacity development and promoting Buddhist activities.<sup>185</sup>

16. Administrative monks of Phetchaburi Province had experience in developing the knowledge and abilities of monks and novices and developing the minds of Buddhists as a refuge to society, communities and schools.<sup>186</sup>

17. Administrative monks had the potential to administer the Sangha, especially administration and Buddhism dissemination.<sup>187</sup>

In conclusion, Appropriate methods for administrative monks' competency development according to the Buddhism on Expertise aspect included administrative monks could plan the development of Sangha, administrative monks could continually improve their competence, administrative monks could practice themselves according to the Dharma and Discipline, administrative monks had knowledge and experience in training and developing the potential of monks and administrative monks were able to manage the Sangha effectively.

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<sup>184</sup> Interview with key informant No. 14, November 16, 2020.

<sup>185</sup> Interview with key informant No. 15, November 21, 2020.

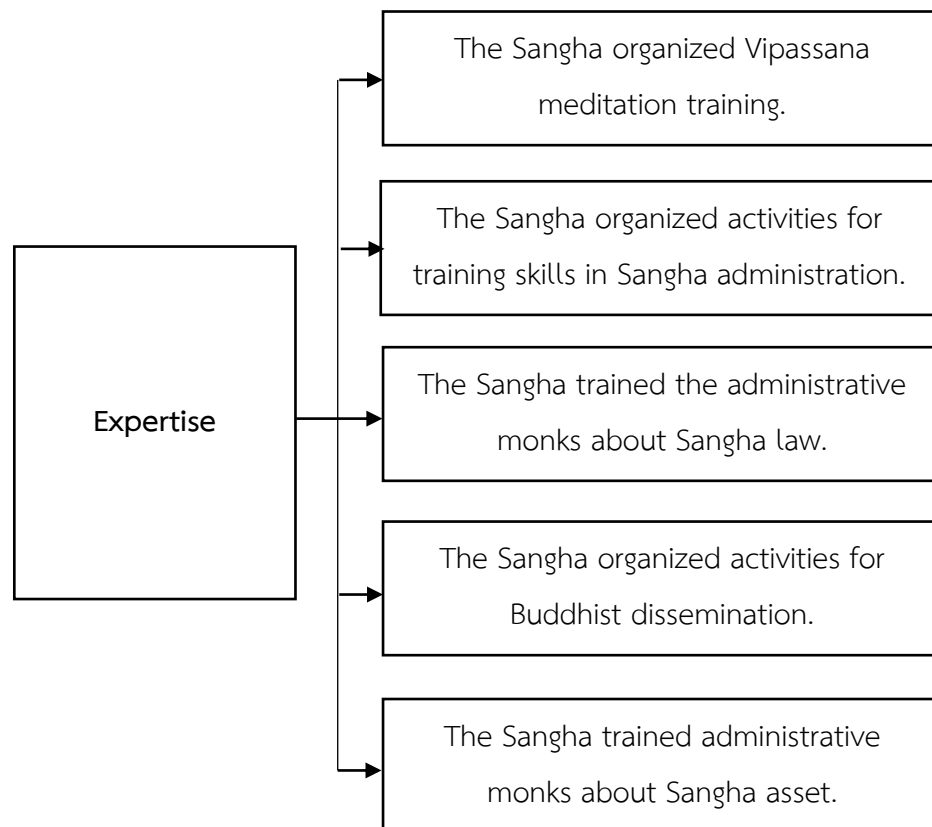
<sup>186</sup> Interview with key informant No. 16, November 10, 2020.

<sup>187</sup> Interview with key informant No. 17, November 12, 2020.

**Table 4.32:** Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on **Expertise**

No.	Issues/Indicators	Frequency	Key Informant Number
1.	Administrative monks could plan the development of Sangha.	4	3-7-9-14
2.	Administrative monks could continually improve their competence.	4	4-6-11-15
3.	Administrative monks could practice themselves according to the Dharma and Discipline.	3	5-12-13
4.	Administrative monks had knowledge and experience in training and developing the potential of monks.	3	8-10-16
5.	Administrative monks were able to manage the Sangha effectively.	3	1-2-17

Table 4.32, Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on Expertise aspect, it could be summarized as a Table as follows:



**Figure 4.11** Appropriate methods for administrative monks' competency development according to the Buddhism on accumulating professional expertise aspect



#### 4) Integrity

The results of in-depth interview for appropriate methods for administrative monks' competency development according to the Buddhism on Integrity aspect were as follow:

1. Administrative monk played attention to the work of the Sangha, were intending to act in accordance with the Sangha Act to keep the Sangha's work to be good.<sup>188</sup>

2. The Sangha practiced properly in accordance with the principles of Dharma and Discipline could be a good model for the people, managed the temple to create stability and ahd ability to solve the problems.<sup>189</sup>

3. The Sangha adhered to the ethical standards of the Sangha and provided assistance to the society by volunteering to develop temples and communities around the temple.<sup>190</sup>

4. Administrative monk had a commitment to work in accordance with the ethical principles, Dharma and Discipline then the Sangha could carry out the duties of Sangha effectively.<sup>191</sup>

5. The Sangha Act stipulated that the administrative monk should practice by Dhamma and Vinaya and required the Sangha to assist in the work of Buddhism and to support the work of the Higher Monks who are the direct supervisors.<sup>192</sup>

6. Conservation of Arts and Culture, the adminitrative monks would assist by using the temple as a center for various activities. Buddhists and the general public participated in activities in the conservation of arts and culture.<sup>193</sup>

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<sup>188</sup>Interview with key informant No. 1, November 10, 2020.

<sup>189</sup>Interview with key informant No. 2, November 12, 2020.

<sup>190</sup>Interview with key informant No. 3, November 12, 2020.

<sup>191</sup>Interview with key informant No. 4, November 10, 2020.

<sup>192</sup>Interview with key informant No. 5, November 16, 2020.

<sup>193</sup>Interview with key informant No. 6, November 17, 2020.

7. Administrative monks could practice themselves in accordance with the principles of the discipline and the Sangha Act for Sangha management, Sangha administration, education and dissemination etc.<sup>194</sup>

8. The Sangha had a role to play in preserving arts and culture, dissemination the practice to Dharma Vinaya and the Sangha Act, especially the dissemination of Buddhism must find appropriate approaches and methods and expedite the process as quickly as possible.<sup>195</sup>

9. Administrative monks who were trained will be able to promote morality and ethics to people, especially teaching morality in schools and youth training.<sup>196</sup>

10. Administrative monks could behave in accordance with the Sangha Act and Sangha laws related to the administration of Sangha affairs, and could assist for academic services to help society on various occasions.<sup>197</sup>

11. Administrative monks had volunteer spirits to develop temples and communities, donated the commodity and money to support youth education or a thing to help the victims.<sup>198</sup>

12. Administrative monks were the leader in preserving the main institutions of Thailand, were able to perform ceremonies that preserve the identity of the nation, religion, monarch.<sup>199</sup>

13. Administrative monks promoted morality, ethics for civil servants and administrative ethics, promoted morality to the people.<sup>200</sup>

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<sup>194</sup> Interview with key informant No. 7, November 10, 2020.

<sup>195</sup> Interview with key informant No. 8, November 12, 2020.

<sup>196</sup> Interview with key informant No. 9, November 21, 2020.

<sup>197</sup> Interview with key informant No. 10, November 21, 2020.

<sup>198</sup> Interview with key informant No. 11, November 12, 2020.

<sup>199</sup> Interview with key informant No. 12, November 17, 2020.

<sup>200</sup> Interview with key informant No. 13, November 21, 2020.

14. The King patronized Buddhism. Therefore, administrative monks had to preserve the King, coordinated the related departments in Buddhist activities and contributed to society.<sup>201</sup>

15. Administrative monks had a role and duty to promote morality to the people, organized a summer novice ordination project to train youths for morals.<sup>202</sup>

16. Administrative monks had encouraged the people about work ethics, especially government organization. There was training on ethics for civil servants to behave according to ethical standards.<sup>203</sup>

17. All administrative monks in Phetchaburi followed the Sangha Act in governing the Sangha, the education of the Sangha, the construction of public utilities and public welfare. Administrative monks helped the people with volunteer spirit to develop the community and society.<sup>204</sup>

In conclusion, Appropriate methods for administrative monks' competency development according to the Buddhism on Integrity aspect included administrative monks acted according to the Dharma and Discipline, administrative monks acted by Sangha Act, administrative monks promoted morality and ethics to the people, administrative monks were the leaders and sustained the main institutions of the country and administrative monks had volunteer spirits to develop temples and communities.

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<sup>201</sup> Interview with key informant No. 14, November 16, 2020.

<sup>202</sup> Interview with key informant No. 15, November 21, 2020.

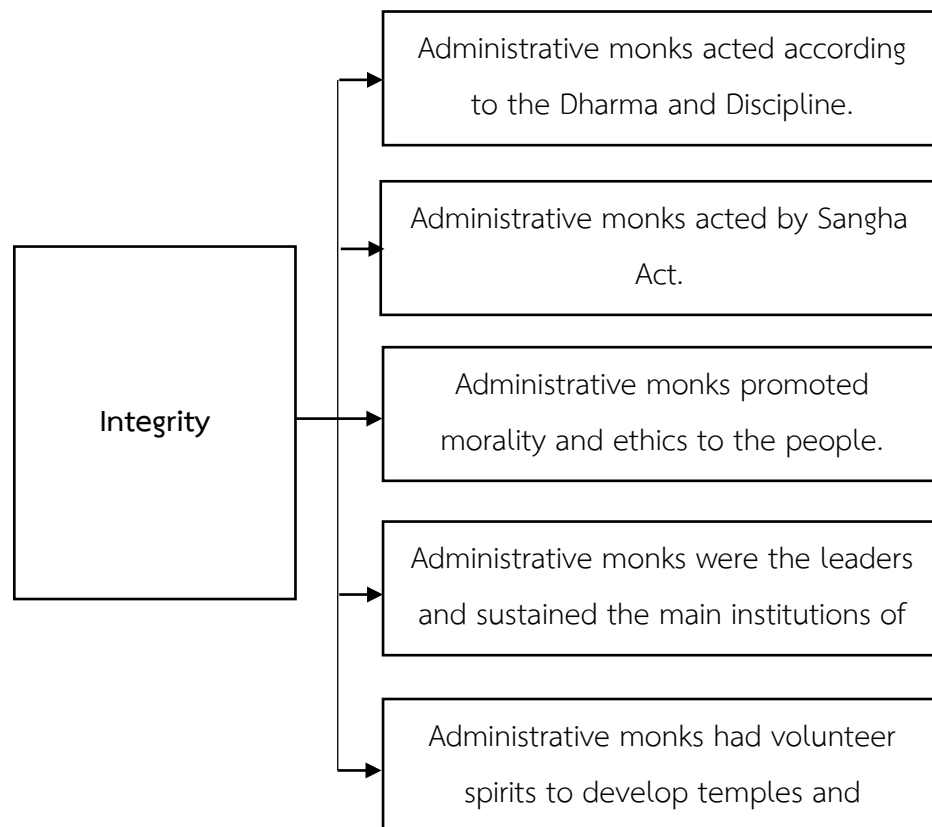
<sup>203</sup> Interview with key informant No. 16, November 10, 2020.

