

**THE DEVELOPMENT OF STUDENT CHARACTERISTICS IN
ACCORDING TO THE NAWALUK FRAMEWORK OF THE
BUDDHIST INTEGRATION OF BUDDHAPANYA SRI
THAWARAWADEE BUDDHIST COLLEGE**

**¹Phrapalad Somchai Damnoen, Phrame the epariyuttviboon Siri,
Phrakru Supattanachanakij Supattho and Kulaporn Kaewwilai**

Mahachulalongkornrajavidyalaya University, Thailand.

¹Email: dn.2519@gmail.com

Received: June 23, 2021; **Revised:** July 5, 2021; **Accepted:** August 10, 2021

Abstract

This article aims to study guidelines for the development of desirable student characteristics according to the Navaluk Framework of Buddhapanya Sri Thawarawadee Buddhist College and 3) to propose a guideline for student characteristics in accordance with the Nawaluk framework of the Buddhist integration of Buddhapanya Sri Thawarawadee Buddhist College. This mixed methods research the first part will be quantitative Research, using Survey Research Methods. The sample group used in this research was students of Buddhapanya Sri Thawarawadee Buddhist College, Mahachulalongkornrajavidyalaya University who are studying in grade 1-3 with 205 people by opening Taro Yamane sample size table, the data was collected from the sample. All questionnaires were analyzed and processed by the researcher using the statistical package for social science research using the following statistics: frequency, Percentage, mean and standard deviation. qualitative research with in-depth interview with key informants and analytic induction. The findings were as follows: The development of student characteristics follows Navaluck framework of Buddhapanya Sri Thawarawadee Buddhist College 9 aspects. There is an honorable path. Students are also encouraged to behave in strict compliance with the good. (2) Knowingly social change. Students need to understand the real tricks to learn. (3) Faith Dedicated to Buddhism Students should have knowledge and understanding of the tenets of Buddhism and students should be involved in the propagation of Buddhism to young people. (4) The ability to solve problems. Students have to know the main reasons for solving problems and obstacles. (5) They are keen on knowledge, which

students must be able to analyze problems and learning barriers. (6) Being generous and sacrificing for the common good. Students should be considerate and advice their classmates. (7) Having a wide world view which students must recognize and accept the opinions of others. (8) There are psychological and intellectual leaders. Students must have knowledge and leadership development to friends in class. (9) Is committed to the development of their moral and ethical base. Students should focus on how to develop morals and ethics.

Keywords: Student Characteristics; Navaluk Framework; Buddhist integration

Introduction

Buddhapanya Sri Thawarawadee Buddhist College is a public higher education institution that plays a role in the provision of Buddhist education and higher education (Buddhapanya Sri Thawarawadee Buddhist College, 2019). This institute aims to produce graduates of international quality and standards, creating academic excellence in Buddhism, promoting research, providing academic services to society, promoting arts and culture and promoting Buddhism. In the field of graduate production, the institute realizes the importance of developing students at all levels continuously because they believe that the student is an important factor that will lead to long lasting prosperity (Sirilamduan, Chuaychuny, Ruamboon, & Srisuk, 2021). Buddhapanya Sri Thawarawadee Buddhist College has clearly set a goal to produce and develop graduates with desirable characteristics.

Students who are well-rounded in Buddhism must have appropriate qualifications and have a guideline for self-development (Office of the Education Council Secretariat, 2017) in accordance with the Tri-Sikkha principle as the Buddha said. “Concentration with precepts will have great results and merit. Concentrated wisdom has a lot of results and virtue. A wise mind truly escapes from ignorance”. The threefold is a Buddhist doctrine (Siriwattano, 2021; Sankham, Puriwattano, & Chaiwong, 2021). All Buddhists should take action to develop themselves for a good life and prepare for the conditions of life (Sukittimaythee, 2021), society and environment including the characteristics of various relationships in a state that is appropriate and ready for living (Liu, & Prompanyo, 2021; Pewdum, 2021), practice and perform various actions for maximum success whether it is the goal of individuals, organizations, communities and society (Hangsakul, 2021; Kahintapongs, 2020). The development of student characteristics according to the Trisikkha principle must be developed both physically, mentally and intellectually (Phra Bhramagunabhorn P.A.Payutto, 2014).

