

Integration of Positive Psychological Funds in accordance with Threefold Principles to Develop Educational Personnel

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ABSTRACT

Positive psychology matching English as positive psychological dividing the concept into 2 the guidelines is the cost of the positive organization (Positive organization scholarship) and behavior to the positive organization (Positive organization behavior); its personnel is highly positive psychology. They will follow the rules of the organization having a view to the positive organization and behavior good members of the organization. Good organizational membership behavior is associated with positive psychological capital, which is composed of four factors combined into positive psychological capital including confidence in one's own ability (self-efficacy) expectations optimism and resilience these four types of factors can be used as a tool to measure and manage the performance of personnel. The efficiency of applying the Buddhist Dhamma principles in the development of positive psychological funds of personnel. The educational authorities in accordance with the Threefold principles (Trisikkhā) consist of 1) Precepts (Sīla) are the principles of developing relationships with social environment. 2) Meditation (Samādhi) is the principle of developing the mind to have the ability and efficiency in thinking considering the decision or not to act in any way, and 3) Wisdom (Paññā) is the principle of knowledge development; understanding; knowing all what it is and able to distinguish, analyze, and find the cause of all things clearly, notifying human resource development and management of school organizations which is a factor that causes positive behavior in the future.

Keywords

Positive Psychological Funds, Threefold Principles (Trisikkhā), Educational Personnel

I. INTRODUCTION

In mechanisms for the work of educational institutions; the most important factor is the organization's management system and personnel are resources that are the key issues that make the organization strong and progressive. [1] Human resource development in organizations at all levels both at the individual level, group level and organizational level to occur at the same time and be a sustainable development with an emphasis on lifelong learning. The work of personnel must be competent, proficient and professional having a commitment to develop people themselves, increase knowledge and using experience skills as an important knowledge base in conjunction with the use of strategies pursuit of knowledge sharing.[2] Educational institutions need to change the attitudes and concepts of management and development of educational personnel to keep up with the changing situations that occur in the present. This is to make educational institutions being modern and able to manage educational institutions with quality in all aspects. [3]

Positive psychological funds has a strong and significant relationship with the organization being a cost management organization related to personnel that cause efficiency and effectiveness of the organization which will get a return on investment and benefit from competition in the business. This is because positive psychological capital and a positive trait inherent in an individual by using knowledge of positive

psychology as a base, which will make personnel motivated to perform tasks. Organizations can help increase the level of positive psychological capital in their workforce by training them on the job to increase knowledge and ability to work and add new knowledge [4] to make personnel feel confident in their work and ready to face problems and obstacles arising from work, ready to work for success as well as thinking of new ways of working to increase efficiency and quality of work.

This article presents the integration of positive psychological capital according to the Threefold training (Trisikkhā) principle for educational personnel development: 1) Precepts (Sīla), which is the principle of developing the level of relationship with the social environment, 2) Meditation (Samadhi), the principle of developing the mind to have potential and efficiency, thinking, considering, deciding to act or not to do anything, and 3) Wisdom (Paññā) is the principle of developing knowledge and understanding, knowing things as they are and able to distinguish, analyse and investigate the causes of all things clearly. The Threefold principles (Trisikkhā) is therefore an integrated development process with positive psychological capital in human resource development and management. This is a factor that creates positive organizational behaviour in the future.