<sup>204</sup> Interview with key informant No. 17, November 12, 2020.

**Table 4.33:** Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on **Integrity**

No.	Issues/Indicators	Frequency	Key Informant Number
1.	Administrative monks acted according to the Dharma and Discipline.	4	2-4-8-15
2.	Administrative monks acted by Sangha Act.	4	1-5-10-17
3.	Administrative monks promoted morality and ethics to the people.	4	7-9-13-16
4.	Administrative monks were the leaders and sustained the main institutions of the country.	3	6-12-14
5.	Administrative monks had volunteer spirits to develop temples and communities.	2	3-11

Table 4.33, Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on Integrity aspect, it could be summarized as a Table as follows:



**Figure 4.12** Appropriate methods for administrative monks' competency development according to the Buddhism on Integrity

### 5) Teamwork

The results of in-depth interview for appropriate methods for administrative monks' competency development according to the Buddhism on Teamwork aspect were as follow:

1. Administrative monks could coordinate the relevant departments of both public and private for assistance in the work of sangha.<sup>205</sup>

2. Temples in Phetchaburi province worked together as a team. When there were an activity such as managing the various work of the temple, educational activities and training for moral and ethical development, the temples in the province gave full assistance.<sup>206</sup>

3. Community, temple and schools worked together to help each other, administrative monks served society and helped with teaching morals in schools. The community and the school also supported the temple.<sup>207</sup>

4. The works of the Sangha in Phetchaburi Province were successfully accomplished because of the cooperation of the administrative monks who worked together to manage, solve problems and develop the community and temple to be prosperous.<sup>208</sup>

5. The Sangha in Phetchaburi Province was united. All temples worked together. Administrative monks in the province join forces together. Buddhists also provided assistance and patronage to the temple appropriately.<sup>209</sup>

6. Buddhists who lived in the around the temple were happy to help and patronize monks in the temple and help in the activities of Buddhism, were together to make merit and practice according to Buddhist principles.<sup>210</sup>

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<sup>205</sup> Interview with key informant No. 1, November 10, 2020.

<sup>206</sup> Interview with key informant No. 2, November 12, 2020.

<sup>207</sup> Interview with key informant No. 3, November 12, 2020.

<sup>208</sup> Interview with key informant No. 4, November 10, 2020.

<sup>209</sup> Interview with key informant No. 5, November 16, 2020.

<sup>210</sup> Interview with key informant No. 6, November 17, 2020.

7. Administrative monks and monks in Phetchaburi could help each other and could advise on various activities of the Sangha, whether it was education and governance, and activities that were related a merits of Buddhists.<sup>211</sup>

8. Buddhists in Phetchaburi province are very good at patronizing the temple. When monks lack facilities, Buddhists provided appropriate sponsorships.<sup>212</sup>

9. The communities around the temple and the school were well supported by the temple, there were monks come to school to teach morality for the youth and helped the community as appropriate.<sup>213</sup>

10. The Sangha had an unity, worked together, didn't have a problem in Sangha. When the Sangha work, the temples in the province will help and work together.<sup>214</sup>

11. Administrative monks were smart and able to gather and coordinate relevant departments for assistance in various fields.<sup>215</sup>

12. The work of the Sangha was successful because it relied on cooperation from many departments. The Sangha had unity and harmony, the monks lived together by harmony, helped each other.<sup>216</sup>

13. Buddhists in Phetchaburi liked to come to make merit at the temple, provided patronage Buddhism and had a passion for making merit according to traditions in Buddhism.<sup>217</sup>

14. Administrative monks could coordinate for helping from relevant organization. In the same time relevant organization required the monks to help about the moral.<sup>218</sup>

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<sup>211</sup> Interview with key informant No. 7, November 10, 2020.

<sup>212</sup> Interview with key informant No. 8, November 12, 2020.

<sup>213</sup> Interview with key informant No. 9, November 21, 2020.

<sup>214</sup> Interview with key informant No. 10, November 21, 2020.

<sup>215</sup> Interview with key informant No. 11, November 12, 2020.

<sup>216</sup> Interview with key informant No. 12, November 17, 2020.

<sup>217</sup> Interview with key informant No. 13, November 21, 2020.

<sup>218</sup> Interview with key informant No. 14, November 16, 2020.

15. Monks in Phetchaburi province were not broken, were unity together happily in accordance with Buddhism.<sup>219</sup>

16. Buddhists in Phetchaburi had a strong faith, supported Buddhism very well and supported the monks for education, construction and health.<sup>220</sup>

17. Community temple and school had a relationship to help each other as the saying that "temple help community and community also help temple."<sup>221</sup>

In conclusion, Appropriate methods for administrative monks' competency development according to the Buddhism on Teamwork aspect included the monks in the province worked together for the Sangha, Buddhists joined together to patronize the temple, the sangha in the province had unity, administrative monks could coordinate for helping from relevant organization and community temple and school helped each other.

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<sup>219</sup> Interview with key informant No. 15, November 21, 2020.

<sup>220</sup> Interview with key informant No. 16, November 10, 2020.

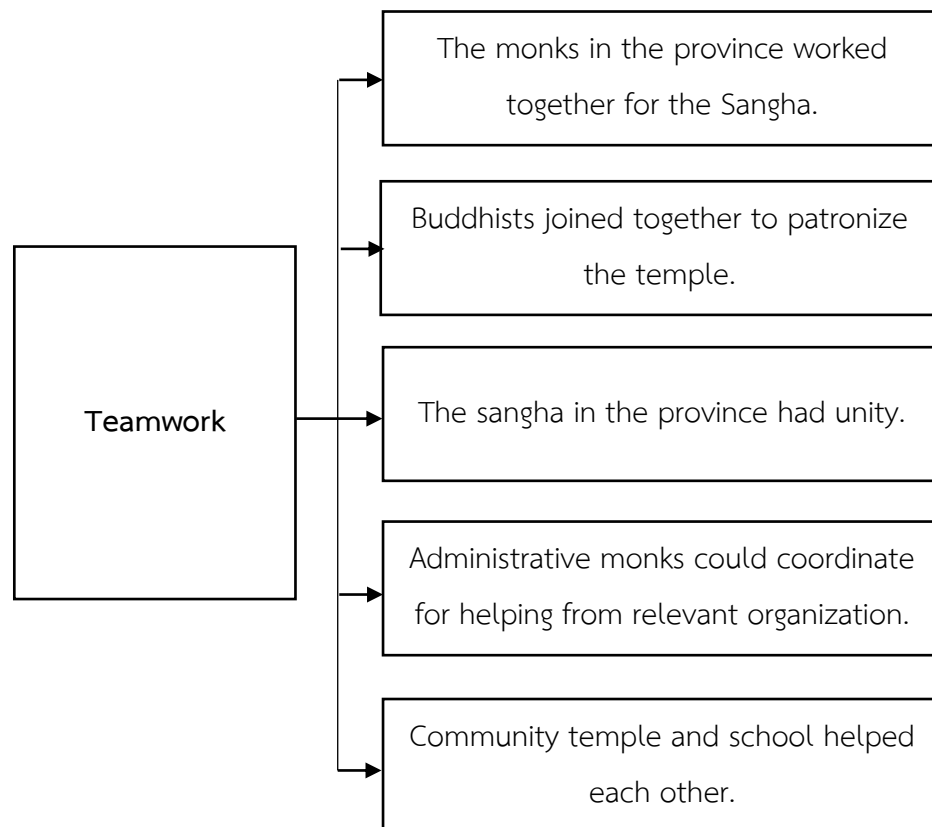
<sup>221</sup> Interview with key informant No. 17, November 12, 2020.



**Table 4.34:** Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on **Teamwork**

No.	Issues/Indicators	Frequency	Key Informant Number
1.	The monks in the province worked together for the Sangha.		
2.	Buddhists joined together to patronize the temple.		
3.	The sangha in the province had unity.		
4.	Administrative monks could coordinate for helping from relevant organization.		
5.	Community temple and school helped each other.		

Table 4.34, Frequency of in-depth interviewing of appropriate methods for administrative monks' competency development according to the Buddhism on Teamwork aspect, it could be summarized as a Table as follows:



**Figure 4.13** Appropriate methods for administrative monks' competency development according to the Buddhism on Teamwork

## 4.4 Body of knowledge

### 4.4.1 Body of knowledge from the research

The research on "Administrative monks' competency development according to Buddhism", the researcher conducted the research according to the research process in all respects and then summarized into the body of knowledge from the research as the following details.

