

Development of a model for Sustainable Environmental Administration based on Sappaya Dhamma of Primary Schools in Thailand

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Abstract: The purpose of this research was to develop and propose a model for sustainable environmental administration based on Sappaya Dhamma of primary schools in Thailand. Mixed methods research was used for research design. In quantitative research, data was collected from 390 samples using questionnaires, and was analyzed by using descriptive statistics which were percentage statistics, frequency, mean, standard deviation. In qualitative research, data was collected by using in-depth interview with 24 key informants and focus group discussion with 9 experts, and data was analyzed by using content analysis. Results indicated that 1) environmental administration conditions in primary schools consisted of (1) physical environment within the school, (2) social environment within the school, and (3) the teaching and learning environment. Development of sustainable environmental administration based on Sappaya Dhamma of primary schools consisted of (1) Arvasa Sappaya is appropriate, these include residences or places that are comfortable and peaceful, (2) Khojara Sappaya, travel is appropriate that the place must have an orbit or a pathway to and for easily and not extremely far away, (3) Passa Sappaya, talking is appropriate such as conversation by talking about things that are beneficial to the administration. 2) A model for sustainable environmental administration based on Sappaya Dhamma of primary schools in Thailand was emphasized 3 important aspects which were: (1) Sappaya Dhamma (S), the sustainable Sangha principle is the right thing complementary help to support the administration to get good results; (2) Environmental Administration (E), it is a policy, planning, controlling, solving and improving various environments in the school to be in good condition and hygienic by implementing the project implementation guidelines, consisting of 3 areas which are (2.1) physical environment management, (2.2) social environment within the school, and (2.3) teaching and learning management; (3) School (S), the school for the development of environmental administration according to the sustainable Buddhist principles for primary school in Thailand. Therefore, S E S Model was proposed, and there should be participation between administrators, teachers, school board directors, parents, students and communities.

Keywords: Environmental Administration, Sappaya Dhamma, School Administration

1. Introduction

Environmental management of an educational institution is very important because humans and the environment are closely related. Throughout this period, human beings have used their intelligence and ability to make use of the environment and improve it to suit life. Due to the adoption of the environment without knowing, incomprehensible, not conserving, together with the rapid population growth resulting in increased demand for resources as a result, environmental problems, degradation, dirt, pollution and pollution have become a big problem that is increasing day by day. Various educational establishments therefore faced such environmental problems partly due to the increasing number of students at the national level, there is economic and industrial development and bring a lot of natural resources causing a lack of natural balance this causes various toxic environmental conditions such as polluted air, waste water, and less forests until the environment is unable to adapt in time as a result, environmental degradation and pollution follow. Human is the most important driver in the destruction of natural resources and the environment. These problems are increasing day by day. If not cooperating and solving one way to help all people realize the importance and necessity of conservation and environmental development is education starts from school-age children to the general public [1].

Nowadays, environmental problems are becoming more and more serious problems that must be addressed and develop urgently editing and developing should be the responsibility of everyone. Education is one of the departments responsible for education as a vital tool in creating and maintaining natural-friendly thoughts and habits. Educational institutions must provide environmental instruction to help adjust and change the behavior of youth to be the power to protect the environment and conserve energy for the country in the present and in the future must innovate the learning process that leads to energy and environmental conservation for youth and society. For sustainable development can be considered as a new paradigm of development. It is based on a concept and practice that requires cooperation from all parties to participate in the development process, with serious thought, learning and practice. As a result of interaction which all parties must act on the basis of love

kindness and sincerity towards one another is known as Kalyanamit, so the most direct way to solve environmental problems is to solve human behavior by providing correct knowledge and cultivating consciousness to think feelings and concern for the environment. This will cause serious environmental conservation and can solve the problem both will result in a reflection and instill a responsibility to cherish and consider the scope of the resource usage schedule as well as protect natural balance [2].