II. CONCEPTS AND THEORIES OF POSITIVE PSYCHOLOGICAL FUNDS

Positive psychology corresponds to English that positive psychological is a new concept in psychology pioneered by the prominent American psychologist Martin Seligman, who oversees the Positive Psychology Centre (PPC) project. Positive psychology is the study of strengths and values of human beings and communities through scientific processes to help individuals and communities' advance. Success concept is based on the belief that everyone wants to live a life of meaning and fulfilment in order to cultivate the best within themselves in what is right and good for human beings. Positive psychological capital is based on the concept of positive organizational behaviour, which studies the application of strengths, and measurable human positive psychological capacities can be developed and managed to result in increased operational efficiency. There are various definitions of positive psychological capital that have been discussed by educators. Positive psychological capital refers to the positive psychological traits inherent in a specific individual which is characterized by: (1) work expectation is the determination to achieve the goal. In addition, if necessary, can adjust the approach to achieve the goal of success. (2) Self-efficacy. (3) Resiliency is when faced with obstacles. (4) Optimism is the view of thinking about present and future success positively. These four aspects of positive psychological capital are measurable, developed, manageable to result in more effective performance [5] or are concepts developed from the study of positive organizational behaviour which is rooted in the concept of positive psychology. The concept of positive psychological capital is a study that applies good and positive qualities or characteristics of human beings, including self-confidence, hope optimism, turning the ground of the mind and emotions and bringing these characteristics together to study as one variable called positive psychological capital. These variables can be measured, developed, and can be used for management to increase work efficiency [6] or the positive mental state of a person of value, including work expectations. Self-efficacy turns of mind and optimism. These conditions are measurable, evolving, leading to the development of a person's potential for efficient and effective performance. [7]

In conclusion, positive psychological capital refers to the idea or a positive state of mind that believes in one's abilities having a positive creative path in terms of expectation, perception, recovery, and optimism to lead to the development of the potential of the individual to be successful in the performance, childbirth until having positive behaviours in life, both in the performance of the organization and in the daily life.

III. COMPONENTS OF POSITIVE PSYCHOLOGICAL FUNDS

Developing a positive state of mind being a distinctive feature or strength is a personal trait in a good way and leads to the determination of measurable behaviour can be developed and managed effectively to achieve quality performance. Scholars have proposed the concept of capital in positive psychology. There are 4 characteristics as follows:

1) Expectation of work means having determination to find ways and ways to make goals to be achieved, and if necessary, can adjust the approach to achieve the goal of success. 2) Self-efficacy perception means having confidence in one's own abilities. 3) Resiliency refers to the ability to turn the mind back to its original state when faced with obstacles, difficulties, stress and frustration from work and 4) optimism, which means having a positive attitude towards future situations about present and future success [8] or the development of positive psychological behaviour of the individual which consists of 1) self-efficacy perception, 2) Optimism, a positive attitude about present and future planning, 3) Hope; in targeting and hope to drive their behaviour towards the goals set, and 4) Resiliency when faced with problems, and error able to heal themselves until returning to normal and push yourself until you succeed. [9]

In conclusion, positive psychological capital consists of an individual's intrinsic behavioural abilities related to perception, cognition, belief, anticipation, adaptation, as well as emotion, feeling, and motivation, perform duties within the organization effectively. This article integrates positive psychological capital for the development of educational personnel, be applied to the principles of Buddhism and Thai culture. It is the threefold principle, namely precepts, concentration and wisdom that educational personnel should be considerate, sharing happiness, and sorrow support, guide the right way with respect and respect for each other in the organization.

IV. POSITIVE PSYCHOLOGICAL FUNDS OF EDUCATIONAL PERSONNEL

Internal behavioural abilities of individuals related to perception, cognition, beliefs, predictions, adjustments, including emotions, feelings, and motivations that make a person have the potential to perform their duties within the organization effectively, etc. Academics have proposed the concept of positive psychological capital of educational personnel. Positive psychological fund is an indispensable factor for educational personnel, consisting of 1) self-efficacy, which refers to teachers' feelings of confidence that they are capable enough to work have confidence in being a representative or leader of a group, including having confidence that the resulting performance will be effective; 2) Hope, the believes of teachers on effective action in duty succeed, set clear guidelines for work. When encountering problems in operating differently, they can find other ways to solve them; 3) Resiliency refers to the ability of teachers to adjust their own mental state when faced with various problems to return to normal, able to work normally able to deal with stress and obstacles from work; and 4) Optimism refers to the teacher's belief that good things will happen to their work, self-believing that one can perform well even when faced with problems and obstacles in work including admitting errors arising from work [10], or it can be said that positive psychological capital is important to educational personnel, make personnel confident in their work, have a goal and try to figure out a way, and are motivated to follow that approach to achieve their goals, have an optimistic outlook on operations, and situations that occurred in the operation and has the ability to adjust emotions quickly when faced with various obstacles in order to return to action to