## Appropriate methods for administrative monks' competency development according to the Buddhism

<b>Achievement Motivation</b> 1. Administrative monks had the potential to administer the Sangha. 2. Administrative monks could develop their own eyes sustainably. 3. The Sangha had quality personnel. 4. Administrative monks could disseminate knowledge of the administration of the Sangha. 5. Administrative monks could develop the work of the Sangha to be effective.	<b>Service Mind</b> 1. Administrative monks could facilitate the Buddhists in the activities of Buddhism. 2. Administrative monks had the ability to teach the Dharma to the people. 3. Administrative monks were able to manage temples to support Buddhists in making merit. 4. Administrative monks could facilitate Buddhist affairs. 5. Administrative monks could provide academic services on Buddhism to society.	<b>Expertise</b> 1. Administrative monks could plan the development of Sangha. 2. Administrative monks could continually improve their competence. 3. Administrative monks could practice themselves according to the Dharma and Discipline. 4. Administrative monks had knowledge and experience in the Sangha administration. 5. Administrative monks could be a good model for the monks and novices within the temple.	<b>Integrity</b> 1. Administrative monks acted according to the Dharma and Discipline. 2. Administrative monks acted by Sangha Act. 3. Administrative monks promoted morality and ethics to the people. 4. Administrative monks could practice themselves according to the Dharma and Discipline correctly. 5. Administrative monks were able to disseminate their knowledge of ethics very well.	<b>Teamwork</b> 1. The monks in the province worked together for the Sangha. 2. Buddhists joined together to patronize the temple. 3. The sangha in the province had unity. 4. Administrative monks could create unity within the temple. 5. Administrative monks could coordinate the community, temples and schools into unity.
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### Human resource development

<b>Training</b> 1. The Sangha organized <i>Vipassanā</i> meditation training. 2. The Sangha organized activities for training skills in Sangha administration. 3. The Sangha trained the administrative monks about Sangha law. 4. The Sangha had a policy to train administrative monks. 5. The Sangha had a process of continually organizing the training of administrative monks.	<b>Education</b> 1. The Sangha encouraged the administrative monks to study the Pariyatti Dharma. 2. The Sangha encouraged education of Sangha University. 3. The Sangha organize learning activities about the administration of the Sangha. 4. The Sangha had a policy to provide education for the administrative monks. 5. The Sangha had a plan for educational management to develop administrative monks.	<b>Development</b> 1. The Sangha developed the administrative monks to have <i>Vipassanā</i> practice in higher level. 2. The Sangha developed experience in the administration of Sangha affairs. 3. The Sangha develop skills in solving problems for administrative monks. 4. The Sangha had enough budgets for education. 5. The Sangha had a knowledge management system that monks could develop their education.
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### Iddhipāda 4

<b>Chanda (Satisfaction)</b> 1. The Sangha was willing to manage Sangha activities. 2. The Sangha had a participatory administration. 3. The Sangha worked together as a team. 4. The Sangha was willing to promote and support the administrative monks. 5. The Sangha was pleased to receive suggestions for improving the administrative monks' competency.	<b>Viriya (Perseverance)</b> 1. The Sangha was diligent in administration. 2. The Sangha was trying to find a good way to develop the capacity of the administrative monks. 3. The Sangha had the ability to work to the best of their ability. 4. The Sangha was trying to develop the administrative monks' competency. 5. The Sangha aimed to provide sufficient resources to develop the administrative monks' competency.	<b>Citta (Pay attention)</b> 1. The Sangha played attention to administration. 2. The Sangha was committed to administration. 3. The Sangha continually monitored the results of the development of the monks' competency. 4. The Sangha was committed to the mission of developing the administrative monks' competency. 5. The Sangha took a great care in recruiting important resources to develop the administrative monks' competency.	<b>Vimāṁsā (Contemplation)</b> 1. The Sangha had together considered the problems, causes and approaches for the development of administrative monks' competency. 2. The Sangha continually developed and improved the action plan. 3. The Sangha brought recommendations from the stakeholders to improve the process of developing the administrative monks' competency. 4. The Sangha was contemplating a good way to develop the administrative monks' competency.
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### General context

1. Regular meetings of administrative monk. 2. Regular *Vipassanā* meditation training. 3. Training for Sangha administration. 4. Promoting the Pariyatti Dhamma study. 5. Promoting the higher education.

Figure 4.14 Body of knowledge from the research

Figure 4.11, body of knowledge from research, it could able to explain the details as follows.

### **1. General context**

The general context included there was regular meetings of administrative monk, regular *Vipassanā* meditation training, training for Sangha administration, promoting the Pariyatti Dhamma study and promoting the higher education

### **2. Human resource development**

#### **2.1 Training**

The training included the Sangha organized Vipassana meditation training, the Sangha organized activities for training skills in Sangha administration, the Sangha trained the administrative monks about Sangha law, the Sangha had a policy to train administrative monks and the Sangha had a process of continually organizing the training of administrative monks.

#### **2.1 Education**

The Education included the Sangha encouraged the administrative monks to study the Pariyatti Dharma, the Sangha encouraged education of Sangha University, the Sangha organize learning activities about the administration of the Sangha, the Sangha had a policy to provide education for the administrative monks and the Sangha had a plan for educational management to develop administrative monks.

#### **2.3 Development**

The development included the Sangha developed the administrative monks to have *Vipassanā* practice in higher level, the Sangha developed experience in the administration of Sangha affairs, the Sangha develop skills in solving problems for administrative monks, the Sangha had enough budgets for education and the Sangha had a knowledge management system that monks could develop their education.

### **3. Iddhipāda 4**

#### **3.1 Chanda (Satisfaction)**

*Chanda* (Satisfaction) included the Sangha was willing to manage Sangha activities, the Sangha had a participatory administration, the Sangha worked together as a team, the Sangha was willing to promote and support the administrative monks and the Sangha was pleased to receive suggestions for improving the administrative monks' competency.

#### **3.2 Viriya (Perseverance)**

*Viriya* (Perseverance) included the Sangha was diligent in administration, the Sangha was trying to find a good way to develop the capacity of the administrative monks, the Sangha had the ability to work to the best of their ability, the Sangha was trying to develop the administrative monks' competency and the Sangha aimed to provide sufficient resources to develop the administrative monks' competency.

#### **3.3 Citta (Pay attention)**

*Citta* (Pay attention) included the Sangha played attention to administration, the Sangha was committed to administration, the Sangha continually monitored the results of the development of the monks' competency, the Sangha was committed to the mission of developing the administrative monks' competency and the Sangha took a great care in recruiting important resources to develop the administrative monks' competency.

#### **3.4 Vimāṃsā (Contemplation)**

*Vimāṃsā* (Contemplation) included the Sangha had together considered the problems, causes and approaches for the development of administrative monks' competency, the Sangha continually developed and improved the action plan, the Sangha brought recommendations from the stakeholders to improve the process of developing the administrative monks' competency and the Sangha was contemplating a good way to develop the administrative monks' competency.

#### **4. Appropriate methods for administrative monks' competency development according to the Buddhism**

##### **4.1 Achievement Motivation**

Achievement Motivation included administrative monks had the potential to administer the Sangha, administrative monks could develop their own eyes sustainably, the Sangha had quality personnel, administrative monks could disseminate knowledge of the administration of the Sangha and administrative monks could develop the work of the Sangha to be effective.

##### **4.2 Service Mind**

Service Mind included administrative monks could facilitate the Buddhists in the activities of Buddhism, administrative monks had the ability to teach the Dharma to the people, administrative monks were able to manage temples to support Buddhists in making merit, administrative monks could facilitate Buddhist affairs and administrative monks could provide academic services on Buddhism to society.

##### **4.3 Expertise**

Expertise included administrative monks could plan the development of Sangha, administrative monks could continually improve their competence, administrative monks could practice themselves according to the Dharma and Discipline, administrative monks had knowledge and experience in the Sangha administration and administrative monks could be a good model for the monks and novices within the temple.

##### **4.4 Integrity**

Integrity included administrative monks acted according to the Dharma and Discipline, administrative monks acted by Sangha Act, administrative monks promoted morality and ethics to the people, administrative monks could practice themselves according to the Dharma and Discipline correctly and administrative monks were able to disseminate their knowledge of ethics very well.

#### **4.5 Teamwork**

Teamwork included the monks in the province worked together for the Sangha, Buddhists joined together to patronize the temple. the sangha in the province had unity, administrative monks could create unity within the temple and administrative monks could coordinate the community, temples and schools into unity.

#### **4.4.2 Synthesis model**

The research on "Administrative monks' competency development according to Buddhism", the researcher conducted the research according to the research methods in all respects then summarized into the body of knowledge from the research and after that summarized into the synthesis model as follows:

## Administrative monks' competency development according to Buddhism

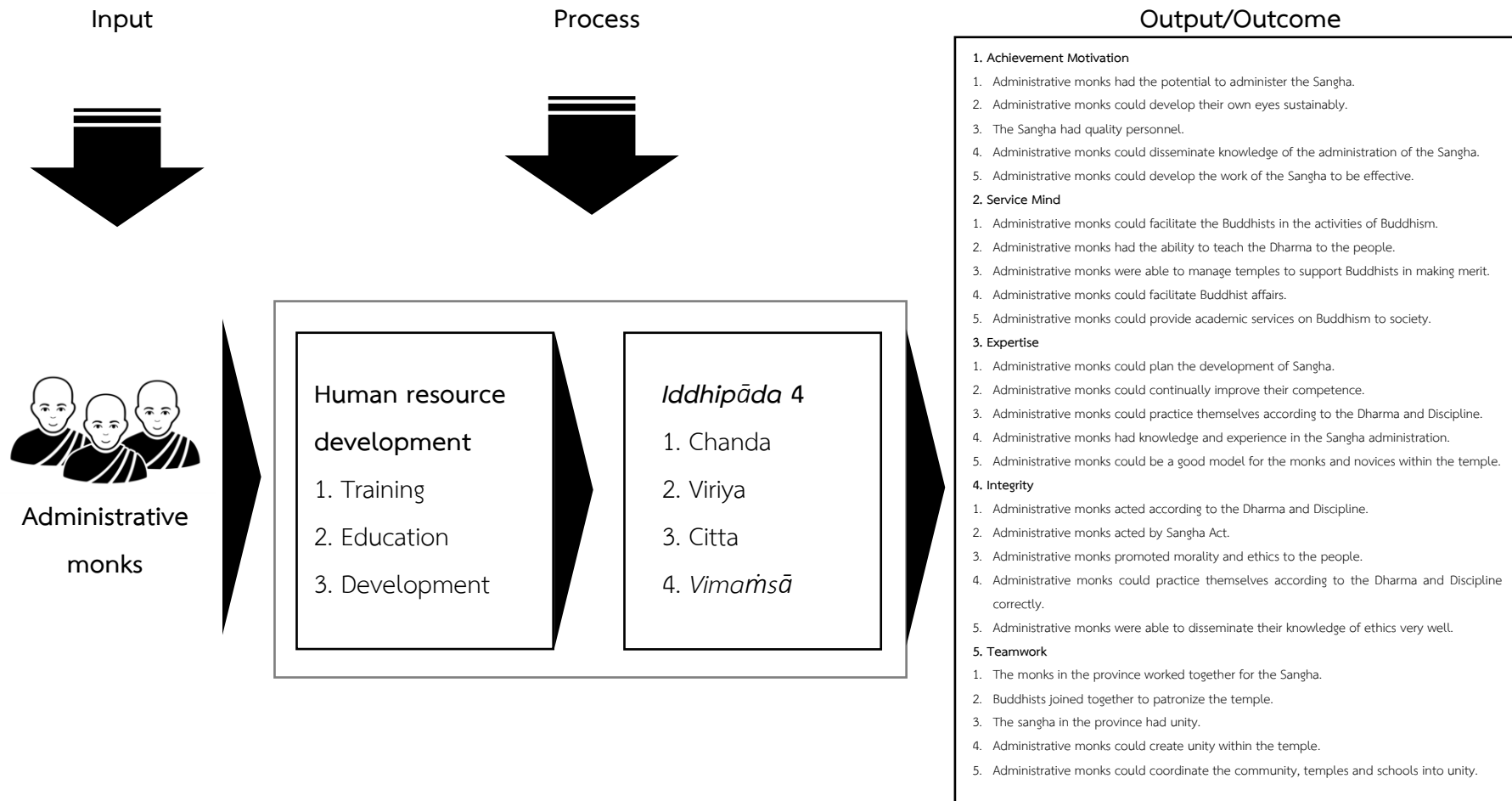


Figure 4.15 Synthesis model



Figure 4.15, the body of knowledge synthesized from research, it was able to explain the details of body of knowledge as follows.

