

The Development of Administration for Temple Charity School in Buddhism to Digital Era

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ABSTRACT

Rapid progress in digital technology, as a result, the way of life of human beings has changed information, easily accessible, unlimited and can be accessed anytime, anywhere including convenience and speed in bringing technology to life. Therefore, Buddhist temples' charitable schools need to be aware of the current changes that have occurred in order to develop and adapt the school management method to the digital age to be an educational institute capable of applying technology to effectively manage academic work, budgetary work, personnel work, and general work and effectiveness. There is a systematic school management development process which will lead to sustainable development.

Keywords

Development, Charity School of Buddhist Temples, Digital Age

I. INTRODUCTION

In today's era, technological advancement has occurred in the midst of rapid changes. It is a digital world that looks like a world without borders, everyone can access information. Communication is fast, easy, and efficient. Activities occur in daily life become more convenient and faster but technology doesn't just play a role in our daily lives. It also has a comprehensive role in learning management of learners in educational institutions as well. In the form of systems of educational institutions in the digital age, such as library systems, intelligent classroom systems, etc., each system will be linked into a network that involved and executives can access and bring information used to forecast future situations and plan their educational institute development more efficiently.

School management in the digital age is therefore a challenge for executives in all aspects including curriculum management, develop learners to have learning skills in the 21st century organizing teaching and learning activities for learners in the digital age, in which administrators must be enthusiastic to study whether learners in the digital age are interested in how to learn and how to enable teachers to present information to students to understand. Management of educational institutes as a source of learning is a place where knowledge is gathered that students can access easily, quickly, through secure technology. Human resource management for potential, teachers and educational personnel open-minded and ready for self-development have the skills to motivate learners to be interested in learning, pull out the potential of learners to learn through creative activities in class and budget management that is an investment in new technologies which executives must have wide vision know the trend of changing global trends and choose to invest in educational technology appropriately and maximize benefits.

There are two interconnected dimensions of school administration in the digital age, namely the dimension of managing educational change in the digital age, and dimensions of technology management for educational

institutions in the digital age as follows: 1) Dimensions of educational change management in the digital age, that is, education management in the digital age is necessary to be highly flexible. It requires data from analysing or diagnosing organizations with rapidly changing contexts to set goals and find ways to manage educational institutions in the digital age in line with the current situation, and the needs of learners and society. In this change management process, it is necessary to first communicate to teachers and educational personnel to accept the change at the personal level to lead to the acceptance of change at the organizational level until becoming a culture of the organization and make sustainable changes educational institution administrators, teachers, and educational personnel who are ready for changes that are likely to occur rapidly. There is a chance that it will happen more often and 2) The dimension of technology management for educational institutions in the digital age. When school administrators know ways to make teachers and educational personnel accept changes accept and see the importance of technology or innovations already at the personal level. The next step is to promote the inclusion of technology in the digital classroom. It focuses on teachers having knowledge and understanding of the content to be taught. and can integrate teaching and technology for learning management and school administrators must understand and have knowledge in school administration in the digital age. by developing standards for teachers to use technology for learning management and learners have standards for using technology for learning and used in educational institutions thoroughly until becoming a sustainable culture or have sustainable change management above These will be the duties of school administrators in managing technology for schools in the digital age (Sukanya Chamchoi, 2018).

Charity school of Buddhist temples established to provide assistance to the people according to the principle of realization as a charity for the poor to receive higher education is regarded as one of the monks' social services in Buddhism being the person who operates the establishment of

the school, provides land or permits the use of the temple's land for the establishment of the school, both in the temple school (under the administration of a government agency) and established a charitable school affiliated with private education managed by the clergy and the state sponsored and supported. Therefore, the temple's charitable school was considered one of the Sangha's tasks in providing social welfare and people. Teaching and learning are organized according to the curriculum of the Ministry of Education coupled with the development of learners to have morals and ethics according to the way of Buddhism for students to have knowledge and to be good people in society peacefully. Charity schools in Buddhism are therefore an interesting alternative to educational institutes for children to study in order to have the opportunity to study both academic subjects and have the opportunity to refine the mind with the principles of Buddhism with the clergy taking part in the administration and management of the school and school administrators must be able to lead educational institutions to achieve their goals by setting plans, methods, and procedures systematically above this article. The author then presents the development of charitable school management of temples in Buddhist studies towards the digital age to be beneficial for the management of Buddhist temples' charitable schools to keep up with the changes in the digital age that are appropriate for the context, develop teachers and students to be knowledgeable and up-to-date with technology, equality in education which will achieve the goal of effective and sustainable education management.[1]