In Thailand, the current trend of environmental protection is becoming a lot of attention and importance. This can be seen from any activities, both public and private sectors. If it affects the environment, it will be opposed by the organization. The community and the people, however, are seriously aware of these problems. As can be seen, the constitution of the Kingdom of Thailand B.E. 2540 states that the importance of natural resources and the environment in Section 50 states that a person shall enjoy the liberty to conduct business or occupation and compete freely and fairly. The elimination of the liberty under paragraph one cannot be done except for the conservation of natural resources or the environment [3]. In this regard, section 56 has been prescribed to provide protection in this matter that the right of individuals to engage with states and communities in the maintenance and benefit of natural resources and biodiversity and in the protection, promotion and preservation of environmental quality in order to live normally and continuously in an environment that will not cause any harm to one's health, welfare or quality of life. It would have been protected and in order for the implementation of environmental management to be implemented, roles and duties have been defined in article 79 that states must promote and encourage people to take part in conservation. It maintains and take advantage of natural resources and biodiversity in a balance including taking part in promoting, maintaining and protecting environmental quality according to the principles of sustainable development. As well as control and determination of pollution affecting health. Public welfare and quality of life [4] and as it is defined in the current constitution, which is the country's highest law, is the awareness of the degradation of natural resources and environmental problems. As a result, of past developments that takes into account only the increased productivity without considering the consequences the results obtained are therefore not what the society in general wants because of the high technology how many products are there in terms of quality and quantity? However, when people continue to experience poverty and inequality as a condition until that product cannot be used equally with the occurrence of the degradation of natural resources and the toxic environment that affects people's lives as well. It means that we are losing both the quality of the environment and the quality of life. Therefore, it does not matter how successful the technology is in creating would not be the right thing because people do not have the same rights to the opportunity of receiving produce to promote their livelihood. At the same time, the poorer is also burdened by the problems arising from that produce.

At present, the Ministry of Education has a policy on environmental conservation and development, both for the short and long term by providing education to children and youth to generate knowledge responsibility, love and tenacity in the environment therefore emphasizing that all departments at all levels under give importance and hold it as an urgent policy on environmental issues by allowing executives at all levels to adopt policies and implement them for serious results, set goals according to the environmental conservation and development policy. It is personnel and students that are developed to have knowledge, understanding, consciousness, and cooperate in conservation, development, prevention and solving of environmental problems management at the same time, therefore, environmental management. Therefore, it should be integrated principles of Sappaya Dhamma [5] that will bring comfort to education and will enable students to learn in learning resources in environment within and outside the school in all aspects by formulating policies, planning, controlling, correcting and improving the environment in the school to be in good condition, and hygienic by using the project implementation guidelines.

Therefore, the researcher is interested in studying the model of sustainable development of environmental management. For elementary school under Bangkok according to the opinions of the personnel within the school, they can best reflect the management of the environment by developing environmental management in accordance with the principles of Sappaya Dhamma including management physical environmental management and teaching and learning management a comparative study of the opinions of personnel on environmental management according to the principles of the Dharma week including problems, obstacles and suggestions about environmental management according to principles of elementary school under Bangkok.

2. Research Objective

The purpose of this research was to develop and propose a model for sustainable environmental administration based on Sappaya Dhamma of primary schools in Thailand.

3. Research Method

This study Researchers used a survey research model, along with in-depth interview and focus group discussion, which was a mixed methodology research between quantitative research and qualitative research by

analyzing data from documents, textbooks, statistical data, research reports of various departments academic articles, dissertation, as well as relevant research work both at home and abroad, and a formal in-depth interview by using the interview questionnaire created by the researcher to study the opinions of the school administrators who are the target groups as a case study, questionnaires were distributed to the administrators, and elementary school teachers 390 sets of Bangkok Metropolitan Administration, interviews with key informants are 20 school administrators and questionnaires for group discussion. There were 11 key information contributors / person. The researcher collected the data and analyzed the data as follows: 1) Document Analysis, Content Analysis, 2) Analysis by using percentage statistics. frequency, mean, standard deviation, 3) Interview using content analysis and conclusion by interview, and 4) Focus group using content analysis.