**The input** was the administrative monks who had been well trained by the competency development process of Phetchaburi Province Sangha. Those monks had developed skills, knowledge and ability to manage the Sangha as well.

**Process** included human resource development and *Iddhipāda 4*

**human resource development** included training aspect, the monks had knowledge and ability to manage the Sangha, education aspect, developing of the monks' education to have higher education through the educational process of the Thai Sangha and development aspect, developing the potential of the monks to have a higher level of education, experience in Sangha administration, experience in problem solving and skill in using information technology for dissemination of Buddhism and managing Sangha.

*Iddhipāda 4* included *Chanda* (Satisfaction) aspect, the Sangha was willing to manage Sangha activities, *Viriya* (Perseverance) aspect, the Sangha was diligent in Sangha administration, *Citta* (Pay attention) aspect, the Sangha played attention to administration, *Vimarṃsā* (Contemplation) aspect, the Sangha had together considered the problems, causes and approaches for the development of administrative monks' competency.

**Administrative monks' competency development according to Buddhism** included Achievement Motivation aspect, administrative monks had the potential to administer the Sangha, Service Mind aspect, administrative monks could facilitate the Buddhists in the activities of Buddhism, Expertise aspect, administrative monks could plan the development of Sangha, Integrity aspect, administrative monks acted according to the Dharma and Discipline and Teamwork aspect, the monks in the province worked together for the Sangha.

## Chapter V

### Conclusion, Discussion and Suggestion

The research on “administrative monks’ competency development according to Buddhism”, there were 3 objectives included 1. to study the general context of administrative monk’s competency development, 2. to study the factors affecting the administrative monk’s competency development according to the Buddhism and 3. to propose the appropriate method for administrative monk’s competency development according to the Buddhism. The researcher collected the data and analyzed the data according to the research objectives and summarized the research results as follows.

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

#### 5.1 Conclusion

The researcher studied and researched information from documents and related research works then collected the data and analyzed the data and then synthesize it as a body of knowledge which could be summarized as follows:

##### **5.1.1 General context of administrative monk’s competency development**

The most of administrative monks aged 46-55 years was 73 people and was 41.13%, aged more than 56 year was 60 people and was 33.52%, aged 36-45 year was 31 people and was 17.24% and aged 20-35 year was 14 people and was 8.11% respectively.

Rainy season, it was found that the most of administrative monks had 10-19 rainy season was 127 people and was 71.35%, more than 20 rainy seasons was 39

people and was 21.91% and 5-9 rainy seasons was 12 people and was 6.74% respectively.

Dhamma scholar education, it was found that all of administrative monks had Dhamma scholar level 3, was 178 people and was 100%.

Pali scholar education, it was found that the most of administrative monks had Pali scholar level 1-2 – 3, was 75 people and was 42.13%, non Pali scholar was 54 people and was 30.34 %, Pali scholar level 4-6 was 45 and was 25.28% respectively.

Education, it was found that the most of administrative monks had education on under than bachelor's degree was 82 people and was 46.07%, bachelor's degree was 67 people and was 37.64%, master's degree was 23 people and was 12.92% and doctor's degree was 6 people and was 3.37%.

In-depth interview results were the general context of administrative monks' competency development included regular meetings of administrative monk, regular *Vipassanā* Meditation training, training for Sangha administration, promoting the Pariyatti Dhamma study and promoting the higher education.

### **5.1.2 The factors affecting the administrative monks' competency development according to the Buddhism**

Quantitative research results were:

The general context of administrative monks' competency development in overall was high level ( $\bar{X} = 3.56$ , S.D. = 0.69) and ranked from highest to lowest as follows: First, training aspect was at high level ( $\bar{X} = 3.56$ , S.D. = 0.69), Second, Education aspect was at high level ( $\bar{X} = 3.47$ , S.D. = 0.81) and Third, development aspect was at high level ( $\bar{X} = 3.43$ , S.D. = 0.74) respectively.

The administrative monks' competency development according to *Iddhipāda* 4 in overall was at high level ( $\bar{X} = 3.66$ , S.D. = 0.69) and ranked from highest to lowest as follows: *Viriya* (Perseverance) was at high level ( $\bar{X} = 3.72$ , S.D. = 0.73), *Citta* (Pay attention) was at high level ( $\bar{X} = 3.68$ , S.D. = 0.73), *Chanda* (Satisfaction) was at high level ( $\bar{X} = 3.67$ , S.D. = 0.78), *Vimamsā* (Contemplation) was at high level ( $\bar{X} = 3.56$ , S.D. = 0.73) respectively.

The factor of human resource development principle in all aspects affected the administrative monks' competency development according to the Buddhism at significance of 0.01 and ranked from highest to lowest as follows: Development, Training and Education, therefore, accepting the first hypothesis. The analysis result was a multiple correlation coefficient value (Multiple R) at .845, decision coefficient (R Square) at .730 and adjusted decision coefficient (Adjusted R Square) at .725

The factor *Iddhipāda* 4 in all aspects affected the administrative monks' competency development according to the Buddhism at significance of 0.01 and ranked from highest to lowest as follows: *Vimāṃsā* (Contemplation), *Chanda* (Satisfaction) (X21), *Viriya* (Perseverance) (X22) and *Citta* (Pay attention) (X23) therefore, accepting the second hypothesis. The analysis result was a multiple correlation coefficient value (Multiple R) at .894, decision coefficient (R Square) at .799 and adjusted decision coefficient (Adjusted R Square) at .794

The factor of human resource development principle and *Iddhipāda* 4 affected the administrative monks' competency development according to the Buddhism at significance of 0.01 and ranked from highest to lowest as follows: *Iddhipāda* 4 aspect and Human resource development principle aspect, therefore, accepting the third hypothesis. The analysis result was a multiple correlation coefficient value (Multiple R) at .898, decision coefficient (R Square) at .7806 and adjusted decision coefficient (Adjusted R Square) at .804

Qualitative research results were:

#### **1. Administrative monks' competency development according to human resource development**

Training aspect included the Sangha organized Vipassana meditation training, the Sangha organized activities for training skills in Sangha administration, the Sangha trained the administrative monks about Sangha law, the Sangha organized activities for Buddhist dissemination and the Sangha trained administrative monks about Sangha asset.

Education aspect included the Sangha encouraged the administrative monks to study the Pariyatti Dharma, the Sangha encouraged education of Sangha

University, the Sangha organize learning activities about the administration of the Sangha, there was a knowledge management of the Sangha and there was promoting self-education.

Development aspect included the Sangha developed the administrative monks to have *Vipassanā* practice in higher level, the Sangha developed experience in the administration of Sangha affairs, the Sangha develop skills in solving problems for administrative monks, the Sangha develop the relationships between community, temples and schools and the Sangha develop administrative monks to have an ability to use technology for administration.

## **2. Administrative monks' competency development according to *Iddhipāda* 4**

*Chanda* (Satisfaction) included the Sangha was willing to manage Sangha activities, the Sangha had a participatory administration, the Sangha worked together as a team, the Sangha listened to the opinions of the stakeholders and the Sangha was pleased to develop individual Sangha's competency.

*Viriya* (Perseverance) included the Sangha was diligent in administration, the Sangha was trying to find a good way to develop the capacity of the administrative monks, the Sangha had the ability to work to the best of their ability, the Sangha had patience in developing the capacity of the Sangha and the Sangha was diligent in solving the problem of monks' competency development.

*Citta* (Pay attention) included the Sangha played attention to administration the Sangha was committed to administration the Sangha continually monitored the results of the development of the monks' competency, the Sangha administrators were concentration to the administration and Sangha trained monks to concentrate on the administration of the Sangha.

*Vimāṃsā* (Contemplation) included the Sangha had together considered the problems, causes and approaches for the development of administrative monks' competency, the Sangha continually developed and improved the action plan, the Sangha brought recommendations from the stakeholders to improve the process of developing the administrative monks' competency, the Sangha worked together to

solve the problems that happened urgently and the Sangha had together considered the cost-effective for using of resources for administrative monks' competency.

### **5.1.3 Appropriate methods for administrative monks' competency development according to the Buddhism**

Quantitative data analysis results were appropriate methods for administrative monks' competency development according to the Buddhism in overall was at high level ( $\bar{X} = 3.60$ , S.D. = 0.76) and ranked from highest to lowest as follows: Teamwork aspect was at high level ( $\bar{X} = 3.85$ , S.D. = 0.81), Integrity aspect was at high level ( $\bar{X} = 3.67$ , S.D. = 0.87), Achievement Motivation aspect was at high level ( $\bar{X} = 3.61$ , S.D. = 0.77), Service Mind aspect was at high level ( $\bar{X} = 3.50$ , S.D. = 0.85) and ), Expertise aspect was at high level ( $\bar{X} = 3.38$ , S.D. = 0.81) respectively.

Qualitative data analysis results were:

Appropriate methods for administrative monks' competency development according to the Buddhism were as follows:

Achievement Motivation aspect included administrative monks had the potential to administer the Sangha, administrative monks could develop their own eyes sustainably, the Sangha had quality personnel, administrative monks could be a good model in the administration of the Sangha and Sangha' work of achieved the goals effectively.

Service Mind aspect included administrative monks could facilitate the Buddhists in the activities of Buddhism, administrative monks had the ability to teach the Dharma to the people, administrative monks were able to manage temples to support Buddhists in making merit, administrative monks could provide academic services on Buddhism to society and administrative monks could provide assistance to society on various occasions.

Expertise aspect included administrative monks could plan the development of Sangha, administrative monks could continually improve their competence, administrative monks could practice themselves according to the Dharma and Discipline, administrative monks had knowledge and experience in

training and developing the potential of monks and administrative monks were able to manage the Sangha effectively.

Integrity aspect included administrative monks acted according to the Dharma and Discipline, administrative monks acted by Sangha Act, administrative monks promoted morality and ethics to the people, administrative monks were the leaders and sustained the main institutions of the country and administrative monks had volunteer spirits to develop temples and communities.

Teamwork aspect included the monks in the province work together for the Sangha, Buddhists joined together to patronize the temple, the Sangha in the province had unity, administrative monks could coordinate for helping from relevant organization and community temple and school helped each other.

