Development of the Buddhist School (General Education Division) toward learning organization

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Abstract

The research purposes of the study were to examine the components of learning organization in the Buddhist School (General
Education Division), analyze the confirm factors of learning organization in the Buddhist School (General Education Division),
and 3) and study the trends to develop the Buddhist School (General Education Division) toward learning organization. This
research comprised three stages: 1) documentary study and interview, 2) confirm factor analysis, and 3) focus group discussion.
The instruments consisted of a content analysis form, an interview guideline, a questionnaire, and a focus group discussion
guideline. The data were analyzed by content analysis, descriptive statistics, and confirm factor analysis. The results showed
that the components of learning organization in the Buddhist School (General Education Division) comprised people,
organization, learning, technology, and knowledge management, and the strategies to develop the Buddhist School (General
Education Division) toward learning organization were lifelong learner, organizational development, the four pillars of Learning,
knowledge management, and technology development.

Keywords: School development; Buddhist School; learning organization.

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1. Introduction

The Buddhist School (General Education Division) is the specific school that is provided for the Buddhist priests, novices and monks in Thailand. Phrapariyattidham is the traditional term for the Buddhist School (General Education Division), so most Thai people call it that Phrapariyattidham School. Normally, novices and monks in the Buddhist School have to study Buddhist Studies such as the Tripitaka (the Buddhist scriptures), Pali language, and Sanskrit language. However, the curriculum of the Buddhist School (General Education Division) is different because it includes both Buddhist Studies and General Education. In the Buddhist School (General Education Division), novices and monks have to study general subjects like students in the general schools. The Buddhist School (General Education Division) has to provide the general subjects such as Thai language, English, Mathematics, Science, Social Studies, Physical Education, and Technology for students.

The Buddhist Schools (General Education Division) also have several problems like general schools. The research results about Phrapariyattidham Schools were found that the instruction of the Buddhist Schools (General Education Division) has achieved the goals of schools, but the novices and monks who were the output of schools were still not good enough. They can improve more their learning outcomes such as knowledge and skill. The problems of the Buddhist Schools (General Education Division) include the number of students, the educational facilitator, the educational funds, and the educational support, etc. The Buddhist Schools (General Education Division) have to adjust toward the learning organization because the ultimate goal of school is learning and schools have to solve the problems by learning (Pakpoom, 2000; Sarnratana, 2003).

The learning organizations are the organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together (Senge, 2014). The Buddhist Schools (General Education Division) should be the learning organization for improving their knowledge and skill of students who are the priests, the person who should be the spiritual leaders for people. According to the previous literature and the present phenomena, it is imperative that the Buddhist Schools (General Education Division) need to develop toward the learning organization for achieving the National Office of Buddhism's goals and the ultimate goal of schools. Therefore, the purposes of this research focus on the components of learning organization in the Buddhist School (General Education Division) and the trends to develop the Buddhist School (General Education Division) toward learning organization.

2. Literature Review

The literature review of this research was divided to five parts: 1) learning organization, 2) the Buddhist School (General Education Division), 3) confirm factor analysis (CFA), 4) the previous researches about learning organization and educational institution, and 5) the previous researches about the Buddhist School (General Education Division).

2.1. Learning organization

According to the previous literature about learning organization, the meaning of learning organization was variously stated. In conclusion, the term of learning organization was the organization where people improve their learning capacity through learning process, working experience, learning atmosphere, continually learning, knowledge sharing, and knowledge management for knowledge implement. The ultimate goal of learning organization was people can apply their learning and knowledge for the organization achievement. The components of learning organization comprised organization, people, knowledge, learning, and technology. In addition, the dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines: systems thinking,

personal mastery, mental models, building shared vision, and team learning (Senge, 2014; Garvin, 1993; Bennett and O'Brien, 1994).

2.2. The Buddhist School (General Education Division)

The Buddhist School (General Education Division) is the specific school that is provided for the Buddhist priests, novices and monks in Thailand. The curriculum of the Buddhist School (General Education Division) includes both Buddhist Studies and General Education. In the Buddhist School (General Education Division), novices and monks have to study general subjects like students in the general schools. The Buddhist School (General Education Division) provides the general subjects such as Thai language, English, Mathematics, Science, Social Studies, Physical Education, and Technology for students. There are 397 Buddhist Schools (General Education Division) in Thailand and they were divided to fourteen groups by location and Buddhist sect.

2.3. Confirm factor analysis (CFA)

Confirm factor analysis (CFA) is a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs. Confirm factor analysis (CFA) is the next step after exploratory factor analysis to determine the factor structure of your dataset. In confirmatory factor analysis (CFA), researchers can specify the number of factors required in the data and which measured variable is related to which latent variable. Confirmatory factor analysis (CFA) is a tool that is used to confirm or reject the measurement theory (Statistics Solutions, 2013).