4. Research Results

The study results of environmental management in primary schools Under Bangkok the level of opinion on environmental management in elementary schools. The 3 aspects of Bangkok Metropolitan Administration consisted of 1) the physical environment within the school, 2) the social environment within the school, 3) the teaching and learning environment found that the opinions on environmental management in elementary schools in Bangkok, the overall level is at a high level while each side is at a high level in all aspects.

Results of the study of the model for the development of environmental management according to the sustainable philosophy for elementary school under Bangkok.

A model for the development of environmental management according to the sustainable philosophy for elementary school under Bangkok by developing environmental management for elementary school under Bangkok it is a policy for planning, controlling, correcting and improving the environment in the school to be in good condition and hygienic by using the implementation of the project consists of 3 aspects as follows: 1) Physical environmental management. It is an environment that is object, building, place and school area. 2) Social environment within school. It is a policy, planning, supervision, evaluation of culture, traditions, rules and regulations about the environment in schools. 3) Teaching and learning management. It is the management of learning, creativity, development activities and reporting of performance to support environmental performance.

For the development of environmental management in accordance with the sustainable philosophy for elementary school the Bangkok Metropolitan Administration is a good thing. Contribution helping to support the administration for good results helps to concentrate, not deteriorate, consisting of 1) Arvasasappaya such as housing or a place that is comfortable and peaceful without people walking around. Not too close to swamps, ponds or community sources which may be annoyed by the movement of people gated safe for living 2) Kojarasappaya the proper transportation means that place must have an easy pathway, not too close, not far away. 3) Passasappaya talking appropriately includes talking, talking, listening, talking, talking, but what is beneficial to the administration. Listened to what will cause the mind to bring forth the power of the sultanate, the peace of mind in order to persevere, or have a person who knows the tutor or teacher who teaches the meditation.

The results of the presentation of the model for the development of environmental management according to the sustainable philosophy for elementary school under Bangkok

A model for the development of environmental management according to the sustainable philosophy for elementary school Bangkok Metropolitan Administration (S E S Model) that needs to focus on 3 important points: 1) Sappaya Dhamma, sustainable Dhamma concept is appropriate contribution helping to support the administration for good results helps to concentrate firmly not deteriorate consists of 7 things which are: 1) the suitable abassapaya, 2) Kojarasappaya travel suitable, 3) Passasappaya appropriate conversation, 4) Appropriate personification, 5) Nutrition, appropriate food, 6) Appropriate weather observation, and 7) Sympathy Appropriate behavior 2. Environmental Administration Environmental management in schools it is a policy for planning, controlling, correcting and improving the environment in the school to be in good condition and hygienic by using the guidelines for the implementation of the project consisting of 3 aspects: 1) physical environmental management, 2) social environment within the school, 3) teaching and learning management 3. School for the development of environmental management in accordance with the principles of sustainable meditation for elementary school under Bangkok there should be a participation among administrators, teachers, school committee members, parents, students and communities.

5. Discussion

The level of opinion on environmental management in elementary schools. The 3 aspects of Bangkok Metropolitan Administration consisted of 1) the physical environment within the school, 2) the social environment within the school, 3) the teaching and learning environment found that the opinions on environmental management in elementary schools the Bangkok Metropolitan Administration is overall at a high level while each side is at a high level in all areas. Environmental management of schools under Bangkok Metropolitan