Hence, this study “the development of student characteristics according to the Buddhapanya Sri Thawarawadee Buddhist College's novelty conceptual framework” will serve as a guideline for enhancing the desirable characteristics of the graduates in terms of morality, ethics and further promotion of the mission for the administration of Buddhapanya Sri Thawarawadee Buddhist College.

Research Objectives

1. To study the guidelines for the development of desirable student characteristics according to the Buddhapanya Sri Thawarawadee Buddhist College's novelty conceptual framework.

Conceptual framework

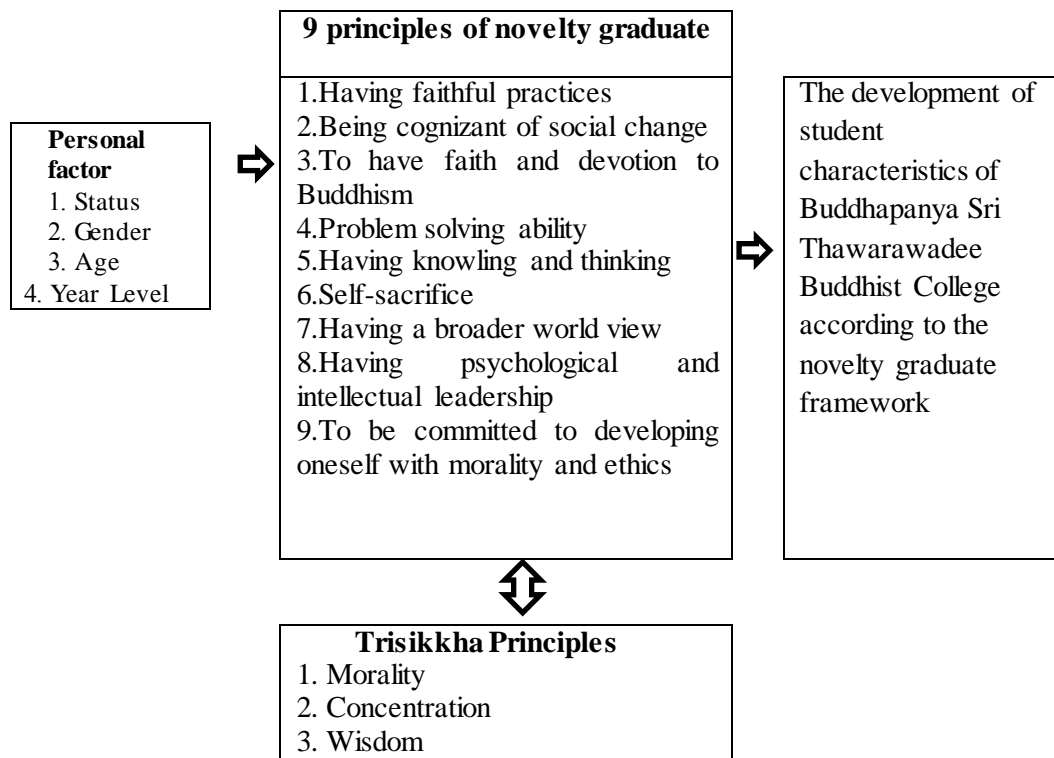


Fig. 1 Conceptual framework

Research Methodology

Research on the quantitative character development of students according to the novelty framework of Buddhapanya Sri Thawarawadee Buddhist College was done to determine the achievement of the development of good student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework.

Population and sample

The key populations and informants in this study were: 205 samples of Buddhapanya Sri Thawarawadee Buddhist College, Mahachulalongkornrajavidyalaya University studying in Years 1-3.

2) The sample used in the quantitative research for the study was to identify the properties of the target population specifically, which was Buddhapanya Sri Thawarawadee Buddhist College, Mahachulalongkornrajavidyalaya University. The sample size was obtained from a population of 205 people according to the formula of Taro Yamane (Sincharu, 2008) with an error level of 0.05.

Sampling Method: The sampling method was stratified random sampling, which consisted of the following steps. The sample size was proportional based on the population to obtain distributed data, action in relation to the proportion of the population of the four places and grading in a proportional sampling using the formula. Therefore, a sample of 136 people was obtained.