achieve goals. This feature will help Encourage employees to have good performance and be able to work to achieve their desired goals, consisting of: 1) Work hope; hope in the workplace keeps people motivated to perform; having goals in work and when faced with obstacles will try to think of ways and methods to achieve the desired goal; 2) Optimism; Optimism will keep personnel motivated to perform because whether they are faced with various situations that arise in their work in a good way or bad way, there will be a way to reason or have a pattern to explain in a positive way; 3) Confidence in one's own abilities; the personnel have high confidence in their own abilities, will make you confident and have confidence in themselves have the ability to work make a commitment, efforts in performing various tasks and being able to face problems in working to achieve the set goals; and 4) Emotional flexibility; personnel with high emotional resilience when dealing with obstacles, setbacks, and setbacks that occur in operations can be quickly tempered in order to continue working toward the desired goal. [11]

It can be concluded that positive psychological capital of educational personnel means the internal behaviour of educational personnel related to perception, cognition, belief, prediction, adaptation, as well as emotion, feeling and motivation to perform effectively within the educational organization can be summarized as: 1) job hope, 2) optimism, 3) self-confidence, and 4) emotional resilience. It is for the benefit of both oneself and the public and the success of the educational organization.

V. THREEFOLD PRINCIPLE

Buddhism emphasizes the importance of the threefold principle because all the principles of dharma practice in Buddhism are included in the Threefold training (Trisikkhā) principle being doctrine that encompasses all Dhamma practices in Buddhism and is of great importance. Therefore, the Threefold training (Trisikkhā) principle refers to the training of body, speech, mind and intellect, namely the higher morality, the higher mentality, and the higher intellectual training, known as “morality, concentration, and wisdom”; rules to be studied and practiced in order to train the body, speech, mind and intellect to a higher level until being able to attain Nirvāna, which is the main goal in Buddhism. [12] The Threefold training system in Buddhism is a complete system of education, and all educational, training systems must have components and the Threefold training (Trisikkhā), namely precepts (Sīla), concentration or meditation (Samādhi), and wisdom (Paññā). If only one of them is lacking, it will become an educational system that destroys education. If not complete, it will not succeed, not attaining the goal of Buddhism, precepts as a support helps the mind to be ready to meditate, meditation helps to keep the precepts more intensely. Meditation is the base for wisdom, make oneself have a stable mind fixed on anything, can think of that clearly visible will be notified helping wisdom better wisdom helps to make the mind better, know how to treat the mind in terms of concentration in order to have good results and come back to help keep the precepts developed correctly, not blindly, etc. These 3 disciplines are integrated all the time and will produce complete results. [13]

The Threefold training of education or Trisikkhā set up a pattern aiming to bring results to occur according to the

practice of the Noble Eightfold Path (How to solve the problem or the path of the cessation of suffering) is the training and training for the 8 factors of that path to arise and flourish, take full advantage, solve the problem of suffering better, in order to the end, and it is a method of education in which we will free ourselves from the power of craving (Taṇhā), conceit (Māna), view (wanting, wanting to be big, narrow-minded) (Diṭṭhi).[14] The threefold principle consists of:

1. Adhisīla-sikkhā is the study of aspects or levels that lead to the cultivation of right speech (Sammāvācā), right action (Sammākammanta), and right livelihood (Sammā-ājīva) flourish until a person is ready in conduct, discipline and social relations to the standards of civilization. It is the foundation for enhancing good mental quality.

2. Adhicitta-sikkhā is the study of aspects or processes that lead to the cultivation of right effort (Sammāvāyāma) right mindfulness (Sammāsati), and right concentration (Sammāsamādhi), flourish until a person has moral readiness, mental quality, mental competency and mental health, which is the basis for good intellectual development.

