A Model of Teaching Management Empowerment Process of Teachers in Phrapariyattidhamma School, Pali Division

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Abstract: The purposes of this research were 1) to study the condition of power characteristics in teaching and learning management of teachers in the Office of Religious Studies Sanam Luang Pali Department, 2) to develop a model of the process of enhancing the power characteristics, and 3) to propose a model of the process of enhancing the power characteristics. Mixed methods research was used in the study through documents, in-depth interview and focus group discussions. The data were collected from 100 samples Pali teaching by questionnaires, and then analyzed by computer program. Results indicated that 1) Factors in the process of empowerment characteristics and factors of the teacher profession, It had a statistically significant positive direct effect on teachers' teaching and learning management. 2) The model of the process of enhancing the power characteristics found that it is in harmony with the empirical data structure equation. 3) Component weights were used to determine the observable variable influence of the factor power attributes leading to success. It was found that willing to act had the most component weight, and hardy to do had the least component weight. The success factor must be willing to do so is a love of teaching, have the spirit of being a teacher. Therefore, it is a factor affecting the process of enhancing the power of teaching and learning of teachers in the School of Religious Studies, Sanam Luang Pali Department where willingness helps to have more powerful attributes. The other variables according to the model, it is an element that will increase the power attribute as well. In the model, it could assist and support the capacity in Buddhist propagation as well.

Keywords: Model of Teaching, Empowerment, Pali

I. INTRODUCTION

The Education of Thai monks is part of the government's education towards monks. With a free form learners don't have to worry about the cost. Because of the religious people who have faith and support from the government. At present, there are many types of education management and there are many responsible organizations such as the study of the Dhamma Pali. It is in the care of the Ecclesiastical Education Committee. With the Department of Religious Affairs as a policy response studying the course of the Dharma Department of General Education, both lower and upper secondary under the responsibility of the Ministry of Education. There is a clear management and budget. Education in the monastic university is under the responsibility of the monastic university council and the clergy education committee. The management of monastic education in the monastic department is not different from secular education in that it must be of quality. Measured by passing the exam of each grade. Various elements for the Pali Department of the Dharma Education System are personnel, buildings and courses. Measurement, evaluation, budget, proper management.[1].
For the monastic education system, the Pali Department of the Sangha is essential as a guideline for the development of Sangha education. Although the study of the Dharma Department of the Pali Division is under the supervision of the National Buddhism Office, Department of Religious Affairs, the administration is separated from the study of the Dhamma-Pali Department of Scripture, with the Department of General Education. The Dharma-Pali Department is under the supervision of the Sangha Education Committee together with the Sangha Council. The National Office of Buddhism has organized an agency to respond to the policy of the management style included in the Sangha system called "Buddhist Studies Division", which is divided into Dharma and Pali divisions. It is different from studying the scriptures of the General Education Department. That complies with the regulations and orders of the Ministry of Education. There are educational organizations to take care of management accordingly. Since the school group provincial student office with a supervisory education unit Department of Education and Department of Non-Formal Education. It is an educational agency in the Ministry of Education provide support in another way under the responsibility of the Department of Religious Affairs. Education management that is the main principle of the Thai Sangha consists of two departments, which are the Dharma Department and the Pali Department. Both of these departments are the study and examination of Sanam Luang, which have been under the patronage of the Thai King since the past. Until the present reign by studying the Dharma of the Pali Department. It is a study that maintains unique characteristics and identities that are focused on monks and novices. It is an educational management that focuses on the monks and novices to study the Pali language. which is the language in which the scriptures are written. It is a language that preserves the Buddha's words. which is the direct teaching of the Buddha. Which represents the Buddha as the Buddha said: Yo vo ananda maya dhammo ja vinyo ca desito pantto so vo maccajen satta means anon dharma and discipline.[2], which we have shown, ordained to you That Dharma and Discipline will be your prophet (representative). By the passing of us, therefore, the study of the scriptures of the Pali Department in the present. Therefore, it is a study that aims to provide students with knowledge. Understanding of Buddhist teachings in order to maintain the stability of Buddhism and to develop students to behave as good people of society Discipline, therefore, the study of this Pali Dharma Therefore, it can be regarded as an important duty of monks and novices.