## 5.2 Discussion

The research on “administrative monks’ competency development according to Buddhism”, the researcher studied and researched information from documents and related research works then collected the data and analyzed the data and then synthesize it as a body of knowledge. In finally, the research concluded the research result which it had important issue for discussion as follows:

1. The general context of administrative monk’s competency development included regular meetings of administrative monk, regular *Vipassanā* Meditation training, training for Sangha administration, promoting the Pariyatti Dhamma study and promoting the higher education. That was because Phetchaburi Sangha Council had always developed the monks to have potential by using the process of human resource development which was consistent with the research of **Phramaha Budit Aidthiyawutho** which had conducted the research in the subject of “Human Resource Development of Sainoi Sub-District Administrative Organization in Sainoi District Nonthaburi Province”. The study found that there were using the human resource development principles included are used, included training, education and

development to develop personnel potential<sup>1</sup> and was consistent with the research of **Chonmanee Silanukit** which had conducted the research in the subject of “The Effectiveness of Personal Administration in the Office of the Basic Education Commission”. The study found that the effectiveness of personal administration used human resource development which all aspects were at high level.<sup>2</sup>

The research result showed that the competency development of monks to be successful would use of human resource development principles and Buddhist principles to develop, so the result was at a high level which was consistent with the research of **Jagraval Sukmaitree** which had conducted the research in the subject of “The Model of Human Resource Development Based on Buddhist Ethics in Higher Education”. The study found that the models for human resource development include training, education and development must base on Buddhist ethics, so it will be success.<sup>3</sup>

In addition, the research result showed that the management must use *Iddhipāda* 4, so it will be successful. It was consistent with the research of **Phrakrunonthakitkason (Sirichai Sirijayo)** which had conducted the research in the subject of “Knowledge Management Model of Nonthaburi Provincial Meditation Practice Centers”. The study found that management about knowledge dissemination must be consisted *Iddhipāda* 4. The activities were: 1) disseminate by person, 2) disseminate via online media, 3) disseminate via print media, 4) training

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<sup>1</sup>Phramaha Bundit Aidthiyawutho, “Human Resource Development of Sainoi Sub-District Administrative Organization in Sainoi District Nonthaburi Province”, **Journal of MCU Humanities Review**, Vol. 7 No. 2 (July – December) 2021): 213-225.

<sup>2</sup>Chonmanee Silanukit, “The Effectiveness of Personal Administration in the Office of the Basic Education Commission”, **Doctorate of Social Sciences Journal**, Vol. 6 No. 3 (September-December 2016): 35-54.

<sup>3</sup>Jagraval Sukmaitree, “The Model of Human Resource Development Based on Buddhist Ethics in Higher Education, **Dissertation of Doctor of Buddhism in Public Administration**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2015).



project, 5) regularly dissemination and 6) knowledge exhibition.<sup>4</sup> The research result was also consistent with the research of **Kraiwin Chaiwan** which had conducted the research in the subject of “The Enhancement of the Aviation Personnel Management Efficiency of Civil Aviation Training Center with Buddhamma”. The study found that *Iddhipāda* 4 could be enhancement of the Aviation Personnel Management Efficiency of Civil Aviation Training Center effectively.<sup>5</sup>

2. The factors affecting the administrative monks' competency development according to the Buddhism were factors of human resource development included training education and development. These factors directly affected to the administrative monks' competency development in Phetchaburi Province in high level because the Sangha organized activities for training skills in Sangha administration, encouraged the administrative monks to study the Pariyatti Dharma education of Sangha University and the Sangha developed experience in the administration of Sangha affairs continuously which it caused the administrative monks in Phetchaburi province had the potential to manage the Sangha. The research result was consistent with the research of **Teeradet Sanongtaweeporn** which had conducted the research in the subject of “Human Resource Development Affecting the Performance of Teachers in Private Colleges in Bangkok Metropolitan Area”. The study found that the factors related to human resource development activities consisted of professional development activities, training activities, moral and ethics development activities, educational activities, personnel faculties and departments development activities, personnel development activities and relationship building activities in the organization, affecting the human resource in

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<sup>4</sup>Phrakrunonthakitkoston (Sirichai Sirijayo), “Knowledge Management Model of Nonthaburi Provincial Meditation Practice Centers”, **Desertation of Doctor of Philosophy in Buddhist Management**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2020).

<sup>5</sup>Kraiwin Chaiwan, “The Enhancement of the Aviation Personnel Management Efficiency of Civil Aviation Training Center with Buddhamma”, **Desertation of Doctor of Philosophy in Public Administration**, (Graduate School: Chulalongkorn University, 2016).

term of personnel competency.<sup>6</sup> The research result was also consistent with the research of **Wanwimon Nakatat** which had conducted the research in the subject of “Human Resource Accounting Effectiveness and Human Resource Management Efficiency on Sustainable Business Success: Literature Review”. The study found that good human resource management affected sustainable business success.<sup>7</sup>

Moreover, the research result also showed that *Iddhipāda* 4 could apply to practice to develop the administrative monks’ competency as well in high elvel because it was developing the knowledge, skill and experience of administrative monks by using Buddhist principles to cleanse the mind and work with pleasure, perseverance, attention and prudence. The research result was consistent with the research of **Ratchadakorn Aimampai** whichd had conducted the research in the subject of “Using the Four Paths with Potential Development of Elderly Person Nakornchaisri District, Nakornphathom Province”. The study found that the elderly inv Nakhon Chai Si district, Nakhon Pathom had a deep understanding about *Iddhipāda* 4 and could use the *Iddhipāda* 4 to develop their Potential as well<sup>8</sup>. The research result was also consistent with the research of **Phramahaweerachat Potha** which had conducted the research in the subject of “An Application of the Principle of *Iddhipāda* Dhamma for Duty Preformance of Personnel in Mahamakut Buddhist University, Sirindhorn Rajavidyalaya Campus”. The study found that the personnel in Mahamakut Buddhist University used *Iddhipāda* Dhamma to apply to working by order of the maximum to the minimum levels i.e. the aspect of application of Vimamsa, the aspect of an application of Chanda, the aspect of an application of

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<sup>6</sup>Teeradet Sanongtaweepon, “Human Resource Development Affecting The Performance of Teachers in Private Colleges in Bangkok Metropolitan Area”, **Mahamakut Graduate School Journal**, Vol. 15 No. 2 (July-December 2017): 89-100.

<sup>7</sup>Wanwimon Nakatat, “Human Resource Accounting Effectiveness and Human Resource Management Efficiency on Sustainable Business Success: Literature Review”, **INCBA 2018 Khon Kaen, THAILAND**, (2018): 329.

<sup>8</sup>Ratchadakorn Aimampai, “Using the Four Paths with Potential Development of Elderly Person Nakornchaisri District, Nakornphathom Province”, **Loei Rajabhat University Research and Development Journal**, Vol. 14 No. 48 (April - June 2019): 58.

Citta, and the aspect of an application of Viriya respectively<sup>9</sup>. The research result was also consistent with the research of **Athitaya Chulasereekul** which had conducted the research in the subject of “An Application of the Four Principles of *Iddhipāda* to the Educational Administration of Kalasin Buddhist College, Mahamakut Buddhist University”. The study found that the result of the analysis of the relation between the application of the four principles of *Iddhipāda* and the educational administration of the director had related in high level at 0.00.<sup>10</sup> It showed that we can apply the *Iddhipāda* 4 for working as well.

3. Appropriate methods for administrative monks’ competency development according to the Buddhism overall was at high level because administrative monks were developed the competency as well, had the potential to administer the Sangha could be a good model in the administration of the Sangha, could facilitate the Buddhists in the activities of Buddhism, could plan the development of Sangha, could practice themselves according to the Dharma and Discipline and Sangha Act, worked together for the Sangha and could coordinate for helping from relevant organization. The research result was consistent with the research of **Ledford, E. Gerald & Heneman, L. Robert** which had conducted the research in the subject of “A competence-base pay study for employees and professional managers in business was studied, a case study in two private entities”. The study found that it was necessary to combine competencies in the human resource management process. Personnel management and personnel development was compensate for the lack of which led to higher productivity which the research results show that employees who were developed the competency could

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<sup>9</sup> Phramahaweerachat Potha, “An Application of the Principle of *Iddhipāda* Dhamma for Duty Performance of Personnel in Mahamakut Buddhist University, Sirindhorn Rajavidyalaya Campus”, **Loei Rajabhat University Research and Development Journal**, Vol. 14 No. 48 (April - June 2019): 59.60.

<sup>10</sup> Athitaya Chulasereekul, “An Application of the Four Principles of *Iddhipāda* to the Educational Administration of Kalasin Buddhist College, Mahamakut Buddhist University”, **Dhammathas Academic Journal**, Vol. 16 No. 1 (2016): 41-42.

work at full efficiency.<sup>11</sup> The research result was also consistent with the research of **Sureeporn Duangsuwan and Other** which had conducted the research to examine the relationship between performance competence and nursing quality of registered nurses. Secondary and tertiary hospitals government inspectorate Ministry of Public Health, The study found that the level of competency in the practice of professional nurses overall and in each aspect was at a high level. The aspect with the highest average score was ethics aspect. The aspect with the lowest average score was holistic view nursing quality level of registered nurses.<sup>12</sup>

In addition, the results of the research show that the administrative monks who were developed the competency could be leaders for Monks and lay people, it caused the temple in Phetchaburi Province had quality monks for Sagha administration. Administrative monks could provide assistance to society on various occasions, had knowledge and experience in training and developing the potential for monks novices. The research result was consistent with the research of **Wanarat Srikanok** which had conducted the research in the subject of “The Development of Competency Framework of the royal Thai Army Nursing College’s Personnel”. The study found that core competency were achievement motive, service mind, expertise, ethics and teamwork,<sup>13</sup> it showed that the royal Thai Army Nursing College’s personnel who had qualification by core competency could work efficiently. The research result was also consistent with the research of **Wichaphan Kingwatcharapong** which had conducted the research in the subject of “The Model of Competency Based Curriculum Development in Hospitality and Services, Front

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<sup>11</sup>Ledford, E.Gerald.& Heneman, L. Robert., “Competency Pay for Professionals and Managers in Business: A review and Implications for Teachers”, **Journal of Personnel Evaluation in Education**. Vol. 12 No. 2 (June, 1998): pp. 103-121.

<sup>12</sup>Sureeporn Duangsuwan and Other, “The Relationship between Job Competency and Quality of Nursing of Professional Nurses, Secondary and Tertiary Hospital, Public Health Inspection Region 17, Ministry of Public Health”, **Journal of Nursing and Health Sciences**, Vol. 5 No. 2 (May - August, 2011): 67-77.