Variables

The variables used in the quantitative study were:

1. General information of the respondents was gender, marital status, age, level of The year
2. Development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the concept of novelty graduate.

3. Development of Student Characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to Trisikha Principle

Tools

1) Research tools

The tool used in this research was a questionnaire. The researcher developed a tool based on the student character development framework of Buddhapanya Sri Thawarawadee Buddhist College to collect data from the sample used in the research.

How to create a tool

1) Process of creating tools

The researcher had studied the method of constructing the tools in order as follows. First, the study of principles and theories; second, the study of documents, theories and researches related to the development of student characteristics based on the novelty framework of Buddhapanya Sri Thawarawadee Buddhist College based on ideas, theories, papers and research results that have been conducted by the research; third, the conceptual framework for creating research tools with setting objectives for creating research tools by consulting an advisor, fourth, creating tool for presenting the draft of research tools to advisors and experts for review and revision; fifth, applying the research tool to a population similar to that of the population sample to be researched to determine the accuracy coefficient of the tool; sixth, revised and published the complete questionnaire and finally, it was applied to collect data with the sample.

2) Quality of tools

(1) Validity: The validity was determined by presenting the completed questionnaire to the chairman and the research advisor for approval and presented to the experts and then taken to improve accordingly. In this regard, all 5 persons would be considered both the content and structure of the question, the form of the questionnaire, as well as the language used. Index of item objective congruence (IOC) was the quality examination of the instrument and had IOC index from 0.8 to 1.0.

(2) Determination of the confidence value: The researcher tested the questionnaire on a sample group and a group of non-sample groups used in the research of 30 people, after that, the reliability test was performed by calculating Cronbach's alpha. The confidence of the whole questionnaire was 0.976.

Data collection

The researcher had collected the data according to the following steps.

1. In the collection of papers, researchers would collect information from books, articles, research papers and various publications related to the development of the Buddhapanya Sri Thawarawadee Buddhist College student characteristics based on the novelty conceptual framework.

2. The researcher completed a questionnaire and requested a permission letter for data collection from the Director of Buddhapanya Sri Thawarawadee Buddhist College for the cooperation of the students. After that, data collection was carried out.

3. The researcher collected the data by distributing questionnaires to the target group, namely 136 students of Buddhapanya Sri Thawarawadee Buddhist College, Mahachulalongkornrajavidyalaya University. In distributing questionnaires, the researcher distributed the questionnaires and collected the data by themselves.

Data analysis

When the data from the questionnaire was completed, the researcher checked the completeness of the questionnaire and then analyzed the data by a computer software program as follows: validation of the integrity of the returned questionnaire and then sorted out the incomplete query, leaving only the perfect query along with the coding form by key points and each item was scored according to a 5-level classification by interpreting the meanings into intervals. Once the scoring criteria were known for each level and the mean of each issue, the researcher used statistics to analyze the data which consisted of frequency, percentage, mean (\bar{X}), Standard deviation (S.D.)

Results

Personal factors could be summarized as follows. In terms of **gender**, the majority of respondents were 95 males (69.9%), 41 females (30.1%). In terms of **status**, most of the respondents had 71 householder status (52.2%) and 65 (47.8%) religious status. In terms of **age**, 52 respondents were under 30 years old (38.2%), followed by 45 respondents aged 31-40 years (33.1%), 23 respondents aged 41-50 years old (16.9%) and the smallest number of 16 respondents aged 51 and older (11.8%). At the year level, 54 respondents were mostly at Year 3 (22.8%), followed by 79 respondents with Years 51 or more (20.1%) and 19 respondents less than 10 years (7.4%).

The development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework

The development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework as shown in Table 1.