At present, academic administration has both educational quality assurance criteria and the 10th National Economic and Social Development Plan, and educational administration is also a collaborative learning between teachers and school administrators between educational institutions in all parts of society.[3]. Communities and Stakeholders come together to provide education for their children. In order to respond to the needs of learners, educational management in schools or schools academic work is an important work. It is considered as the main work that must be given opportunities to those directly involved, that is, teachers are involved in the administration of the Ministry of Education, which has announced the basic education curriculum, B.E. 2544 and important problems of educational administration, is centralization of administrative unity lack of efficiency in educational management to meet the required standards lack of participation of people, families, communities and social institutions, lack of systematic policy development and continuing education as a supervisor and as an educational leader in schools and local communities, it is essential to improve yourself. Both in knowledge an understanding of the curriculum, in particular about improving the quality of teaching and learning, which is the primary aim of an educational institution, is an indicator of the success and competence of administrators.
Core concepts of empowerment Derived from the works of Arlinsky (1971), Freire (1970, 1973), and Rothman (1971). The three thinkers have lined up the key points that have become. It is the theory of empowerment, that is the main process of empowerment requires individual development. participation stimulating awareness and working on social change or change empowerment has been developed continuously. Until the conclusion is the same line that. Empowerment is a process, not an activity as it is now. This concept is a modern concept in behavioral science. It is about looking at change at two levels: the individual and the organization or society. Another important issue is the measurement and evaluation of the changes resulting from the use of empowerment processes. Regardless of the level applied, the measure of change should be done at both levels. Therefore, in applying it in the context of community, organization, school, users should design activities in accordance with the theory. That are process and should design measurement tools and measurement and evaluation activities accordingly with the empowerment process.

Zimmermann and Rappaport (1988) argue that empowerment is a variable that consists of key attributes: individual strength, potential, inherent support systems, and proactive personality. Policies and social change are processes that enable individuals to learn to control what happens in their lives. and active participation in the community by

1. Psychological Empowerment is the personal expression of the key element, which is belief in one's own potential. Self esteem recognizing the causes and important factors. Since Rappaport's focus is on building his own power, Gruber and Trickette (1987) stressed that the measure of power should look at the Locus of Control, regardless of the environment or context at all. This should consider whether the question is comprehensive or asks the context of his or her views or beliefs.

2. Community Empowerment means belief in one's own and social abilities. Perception of the potential and the need to take control of people in the organization and in society to manage the equality of the distribution of resources and have a positive effect on society. Therefore, the tools to measure today's empowerment. Therefore, it should cover both levels in the subject matter.

1. Personality such as self-acceptance self confidence self esteem belief in the ability to self-control events coincidence control belief in the power of others. Belief that one can influence a socio-political system self-perception that is in the form of maturity self-awareness understanding self and others. Understanding the Meaning of Life and the Fullness of Life.

2. Cognition such as self-awareness self-efficacy and political expectations include feelings of management. Potential perception expectations of the competence of the social and political system; the feeling of the competence of the political system.

3. Motives, such as the need to control the environment civic duty sense of cause and purpose, learning, hope.

4. Context, such as being involved in a group cultural awareness and rights activism understanding the Meaning of Project Objectives.

Israel et al (1994) reviewed existing methods of measuring the empowerment process and suggested that; Assessment should use a participatory action research process that must be consistent with the empowerment process that each project has designed and set its objectives for. Whether it is a change at the individual, organization or community level, there are also recommendations for evaluation research on empowerment. By a variety of researchers both in Thailand and abroad (Panarat Jenchob and faculty, 1999, Somying et al., 2002 Gollup, 2000) have presented research that is a triangular research and collect quantitative and qualitative data.
It measures the empowerment variable that emphasizes the perception of self-control, self love and acceptance self-responsibility. Belief in one's own abilities and appreciating useful actions in society, etc.