II. ORGANIZATION DEVELOPMENT

The development according to the Buddhist guidelines is the development of two parts, namely the social part and the individual part. It will focus on the development of the individual. When a person develops both physically and mentally, it leads to the development of the community and society, which is the development that results in real development. The goal of development is relief from both physical and mental suffering by giving importance to the mental happiness that arises from independence, self-reliance and strength of individuals and society which is an indicator of the level of development. In Buddhism, development comes from the Pali word *Vaddhanā*, which means prosperity, can be divided into two parts: the first part is the development of human beings called "*Bhāvanā*" and the second part is the development of other non-human things such as environmental objects. Things are called "*Pattana*" (in Thai) or "*Vaddhanā*", (in Pali) such as building roads, wells, reservoirs, etc., which is a matter of increasing, expanding, making a lot or making things grow. Therefore, development is something that can really prosper, follow up or not deteriorate if there is a problem or deteriorate, not as a development but as a disaster as opposed to development. [2]

Organizational development refers to the process of changing beliefs, attitudes, values and systematic organizational structures to try to improve, solve problems, make the organization more efficient by using theories, technology to lead the organization to change, which the goal of organizational development is to improve effectiveness and help personnel discover their potential and realize their goals. (Pawinee Petsawang, 2009) The nature of

organizational development will be a change in work systems and personnel with a clear plan. There are developments in terms of structure, technology, and personnel development to enable learning from participation. The development of the organization will be in a way that is related and act continuously focus on group or team development. The objective is to develop the organization at 3 levels at the individual level to know the goals, job roles, attitudes, feelings of participation in the organization develop decision-making skills able to manage conflicts that arise at the group level. It is the development of team work, relationship building and at the corporate level and a development to change to modernize the organization, synchronize the goals of personnel and organizations, build good relationships within the organization, change the old, outdated culture, which will be successful through the organizational development process in various steps.

Organizational development begins with improving the feelings and behaviours of employees in the organization, problem searched analysing causes and solutions, as well as evaluation. The steps are defined as follows: 1) Understand and recognize the problem to realize the importance of organizational development and prepare for planning. 2) Gather problems and analyse organizational problems including prioritization of problems, SWOT analysis of the organization, brainstorm to create a good working atmosphere, focusing on the benefits of the organization, counselling for both individuals and groups. It will help personnel to develop ideas and work together. 6) Follow up and evaluate; it is a review of activities to provide information for further development.

In conclusion, development is to make progress in a better way or changes for the better. The direction is systematically predetermined. Development according to Buddhism is the development of people both physically and mentally. It is considered true and sustainable development. There are steps in the development of problem awareness, collecting problems, planning, brainstorming, creating organizational development activities and follow up and evaluate the results to be information for the next development.

III. SCHOOL MANAGEMENT

School is the most important educational entity. It is regarded as a government agency with the status of a juristic person under the law on government administration. The Ministry of Education is under the Office of the Basic Education Commission. The objective is to develop Thai people to be perfect human beings, both physically, mentally, intellectually, knowledge, morality and culture of living, able to live with others. In the National Education Act, educational institutions have the power to supervise maintenance, use and procure benefits from the property of the educational institution which is state property according to the law on state property and other property including generating income from the management of educational institutions and collecting educational fees that are not contrary to or inconsistent with the policy, objectives and missions of the educational institution. Therefore, the result of education management will be like that depends on the administration of the school which educational institutions have a scope of duties in administration and management of education. As

defined in the administration of basic educational institutions that are juristic persons, there are 4 aspects: academic, budget, personnel and general. (Ministry of Education, 2003) can be summarized as follows:

