

# Development of an Academic Management Model towards Excellence based on the Four Foundations of Mindfulness in Buddhist Charity Schools in the Southern Region

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## Abstract

The purposes of this research were 1) to study the current situation, problems, causes, obstacles and needs in academic administration towards excellence of Buddhist charity schools in the Southern region, 2) to develop an academic administration model towards excellence based on the four foundations of mindfulness in Buddhist charity schools in the Southern region, and 3) to propose an academic administration model towards excellence based on the four foundations of mindfulness in Buddhist charity schools in the Southern region. This research is a combination of quantitative and qualitative research. The quantitative research used 254 samples of school administrators, academic heads and teachers, and presented an academic administration model towards excellence based on the four foundations of mindfulness in Buddhist charity schools in the Southern region, 30 people, during January 2025. The qualitative research interviewed 15 target groups, 5 in-depth interviews and connoisseurship with 9 qualified persons and focus group discussion with 16 persons, directors and academics. The research instruments were questionnaires, interview forms and focus group manuals. The statistics used in the research consisted of frequency, percentage, mean, standard deviation and qualitative summary analysis. The research results found that 1. The results of the study of the current state of academic administration towards excellence of Buddhist charity schools in the Southern region found that 1) The current state of academic administration towards excellence of Buddhist charity schools in the Southern region found that overall, it was at a moderate level. The highest mean was the leadership of administrators and the aspect of decentralization for relevant persons to participate. The lowest mean was; 2) The expected state of academic administration towards excellence of Buddhist charity schools in the Southern region was at the highest level overall. The highest mean was the promotion of research on teaching and learning and the establishment of an academic administration structure. Lowest average 3) The necessity of academic administration for excellence of Buddhist charity schools in the Southern region, overall, found that PNI<sub>Modified</sub> had the highest value, which was promoting research on teaching and learning, and the lowest value was having an academic administration structure. 2. The results of the development of academic administration model for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region found that the knowledge obtained from the research created a model of academic administration for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region according to the components of the textual model, namely principles, objectives, components of academic administration for excellence, implementation process, conditions for success, and integration of the four foundations of mindfulness. 3. The results of the presentation of the academic administration model for excellence of Buddhist charity schools in the Southern region, including the satisfaction of administrators and teaching personnel involved in using the academic administration model for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region, found that

overall, it was at the highest level. It was found that the aspect of promoting research on teaching and learning was at the highest level, and the aspect of decentralizing authority for relevant persons to participate at the lowest level, respectively. 4. Evaluating the academic administration model for excellence of Buddhist charity schools in the Southern region, including the appropriateness, feasibility, and utility of the model. The academic administration model for excellence of Buddhist charity schools in the Southern region found that the overall benefit, appropriateness, and feasibility were at the highest level.

**Keywords:** Academic Management Model, the Four Foundations of Mindfulness, Buddhist Charity Schools, the Southern Region

## Introduction

In the 21<sup>st</sup> century, economic, social and technological changes have directly impacted people's lives. Therefore, the education system must urgently adapt to build immunity for learners (Ministry of Education, 2024) [1]. The current education policy focuses on quality and equal lifelong learning under the National Education Plan 2017–2036. However, reports from the United Nations Development Group and WEF indicate that the quality of education is still a major limitation on the country's competitive potential. Therefore, educational institution administration must be systematically developed, especially "academic work", which is the main mechanism for raising the quality of learners to have both knowledge, abilities and happiness according to their potential.

Academic administration is the core of education management. It plays a role in driving teaching and learning activities systematically to truly raise the quality of learners (Ministry of Education, 2024) [2]. Academic work is like the "main artery" that nourishes education to be continuous and powerful, both in terms of curriculum management Learning media, measurement and development of the educational environment However, the OECD's 2022 PISA assessment found that the average scores of Thai students in mathematics, science and reading decreased significantly compared to 2018, reflecting the challenge of urgently enhancing the efficiency of academic administration to keep up with changes and respond to the development of quality learners. In an environment of intensifying educational competition, private schools must adjust their management strategies by focusing on academic work, which is the main mechanism for raising the quality of learners and creating a difference in the education market (Ministry of Education, 2024) [3]. The organization of special classroom projects such as EP, MEP and third language teaching, as well as supporting student activities, are important selling points that meet the needs of parents. Despite the high cost, parents still expect quality and close care. Therefore, management must rely on a proactive vision, use resources efficiently and have a system similar to business management. Private schools and Buddhist charity schools have an administrative structure that emphasizes participation in order to drive quality education. Buddhist charity schools are a type of private school under the Office of the Private Education Commission (OPEC), with the abbot as the licensee and receiving per capita subsidies from the government. (Ministry of Education, 2024) [4] This group of schools plays an important role in providing education for underprivileged students, especially in the southern provinces, where there are 17 schools included in the association. Therefore, administration must be consistent with the community context and the goal of creating educational equality by applying Buddhist principles, especially the "Four Bases of Power", to the development of administrators and teachers in order to raise the quality of academic work to produce quality results.

