

Development of the Competency of Sangha Administrators in Surin Province

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Abstract: The purposes of this research were 1) to study the characteristics of competency of Sangha administrators in Surin province, 2) to study the competency and competency indicators of Sangha administrators in Surin province, and 3) to study the competency development and competency indicators of Sangha administrators in Surin province. This research is qualitative. Documentary study and in-depth interview with 10 key informants that's a good prototype and selected purposive sampling, were used. Qualitative information by classifying and organizing information. The data were analyzed by using descriptive. The results had found that: - the characteristics of competency of Sangha administrators in Surin province found that administration aspect is meetings, work planning, project preparation, etc. The religious studies aspect is an educational organization, supporting the management of education inside and outside the temple. Study welfare's aspect is learning centers, which are set up within the temple and encouraging education for children etc. The Buddhist propagational aspect is moral and ethical training for a person and organized important Buddhist day activities etc. The public welfare aspect is the construction of buildings, lodgings for monks, etc. Finally, the public welfare aspect is assistance for the victims, Financial support for the construction of hospitals and priest hospital buildings, etc. 2) The competency of Sangha administrators consists of 9 competencies are:- 1) general competency consisted of 3 three competencies namely: (1) morality, (2) good communication, and (3) being a good model manner, 2) self-competency consisted of 3 sub-competencies are (1) teamwork, (2) helping others, and (3) trusting, and in each sub-competency is consisted of 3 three components are knowledge, skill, and attitude. 3) The Development of performance and performance indicators of sangha in Surin Province The performance of the sangha in Surin province has been developed appropriately. Includes (1) General performance, there are three indicators: (1) morality, ethics, (2) good communication, and (3) a good example, (2) self-performance, 3 indicators, (1) self-leadership, (2) intelligence development, and (3) Performance with others 3 indicators: (1) teamwork, (2) helping others, (3) trustworthy

Index Terms: Development, Sangha Administrators, Surin Province

1. Introduction

The best way to develop human resources is education for the reason that education is sustainable development. Sustainable development brings human beings to the fore, and investing for humans to be the setting of development is to invest in education. [1] Therefore, according to Buddhist principles, education can develop people in all four areas: 1) *Kaya-bhavana* (physical development) has the skills to use tools. Modern equipment and technologies along with the handicrafts, 2) *Sila-bhavana* (social development): adapting to others is a face-to-face in society, knowing good management and morality, ethics according to the Buddhist ethics, 3) *Citta-bhavana* (mental development) does not insult itself, does not insult the locality, has good mental health, is well-being, prays that this verse is comparable to health education focused on physical well-being and well-being and 4) *Panya-bhavana* (intellectual development) has freedom of thought, i.e., thinking according to Yonisomanasikara principles, being able to seek knowledge on its own at all times. Knowledgeable enough to deal with suffering, called life problem-solving skills, pray that this verse is comparable to Buddhist studies. [2]

Monks are human resources in society that play a role in mental development as part of people's development by using the principle of Tri-sikkha: morality, meditation, wisdom by training people to meditate at the village sub-district level. On this point, it is for the people to adhere to Buddhism. There are useful social values and norms which affect economic and social development further. As the philosophy is, "to develop, to start, to develop, to develop, to start with the mind, to develop, to develop, to start with us first." [3] The life of a monk has always had a duty and bond with society. There is a principle of teaching in Buddhism as a principle of practice, which is both fair and disciplined, which requires that the monk's life be related and bound to society. This monk's social life's basics are divided into two parts: the relationship within the monks' society and the relationship in the collective society. [4] Monks play a role in improving quality of life by relying on purity, sacrifice, and Intelligence to help guide people to behave well in their livelihoods. In terms of society, it is recommended, preached, and created consciousness. Lead the way in physical and psychological distress. Teach humans to be confident in human potential as trained to develop the utmost vision of development. Based on training studies. [5]

An executive's monks or leaders must be educated because executives must create a person's mind to be regular, competent, responsible, creative, and encouraging. Thus, they have to be training in the field of Sila (morality), Samadhi (concentration), Panya (wisdom) when a monk has morality, concentration, wisdom. He is going to work effectively. Therefore, the work will be able to achieve the intended goals. [6] However, the problems arising from monks' and novices' behavior, in short, are caused by two factors, which from the inconsonance of inconclusive conduct an unprecedented knowledge, since they have been studied in both worldly studies and religious studies at levels. These are not as good as they should be.