1. Academic aspect is the main mission of educational institutions aiming to decentralize administrative power to educational institutions as much as possible with the intention of allowing educational institutions to operate independently, flexibly, quickly, in line with the needs of learners, educational institutions, local communities and participation from all stakeholders which will be the most important thing to make the educational institution strong, able to develop curriculum and learning process as well as measurement, evaluate results with quality and efficiency. The scope of work is as follows: 1) Development or operation of local curriculum development 2) Academic work planning 3) Teaching and learning management in educational institutions 4) Curriculum development of educational institutions 5) Learning process development 6) Evaluation and comparison of learning results 7) Research to improve educational quality 8) Development and promotion of learning resources 9) Educational supervision 10) Guidance 11) System development internal quality assurance and educational standards 12) Promotion of academic strength community 13) Collaboration in academic development with other educational institutes and organizations 14) Promotion and support of academics to individuals, families, organizations, agencies, enterprises 15) Preparation of regulations and guidelines for academic work of educational institutions 16) Selection of textbooks for use in educational institutions 17) Development and use of technological media for education.

2. Budget focusing on independence and flexibility in management is transparent, verifiable, adheres to the management principle and focuses on results, performance-oriented budget management to provide benefits from educational institution assets as well as procuring income from management to be used for educational benefits resulting in better quality for students. The scope of work is as follows: 1) Budget plan preparation and budget request 2) Expense plan preparation 3) Budget expenditure approval 4) Transfer request and budget change request 5) Disbursement report budget disbursement 6) Monitoring and reporting on budget utilization 7) Monitoring and reporting on the utilization of budgeted products 8) Fund mobilization and investment for education 9) Education fund operations 10) Educational resource management 11) Material planning 12) Formatting characteristics of durable goods 13) Data and information system development 14) Supply procurement 15) Supervision maintenance and distribution of supplies 16) Procurement of benefits relating to property 17) Withdrawing money from the treasury 18) Receiving money keeping money 19) Sending money to the treasury 20) Preparing financial accounts 21) Preparing financial reports and financial statements 22) Preparing or providing accounting, register and report forms.

3. Personnel Management is a mission that encourages educational institutions to be able to perform personnel administration tasks to achieve flexibility and freedom under regulations and in accordance with the principles of good governance. Teacher civil servants and educational personnel have been developed with knowledge, competence, and

morale to be praised, honour, stability and advancement in the profession. The scope of work is as follows: 1) Manpower planning 2) Manpower allocation 3) Recruitment and appointment 4) Change transfer of positions 5) Salary increase 6) Leave of absence 7) Performance appraisal 8) Disciplinary action and punishment 9) Suspension and dismissal order 10) Disciplinary report and punishment 11) Appeals and complaints 12) Dismissal from government service 13) Preparation of history registers 14) Preparation of list of insignias 15) Assessment of academic standing 16) Promotion and honour 17) Assessment, promote professional standards, and professional ethics. 18) Discipline promotion, morality and ethics 19) Promotion of obtaining licenses 20) Development of government teachers and educational personnel.[3]

4. General management is a job related to the management system, responsible for coordinating, promoting, supporting and facilitating various, develop educational institutions to use innovation and technology appropriately. Promoting administration and management of education in accordance with the principles of administration that focus on the achievement of work, emphasis on transparency verifiable accountability as well as participation. The scope of work is as follows: 1) Development of information network systems 2) Coordination and development of educational networks 3) Research for policy and plan development 4) Educational administration planning 5) Development of operational standards 6) System organization and organizational development 7) Technology for education 8) Administrative operations 9) Environmental care 10) Preparation of student registration 11) Accepting students 12) Proposing opinions on the establishment, merger or dissolution of educational institutions 13) Coordination of educational management in the system 14) Educational resource mobilization 15) Educational excursions 16) Student affairs 17) Education public relations 18) Promotion, support and coordination of education management with other agencies 19) Government and provincial government coordination 20) Performance reporting 21) Organize internal control systems.

In addition, the Ministry of Education (2010) had determined the administration and management of education in 11 ways, which can be summarized as follows:

1. Senior management must be leaders who set the direction. The vision of the school that focuses on the quality of the students and has communicated the direction and vision into practice and create incentives to encourage personnel to participate in making the school successful.

2. Focus on education management to learn and learners' needs, needs of future learners in the global society and convert those needs into courses, and development of appropriate learning.