Administration has good environmental management efficient is excellent this is in line with the research of Ninath Pholdej (2015) [6] researched on "Environmental management model that promotes learning management in basic educational institutions", the findings were as follows: 1. The current state results problems and needs of environmental management that promote learning management in basic education institutions, it was found that the basic education committee, administrators and teachers in general practice very level when considering on the basis of each aspect, it was found that the side with the highest mean was in learning management the aspect with the lowest average was the learning promotion activities. 2. The outcome of the environmental management model that promoted learning management in basic education institutions. There are four main components: 1) management to provide educational institutions with planning, policy formulation, vision, structure and implementation; 2) management of learning to enable implementation or use methods that help allowing learners to learn about the environment in organizing the learning process related to the learning curriculum, teaching and learner development activities; 3) Activities to promote learning to manage environmental management in schools and facilitating learning and practicing behavior change in daily life continuously; 4) Coordination relationships with communities to create participation in both educational institutions and communities. 3. Evaluation of conformity of the environmental management model that promotes learning management. Overall, basic education institutions were at the highest level. Qualified experts have an opinion on the pattern and assess appropriateness, possibility and the usefulness of an environmental management model that promotes learning management in basic education institutions overall and each aspect was at the highest level, and related to the research results of Prawit Suthiboon (2015) [7] has researched on "Development of a learning model for environmental education by the excursion process to promote the conservation of natural resources and the environment for high school students." The research found the effectiveness of the learning model in environmental education using the excursion process for High school students cost effective for the index of effectiveness of the learning plan using the environmental education learning model by using the field trip process for students high school show that learners have increased knowledge and as a result the students have increased learning progress after learning the achievement before and after learning with a learning model on environmental education using a field trip process for high school students. The average achievement score after study was significantly higher than the .01 level. The achievement of male and female students who studied with the pattern learning environmental education using the excursion process. For high school students, there was no difference in the average achievement score after class and compared the learning achievement with a learning model on environmental education using educational excursion processes, knowledge, attitudes and awareness for the conservation of natural resources and the environment of students of different genders and learning using different learning styles. It was found that there was an effect on the interaction between students' sex and grades on knowledge, attitudes and awareness in the conservation of natural resources and the environment of the students. The students with different sexes had knowledge, attitudes and conservation of natural resources and the environment of different classes there were statistically significant .05 and testing students had different grades, knowledge, attitudes and conservation awareness. The natural resources and environment of the students are no different.

A model for the development of environmental management according to the sustainable philosophy for elementary school under Bangkok by developing environmental management for elementary school under Bangkok is a policy for planning, controlling, correcting and improving the environment in the school to be in good condition and hygienic by using the implementation of the project consists of 3 aspects as follows: 1) Physical environmental management. It is an environment that is object, building, place and school area, 2) Social environment within school. It is a policy, planning, supervision, evaluation of culture, traditions, rules and regulations about the environment in schools, 3) teaching and learning management. It is the management of learning, creativity, development activities and reporting of performance to support environmental actions for the development of environmental management in accordance with the sustainable philosophy for elementary school the Bangkok Metropolitan Administration is a good thing. Contribution helping to support the administration for good results helps to concentrate, not deteriorate, consisting of 1) the right Abassappaya such as housing or a place that is comfortable and peaceful without people walking around, not too close to swamps, ponds or community sources which may be annoyed by the movement of people gated safe for living. 2) Kojarasappaya, the proper transportation means that place must have an easy pathway, not too close, not far away. 3) Passasappaya, talking appropriately includes talking, talking, listening, talking, talking, but what is beneficial to the administration, listened to what will cause the mind to bring forth the power of the sultanate, the peace of mind in order to persevere, or have a person who knows the tutor or teacher who teaches the meditation. This is consistent with the research results of Suthipong Nipatthananon (2013) [8] on "Guidelines for the development of schools for environmental education for sustainable development in accordance with the framework of the Department of Environmental Quality Promotion". The School of Environmental Studies for Sustainable Development in the Upper Northern Region has the readiness to be an environmental education school in 4 dimensions with supporting factors as a school Environmental studies for sustainable development as follows: 1) curriculum factors in school environmental studies, 2) factors of supplementary activities, 3) environmental