<sup>13</sup>Wanarat Srikanok, “The Development of Competency Framework of the royal Thai Army Nursing College’s Personnel”, **Journal of Nursing and Health Sciences**, Vol. 14 No. 3 (September – December 2013): 151-158.

Office Program According to Hotel Industry Occupational Standard”. The study found that The research had seven steps included 1) competency model creation, 2) competency development, 3) competency strengthening, 4) competency based module 5) job training, 6) monitoring and evaluating 7) analyzed related information. The students who were trained by the Modules satisfied with all competencies at the highest level.<sup>14</sup> The research result was also consistent with the research of **Kuajit Cheerakarn** which had conducted the research in the subject of “Current Competencies of Human Resources Managers in Thai Commercial Banking Group” The study found that a human resources manager of the commercial banking groups in Thailand perform three major competency components; i.e. Knowledge, Skill and Attributes. The appropriate level of these components could yield the highest effectiveness in managing human resources in the commercial banks industry. These were technical skill and focus on customer for the "knowledge"; communications and teamwork for the "skills", and innovation, leadership, flexibility, motivation, and building relationship for the "attributes"<sup>15</sup> which it was personnel competency development.

### 5.3 Suggestion

The research result on “administrative monks’ competency development according to Buddhism” had important issues for suggested in the overview as follows:

#### 5.3.1 Policy suggestion

1) Sangha administration will be successful, the administrative monk must have a good level of knowledge and competence. Higher administrative monks should set the policy to develop the monk in the province by using competence

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<sup>14</sup> Wichaphan Kingwatcharapong, “The Model of Competency Based Curriculum Development in Hospitality and Services, Front Office Program According to Hotel Industry Occupational Standard”, **The Journal of KMUTNB**, Vol. 21 No. 2, (May-August 2011): 378.

<sup>15</sup> Kuajit Cheerakarn, “Current Competencies of Human Resources Managers in Thai Commercial Banking Group”, **Research report**, (Faculty of Business Administration: Dhurakij Pundit University, 2012), p. 111.

development process to have the ability to govern the Sangha and Buddhist activities.

2) The Monks, especially administrative monks should set the policy about education according to the Sangha educational process and should be developed higher education to have knowledge of Buddhism propagation and knowledge of Sangha administration.

3) Administrative monks should set the policy about developed and trained the competency by applying Buddha Dhamma for the administration of the Sangha.

### **5.3.2 Implementation suggestion**

1) The Sangha should have an action plan on the development of administrative monks' competency by setting out a model that must be used for the development of monks in all regions.

2) The Sangha Supreme Council of Thailand should prompt the development of monks' competency in all forms which the administrative monks could be able to administer all six aspects of the Sangha effectively.

3) The Sangha should create a model for applying Buddhist principles for Sangha administration to allow the administrative monks choose the form of administration of the Sangha according to their expertise.

4) The Sangha should have oversight measures to check administrative monk's competency as required.

5) The Sangha should adjust the plan to reform the Buddhist affairs by focusing on the development of the administrative monks' competency as the main point.

### **5.3.3 Future research suggestions**

1) Should be more research on enhancing ethical and legal knowledge of the administrative monks in order to increase the capacity and competency in the Sangha law for Sangha administration of administrative monks.

2) Should be more research on building a network of Buddhism. This will make it easier for the administrative monk to coordinate with relevant departments for Sangha affairs.

3) Should have the further research on the effectiveness of Sangha administration which it reflects the training, education and development of administrative monks' competency.

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## Appendix A

The letter for convenience in Checking the Item Objective  
Congruence Index (IOC)



**บันทึกข้อความ**

ส่วนงาน คณะสังคมศาสตร์, หลักสูตร, ร.บ.ค., นามราชดี, โทร/แฟกซ์ ๐-๓๕๕๔-๕๐๐๐ ภายใน (๕๒๐๑๑).  
ที่ ศส.๒๑๐๕๒/๒๕๓๑ วันที่ ๑๘ กันยายน ๒๕๖๑  
เรื่อง ขอความอนุเคราะห์ตรวจสอบใบเครื่องมือที่ใช้ในการวัดคุณวุฒิบัณฑิต

เรียน ผ.ศ.ดร.ยุทธนา ปราวณิช

เนื่องด้วย พระมหาไชยพร ฉายา อิทธิวิโร นามสกุล สัมฤทธิ์ รหัสประจำตัวนิสิต ๕๓๐๑๑๐๑๔ นิสิตหลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้ทำการศึกษาวิจัยเรื่อง "การพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา Administrative Monks' Competency Development according to Buddhism" เพื่อเป็นส่วนหนึ่งของ การศึกษาค้นคว้าหลักสูตรดังกล่าว

ในการศึกษาเกี่ยวกับเรื่องนี้ หลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ พิจารณาเห็นว่าท่านเป็นผู้ที่มีความรู้ ความเชี่ยวชาญในเรื่องนี้เป็นอย่างดี จึงใคร่ขอเชิญท่านเป็นผู้เชี่ยวชาญพิจารณาตรวจแก้ไขเครื่องมือที่ใช้ในการทำคุณวุฒิบัณฑิต ดังได้แนบมาพร้อมแล้วนี้ หลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี ขอขอบคุณในความเอื้อเฟื้อทางวิชาการมา ณ โอกาสนี้  
จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์

(รองศาสตราจารย์ ดร.สุทтол สุตะเวท)

ผู้อำนวยการหลักสูตรบัณฑิตศึกษา  
ภาควิชารัฐศาสตร์ คณะสังคมศาสตร์

**ตรวจแล้ว**

(ผ.ศ.ดร.ยุทธนา ปราวณิช)  
๑๘/๙/๖๑



**บันทึกข้อความ**

ส่วนงาน คณะสังคมศาสตร์, หลักสูตร, ร.บ.ค., นามราชดี, โทร/แฟกซ์ ๐-๓๕๕๔-๕๐๐๐ ภายใน (๕๒๐๑๑).  
ที่ ศส.๒๑๐๕๒/๒๕๓๑ วันที่ ๑๘ กันยายน ๒๕๖๑  
เรื่อง ขอความอนุเคราะห์ตรวจสอบใบเครื่องมือที่ใช้ในการวัดคุณวุฒิบัณฑิต

เรียน ผ.ศ.ดร.วิรัช เชนใจมา

เนื่องด้วย พระมหาไชยพร ฉายา อิทธิวิโร นามสกุล สัมฤทธิ์ รหัสประจำตัวนิสิต ๕๓๐๑๑๐๑๔ นิสิตหลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้ทำการศึกษาวิจัยเรื่อง "การพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา Administrative Monks' Competency Development according to Buddhism" เพื่อเป็นส่วนหนึ่งของ การศึกษาค้นคว้าหลักสูตรดังกล่าว

ในการศึกษาเกี่ยวกับเรื่องนี้ หลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ พิจารณาเห็นว่าท่านเป็นผู้ที่มีความรู้ ความเชี่ยวชาญในเรื่องนี้เป็นอย่างดี จึงใคร่ขอเชิญท่านเป็นผู้เชี่ยวชาญพิจารณาตรวจแก้ไขเครื่องมือที่ใช้ในการทำคุณวุฒิบัณฑิต ดังได้แนบมาพร้อมแล้วนี้ หลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี ขอขอบคุณในความเอื้อเฟื้อทางวิชาการมา ณ โอกาสนี้  
จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์

(รองศาสตราจารย์ ดร.สุทтол สุตะเวท)

ผู้อำนวยการหลักสูตรบัณฑิตศึกษา  
ภาควิชารัฐศาสตร์ คณะสังคมศาสตร์

(ผ.ศ.ดร.วิรัช เชนใจมา)  
๑๘/๙/๖๑



บันทึกข้อความ

ส่วนงาน คณะสังฆศาสตร์, หลักสูตร วิชา ป.ศ. นานาชาติ โทรม/แพช ๑-๓๕๒๔-๕๐๐๐ ภายใน (๕๒๐๑).
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เรียน ศ.ดร.อนุชิต กระสังข์

เนื่องด้วย พระมหาไชยพร ฉายา อิทธิวัโร นามสกุล สัมฤทธิ์ รหัสประจำตัวนิสิต ๕๓๐๑๑๐๑๔๔ นิสิตหลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้ทำการศึกษาวิจัยเรื่อง "การพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา Administrative Monks' Competency Development according to Buddhism เพื่อเป็นส่วนหนึ่งของ การศึกษาด้านหลักสูตรดังกล่าว

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(ศ.ดร. อนุชิต กระสังข์)
๑๘/๙/๒๕๖๑



บันทึกข้อความ

ส่วนงาน คณะสังฆศาสตร์, หลักสูตร วิชา ป.ศ. นานาชาติ โทรม/แพช ๑-๓๕๒๔-๕๐๐๐ ภายใน (๕๒๐๑).
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เรียน อาจารย์ ดร.ประเสริฐ อีลาว

เนื่องด้วย พระมหาไชยพร ฉายา อิทธิวัโร นามสกุล สัมฤทธิ์ รหัสประจำตัวนิสิต ๕๓๐๑๑๐๑๔๔ นิสิตหลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้ทำการศึกษาวิจัยเรื่อง "การพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา Administrative Monks' Competency Development according to Buddhism เพื่อเป็นส่วนหนึ่งของ การศึกษาด้านหลักสูตรดังกล่าว

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ภาควิชารัฐศาสตร์ คณะสังฆศาสตร์

ตรวจแล้ว

ดร.ประเสริฐ อีลาว
19 ก.ย. 2561



บันทึกข้อความ

ส่วนงาน คณะสังฆศาสตร์, หลักสูตร วิชา ป.ศ. นานาชาติ โทรม/แพช ๑-๓๕๒๔-๕๐๐๐ ภายใน (๕๒๐๑).
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เรียน รศ.ดร.สมาน จามณี

เนื่องด้วย พระมหาไชยพร ฉายา อิทธิวัโร นามสกุล สัมฤทธิ์ รหัสประจำตัวนิสิต ๕๓๐๑๑๐๑๔๔ นิสิตหลักสูตรรัฐประศาสนศาสตรบัณฑิต หลักสูตรนานาชาติ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้ทำการศึกษาวิจัยเรื่อง "การพัฒนาสมรรถนะพระสังฆาธิการตามหลักพระพุทธศาสนา Administrative Monks' Competency Development according to Buddhism เพื่อเป็นส่วนหนึ่งของ การศึกษาด้านหลักสูตรดังกล่าว