3. The school must organize a learning system to create an atmosphere conducive to learning together, and individual learning. This will be important in developing the school to be successful and have a positive effect on the students.

4. Value teachers, staff and stakeholders; engagement, satisfaction, motivation, work environment, welfare.

5. Ability to manage changes quickly, enthusiastic, agile, flexible and adapt to the needs of learners and stakeholders.[4]

6. Developing schools to be sustainable visualize short-term and long-term education management including organizing courses that respond to the needs of manpower for national development and changes in the global society, have a serious future-oriented concept, develop the potential of teachers and staff, create opportunities for innovation, encourage students to prepare appropriately for alternative goals.

7. Schools must seek, create, develop and use knowledge and innovation for curriculum innovation organization of learning processes and services to learners' stakeholders and service recipients as well as other stakeholders.

8. Make plans, make decisions, and take actions by analysing facts from reliable information Fact-based analysis will improve operational excellence.

9. Have social responsibility community with a focus on hygiene care community environment and strengthen the community including the school personnel behaved as a good role model being ethical and ethical to the public.

10. Plan, implement and evaluate results by focusing on outcomes and student achievements stakeholders and service recipients.

11. There is a management system that links the operational plan, processes, indicators and activities to be consistent in the same direction and integration to achieve quality school outcomes.

It can be concluded that school administration has a scope of work in 4 areas, namely academic, budget, personnel and general. The administrators must have a vision to develop the school for quality learners developing a curriculum to be up to date seeking and developing innovations in schools building a school as a source of learning, planning, decision-making and action, including managing teacher resources to be knowledgeable, competent and skilled appropriately. [5]

IV. CHARITY SCHOOL OF BUDDHIST TEMPLE

Charity school of Buddhist temples originally named private school of the temple occurs according to the regulations of the Ministry of Education regarding the private schools of the temple, 1945. In 1977, the Office of the Private Education Commission (NSO) issued policies and plans in line with the National Education Act, 1977, adding that the education development policy "will promote the organization of more special public charity schools" (Year 2521-2523) Office of the Private Education Commission (OPEC) has implemented a project to develop a public charity temple for charity by selecting 11 schools in different regions and establishing the temple's private school council for charity. The objectives are: 1) To unite private schools with the intention of providing charitable education throughout the kingdom; including language and books, 2) To help poor students to have the opportunity to receive education, 3) To increase equality in education for people regardless of race, religion, 4) To help relieve the burden of the government in providing education to the public, and 5) To promote security for teachers who love profession. The Office of the Private Education Commission (OPEC) has brought the remaining budget to support schools in the project purchasing books in the library science and academic media, as well as following up and evaluating the results of the school's administration in

accordance with the plan. This experimental project was satisfactory to some extent, but it was also the starting point for the Buddhist temple's charitable school and had been developed until it is accepted today (Office of the Private Education Commission, 1998).

At present, Buddhist temples' charitable schools are private schools owned by temples and has an abbot as a licensee, with the school administrative position in the form of a board of directors (School executive committee) provides education in a way that is free of charge without tuition fees. The government subsidizes 100% of the per student expenses from kindergarten 1 to grade 6. There is a subsidy for school buildings and building by setting an annual budget. Civil servants who go to work in the school will be treated as normal government officials including subsidizing expenses for improving the quality of teaching and learning activities as well. (Office of the Private Education Commission, 1998)

Administration of charity schools of Buddhist temples implement the framework and have the goal of implementing to develop learners to have quality and efficiency. This is in line with the National Education Act of 1999, Section 6, stating that education must be developed in order to develop Thai people to be complete human beings in terms of body, mind, intellect, knowledge and morality, get along happily with others and in accordance with Article 8, which states that education management must adhere to 3 principles in education management, namely 1) Lifelong education for the people, 2) Social participation in education management, and 3) Development of content and learning process to be continuous.