Table 1 Mean, standard deviation and degree of opinions on the development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework **as a whole.**

(n=136)

The development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework	Level of opinion		
	\bar{X}	S.D.	Results
1. Having faithful practices	3.68	0.83	High
2. Being cognizant of social change	3.67	0.86	High
3. To have faith and devotion to Buddhism	3.71	0.91	High
4. Problem solving ability	3.70	0.84	High
5. Having knowledge and thinking	3.73	0.81	High
6. Self-sacrifice	3.85	0.83	High
7. Having a broader world view	3.84	0.81	High
8. Having psychological and intellectual leadership	3.77	0.79	High
9. To be committed to developing oneself with morality and ethics	3.83	0.80	High
Total	3.75	0.83	High

From Table 1, it was found that the student characteristics development of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework in 9 aspects, the overall mean of 3.75 was at a high level. When considering each area in detail, it was found that self-sacrifice was the highest, the mean of 3.85 was at a high level, followed by the broader world view, the mean of 3.84 was at a high level and social change awareness, the mean of 3.67 was at a high level.

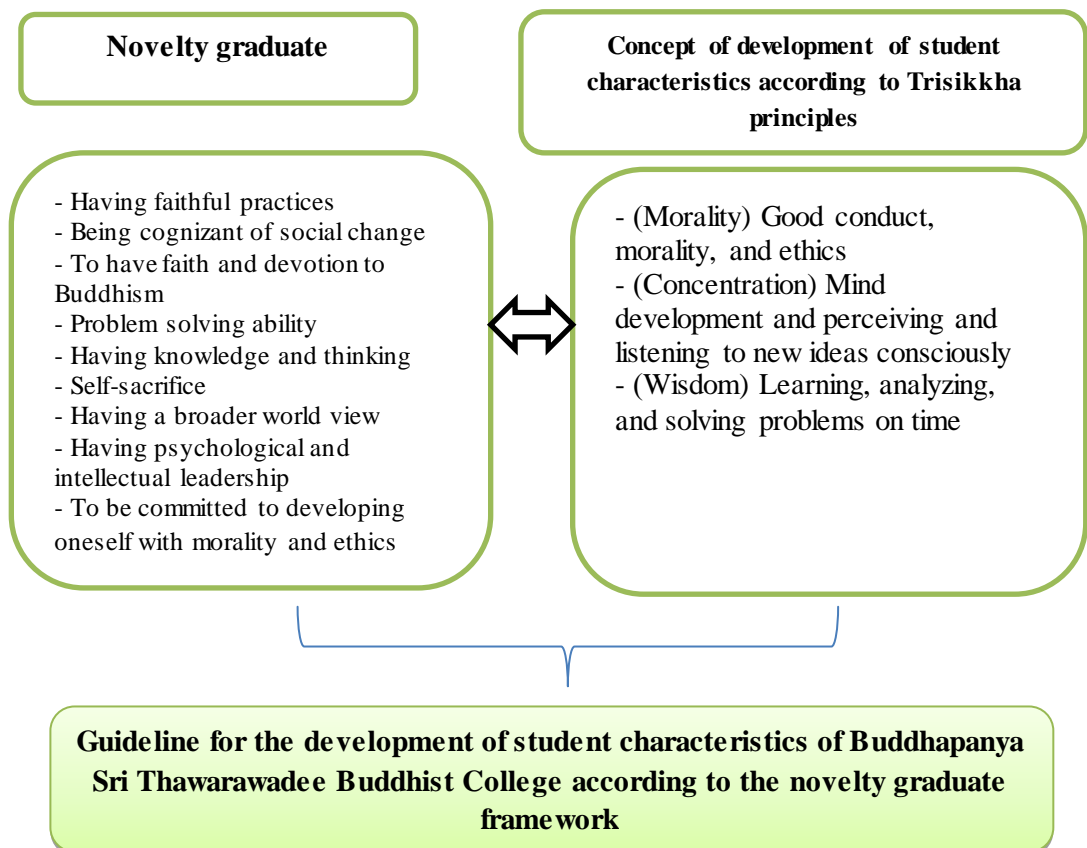
Discussion

The results showed that the development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework, overall, was found to be at a high level. When discussing the results by side, it was found that all 9 aspects were at the very same level and the mean was 3.75. Therefore, it showed that the student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework were developed. Students were adapted and accepted to their surroundings at present. Students had

objectives and principles that keep up with the student situation and could help them cooperate with their classmates. In line with the research of Rittipon Chaiburi (2019) the personality of the performance was the responsibility of the assigned work, the enthusiasm for the work, the diligence and the good membership in the team, modernity, up-to-date, curiosity, tact, appropriate dress, reliability and leadership, radiance, selflessness, modesty, tact and generosity. In line with the research of Mujalin Sing Sakorndecha (2014) found that, the relationship between colleagues was positively correlated with work cooperation. Goal setting had a negative correlation with work co-operation using the principle of approval and consideration (Metiworachat, 2014).