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Appendix B  
Questionnaire



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

แบบสอบถามเพื่อการวิจัย

เรื่อง : การพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรี

**คำชี้แจง**

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาสภาพการพัฒนาสมรรถนะของพระสังฆาธิการ เพื่อศึกษาองค์ประกอบของการพัฒนาสมรรถนะของพระสังฆาธิการ เพื่อนำเสนอการพัฒนาสมรรถนะของพระสังฆาธิการตามหลักพุทธธรรม ขอความกรุณาท่านได้ตอบแบบสอบถามให้ครบทุกข้อ เพื่อประโยชน์แก่การวิจัย

แบบสอบถามในงานวิจัยนี้ แบ่งเป็น ๓ ตอน คือ

ตอนที่ ๑ : เป็นแบบสอบถามเกี่ยวกับคุณลักษณะส่วนตัวของผู้ตอบแบบสอบถาม

ตอนที่ ๒ : เป็นแบบสอบถามเกี่ยวกับการพัฒนาพระสังฆาธิการตามหลักการพัฒนาทรัพยากรมนุษย์

ตอนที่ ๓ : เป็นแบบสอบถามเกี่ยวกับการพัฒนาพระสังฆาธิการตามหลักอิทธิบาท ๔

ตอนที่ ๔ : เป็นแบบสอบถามเกี่ยวกับการพัฒนาสมรรถนะพระสังฆาธิการตามหลักพุทธธรรม

ตอนที่ ๕ : เป็นแบบสอบถามเกี่ยวกับปัญหาอุปสรรคและข้อเสนอแนะ

ข้อมูลจากแบบสอบถามของท่าน ผู้ศึกษาวิจัยจะถือว่าเป็นความลับที่สุด และไม่มีผลกระทบกระเทือนต่อผู้ตอบแบบสอบถามแต่ประการใด

ขอขอบคุณท่านที่ได้อนุเคราะห์ตอบแบบสอบถามเพื่อเป็นประโยชน์ต่อการวิจัยในครั้งนี้เป็นอย่างยิ่ง ขอขอบพระคุณท่านมา ณ โอกาสนี้

พระมหาไชยพร อธิวิโร

พระนิสิตปริญญาเอก หลักสูตรรัฐประศาสนศาสตรดุษฎีบัณฑิต

หลักสูตรนานาชาติ

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

พ.ศ. ๒๕๕๙



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

แบบสอบถามเพื่อการวิจัย

เรื่อง : การพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรี

ตอนที่ ๑ : คุณลักษณะทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดเขียนเครื่องหมาย ✓ ลงใน  หน้าข้อความตามสภาพที่เป็นจริงเกี่ยวกับผู้ตอบแบบสอบถาม

๑. อายุ

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> ๒๐-๓๕ ปี | <input type="checkbox"/> ๓๖-๔๕ ปี    |
| <input type="checkbox"/> ๔๖-๕๕ ปี | <input type="checkbox"/> ๕๖ ปีขึ้นไป |

๒. พรรษา

- |  |   |
|--|---|
| <input type="checkbox"/> ต่ำกว่า ๕ พรรษา | <input type="checkbox"/> ๕-๙ พรรษา      |
| <input type="checkbox"/> ๑๐-๑๙ พรรษา     | <input type="checkbox"/> ๒๐ พรรษาขึ้นไป |

๓. การศึกษาพระปริยัติธรรมแผนกธรรม

- |   |  |
|---|--|
| <input type="checkbox"/> นักธรรมชั้นตรี | <input type="checkbox"/> นักธรรมชั้นโท |
| <input type="checkbox"/> นักธรรมชั้นเอก |  |

๔. การศึกษาพระปริยัติธรรมแผนกบาลี

- |   |   |
|---|---|
| <input type="checkbox"/> ประโยค ๑-๒ - ป.ธ.๓   | <input type="checkbox"/> ประโยค ป.ธ.๔ - ป.ธ.๖ |
| <input type="checkbox"/> ประโยค ป.ธ.๗ - ป.ธ.๙ |   |

๕. การศึกษาทางโลก

- |   |                                    |
|---|------------------------------------|
| <input type="checkbox"/> ต่ำกว่าปริญญาตรี | <input type="checkbox"/> ปริญญาตรี |
| <input type="checkbox"/> ปริญญาโท         | <input type="checkbox"/> ปริญญาเอก |

**คำชี้แจง:** โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่านที่สุดเพียงข้อเดียว โดยมีหลักเกณฑ์การพิจารณาดังนี้

- (๕) มากที่สุด หมายถึง มีความเห็นในระดับ มากที่สุด  
 (๔) มาก หมายถึง มีความเห็นในระดับ มาก  
 (๓) ปานกลาง หมายถึง มีความเห็นในระดับ ปานกลาง  
 (๒) น้อย หมายถึง มีความเห็นในระดับ น้อย  
 (๑) น้อยที่สุด หมายถึง มีความเห็นในระดับ น้อยที่สุด

ตอนที่ ๒ การพัฒนาพระสังฆาธิการตามหลักการพัฒนาศักยภาพพระสงฆ์

ข้อ	การพัฒนาพระสงฆ์	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
<b>๑. ด้านการฝึกอบรม</b>						
๑	คณะสงฆ์มีนโยบายในการฝึกอบรมพระสังฆาธิการ					
๒	คณะสงฆ์มีกระบวนการในการจัดอบรมพระสังฆาธิการอย่างต่อเนื่อง					
๓	คณะสงฆ์เปิดโอกาสให้พระสังฆาธิการมีส่วนร่วมในกระบวนการจัดการฝึกอบรม					
๔	คณะสงฆ์มีการติดตามประเมินผลพระสังฆาธิการหลังการฝึกอบรม					
๕	คณะสงฆ์มีการจัดสรรงบประมาณในการจัดการฝึกอบรมพระสังฆาธิการที่เพียงพอ					
<b>๒. ด้านการศึกษา</b>						
๑	คณะสงฆ์มีนโยบายในการจัดการศึกษาให้กับพระสังฆาธิการ					
๒	คณะสงฆ์มีการวางแผนการจัดการศึกษาเพื่อพัฒนาพระสังฆาธิการ					
๓	คณะสงฆ์มีการสนับสนุนให้พระสังฆาธิการได้ศึกษาต่อเพื่อพัฒนาความรู้ในระดับที่สูงขึ้น					
๔	คณะสงฆ์มีระบบการจัดการความรู้ให้พระสังฆาธิการสามารถสืบค้นเพื่อการศึกษาได้					



ข้อ	การพัฒนาทรัพยากรมนุษย์	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
๕	คณะสงฆ์มีงบประมาณที่เพียงพอต่อการจัดการศึกษา					
<b>๓. ด้านการพัฒนา</b>						
๑	คณะสงฆ์มีนโยบายในการส่งเสริมและพัฒนาศักยภาพพระสังฆาธิการ					
๒	คณะสงฆ์มีการฝึกอบรมพัฒนาเพิ่มประสิทธิภาพพระสังฆาธิการอย่างต่อเนื่อง					
๓	คณะสงฆ์มีการพัฒนาพระสอนศีลธรรมให้มีความรู้ด้านการใช้เทคโนโลยีสารสนเทศเพื่อการบริหาร					
๔	คณะสงฆ์มีการประเมินประสิทธิภาพพระสังฆาธิการอย่างสม่ำเสมอ					
๕	คณะสงฆ์มีงบประมาณในการพัฒนาพระสังฆาธิการอย่างเพียงพอ					

ตอนที่ ๓ การพัฒนาพระสังฆาธิการตามหลักอิทธิบาท ๔

ข้อ	อิทธิบาท ๔	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
<b>๑. ด้านฉันทะ ความพึงพอใจ</b>						
๑	คณะสงฆ์ยินดีให้การสนับสนุนพระสังฆาธิการในการพัฒนาสมรรถนะ					
๒	คณะสงฆ์เต็มใจส่งเสริมสนับสนุนพระสังฆาธิการ					
๓	คณะสงฆ์ยินดีรับข้อเสนอแนะในการพัฒนาสมรรถนะพระสังฆาธิการ					
๔	คณะสงฆ์เต็มใจให้การสนับสนุนงบประมาณในการพัฒนาสมรรถนะพระสังฆาธิการ					
๕	คณะสงฆ์เต็มใจปรับปรุงกระบวนการพัฒนา					

ข้อ	อิทธิบาท ๔	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
	สมรรถนะพระสังฆาธิการ					
	<b>๒. ด้านวิริยะ ความเพียร</b>					
๑	คณะสงฆ์มีความพยายามในการพัฒนาสมรรถนะพระสังฆาธิการ					
๒	คณะสงฆ์มีความพยายามในการแก้ไขปัญหาที่เกิดขึ้น					
๓	คณะสงฆ์ไม่ย่อท้อต่ออุปสรรคต่างๆ เพื่อพัฒนาสมรรถนะพระสังฆาธิการ					
๔	คณะสงฆ์มีความพยายามในการแสวงหาแนวทางในการพัฒนาสมรรถนะพระสังฆาธิการ					
๕	คณะสงฆ์มีความมุ่งมั่นในการจัดหาทรัพยากรในการพัฒนาสมรรถนะพระสังฆาธิการให้เพียงพอ					
	<b>๓. ด้านจิตตะ เอาใจใส่</b>					
๑	คณะสงฆ์เอาใจใส่ในการพัฒนาสมรรถนะพระสังฆาธิการเป็นอย่างดี					
๒	คณะสงฆ์มุ่งมั่นในพันธกิจการพัฒนาสมรรถนะพระสังฆาธิการ					
๓	คณะสงฆ์เอาใจใส่ในการแก้ไขปัญหาต่างๆ					
๔	คณะสงฆ์เอาใจใส่ในการพัฒนาสมรรถนะพระสังฆาธิการเป็นรายบุคคล					
๕	คณะสงฆ์เอาใจใส่ในการสรรหาทรัพยากรที่สำคัญในการพัฒนาสมรรถนะพระสังฆาธิการ					
	<b>๔. ด้านวิมังสา ไตร่ตรอง</b>					
๑	คณะสงฆ์มีการพิจารณาตรวจสอบกระบวนการพัฒนาสมรรถนะพระสังฆาธิการอยู่เสมอ					
๒	คณะสงฆ์พิจารณาไตร่ตรองถึงสาเหตุของปัญหาต่างๆ อย่างละเอียด					

ข้อ	อิทธิบาท ๔	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
๓	คณะสงฆ์มีการทบทวนบทบาทหน้าที่ของพระสังฆาธิการอยู่เสมอ					
๔	คณะสงฆ์มีการพิจารณาไตร่ตรองหาแนวทางที่ดีในการพัฒนาสมรรถนะพระสังฆาธิการ					
๕	คณะสงฆ์มีการปรับปรุงแก้ไขกระบวนการพัฒนาสมรรถนะพระสังฆาธิการอย่างต่อเนื่อง					