Most monks and novices are less educated, do not understand Buddhism deeply, and do not understand the current social conditions. Thus, they cannot convey to the people and cannot lead spirits in the society. The relationship between the monks and the people is mostly a ritual; having a monk who understands Buddhism deeply and understands life and society today, and can communicate is very important to Thailand and the world. It is appropriate for the government and the Sangha to pay much attention to this matter, and the monks should learn in the three main areas: 1). Learn Buddhist Dhamma in-depth, both implicitly and practically. 2) Learn the current society to know the current society for the sake of teaching. 3) To be a part of Learn how to communicate to people's interests, catch people's hearts, and affect behavioral changes, also known as miracle anus. An includes the use of modern communicators. [7]

Humans can improve their performance under the iceberg theory of Spencer [8], which had mentioned that

1. The motive is what the monks honestly think or need, which will be the driving force in determining the direction or choice of the monks to express their behavior or respond to the goals of developing the monks.
2. The trait is a physical feature of monks and includes the monk's response to information or development conditions.
3. Knowledge is the scope of information or specific content that a particular monk has studied following the principles of the Threefold Training.
4. Skill is the ability to perform both physical and physical tasks.

The use of monks' thoughts and minds to the degree that can be thought, analyzed, used knowledge, determining reasons or planning in the management of monk organizations.

From the concept of human resource development of iceberg theory that can find the capacity of human resources deeply, it can be integrated to investigate monks' performance in Surin province to require strong and managed monk organizations to develop human resources into potential individuals. It is a significant problem for monks in Surin province to learn and find the process of managing human resource development. Therefore, the researchers are interested in studying the development of the Sangha monks' performance in Surin province.

2. Objectives Of Research

1. To study the characteristics of the Competency of Sangha administrators in Surin province.
2. To study the competency and competency indicators of Sangha administrators in Surin province.
3. To study the competency development and competency indicators of Sangha administrators in Surin province.

3. Research Methodology

This research is qualitative research by researching documents and in-depth interviews with groups of key informants, determining the method of study in the following order:

Step 1: Study the performance characteristics of the Sangha by studying the documents, concepts, competency-based approach to the mission of the Sangha administrator, and used contents analysis.

Step 2: Sangha administrator in Surin province's mission performance analysis consists of 1) content analysis, sangha administrator's mission performance from documents, books, regulations, laws, articles, 2) Synthesize content created as an interview about sangha administrator's mission from a group of key informants who are good role models, 3) Processing from analysis, synthesis, interviews. In conclusion, the mission of Sangha administrator in aspects.

Step 3: Study, analyze, synthesize the scope of competency framework of Sangha administrator according to the scope of operation according to the Sangha business consists of 1) Content analysis of sangha administrator's performance from documents, books, regulations, laws, articles, 2) Synthesize the content created as an interview

with the performance of the sangha business from the group of key informants.,) Processed from analysis, synthesis, interview, a summary of the Sangha administrator in Surin province.

Step 4: Analyzing the principles and methods of linking the operation of the mission of the Sangha to its performance. 1) analyze and link the operation of the Sangha's business obligations with performance, 2) Synthesis & Summary the scope of competency framework of Sangha administrator according to the mission of performance of Sangha administrator.

Step 5: Defining elements and Competencies of the implementation of the Sangha administration by analyzing the principles of competency elements to determine competency name, the definition of Competency, and critical elements of the principles include knowledge, skill, and attitude. 2) Determining the behaviors that indicate performance in all three areas: Knowledge, skill, and attitude according to the principles of writing competency statements and defining learning behaviors to improve performance according to the learning principles of Bloom's Taxonomy.