In addition, the administration is in accordance with the National Education Act 1999 on the administration and management of private education, Part 3, Section 43, stipulating that the administration and management of private education must be independent by is supervised assessment of the quality and standards of public education and must comply with the same criteria for quality assessment and educational standards as those of state educational establishments and has an executive committee consisting of administrators of private educational institutions, licensee representatives of parents, representatives of community organizations, representatives of teachers, representatives of alumni and experts. Section 46; The state must support subsidies, tax relief or exemption and other benefits that are beneficial in education to private educational institutions as appropriate as well as promoting and supporting academics for private educational institutions to meet standards and be self-reliant (Ministry of Education, 2003).

In conclusion, Buddhist temple charity schools are private schools owned by temples and has an abbot as a licensee with an executive committee responsible for managing the school provide education without charging tuition fees perceived government subsidies for improving the quality of teaching and learning activities. The goal is to develop learners to be perfect human beings in terms of body, mind, intellect, knowledge and morality, ethics and culture. Dhamma in living a good, good and happy life and operate under the regulations for the administration of educational institutions according to the National Education Act 1999 on the administration and management of private education. [6]

V. SCHOOL MANAGEMENT IN THE DIGITAL AGE

Technological changes taking place today and what will happen in the future has a very rapid rate of change. Such changes greatly affect the management of educational institutions. School administrators must change their attitudes and management concepts to keep up with the situation, flexible in order to modernize the management of educational institutes and quality in every aspect. The digital era is the age of electronics that involves modern technology that is fast, flexible, used in communication. The transmission of information, knowledge, news, videos, photos can be quickly accessed by anyone anywhere and at any time. In addition, technology can be used to integrate various networks for everyone to store, access, use and develop knowledge disseminate and share knowledge thoroughly (Supatrasak Kamsamart, 2020). It can be said that the nature of the digital age greatly affects the efficiency and effectiveness of today's educational institute management. What can be clearly seen is the matter of information systems, information, therefore, the management of educational institutions related to investment in educational technology must be appropriate, worthwhile, and truly maximize benefits, learning management for learners in the era of widespread digital use. This is a huge challenge in managing education in the digital age. School administrators must keep studying and gaining knowledge in applying new technologies, come to work and understand learners to improve the curriculum, develop learning management processes to suit the times including encouraging teachers to manage learning through innovation or new approaches to connect ideas and knowledge by using technology as a means to pass on to learners in the digital age (Sukanya Chamchoi, 2018).

In the National Education Act of 1999, the use of computers and the internet was encouraged for the management of educational institutions for maximum benefits. There is a policy for management within educational institutions to provide budget support for information technology, encourage the development of teachers, educational personnel to be developed the ability to use technology creatively and safely by taking into account virtue, and ethics in the use of information technology. This is indispensable for educational management in the 21st century, an era that focuses on the necessary skills of learners, namely life skills, cognitive skills, information and communication technology skills various technologies. It will allow students to access learning easily, learn quickly from a wide range of resources, enabling teachers to develop learners to their full potential (Sukanya Chamchoi, 2018) to be a digital education institution that uses information systematically linked through modern technology, administrators and educational personnel. Information can be used for administration in educational institutions, academic work, budgeting work, personnel work, and general work to be more useful and worthwhile. [7]

Therefore, the educational management system in the digital age must be an integrated learning management system with appropriate technology. Therefore, the creation of digital technology skills for students and teachers is very important in enhancing the efficiency of learning management. Educational institutions need to be ready in all

aspects to be able to accommodate the changes that occur which must take into account factors and resources in management, must be aware of the importance of technology and be ready to apply it to work being ready to allocate budgets to support the application of technology appropriately in relation to administration and teaching and learning. Technology must be modern and suitable for teaching and learning. Internet network system must be ready. It must be monitored, monitored and evaluated with clear allocation and time limits (Surasak Pahe, 2019).