#### ตอนที่ ๔ การพัฒนาสมรรถนะพระสังฆาธิการ

ข้อ	การพัฒนาสมรรถนะพระสังฆาธิการ	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
<b>๑. การมุ่งผลสัมฤทธิ์</b>						
๑	พระสังฆาธิการสามารถบริหารงานคณะสงฆ์ได้อย่างมีประสิทธิภาพ					
๒	พระสังฆาธิการสามารถพัฒนางานของคณะสงฆ์ให้มีประสิทธิภาพ					
๓	พระสังฆาธิการสามารถถ่ายทอดความรู้ด้านการบริหารกิจการคณะสงฆ์ได้					
๔	สังฆาธิการได้รับการพัฒนาสมรรถนะอย่างต่อเนื่อง					
๕	พระสังฆาธิการมีโอกาพัฒนาสมรรถนะของตนจากหน่วยงานภายนอกที่เกี่ยวข้อง					
<b>๒. การบริการที่ดี</b>						
๑	พระสังฆาธิการสามารถอำนวยความสะดวกในกิจการพระพุทธศาสนาได้					
๒	พระสังฆาธิการสามารถปฏิบัติหน้าที่เป็นผู้นำในด้านกิจกรรมพระพุทธศาสนาแก่พุทธศาสนิกชน					

ข้อ	การพัฒนาสมรรถนะพระสังฆาธิการ	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
๓	พระสังฆาธิการสามารถเป็นที่พึ่งทางธรรมให้กับพุทธศาสนิกชนได้					
๔	พระสังฆาธิการสามารถบริหารวิชาการด้านพระพุทธศาสนาให้กับสังคมได้					
๕	พระสังฆาธิการเป็นกำลังสำคัญในการเผยแผ่พระพุทธศาสนา					
<b>๓. การส่งเสริมความเชี่ยวชาญในสายอาชีพ</b>						
๑	พระสังฆาธิการมีความรู้และประสบการณ์ในการบริหารกิจการคณะสงฆ์					
๒	พระสังฆาธิการสามารถเป็นแบบอย่างที่ดีให้กับพระภิกษุสามเณรภายในวัด					
๓	พระสังฆาธิการสามารถให้คำแนะนำเกี่ยวกับกิจการพระพุทธศาสนาได้					
๔	พระสังฆาธิการสามารถแก้ไขปัญหาที่เกิดขึ้นในคณะสงฆ์ได้อย่างมีประสิทธิภาพ					
๕	พระสังฆาธิการสามารถวางแผนพัฒนากิจการพระพุทธศาสนาได้อย่างมีประสิทธิภาพ					
<b>๔. จริยธรรม</b>						
๑	พระสังฆาธิการมีความรู้ด้านกฎหมายคณะสงฆ์					
๒	พระสังฆาธิการสามารถปฏิบัติตนตามจรรยาพระสังฆาธิการได้เป็นอย่างดี					
๓	พระสังฆาธิการสามารถปฏิบัติตนตามพระธรรมวินัยได้อย่างถูกต้อง					
๔	พระสังฆาธิการสามารถถ่ายทอดความรู้ด้านจริยธรรมได้เป็นอย่างดี					
๕	พระสังฆาธิการสามารถปฏิบัติตามพระราชบัญญัติคณะสงฆ์ได้					

ข้อ	การพัฒนาสมรรถนะพระสังฆาธิการ	ระดับการความเห็น				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		(๕)	(๔)	(๓)	(๒)	(๑)
<b>๕. ความร่วมแรงร่วมใจ</b>						
๑	พระสังฆาธิการสามารถเป็นกำลังสำคัญในกิจการคณะสงฆ์ของจังหวัดเพชรบุรี					
๒	พระสังฆาธิการสามารถรวบรวมพุทธศาสนิกชนเพื่ออุปถัมภ์พระพุทธศาสนาได้					
๓	พระสังฆาธิการสามารถประสานหน่วยงานที่เกี่ยวข้องเพื่อขอความช่วยเหลือในกิจการพระพุทธศาสนา					
๔	พระสังฆาธิการสามารถประสานบ้านวัดโรงเรียนไว้เป็นหนึ่งเดียว					
๕	พระสังฆาธิการสามารถสร้างความสามัคคีให้เกิดภายในวัดได้					

ตอนที่ ๓ : ปัญหา อุปสรรค และข้อเสนอแนะเกี่ยวกับการพัฒนาพระสังฆาธิการตามหลักการพัฒนาทรัพยากรมนุษย์

๑. สภาพ และปัญหา และข้อเสนอแนะเกี่ยวกับการพัฒนาพระสังฆาธิการตามหลักการพัฒนาทรัพยากรมนุษย์เป็นอย่างไร

**ปัญหา อุปสรรค**

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**ข้อเสนอแนะ**

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๒. องค์ประกอบการพัฒนาพระสังฆาธิการตามหลักการพัฒนาศักยภาพมนุษย์  
ปัญหา อุปสรรค

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ข้อเสนอแนะ

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๓. การพัฒนาพระสังฆาธิการตามหลักการพัฒนาศักยภาพมนุษย์ตามหลักพุทธธรรมควร  
เป็นอย่างไร

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พระมหาไชยพร อธิวิโร

พระนิสิตปริญญาเอก หลักสูตรรัฐประศาสนศาสตรดุษฎีบัณฑิต

หลักสูตรนานาชาติ

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

พ.ศ. ๒๕๕๙

Appendix C  
In-depth Interview Form



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

แบบสัมภาษณ์เชิงลึก

เรื่อง : การพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรี

ชื่อผู้ให้สัมภาษณ์ \_\_\_\_\_

ตำแหน่งหน้าที่ \_\_\_\_\_

สัมภาษณ์เมื่อ วันที่ \_\_\_\_\_ เดือน \_\_\_\_\_ พ.ศ. \_\_\_\_\_

๑. สภาพการพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรี

๑. สภาพการพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรี เป็นอย่างไร

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๒. องค์ประกอบของการพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรี

๑. การพัฒนาสมรรถนะพระสังฆาธิการตามหลักการพัฒนาศักยภาพคนทุกวัย ควรเป็นอย่างไร

๑) ด้านการฝึกอบรม

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๒) ด้านการศึกษา

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๓) ด้านการพัฒนา

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๒. การพัฒนาสมรรถนะพระสังฆาธิการตามหลักอิทธิบาท ๔ ควรเป็นอย่างไร

๑) ฉันทะ (ความพอใจ)

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๒) วิริยะ (ความเพียร)

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๓) จิตตะ (เอาใจใส่)

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๔) วิมังสา (ไตร่ตรอง)

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๓. การพัฒนาสมรรถนะพระสังฆาธิการจังหวัดเพชรบุรีตามหลักพุทธธรรม

๑) การมุ่งผลสัมฤทธิ์

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๒) การบริการที่ดี

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๓) การส่งเสริมความเชี่ยวชาญในสายอาชีพ

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๔) จริยธรรม

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๕) ความร่วมแรงร่วมใจ

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ขอขอบคุณทุกท่านที่ให้สัมภาษณ์

พระมหาไชยพร อธิวิโร

พระนิสิตปริญญาเอก หลักสูตรรัฐประศาสนศาสตรดุษฎีบัณฑิต

หลักสูตรนานาชาติ

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

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## Appendix D

The Name of Key Informants for data collection  
(In-depth Interview)

No.	High-ranking administrative monks	Position
1	Phradevsuwannamoli	Advisor to the 15 <sup>th</sup> Region Sanga Administrator
2	Phrakruvatcharasuwannatorn	Mueng District Sanga Administrator
3	Phrakruvijackvatcharadhamma	Kanggrajarn District Sanga Administrator
4	Phrakrupiyavatcharakhun	Banlard District Sanga Administrator
5	Phrakruvatcharacholdhamma	Taryarng District Sanga Administrator
6	Phrakrubuddharatanapibarn	Ban Laem District Sanga Administrator
7	Phrakrusuntornvatcharakit	Tamrong District Sanga Administrator
8	Phrakruprasitpatcharasarn	Tarsaeng District Sanga Administrator
9	Phrakrusidhammarat	Raisom District Sanga Administrator
10	Phrakrupaladteranuvat	Hardchaosamran Sub-District Sanga Administrator

No.	High-ranking administrative monks	Position
11	Phrakrupiyavatrarn	Klonggrasaeng Area 1, Sub-District Sanga Administrator
12	Phrakrupachotvacharakarn	Klonggrasaeng, Area 3, Sub-District Sanga Administrator

No.	Academician in Buddhism	Position
13	Phraudomsitthinayok, Asst.Prof.Dr.	Graduate program lecturer in department of political science, faculty of social sciences
14	Pharpaladrapphin Buddhisar	Graduate program lecturer in department of political science, faculty of social sciences

No.	Academician in public administration	Position
15	Professor Dr. Boonton Dockthaisong	Graduate program lecturer in department of political science, faculty of social sciences
16	Associate Professor Dr, Sman Ngamsnit	Graduate program lecturer in department of political science, faculty of social sciences
17	Assistant Professor Dr.Suriya Raksamueng	Graduate program lecturer in department of political science, faculty of social sciences



## Biography of Researcher

- Name:** Phramaha Chaiyaphorn Iddhivaro (Samrit)
- Date of Birth:** Sunday, Mach 7, 1954
- Place of Birth:** No. 2, Moo 4, Donyang Sub-district, Mueang District, Phetchaburi Province
- Ordination Date:** Sunday, April 6, 1975 at at Wat Arun Ratchawaram Bangkok Yai, Bangkok
- Education:**
- C.E. 1980 Bachelor's degree in Buddhist Studies (Second Class Honors) from Mahachulalongkornrajavidyalaya University
- C.E. 1981 Pali IX
- C.E. 2001 Master of Social Science (MACL) in Community Leadership from Regis University, Denver Colorado, United States
- C.E. 2006 Ph.D. (Buddhist Studies) Magadh University, Gaya, Bihar, India
- Academic Article:**
- Phramaha Chaiyaphorn Iddhivaro (Samrit). “Competency Development of Sangha Administrator in Thailand 4.0”. **MCU Congress 3**, (August 31, 2019): 297-307.
- Phramaha Chaiyaphorn Iddhivaro (Samrit). “Application of Iddhipada 4 for Sangha administration”. **Journal of Interdisciplinary Innovation Review**. Vol. 5 No. 1 2022).
- Phramaha Chaiyaphorn Iddhivaro (Samrit). “Modern Sangha administration”. **Journal of Interdisciplinary Innovation Review**. Vol. 5 No. 2 2022).
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