Therefore, the integration of the four principles of influence into academic administration in the context of Buddhist charity schools is an important approach to elevate the quality of education to be on par with general schools, without neglecting the dimensions of morality and ethics. It is also consistent with the Buddhist principles in developing administrators, teachers, and students to be "good, capable, and happy people" with quality. Each component of the four principles of influence includes: Chanda, which encourages teachers and administrators to have love and satisfaction in their duties, resulting in true motivation to develop teaching and learning; Viriya, which helps drive perseverance despite facing resource limitations; Citta, which promotes attention and meticulousness in academic operations, such as curriculum design and assessment; and Vīmaṇsā, which acts as a tool for analyzing, reviewing, and developing continuous learning innovations. This approach not only results in

efficient academic administration, but also elevates the quality of educational institutions to excellence based on morality and Thainess.

### **Research Objectives**

1. To study the current situation, problems, causes, obstacles and needs in academic administration towards excellence of Buddhist charity schools in the Southern region.
2. To develop an academic administration model towards excellence based on the four foundations of mindfulness in Buddhist charity schools in the Southern region.
3. To present an academic administration model towards excellence based on the four foundations of mindfulness in Buddhist charity schools in the Southern region.
4. To evaluate the academic administration model towards excellence based on the four foundations of mindfulness in Buddhist charity schools in the Southern region.

### **Research Method**

Phase 1: Study of the current situation, problems, causes, obstacles, and needs in academic administration for excellence of Buddhist charity schools in the Southern region by studying documents, surveying a sample of 254 people, and interviewing 15 informants.

Phase 2: Developing an academic administration model for excellence of Buddhist charity schools in the Southern region by conducting in-depth interviews with 5 key informants and connoisseurship with 9 experts to draft and confirm the appropriate model.

Phase 3: Presenting an academic administration model for excellence of Buddhist charity schools in the Southern region by proposing the model for use with Anuban (kindergarten) Wat Mai Thai Charoen School and assessing the satisfaction of 30 administrators, academic heads, and teachers.

Phase 4: Evaluating an academic administration model for excellence of Buddhist charity schools in the Southern region by conducting group discussions with 16 model proposers and evaluating an academic administration model for excellence of Buddhist charity schools in the Southern region with 46 people who proposed the model in 8 schools.

### **Research Results and Discussions**

#### **1. Results of the study on the current situation, problems, causes, obstacles and necessities in academic administration towards excellence of Buddhist charity schools in the South region.**

The research results found that:

1) Results of the study on the current situation in academic administration towards excellence of Buddhist charity schools in the Southern region. Overall, every level is at a moderate. The highest level is the leadership of academic administrators and the lowest level is the decentralization of authority for relevant persons to participate, respectively. It can be summarized in each aspect as follows: (1) The leadership of administrators is at a moderate level, ranked from most to least. It was found that the most valuable aspect is using knowledge, academic and professional skills to make decisions. The lowest value is making decisions and giving orders in a systematic and clear manner. (2) In terms of promoting research on teaching and learning, the opinions are at a moderate level, ranked from most to least. It was found that the most valuable aspect is disseminating research on teaching and learning. The lowest value is setting standards for research on teaching and learning. (3) In terms of providing professional academic services, the opinions are at a moderate level, ranked from most to least. It was found that the most valuable aspect is setting guidelines for academic services to benefit the community. The lowest value is using the principles of school administration as a base with the philosophy of sufficiency economy and community participation. (4) In terms of academic administration structure, opinions were at a moderate level, ranked from most to least. The most valuable aspect was mobilizing cooperation to develop towards academic

excellence, and the least valuable aspect was assigning persons responsible for joint operations. (5) In terms of focusing on students, parents, and stakeholders, opinions were at a moderate level, ranked from most to least. The most valuable aspect was creating media and technological innovations that keep up with the times, and the least valuable aspect was collaborating with educational institutions to exchange information that is useful for promoting development, preventing, and solving student problems. (6) In terms of decentralizing authority to allow stakeholders to participate, opinions were at a moderate level, ranked from most to least. The most valuable aspect was promoting the exchange of knowledge, and the least valuable aspect was providing opportunities for stakeholders to participate in decision-making in educational administration and management.