3. Adhipaññā-sikkhā is the study of aspects or processes that lead to the cultivation of right view (Sammādiṭṭhi) and right thought (Sammāsankappa), grow and flourish until a person is equipped with wisdom to reach the standards of civilization able to live with wisdom having a bright, joyful mind, free from suffering, freed from clinging, being truly liberated with wisdom. [15]

In addition, Traisikkhā is a holistic human development study that integrates all 3 aspects of life. In the system of relationships that affect each other. is the core of the development of both a person's life and civilization of society with the following details?

1. Behavior (precepts; Sīla), the important part that should be emphasized. It consists of behavior in relation to the physical environment. or the material world (Kayabhāvanā), especially: 1) the use of the senses, namely the eyes, ears, nose, tongue, body, in perception without causing harm, but to get good results, promote quality of life and organic training to be effective in use, that is, to see, listen, etc. (Indriya Saṅvara principle; control of the senses) 2) The use of consuming four factors and taking advantage of various objects, including technology with wisdom that understands and focuses on true values quality of life and promote the development of life, don't be fooled by artificial values according to the extravagant value that makes people consume a lot, but losing quality of life, that is, eating well, consuming well, using well, starting with eating right (Principles of Bhojanemattaññutā extended to sanitary precepts factors)

2. The mental side (Concentration; Samādhi) is having a good state of mind in every way. Concentration is the foundation that consists of: 1) mental qualities, i.e. virtue such as kindness, gratitude, reverence, Hiri-Ottappa (moral shame and moral dread, etc., which nurture the mind to flourish and is the basis of good behavior. 2) Mental competence, namely competence, strength, stability, and efficiency of the mind, such as desire (Chanda; knowledge, ambition), perseverance (Viriya), diligence, industriousness, patience (Khanti), mindfulness, alert (Sati), able to control oneself (consciousness, determination, clarity, calmness,

concentration of the mind (Samadhi), as well as carelessness, etc., that lead to steady progress in good behavior and readiness to exercise wisdom, frustration, gloominess, fervor, etc., are refreshing, joyful, relaxed, bright and happy mind which affects physical health, and make good behavior stable harmony.

3. Intellectual development in many aspects and levels, consisting of:

1) knowledge and understanding of what is heard; or study and transferring art and science as well as various information effectively.

2) Perceiving experiences and learning things correctly according to reality not distorted or biased with hatred or prejudices.

3) Critical thinking and judgment by using pure wisdom, not being affected by defilements such as the desire for benefits and hatred, etc., dominate and command.

4) Knowing how to look, know how to think to reach the truth, and look for benefits (Yonisomanasikāra) which is known as looking and thinking, such as knowing how to think analytically, distinguish, investigate factors, etc.

5) Knowing how to think, manage, execute, and accomplish tasks and clever in the way that leads to the destination.

6) Ability to seek, select, organize, collect knowledge, think clearly, and be able to connect existing knowledge to create new knowledge and ideas for problem solving and creativity.

7) Knowledge of the truth of the world and life or knowing the common sense of things that make us trust right in everything can solve life problems remove the suffering in their hearts break free from clinging to all things. The mind, not oppressed and overwhelmed by the fluctuations of things, is freed on top of the world bright, clear, without borders, which makes it possible to treat all things and live with true wisdom. [16]

It can be concluded that the threefold principle is the principle of life development in order to be successful as a complete person being a process of practice or a 3-sided development process according to the Buddhist concept, consisting of 1) Precepts; *Sīla*, which is the principle of developing the level of relations with the social environment, 2) Concentration; *Samadhi*, the principle of developing the mind to have the capacity and efficiency in thinking, considering, deciding whether to act or not to act. and 3) Wisdom; *Paññā* is the principle of developing knowledge and understanding, knowing things as they are and able to distinguish, analyze and investigate the causes of all things clearly. Thus, the Threefold training (*Trisikkhā*) is an integrated development process.