management factors in schools, 4) environmental campaigning and conservation factors, 5) factors School cooperation with community, 6) School atmosphere and environmental factors, 7) The relationship between school and community factors and school personnel, and 8) learner factor for guidelines for the development of schools for environmental education for sustainable development. According to the framework of the Department of Environmental Quality Promotion, 4 strategies can be summarized as follows: Strategy 1: Preparation for a school environment education for sustainable development, it consists of 3 issues: 1) building understanding, 2) setting up a team, and 3) exploring existing capital. Strategy 2: Setting goals and work plans consists of 2 issues: 1) targeting and 2) planning for work. Strategy 3 approaches to applying all four dimensions of missions to the development of schools for environmental education. For sustainable development standing and Strategy 4: The Key Mechanism for Driving School Environmental Education for sustainable development, it consists of 4 issues: 1) holistic school management; PDCA in management, 3) integration of "sustainable development" into the school curriculum and 4) evaluation. School of environment for sustainable development with conditions for success in school development to the school of environmental studies for sustainable development, and it is consistent with the research results of Onong Rojwatanabool (2010) [9] has conducted research on "Development of innovative leadership models". The increasingly evolving external context has affected direction and organizational leadership strategies. Pressuring the leaders to focus more on innovation development in order to gain a competitive advantage and sustainable growth. Organizational context, organizational culture and atmosphere within the organization, their impact on the role of leadership. The form of a learning organization and knowledge management system that has a clear process and uses technology to build a knowledge base. Promotion of learning it is a factor that has a positive impact on innovation development. An appropriate organizational structure is a cross-functional team organizational structure. Human resource development system with elder management and mentoring system. The authorization project assignment is a systematic that positively affects the approach to developing innovative leaders. The results of a comparative analysis of all case studies. The researcher presented models, constituents of innovative leaders; and innovative leadership development approaches. It consists of external and internal contexts that influence innovative leaders. There are four major components: 1) personality, 2) performance, 3) role, and 4) role. Social character is the main attribute of innovative leaders. The proposal of this study is a guideline for developing a leader in the organization for the organization's character traits. Lead innovation to develop innovation in organization and education in the future. Propose the study of the key factors influencing the organization of innovation and the development process for clarity in policy formulation, guidelines for developing leaders in organizations at all levels to create innovative leadership.

A model for the development of environmental management according to the sustainable philosophy for elementary school Bangkok Metropolitan Administration (S E S Model) that needs to focus on 3 important points: 1. Sappaya Dhamma, sustainable Dhamma concept is appropriate contribution helping to support the administration for good results helps to concentrate firmly not deteriorate consists of 7 things which are: 1) the suitable abassapaya, 2) Kojarasappaya travel suitable, 3) Passasappaya, appropriate conversation, 4) Appropriate personification, 5) Nutrition, appropriate food, 6) Appropriate weather observation, 7) Sympathy Appropriate postures. 2. Environmental Administration, environmental management in schools it is a policy for planning, controlling, correcting and improving the environment in the school to be in good condition and hygienic by using the guidelines for the implementation of the project consisting of 3 aspects: 1) physical environmental management, 2) social environment within the school, 3) teaching and learning management 3. School for the development of environmental management in accordance with the principles of sustainable meditation for elementary school Under Bangkok, the collaboration between administrators, teachers, school directors, parents, students and the community, which is consistent with the findings of Sulaiman (2009)[11], studies creative and the peculiarities of the classroom environment of domestic high school female students Saudi Arabia to examine the relationship between creative abilities initiative versatility in use and flexibility with the characteristics of the classroom environment that can be exposed received by a female grade 4 student and an Arabic language teacher where the variables used contain levels an emphasis on both high and low-level thinking processes class atmosphere and attention in class the trial participants were randomly assigned high school students from a public school in Riyadh. Saudi Arabia. The results of the study indicated a strong correlation between the perceptions of students in The thinking process and class interest were at a level because the teachers spoke little that make students not interested in listening to lectures as for the atmosphere in the classroom in particular, the variables that the teachers spoke less were it made clear the difference between learner and teacher perceptions of the classroom environment, with teachers reporting that the emphasis on both high and low-level thinking processes was very conducive to the classroom atmosphere which is different from student reports it is also consistent with the research of Howe & Disinger (2002) [10] researches the environmental atmosphere in the school. Not only the appearance but also the consideration of other aspects of the components that affect the school environment such as student policy, communication, teachers, regulations. Parents, support, help giving awards and special projects a healthy school environment can be achieved by creating a school policy that emphasizes the importance of

students. To give students love, pride and encouragement the activities in the school are aimed at children's society and emotional growth can help foster a better environment at that activity. Including the rule of students safety, special events and opportunities allowing students to be aware of school activities is an important role in communicating. It communicates between teachers and students, so teachers can be a great helpers in encouraging them to create a better environment inside school in the end parents of children teachers and parents association and local assistance organizations can help develop the environment and can be better within the school as well.