4. Results

A. The features of the Competency of Sangha administrators in Surin province had been found that Governance: Features are meetings. Consultation Job planning, project preparation, note booking, registration, welfare, organizing Coexistence, and training practices. The religious studies feature. The management of education in both the Pali Studies section and the Dhamma studies section inside the temple.

There are organizing the Dhamma Studies examination and the Pali studies examination. Establishment of Dhamma school/ the charity school of Buddhism in the temple. Provide funding for novices and monks. Leashing novices and monks to study in various ways promotes. They were supporting the management of in-temple and non-temple education, such as further study, scholarships. Being a director of educational institutions for schools in the community, and be a Pali teacher or a Dhamma teacher in the school and provide materials equipment for studying Dhamma studies, Pali, and general academic studies.

Education Welfare aspect: some features establish the center of the Buddhist Sunday school within the temple by establishing a children's center before the temple's threshold. Organize activities, projects, and morality training within the temple. They are supporting education for children and young people. Providing the scholarships for offering to novice monks and the general public, and support educational equipment to schools and communities. Provide religious, academic services. Send novice monks to teach morals in schools or school offices with needs, and organize summer novice training programs.

In the propagational aspect, there are characteristics of Competency: moral and ethical training for teachers, students in educational institutions and agencies, organizing important Buddhist day activities, training, meditation training for the elderly and the general public on Monk's Day, or important Buddhist day. Dispatch the speakers to Dhamma training in various departments, projects, or places, organizing a Buddhist Sunday school for students and youth at all levels, and arrange Dhamma lighting on the Buddhist day. Providing the radio Dhamma talk and Television based on the show has been enchanting.

Utility aspect: Performance features are: Construction on building sites for monk accommodation, building sites for people who come to merit, bathrooms, toilets, or other sculptures suitable to tattoo worship. Construction of monks' venues such as Uposatha Hall, Meditation Hall, etc. Conduct environmental arrangements suitable for meditation. It also provides religious learning resources to the public, such as herbal gardens. It is also a Buddhist garden. The preparation of signs inside the temple, such as the places within temples, temple layouts, Buddhist signs, or teachings as a source of the Dhamma learning for the people and monks. Construction on buildings, places for monk accommodation, building sites for people who come to merit. The room was clean toilets or other sculptures suitable for worship. A place where monks' activities are organized, such as the Ubosatha hall. Meditation hall, etc. Public welfare: Performance features include relief for victims, hospital building funding. A path monk building housing relief for long-distance travelers suffered, building a bathroom, toilets, drinking water, water supplies to the general public, funding, funding Purchasing supplies to government agencies such as hospitals, schools, etc. Provide dried nutrient rice to the victims. Immigrants Established a pre-1990s society for the public interest, provided scholarships to novice monks who learned Dhamma-Bali relief for the uncompressed, and organized the Poor Children's Relief Fund, the Pre-Criterion Child Development Fund, and various funds.

B. Study performance and performance indicators of the Sangha administrators in Surin province. The performance synthesis results and performance indicators of the Sangha administrators according to the missions of Buddhist Sangha in six aspects as follow:

a. Governance aspect:

The competencies of governance aspect consist of (1) leadership, (2) communication skills, (3) counseling skills, (4) project Preparation, (5) Presentation Skills, (6) Understanding others and caring for others, (7) problem-solving guidance skills, (8) training skills. The indicators of competencies in the governance aspect consist of (1) An ability to use power for a person to follow, (2) Can lead meetings smoothly, (3) use communication appropriately, (4) an ability to provide the consultation until the patient discovers the problem on their own, (5) using the information for the right decisions, (6) subordinates receive appropriate welfare benefits, (7) an able for helping for solving problems, and (8) use a variety of training techniques for personnel.

b. Religious Aspect:

The competencies of religious aspect consist of (1) educational leadership, (2) being a good role model, (3) good motivation, (4) having morals and ethics, (5) achievements of work, (6) adherence to principles, and (7) Knowledge of the essence of mission. The indicators of competencies in the religious aspect consist of (1) an ability to conduct the Dhamma studies, Pali studies, and general studies, (2) be a good sample of education for new novices and monks, (3) be a reliable academic leader in the practice of the holy spirit, (4) there are scholarships, foundations or educational support agencies of novices and monks, (5) develop themselves to be good teachers, (6) and able to serve religious studies both inside and outside the temple, and (7) the temple has a service facilities buildings for the Dhamma studies, and Pali Studies as well as general studies.

c. Public Educational Aspect:

The competencies in the public educational aspect consist of (1) Leadership, (2) Achievements of work, (3) Being intellectual, (4) Self Responsibility, (5) Being a good role model, (6) Help Others, and (7) Good communication. The indications of Competency in the public education aspect are consist of (1) an ability to complete project activities, (2) Knowledge and ability to manage well, (3) There is a fund for welfare education, (4) a network of personnel cooperation that can be providing services to the communities, (5) providing a supporting that actual needs.

d. Propagation Aspect:

The competencies in propagation aspect consist of (1) spiritual leadership, (2) good communication, (3) Information technology innovation Skills, (4) expertise in science, (5) achievements of work, and (6) good knowledge transfer skills. The indications of the Competency in propagation aspect are consist of (1) to lead the dissemination of principles to the relevant authorities, (2) service zones are trained in morality, ethics, (3) an ability to provide advice to children and young people, (4) Express your creation, relate to others in a friendly manner and, (5) extreme endeavor according to established principles and methods.

e. Public Utilities Aspect:

The competencies of the public utility aspect consist of (1) environmental knowledge, (2) teamwork, (3) treasure management, (4) accuracy, (5) knowledge in essentials of subjects, and (6) work analysis. The indicators of the competencies of public utility aspects consist of (1) explain the meaning of the environment, (2) expressing relationships with others in a friendly manner, (3) buildings or buildings built are standardized according to construction principles, and (4) The priority of the tasks is appropriate.

f. Public Welfare:

Public welfare performance consists of (1) Leadership, (2) Inspiration (3) Teamwork. Determine the indicators of public welfare performance as (1) Behaviour in bringing yourself to the relief of another person appropriately., (2) Collaborate with others, agencies honorably, (3) provide the support that meets your real needs., and (4) Be a good role model in helping others empirically.

C. Performance development and performance indicators of the Sangha administrator. There are three competencies and nine indicators: as follow:

Group I. General Competency: there are three competencies, including:

1. Moral and Ethical: there are three elements: 1) Knowledge is the right rules and disciplines under the principles and practices under Buddhist principles and disciplines. 2) skill is to bring the Buddha-dhamma principle and the Vinaya (discipline) to work and advise on the practice, according to the Buddha-dhamma principle and Vinaya (discipline) in the right way, 3) attitude is to show personality, be respectful, trust in morality, ethics, strive to promote. The Buddha-dhamma principle and Vinaya (discipline) are good examples of using the Buddha-dhamma principle and Vinaya (discipline) to govern.

2. Good Communication: there are three elements: 1) Knowledge is to accurately convey sound communication principles and improve self-communication skills, 2) Skill in communicating knowledge and skills in a friendly manner and using the right and the multitude of communication skills with colleagues, 3) attitude is expressing both verbal and written communication behaviors that are appropriate for a good role model and have good emotional maturity in communication and dissemination—promoting the work of The Holy Spirit to the community and society.

3. There are three elements of a good role model 1) Knowledge is Identify or guide an excellent role model and behave in a commendable role and situation, 2) skill is Behave according to Buddhist principles and disciplines in an attractive, friendly manner and motivate others to behave as role models according to the right principles and guidelines, and 3) Attitude is a behavior that creates warmth, safety, friendship with service providers and is empirically recognized in behaving as a role model in governance and other aspects.