VI. INTEGRATING POSITIVE PSYCHOLOGICAL FUNDS ACCORDING TO THE THREEFOLD PRINCIPLE FOR EDUCATIONAL PERSONNEL DEVELOPMENT

For educational personnel, if they are developed both hope of work optimism self-confidence and emotional resilience to cultivate morality and ethics of Thai-being according to Buddhist principles are inevitably responsible for duties and society having a stable mind for the benefit of both oneself and the public and the success of the educational

organization to integrate with Buddhist principles and Thai culture. It is the Threefold training principle (*Trisikkhā*) that consists of:

1. The integration of positive psychological capital according to Threefold training principle (*Trisikkhā*) for the development of educational personnel. In terms of morality, behavior (*Precepts*; *Sīla*) is an important part that should be emphasized, namely, the use of eye, ear, nose, tongue, body, and mind to promote the quality of life and training the senses to be effective in use, namely, seeing, hearing, and consuming the four factors and making use of various objects, including technology promotes the development of life, do not be deceived by artificial values in the integration of positive psychological capital as well as the feelings of educational personnel who believe that they are capable enough to work, belief that one can successfully perform various tasks, set clear guidelines for work, adjusting their own mental state when faced with various problems to return to normal and the belief that good things will happen to their own work believing that one can perform well even when faced with problems and obstacles in work.

2. The integration of positive psychological capital according to the threefold principle for the development of educational personnel. Concentration is having a good mental state in everything. There are meditation bases, including virtue, beauty which nourishes the mind to flourish and is the basis of good behavior. Mental competency is the ability to be strong, stable, and effective, and mental health that is free from frustration, gloom, fervor, to integrate positive psychological capital, both hope in work optimism self-confidence and emotional resilience to aim for educational personnel to have the potential to perform their duties within the educational institution organization effectively.

3. Integrating positive psychological capital according to the Threefold training principle (*Trisikkhā*) to develop educational personnel. Intellectual is the development of knowledge and understanding, experience and learn things accurately and truthfully, critical thinking and diagnosis by using pure wisdom, knowing how to look, know how to think to reach the truth, and benefits and knowing how to think, manage, execute, and accomplish tasks brought to integrate positive psychological capital both hope at work optimism self-confidence and emotional resilience to lead to the development of the potential of educational personnel to be successful in their work, childbirth until having positive behaviors in the way of life, both in work in educational institutions and in everyday life.

CONCLUSION

Educational personals are jobs that requires specific skills and abilities both confidence in their own abilities (Self-efficacy), work expectations, optimism and emotional flexibility (resilience), which requires high self-efficacy in order to be able to transfer knowledge to learner, give children the concept of optimism, in addition, teaching in the curriculum requires educational personnel to always build confidence in their abilities to reduce shyness and teach smoothly. It affects the quality of students' abilities and reflects the performance, abilities, reputation of educational personnel, as well as the quality and reputation of the school, lead to motivation to generate hope, create the drive to find a

way to reach the desired goal, which if integrated with Buddhist principles and Thai culture is the Threefold training principle (Trisikkhā) consisting of: 1) the precepts aspect, namely the ability to see, listen, and consume the four factors and make use of various objects and devices, having responsibility towards oneself, family, work and the public, having a good attitude; all good mental state. There are meditation bases, including various virtues that nurture the mind to flourish and is the basis of good behavior, which is a feature of positive emotions, helps reduce stress, forget the sorrow, relieve the anxiety. If it happens often, it will encourage people to expand their ideas, be open-minded, flexible, helps to recover the mind to return to normal quickly when faced with difficult events, and 3) the intellectual aspect is the development of knowledge and understanding, experience and learn things accurately and truthfully, have operational goals, work goals are set in order to complete the work, leads to planning and trying to look for new ways to apply in the work in order for educational institutions to develop in a better direction, as in figure 1.



Figure 1 The Integration of Positive Psychological Funds according to the Threefold Principle (Trisikkhā) for Educational Personnel Development (in Thai)

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