According to Gibson, a person's empowerment arises from the influence of internal factors such as values, beliefs, life goals, and personal experiences and interpersonal factors such as social support.[6]. The surrounding atmosphere encourages a feeling of acceptance of help, so there are four steps in the process of empowerment.
1. Discovering the truth self-awareness.
2. Reflection, analysis, criticism and reasoning.
3. Deciding on a suitable solution or course of action.
4. Maintaining behavior.

Applications of empowerment in the community, It is often coupled with encouraging community engagement by participating with the aim of learning having a sense of community using the main activity is
1) participation
2) learning together
3) Reflection of feelings analytical lessons criticized with reason
4) Activities in the process of empowerment to occur at the level of personal psychology Organizations and groups or communities.

The researcher concluded that empowerment, has been developed continuously until the conclusion is the same line. Empowerment is a process, not an activity as it is now. This concept is a modern concept in behavioral science. It's about looking at change at two levels: the individual and the organization or society. Measuring and evaluating changes resulting from the use of empowerment processes no matter. What level it is applied to the measure of change should be done at both levels. Therefore, in applying it in the context of community, organization, school, temple, users should design activities in accordance with process theory. And measuring instruments and measurement and evaluation activities should be designed in accordance with the empowerment process. As already mentioned, with a summary of the meaning of empowerment.

II. RESEARCH OBJECTIVES

The objectives of this research article were 1) to study the condition of power characteristics in teaching and learning management of teachers in the Office of Religious Studies Sanam Luang Pali Department, 2) to develop a model of the process of enhancing the power characteristics, and 3) to propose a model of the process of enhancing the power characteristics.

III. RESEARCH METHODS

Research on the model of the process of enhancing the power characteristics of teaching and learning management of teachers in the School of Religious Studies Sanam Luang Pali Department. A Multiphase Mixed Methodology Design by analyzing data from documents, textbooks, data, statistics, research reports. Reports of various departments academic articles, thesis, as well as related research both at home and abroad. Official In-depth interview group discussion meeting.
This research the researcher has defined a total of 3 research steps as follows:

Step 1: To study the condition of the characteristics of the power of teaching and learning management of the teachers of the School of Religious Studies Pali Sanam Luang has two steps:

1. Study from documents and research
   1. Study from the document
      Methods of research: study of problems from documents relating to forms, meanings, types, elements of empowerment characteristics, teaching and learning management of the Sangha, and studying information of the Office of Religious Studies, Phrapariyattidhamma Sanam Luang Pali Department.
      Sources: from books, textbooks, articles, related research, websites
      Tool: Document Study
      Data Analysis: Content Analysis
      Results: Current conditions, problems and obstacles of enhancing the power of teaching monks at Sanam Luang Pali Department in Thailand.
   2. Study from the interview about the condition, characteristics, power in teaching and learning management of teachers of the School of Religious Studies Sanam Luang Pali Department
      Data source: 20 qualified persons by selecting a specific type and determining the selection criteria.
      Tool: Interview Form
      Data Analysis: Content Analysis
      Results: The condition of power characteristics in teaching and learning management of teachers of the School of Religious Studies Sanam Luang Pali Department

Step 2: Develop a model of the process of enhancing power characteristics in teaching and learning management of teachers in the School of Religious Studies Sanam Luang Pali Department has 3 steps as follows:

1. Drafting a model of the process of enhancing the power characteristics of teaching and learning management of teachers in the School of Religious Studies Sanam Luang Pali Department
   Data source: results from objective number 1
   Tool: Document Study
   Data Analysis: Content Analysis
   Results: A model of the process of enhancing the power characteristics of teaching and learning management of teachers of the School of Religious Studies, Phra Pariyattidhamma Sanam Luang Pali Department Draft (1)
   2. Develop a model of the process of enhancing the power characteristics of teaching and learning management of teachers in the School of Religious Studies Sanam Luang Pali Department by focus group discussion
      Sources: 10 qualified persons in 3 groups of people, namely: (1) a person who is qualified in enhancing power characteristics; (2) an academician in the management of teaching and learning in the Pali Department; (3) an administrator of the Office of Religious Studies by choosing a specific type of selection criteria.
      Tool: Group Discussion Question Guide
Analysis: Content Analysis