2.4. The previous researches about learning organization and educational institution

Studying the previous researches about learning organization and educational institution indicated that most educational institution should be improved toward learning organization. In addition, most of them were the quantitative researches and research samples were the general schools or universities. There was no the research that study about learning organization in the Buddhist School (General Education Division). Therefore, this research was conducted by the mixed methods research design and studied about learning organization in the Buddhist School (General Education Division).

2.5. The previous researches about the Buddhist School (General Education Division)

Studying the previous researches about the Buddhist School (General Education Division) indicated that the Buddhist Schools (General Education Division) were not studied for improvement toward learning organization. Most researches about the Buddhist School (General Education Division) were the quantitative researches, so the research results were not profound and could not implement to develop the Buddhist School (General Education Division).

3. Methodology

This research was conducted by the mixed methods research design and was divided to three stages of research techniques based on the research objectives. The first stage was a qualitative approach by documentary study and interview. The second stage was a quantitative approach by confirm factor analysis (CFA). The last stage was a qualitative approach by focus group discussion. The research

instruments consisted of a data analysis form, an interview guideline, a questionnaire, and a focus group discussion guideline. The data were analyzed by content analysis and inferential statistics.

3.1. Documentary study and interview

This research stage comprised of two parts: 1) documentary study and 2) interview. The first was a secondary data study to find the components of learning organization in the Buddhist School (General Education Division). The data collection was done through a documentary study. The research samples were documents, report papers, journals, audio-visual media, and research studies about the Buddhist School (General Education Division). The research instrument was a data analysis form, and the qualitative data were analyzed and synthesized by content-analysis. The second part was a primary data study that also investigates the components of learning organization in the Buddhist School (General Education Division). The data collection was done through interview 10 experts and the administrators of the Buddhist School (General Education Division). The 10 experts and the administrators that were chosen consisted of: 1) the directors, 2) the deputy directors, 3) the teachers, and 4) the administrators of the Buddhist School (General Education Division). The research instrument was an interview guideline, and the qualitative data were analyzed and synthesized by content-analysis.

3.2. Confirm factor analysis (CFA)

This research stage was a quantitative approach by confirm factor analysis (CFA). The purpose of this stage was to confirm the components of learning organization in the Buddhist School (General Education Division) that were explored from the first stage. The research population were the directors, the deputy directors, the teachers, and the administrators from 397 the Buddhist Schools (General Education Division). However, this research studied only 15 schools in Group 1, so the research samples were 331 people that were the directors, the deputy directors, the teachers, and the administrators of the Buddhist Schools (General Education Division) in Group 1 that located around Bangkok, the capital city of Thailand. The research instrument was a questionnaire, and the data were analyzed by descriptive statistics and confirm factor analysis.

3.3. Focus group discussion

This stage was a stage to study the trends to develop the Buddhist School (General Education Division) toward learning organization. The data collection is done through a focus group discussion. The participants consisted of 10 experts and the administrators of the Buddhist School (General Education Division). The 10 experts and the administrators that were chosen consisted of: 1) the directors, 2) the deputy directors, 3) the teachers, and 4) the administrators of the Buddhist School (General Education Division). The research instrument was a focus group discussion guideline, and the qualitative data were analyzed and synthesized by content-analysis.

4. Results

The research results were 1) the components of learning organization in the Buddhist School (General Education Division), 2) the confirm factors analysis of learning organization in the Buddhist School (General Education Division), and 3) the trends to develop the Buddhist School (General Education Division) toward learning organization.

4.1. The components of learning organization in the Buddhist School (General Education Division)

The components of learning organization in the Buddhist School (General Education Division) comprised people, organization, learning, technology, and knowledge management. There were 56 sub-components of learning organization in the Buddhist School (General Education Division) as follows:

1) People: There were 17 sub-components: (1) leaders have vision and support schools toward the learning organization, (2) leaders give the subordinate an opportunity to work, (3) leaders support the subordinate for self-development, (4) leaders are kind and friendly, (5) leaders behave as the role model for working, (6) leaders work orderly and base on standard, (7) leaders can solve the school problems well, (8) leaders advice and praise the subordinate, (9) leaders and subordinate share knowledge together, (10) leaders are self-confident, active, and curious, (11) people improve their work creatively, (12) people active to learn and increase the efficiency, (13) people apply knowledge for working development, (14) people pay attention to news or issue for update, (15) people work and share knowledge together happily, (16) people have systematic thinking and work orderly, and (17) people have unity vision and harmonize for success,