Group 2. Individual Competency: here are three sub-performances including

1. there are three elements of self-leadership (1) Knowledge is clearly explaining the characteristics of self-leadership and identifying appropriate ways to manage/develop self-leadership, (2) skill is the recommendation for teaching helping and advising learners to research as a result, and (3) attitude can reach out to the mind and be friendly with others, behave like an emotional maturity model of the lead in governance and organize activities to promote Buddhism.

2. There are two elements of emotional Intelligence: (1) Knowledge is to identify the elements of the intellect and use the wisdom to perform their tasks commendably, (2) Skill is knowing the methods to practice. An attractive way to motivate workers and provide a wide range of advice to work with., (3) Attitude is to behave appropriately for the position and role. Apply wisdom leadership principles to govern and express leadership—an intellectual in all aspects of the work.

3. There are three elements of self-personality development: (1) Knowledge is to explain the meaning of a person with a good personality and identify good and bad personality behavior in work, (2) skill is practiced to have a good personality, cuteness and motivation for others to improve personality development, (3) attitude is to express respectful personality, diligence, patience, conduct temple personality training, and publish guidelines for developing the extraordinary personality of leaders.

Group 3. the group of Working with others Competency: There are consists of 3 sub-performances:

1) There are three elements of working in teams: (1) Knowledge, (2) skill is to express the relationship with others in a friendly manner, provide advice, advise the team rationally. Acceptance, support, empowerment, and value others and appreciate the team, achievements on occasion.

2) There are three elements of helping others: (1) Knowledge is to analyze other people's needs, (2) feelings and words, and (3) providing the support services that meet the actual needs of the service recipients.

3) There are two elements in credibility: (1) Knowledge is to identify the elements of a reliable person and (2) play the role of being well-rounded according to the book of discipline.

5. Conclusion and Discussion

There are three Competencies of Sangha Administrators in Surin Province are 1. The company's General Competency consists of morality, ethics, good communication, good example, 2. Self-performance consists of self-leadership, 3. Performance with others consists of: The results are consistent with Matthews and Whelan's mention of performance elements including [9] 1) Leadership performance, 2) planning and organizational performance, 3) management performance, 4) assignment performance, 5) coordinated performance, 6) Inservice and control performance, 7) support performance, 8) consulting performance, 9) teaching and training performance, and 10) Evaluation performance is consistent with the research of Suebwong Kalawong which the results showed that the strategic leadership performance of the Sub-District Administrative Organization consisted of five sub-performance areas: 1) strategic thinking performance, 2) service performance, 3) collective building performance, 4) communication performance, and 5) personnel development performance [10] that related to the research of Sophaporn Klamsakul, which researched on the development of the performance of Rajabhat University professors. The results showed that Rajabhat University lecturers' required performance has four areas: 1) teaching performance, 2) teacher competency, 3) research and academic services performance, and 4) performance in the preservation of arts and culture. [11]

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7. Suggestion

1. Governance: It should encourage the Sangha to develop leadership attributes, develop communication skills in counseling, information presentation skills, understanding others, understanding others, problem-solving guidance skills, and training skills.

2. Religious Studies: It should encourage Sangha to develop educational leadership, to be a good role model in education, motivation, inspiration, adherence to morality and ethics. Aiming for the achievement of the work adheres to the principles of knowledge in the principles.

3. Education Welfare: It should encourage the monks to develop leadership, aim for the achievement of the work as an intellectual, self-responsible person, be a role model, to help others communicate well with the community.

4. Mission: It should encourage the Sangha. Have spiritual leadership, good communication. He has the skills to use innovative information technology, expertise in the science of focusing on work achievement, and knowledge transfer skills.

5. Public Utilities: It should encourage the Sangha to have environmental knowledge. Teamwork, religious management, accuracy is well-rounded in core subjects and job analysis.

6. Public Welfare: It should encourage the Sangha to develop leadership, inspire. Community, society, understanding of others. Helping others and teamwork.

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