Results: A model of the process of enhancing the power characteristics of teaching and learning management of teachers of the School of Religious Studies, Phra pariyattidhamma Sanam Luang Pali Department (Draft 2)

3. Examine the model of the process of enhancing the power characteristics of teaching and learning management of the teachers of the School of Religious Studies. Sanam Luang Pali Department by distributing questionnaires

Source: 100 Pali teachers in Sangha Administration Area, Region 1 (Nonthaburi, Pathum Thani, Samut Prakan) number of 100

Tool: Questionnaire

Preliminary data analysis: Content Analysis and statistical analysis, i.e. Percentage, Frequency Distribution, Mean, and Standard Deviation. Correlation analysis by computer program SPSS

Analysis for answering research questions: Using statistic to study the model variables in relation to the empowerment characteristics of teachers in teaching and learning management. Religious Studies Sanam Luang Pali Department according to research objective number 2

Results: A model of the process of enhancing the power characteristics of teaching and learning management of teachers of the School of Religious Studies, Phra pariyattidhamma Sanam Luang Pali Department

Step 3: Present a model of the process of enhancing the power characteristics of teaching and learning management of teachers of the School of Religious Studies Sanam Luang Pali Department for improvement, correction and presentation, the steps are as follows:

Data sources: 1) Principal advisor 2) Co-advisor 3) Researcher

Tool: Document Study

Analysis: Content Analysis

Results: A model of the process of enhancing the power characteristics of teaching and learning management of teachers of the School of Religious Studies, Phra pariyattidhamma Sanam Luang Pali Department

IV. RESULTS

From the results of the synthesis of documents on the model of the process of empowerment of teaching and learning management of teachers of the School of Religious Studies, Phrapariyattidhamma Sanam Luang Pali Department by studying the documentation on the elements of the process of empowering teachers in teaching and learning. And interviews with 20 qualified persons by choosing a specific form and determining the criteria for selection, namely as a teaching teacher; Sanam Luang Pali Department for not less than 2 years / have a master's degree or above and a qualified person in the administration of Phrapariyattidham School Sanam Luang Pali Department. The researcher presented a model of the process of enhancing the power characteristics of teaching and learning management of teachers in the School of Religious Studies Sanam Luang Pali Department consists of 4 parts:

Part 1 The process of enhancing power characteristics, namely 1) Planning 2) Implementation 3) Inspection 4) Improvement Editing

Part 2 Teacher Profession consists of 1) Knowledge 2) Skills 3) Teaching Science 4) Technology
Part 3 Factors leading to success consist of 1) Willing, 2) Striving, 3) Intentional, 4) Understanding, and

Part 4 Power characteristics in teaching and learning are as follows: 1) Teacher Potential 2) Quality of Teaching and Learning 3) Operational Acceptance.

Part 1 The process of enhancing power characteristics

1) Planning is the things that need to be done in order of importance. Details of the process, various factors that must be used, start-end time Individuals or teams involved in each step and most importantly, results indicators, because the roadmap means how can we make Pali students succeed in exams? When the ultimate goal is reached, indicators are the ones that will tell if the method we choose is correct or not. How fast - how slow resources used are planned or exceeded in order to adjust plans or methods in a timely manner.

2) Implementation: This step is the disciplined implementation of the established plans and procedures. Different management skills others will be picked up during the implementation phase, such as managing time according to the plan. Meeting to check progress assigning tasks to lighten the load, etc., in matters other than work whether it is self-development or management of personal factors would require discipline and management in various fields as well.

3) Check is after starting the practice for some time. Must begin to check the progress of what has been done to see if it is in accordance with the plan or not. What can be indicated is the indicators that have been defined there. If the checkpoint results in the specified indicators or better, then the chosen method is still valid. But if checked out, the result appears to be lower than the set indicators. This is a warning sign that there is something wrong with the program or method that was originally set out.