Therefore, the development of student characteristics of Buddhapanya Sri Thawarawadee Buddhist College according to the novelty graduate framework helped to encourage students to have mental health in developing good morals along with the aim of to learn to develop morals and conduct as a good example.

Knowledge of research



Suggestion

From this research study, recommendations from theoretical, policy and practical research as well as recommendations for the next research study are as follows:

1. Develop and promote student's awareness of learning, readiness and needs for development.

For the next research suggestion, the researcher has the next research suggestion as follows.

1. Study and research the method of integrating Buddhism principles in building efficiency for student development.

References

- Buddhapanya Sri Thawarawadee Buddhist College. (2019). *College-level self-assessment report*. Nakhon Pathom: Buddhapanya Sri Thawarawadee Buddhist College.
- Chaiburi, R. (2019). Self-Preservation in Society with Morality and Ethics. *Journal of Review Management Science*, 21(1), 171-180.
- Chayamarit, S. (2021). Human Resource Development to Accommodate the Public and Private Sector Organizations in the Digital Age. *Journal of Multidisciplinary in Humanities and Social Sciences*, 4(1), 38-50.
- Hangsakul, P. G. (2021). Information Technology for Educational Administration. *Journal of Educational Management and Research Innovation*, 3(1), 1-10.
- Kahintapongs, S. (2020). Renewable Energy Policy Development in Thailand. *International Journal of Multidisciplinary in Management and Tourism*, 4(2), 148-155.
- Liu, X. & Prompanyo, M. (2021). The impact of Employee Training on Huawei innovation Performance in Shanxi Province, China. *International Journal of Multidisciplinary in Management and Tourism*, 5(1), 1-8.
- Metiworachat, W. (2014). *Buddhist Human Resource Development Model of the Lower Northern Rajabhat University 2*. (Ph.D. Thesis Public Administration). Graduate School Mahachulalongkornrajavidyalaya University.
- Office of the Education Council Secretariat. (2017). *National Education Plan 2017 – 2036*. Bangkok: Prik Wan Graphic.
- Phra Bhramagunabhorn (P.A.Payutto). (2014). *Buddhadhamma*. (40th ed.). Bangkok: Phalitham Publishing.
- Pewdum, P. (2021). Professional Learning Community to the Success of the Organization. *Journal of Educational Management and Research Innovation*, 3(1), 11-18.
- Sankham, P. P., Puriwattano, P. S., & Chaiwong, S. (2021). Strengthening the Consciousness of Good Citizenship along the Line of Buddhist Youth. *International Journal of Multidisciplinary in Cultures & Religions Studies*, 1(2), 43-49.

- Sincharu, T. (2008). *Research and analysis of statistical data with SPSS*. (9th ed.). Bangkok: V Interprint.
- Singsakorndecha, M. (2014). *Relationship between colleagues and setting goals for forecasting cooperation in employee work* (M.E. Dissertation). Faculty of Humanities King Mongkut's University of Technology North Bangkok.
- Sirilamduan, C., Chuaychuny, S., Ruamboon, K., & Srisuk, S. (2021). A Development Web Application for Planning Cultivate Vegetables to Maximize Profits on Nam Kam District, That Phanom, Nakhon Phanom Province, Thailand, *International Journal of Multidisciplinary in Management and Tourism*, 5(1), 19-28.
- Siriwattano, P. S. (2021). A Society of Happiness: Following the Principle of Sadharanabhogidham. *International Journal of Multidisciplinary in Cultures & Religions Studies*, 2(1), 1-6.
- Sukittimaythee, P. K. (2021). An Analysis of the Ways to Abstain From Declination in Parabhava Sutta. *Journal of Multidisciplinary in Humanities and Social Sciences*, 4(1), 84-95.