2) Organization: There were 13 sub-components: (1) the structure of authority is horizontal, (2) the policy is strong and efficient, (3) the structure of authority give people a power of decision, (4) people communicate together conveniently, (5) sub-departments support the schools toward learning organization, (6) people and stakeholders must specify the school vision together, (7) the main vision must be the student centred vision, (8) the vision must be clear and can implement, (9) schools value must be team working and trust together, (10) schools support the creative innovation and confronting change, (11) schools honour and award to the best practice, (12) schools build the physical environment and the atmosphere to support learning, and (13) schools support people to think systematically and use a mistake as a lesson,

3) Learning: There were 6 sub-components: (1) schools support learning in 5 groups: person, team, department, organization, and inter-organization, (2) schools support learning for change, learning for prediction, learning how to learn, and learning by doing, (3) schools develop systems thinking, personal mastery, mental models, building shared vision, and team learning, (4) people and schools learn from experience for adjustment in globalization, (5) people and schools investigate learning sources both inside and outside schools, and (6) schools learn through person's learning,

4) Technology: There were 10 sub-components: (1) schools provide the technological instrument and devices for working, (2) schools always maintain the technological instrument and devices for working, (3) schools set a policy to support people using technology for working, (4) schools use technology for school management, (5) schools use networking system to support team working, (6) schools provide training programs to improve technological knowledge, (7) people aware the benefit of technology, (8) people can access technology and use for working, (9) people use technology for information management, and (10) people use technology for research and knowledge sharing both

inside and outside the organization,

5) Knowledge Management: There were 10 sub-components: (1) schools support research from both inside and outside sources, (2) schools support people to use various methods for research, (3) schools collect and improve knowledge continually, (4) people and schools create knowledge and innovation together, (5) people and team groups share knowledge together, (6) people and team use various methods and instruments for knowledge sharing, (7) schools use technology for knowledge systematizing, (8) people and team apply knowledge correctly and rapidly, (9) knowledge in schools must improve continually, and (10) people aware of knowledge management and sharing.

4.2. The confirm factors analysis of learning organization in the Buddhist School (General Education Division)

The components of learning organization in the Buddhist School (General Education Division) were analyzed by the descriptive statistics analysis as follow:

Table 1. The components of learning organization in the Buddhist School (General Education Division)

Components	$\bar{X}$	S.D.	Level
People	4.20	0.59	High
Organization	4.19	0.56	High
Learning	4.20	0.62	High
Technology	4.17	0.61	High
Knowledge Management	4.19	0.62	High

The components of learning organization in the Buddhist School (General Education Division) were analyzed by the confirm factors analysis model was fitted with empirical data. Ranging from the highest factor loading value to the lowest was from 0.78 to 0.93 respectively: learning, people, organization, knowledge management, and technology which the factors were 0.93, 0.92, 0.90, 0.85, and 0.78 respectively. Root Mean Square Error of Approximation (RMSEA) = 0.05.

4.3 The trends to develop the Buddhist School (General Education Division) toward learning organization

There were five strategies as the trends to develop the Buddhist School (General Education Division) toward learning organization that were organization development, learning people, knowledge management, learn how to learn, and technology development. The details of each strategy as follow:

Strategy 1: Lifelong learner: Although you've finished your formal education, doesn't mean that your education is over. People in the Buddhist School (General Education Division) leaders, teachers, and administrators have to self-develop continually. If organization want people to become the best can be, people in organization need to adopt a mindset of lifelong learning,

Strategy 2: Organization development: Organization development is a process of continuous diagnosis, action planning, implementation and evaluation, with the goal of transferring knowledge and skills to organizations to improve person's capacity in the Buddhist School (General Education Division) for solving problems and managing future change,

Strategy 3: The four pillars of Learning: The four pillars of learning are fundamental principles for reshaping education and improve person in the Buddhist School (General Education Division) to become

lifelong learners for learning organization that consist of learning to know, learning to do, learning to be, and learning to live together,

Strategy 4: Technology development: Technological development relates to really anything in organization. This is a process of improving, maintaining, and ensuring that adoption of technology in classroom instruction and workplace in the Buddhist School (General Education Division),

Strategy 5: Knowledge management: Knowledge management (KM) is the process of creating, sharing, using and managing the knowledge and information of the Buddhist School (General Education Division). It refers to a multi-disciplinary approach to achieving organizational objectives by making the best use of knowledge.

5. Discussion

According to the first research finding, the components of learning organization in the Buddhist School (General Education Division) were conformed to the research of Pakpoom (2000). Next research finding, the trends to develop the Buddhist School (General Education Division) toward learning organization were divided to five strategies based on the components of learning organization in the Buddhist School (General Education Division).

Acknowledgements

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