4) Modification: This step is to improve or modify some methods or resources to bring results back to the plan or path to goals for a specified period of time for the first time. The improvement process starts from analyzing the reasons that cause the results to not be as planned or scheduled. That are caused by any internal/external elements or factors and then came up with corrective measures keep improving.

Part 2 Teacher Profession

1) Knowledge: knowledge of the Pali language need to study to understand in order to be able to determine the true meaning of Buddhist teachings do not rely on the internet to find the meaning of the Pali language. And when he became a teacher of the Pali he asked him to dedicate his body and mind to teaching the monks to have knowledge when teaching the monks to have complete knowledge. No matter how the Pali exam comes out can do.

2.) Skills: Pali teachers are proficient in translating Bihar into Thai and translating Thai into Bihar. According to the course of Maekong Bali Sanam Luang mainly still lacking skills in speaking Pali Therefore, the Pali teacher should bring the pali course to carry the audio as an MP3 system for monks and novices to listen to, which will help them learn Pali better. Teacher Pali will also be able to speak cause memory make teaching Pali easy. And most importantly, teachers must help cultivate listening habits as well. By speaking and listening often, the brain will automatically remember and speak.

3.) Teaching Science Teachers must adjust teaching methods. Knowledge of learning and teaching Pali which teachers can apply to help students learn according to the goals, aims and objectives of the given teaching. Such knowledge is acquired through thinking, sage analysis and thinkers or obtained from studies, research, testing, and proving according to the process. Educational philosophy, Teaching context, theories, principles, concepts, systems, patterns,
methods, techniques and psychology of learning and teaching. Planning and design of teaching and learning management teaching and learning measurement and evaluation.

4) Technology: There are still many ways to develop Pali teaching materials, which teachers must help design and sharing knowledge at the group level so that learning Pali is not difficult. Using various technology tools, skills and knowledge to use a variety of software applications, technology media and hardware devices such as computers, mobilephones and internet technology, the ability to understand technology media Content, use and knowledge of the ability to create with technology in teaching Pali. Teacher Pali must use, understand, create.

Use: Demonstrate the technical fluency required to work with computers and the Internet, a basic theme for developing essential technical skills. Including the ability to use computer programs such as word processors web browser, E-mail and other communications Search engines and online databases.

Understand is the ability to understand the context involved and evaluating technology media realize the importance of evaluation important in understanding technology. Content of teaching materials and application can reflect feelings about the use of Pali in everyday life. Understanding the importance of technology media that help including developing information management skills know how to evaluate the technology.

Creative the ability to create content and be effective. Communicate using a variety of media technology as a tool. Creating technological materials means more than being able to use programs to process or write e-mails. Including the ability to adjust the teacher's communication with the situation and learners creating and communicating effectively using mixed media such as video and sound effects. Together with the website content created by Teacher Pali such as blogs and forums, video and photo and other forms of social media. But also considering ethics social practice and reflection on what is embedded in learning leisure time and daily use.

Part 3 Factors that lead to success

1) Willing, the love of teaching students life, although the nature of being a teacher is no different from working in other ways that will bring happiness, fulfillment and disappointment. A feeling of depression Teacher's teaching quality comes from within the teacher's mind. Satisfaction, affection, willingness to learn more. Further study in various academic disciplines to teach the assigned subjects. Willingly it is something that occurs in the mind under the principle of yonisomanasikara, which is the knowledge of thinking, analyzing, or thinking in the right way. And appropriate to achieve the goals set under conditions of cause and effect, so when satisfied or willing to teach would make a person who knows how to use Yonisomanasikara, which is to think critically and find a way to continue teaching to achieve the goals that have been set.

2) Striving, diligence in teaching when assigned to teach Pali, it was done with diligence. with effort and has perseverance. Do not abandon the work that you do perseverance, and striving to teach Pali the best do not give up when obstacles arise. And difficulties by viewing the problems or obstacles that prevent doing it as a challenge and must overcome to be successful but this effort does not cover. The practice or action that does not stop or does not know the basis of one's own that comes from the principle of Yonisomanasikara, which is the knowledge of rational analysis and results in the canal as well.