It can be concluded that school administration in the digital age is the management of academic scope, budgeting, personnel and general work by using information through computer technology Must be ready to integrate educational institute management with appropriate technology, develop teachers and educational personnel to have the ability to use technology creatively and take into account the safety, morality and ethics of using information technology. [8]

VI. THE DEVELOPMENT OF CHARIALE SCHOOL MANAGEMENT OF BUDDHIST TEMPLES TO DIGITAL AGE

From the above study, the author is of the view that the development of charitable school management in Buddhist temples must be aware of the rapid changes in the global society and school context in order to be able to modify the management method, methods for recruiting, selecting and developing instructors and educational personnel, methods of teaching and learning integrated technology in line with the digital age by developing the management of Buddhist temples' charitable schools into the digital age. All involved people must have knowledge and competence and the skills necessary for the transformation of the digital age and must be understood have an open attitude to the current of change. Improving the internal culture is important to help develop effective management, organizing the teaching and learning process for teachers and students to access modern and highly effective media and equipment including providing a conducive environment for maximum efficiency and effectiveness. The author summarizes the guidelines for developing charitable school management of Buddhist temples into the digital age as follows: [9]

1. Administrators of Buddhist temples' charitable schools should be open to receiving information from all departments in order to know the needs and problems, analyze the strengths, weaknesses, opportunities and threats to see the potential of the school for use in determining the direction of the management plan to suit the context and change, analyze the whole system to know the real problem, study the goals and directions of society to formulate policies for the development of educational institutes to develop in conjunction with society and communities, and to plan and determine guidelines for solving problems. There should be cooperation of many stakeholders in order to provide quality and effective comprehensive planning and develop educational institutions to advance and conform to the changing direction of the times.

2. Administrators of charitable schools of Buddhist temples; Management should be developed in 4 areas of work towards the digital age, namely:

2.1 Academic work; the curriculum should be organized to encourage learners to analyze, synthesize, create a systematic search and can be applied in daily life, can use digital technology media safely, being responsible for oneself and society Promote the use of a variety of learning materials and digital devices changing the format of the measurement method, evaluation of knowledge, etc.

2.2 Budget work; budget allocation should include technology to assist in the analysis to be seen as a systematic link and make decisions under true information, flexible budget allocation taking into account technological changes, develop information systems and implement effective accounting software. The school's procurement system base should be improved to be easily accessible. All parties can go in and see, responsible for procurement, outsourcing, networking with government and private agencies to support information and technology budgets. [10]

2.3 Personnel; recruiting personnel with academic abilities expertise and professional enthusiasm, ready to learn and always ready to change be able to apply technology creatively to meet the needs of individual learners, encourage personnel to realize their potential and skill development, organize training to educate and develop essential digital skills of personnel in educational institutions, regular exchange of internal and external skills. There is a measure to evaluate the performance of administrators, teachers and educational personnel.

2.4 General work; allocate modern equipment and technology to help develop the management system to be more efficient, maintain digital devices in perfect condition and always ready to use, develop information systems and networks in line with the educational institution's development plan, developing the atmosphere within the school and an environment suitable for learning to be an organization of effective learning, establish a unit for planning, supervising, monitoring and evaluating performance.

CONCLUSION

Charity school of Buddhist temples established to provide assistance to the people as a charity for poor people to receive education, managed by monks from the abbot level is the person who operates the establishment of the school, provides land or permits the use of the temple's area for the establishment of the school. Teaching and learning according to the curriculum of the Ministry of Education coupled with the development of learners to have morals and ethics according to the way of Buddhism for students to have knowledge and to be good people in society peacefully. It is an alternative to educational institutions in allowing children to study in order to have the opportunity to learn both academics (Buddhism and modern science) and have the opportunity to refine the mind with the principles of Buddhism school administrators, including monks, committees, and school administrators must set up a plan, methods and procedures systematically in order for educational institutions to reach the desired goals.

There are four scopes of school management: academic, budget, personnel and general. The administrators must have a vision to develop the school for quality learners, develop a curriculum to be up to date, seek and develop innovations in

schools, build a school as a source of learning, plan, make decisions, and operate including managing teacher resources to have knowledge, competence, and skills appropriately. In the digital age, one must be aware of the rapid changes in the global society and school context in order to be able to modify the management method effectively. It starts from changing the internal culture to see the importance of technology and enthusiastic ready to develop yourself. Then it comes to the process of developing educational institute management to become a digital institute in the future. The development of Buddhist temple charitable school management into the digital age requires cooperation from all involved parties, need to develop skills and the skills necessary for the transformation of the digital age and have understanding and an open attitude to the current of change. Therefore, when there is a change in the internal culture and the development of systematic management, it will lead to the development of charitable school management of Buddhist temples in a sustainable manner with maximum efficiency and effectiveness.

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