6. Recommendations

6.1. General Recommendation

Research results on environmental management according to the principles of elementary schools under Bangkok Metropolitan Administration, the researcher has the following recommendations.

1.1 Executives should have a strategic plan. In managing a clear and practical environment, there should be sincerity in planning and directing the environment management.

1.2 The management should have a system for working well and of quality referring to the efficiency and effectiveness of the past environmental management. Executives should be managers who are trained to develop and change the environmental management system to keep progress.

1.3 Executives should strictly perform their duties. They are always strict on time, which motivates the work of subordinates and should be taken as a good example, and should be an executive who should be a good role model have good human relations high responsibility always have a commitment to work and inspire subordinates.

1.4 Executives should always sacrifice their interests for the benefit of their participation and generosity and should be a management who has patience when there is no emotional impact on it to the subordinates

6.2. Recommendation For Further Research

If there is a future study on environmental management in schools, the researcher recommends in conducting research in the following way.

2.1 Should study the factors affecting environmental management in primary schools. In other educational areas such as NESDB, NESDB, etc.

2.2 Should be studied in a research that narrows the scope of the research area and should be defined as a study area only.

2.3 Should study other factors. That affect the management of the school environment such as School administration Educational innovation etc.

2.4 Should study the application of other Buddhist principles, such as the ideology, Brahma Vihara IV, etc. that can be applied to the leadership of the school administrators.

7. Conclusion

Conditions of environmental management in elementary schools, there are 3 aspects of Bangkok Metropolitan Administration consisted of 1) the physical environment within the school, 2) the social environment within the school, and 3) the teaching and learning environment found that the opinions on environmental management in elementary schools affiliated to Bangkok, the overall level is at a high level while each side is at a high level in all aspects. For elementary school Bangkok Metropolitan Administration consists of 1) Development of environmental management for elementary school under Bangkok it is a policy for planning, controlling, correcting and improving the environment in the school to be in good condition and hygienic by using the implementation of the project consists of 3 aspects as follows: (1) Physical environmental management. It is an environment that is object, building, place and school area, (2) Social environment within school. It is a policy, planning, supervision, evaluation of culture, traditions, rules and regulations about the environment in schools, (3) teaching and learning management. It is the management of learning, creativity, development activities and reporting of performance to support environmental operations, and 2) Development of environmental management in accordance with the principles of sustainable development for elementary school the Bangkok Metropolitan Administration is a good thing. Contribution helping to support the administration for good results helps to concentrate, not deteriorate, consisting of 1) the right abassappaya such as housing or a place that is comfortable and peaceful without people walking around, not too close to swamps, ponds or community sources which may be annoyed by the movement of people gated safe for living, 2) Kojarasappaya the proper transportation means that place must have an easy orbital pathway, not too close, not far away, and 3) Passasappaya talking appropriately includes talking, listening, talking, but what is beneficial to the administration, listened to what will cause the

mind to bring forth the power of the sultanate, the peace of mind in order to persevere, or have a person who knows the tutor or teacher who teaches the meditation. For presenting a model for the development of environmental management in accordance with the sustainable philosophy for elementary school Bangkok Metropolitan Administration (S E S Model) that needs to focus on 3 important points: 1) Sappaya Dhamma, sustainable Dhamma concept is appropriate contribution helping to support the administration for good results helps to concentrate firmly not deteriorate consists of 7 things which are: (1) the right abassapaya, (2) kajarasappaya, travel suitable, (3) Passasappaya Appropriate conversation, 4) Appropriate personification, 5) Nutrition, appropriate food, 6) Appropriate weather observation, and (7) Sympathy appropriate behavior. 2) Environmental administration environmental management in schools it is a policy for planning, controlling, correcting and improving the environment in the school to be in good condition and hygienic by using the project implementation guideline consisting of 3 aspects: (1) physical environmental management, (2) social environment within the school, (3) teaching and learning management 3. School for the development of environmental management in accordance with the principles of sustainable meditation for elementary school under Bangkok there should be a participation among administrators, teachers, school committee members, parents, students and communities.

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