3) Focusing, paying attention and focusing on what you do is teaching Pali. Concentrate firmly on teaching Pali. Do not neglect the work that you do. And work teaching Pali with the intention of making the job successful. There is an element of serious interest in teaching. Paying
attention while doing the teaching. Having a mind to concentrate while doing the teaching and having a determined and steadfast mind at the time of teaching.

4) Understanding: Teachers must investigate, reflect, and examine what is being taught, including knowing how to research, experiment, innovate, and know how to think and improve the teaching of Pali. To always progress. Thinking, analyzing with reason and effect will lead to understanding of the process, methods and guidelines for teaching operations that are correct and appropriate, as well as knowing the guidelines for solving problems that may occur well in teaching Pali. But if there is no wisdom before teaching Pali or while teaching Pali would lead to problems and obstacles in teaching that affect the discouraged mind. Failing to do that or if successful, it will not be fully effective.

Part 4 Power characteristics in teaching and learning management based on the context of
1) Teacher Potential 2) Quality of Teaching and Learning 3) Operational Acceptance.

V. RECOMMENDATIONS

A. Recommendations for Policy
1. Sangha administrators should have a plan to develop the process of enhancing the power characteristics of teaching and learning management of Phrapariyattidhamma teachers. Implemented across the country.
2. Sangha administrators should have a project to organize training for the development of skills, process of enhancing power characteristics in teaching and learning management of Phrapariyattidhamma teachers.

B. Recommendations for Practices
1. To Affirm the clarity of the consistency between the principles, concepts, theories and the actual practice in the matter.
   1) Important factors affecting the process of enhancing the power of character in teaching and learning management of Phrapariyattidhamma teachers consisted of 1) Planning 2) Action 3) Inspection 4. ) Improvements
   2) The Teaching profession is important for enhancing power characteristics.
   3) Factors leading to success in the process of enhancing the power of teaching and teaching of Phrapariyattidhamma teachers consisted of 1) Willing 2) Striving 3) Willingness to do 4) Understanding
2. Benefits that can be presented as a policy to teachers who teach the Dharma as follows:
   1) Phrapariyattidharma teachers must be serious about the factors for enhancing power characteristics in teaching and learning management.
   2) Teachers who teach the Dharma must pay attention to the teaching profession.
   3) Teachers who teach the scriptures must constantly review and practice the success factors in enhancing the power of character in teaching and learning.
3. It can be seen that both the method factors of enhancing the power of character in teaching and learning and the factor in the teacher profession have a positive direct effect on the strengthening of the power of character in the teaching and learning management. Therefore, it is important to pay attention to these two factors which will enhance the power characteristics of teaching and learning management to be more effective.
4. Factors leading to success, which in this research found that willingness to do (Willing) has the weight of the most components. Because it is an important starting point for acting as a teacher. Therefore, it is important to focus on the willingness to do so first.
C. Recommendations for Further Research

The results of this research There are several issues that should be further studied in more detail as follows:

1. Qualitative research should be done first to obtain clear variables and then quantitative research is used.
2. How are components of empowerment approaches in teaching and learning in terms of empowerment process, teacher profession and success factors.

CONCLUSION

The Strengthening of power attributes in teaching and learning management of Phrapariyattidhamma teachers means to those in Phrapariyattidhamma school. As a process to promote Phrapariyattidhamma teachers have potentials and abilities for their performance to achieve their goals, resulting from their motivation to work, their potential, and their belief in their potential able to accomplish that task. The teachers who teach Phrapariyattidhamma are aware of the power to control the relevant factors and have the freedom to make decisions in work. Which has the goal of Strengthen the power of teaching teachers in 3 characteristics, namely, to develop Potential of the Dharma Teacher improve the quality of educational management and self-acceptance operator personnel.

REFERENCES