The results of this research reflect the academic administration towards excellence of the Buddhist charity schools in the Southern region at a moderate level, which shows the development and efforts to improve. However, there are still some aspects that need to be improved, such as communication in giving orders, setting standards for research, administration using the sufficiency economy principle, determining roles in the academic administration structure, exchanging information between educational institutions, and allowing stakeholders to participate in decision-making, which is consistent with the research of Ari Wiracharoen [5] studying the development of an administration model towards excellence to develop the learning potential of students at Bodindecha (Sing Singhaseni) School 2, Secondary Educational Service Area Office, Bangkok Area 2, which found that the components of the administration model towards excellence to develop the learning potential of students consisted of 7 components: 1) leadership of administrators, 2) strategic planning, 3) management, 4) personnel development, 5) learning activity organization, 6) focusing on students, parents, and stakeholders, and 7) development of cooperation networks. Each element has a management process based on the 4-step quality cycle: 1) Plan, 2) Do, 3) Check, and 4) Act, which is consistent with the research of Hernandez. "Total quality management in education: the application of TQM in the Texas district" stated that total quality management is like a model of effectiveness in continuous improvement of educational organizations and presents total quality management in the evaluation of educational institutions in the educational area that has used the total quality management system for less than 5 years with 13,000 students in 14 educational institutions. The informants are administrators, school board members, supporting teachers, and parents. Data that tells the requirements and good things of total quality management, the process of using total quality management with new administrators, teacher training, continuous classroom improvement, and continuous improvement of meetings at the executive and teacher levels. Necessary methods of evaluating the effectiveness of total quality management, indicators of student achievement evaluation, positive results of total quality management in the culture of educational institutions, low turnover, systematic methods, and participation. and customer ownership.

2) The expected state of academic administration towards excellence of Buddhist charity schools in the Southern region Regarding the expected state of academic administration towards excellence of Buddhist charity schools in the Southern region, the overall picture is at the highest level. The highest level is promoting research on teaching and learning, and the lowest level is focusing on students, parents, and stakeholders, respectively. It can be summarized by each aspect as follows: (1) In terms of promoting research on teaching and learning, opinions are at the highest level, ranked from highest to lowest. It was found that the most valuable aspect is creating awareness among subordinates in doing research, and the least valuable aspect is promoting and developing teachers to understand research on teaching and learning. (2) In terms of decentralizing authority for stakeholders to participate, opinions are at the highest level, ranked from highest to lowest. It was found that the most valuable aspect is providing information sources for stakeholders to access information, and the least valuable aspect is organizing a process to create common goals of the educational institution clearly. (3) In terms of providing professional academic services, opinions are at the highest level, ranked from highest to lowest. It was found that the most valuable aspect is preparing information that is convenient, fast, and up-to-date, and the least valuable aspect is promoting and supporting the convenience of providing information media and technology to the community. (4) In terms of executive leadership, the opinions were at the highest level, ranked from most to least. It was found that the aspect with the highest value was using knowledge, academic and professional capabilities in decision-making, and the least value was making decisions and giving orders in a systematic and clear manner. (5) In terms of focusing on students, parents and stakeholders, the opinions were at the highest level,

ranked from most to least. It was found that the aspect with the highest value was organizing learning that focuses on gaining knowledge and understanding rather than memorization and being able to apply knowledge in real life effectively. The least value was encouraging parents to cooperate and plan together with the educational institution to exchange information that is useful for promoting, developing, preventing and solving student problems. (6) In terms of academic administration structure, the opinions were at the highest level, ranked from most to least. It was found that the aspect with the highest value was establishing a joint academic administration structure, and the least value was assigning those responsible for joint operations.

The research results reflect the academic administration towards excellence of Buddhist charity schools in the Southern region at the highest level. Academic administration towards excellence of Buddhist charity schools in the Southern region emphasizes the importance of many aspects, such as promoting research, decentralizing the participation of those involved, and academic administration that focuses on the development and participation of all parties in the school. However, there are still some points that need to be developed, such as promoting the participation of parents, assigning those responsible for the operation, and developing the administration to be clearer and have more systematic decision-making processes, which is consistent with the research of Amonrada Phutthinan [6] studying the academic administration model towards excellence of schools under local administrative organizations. It was found that from the analysis of documents and related research, there are 4 main components as follows: 1) Academic leadership, 2) Mission and scope of academic work in schools, 3) Academic administration process, 4) Participation in academic administration, which is consistent with Smerkar et al. [7] researched on “March toward excellence: school success and minority student achievement in department of defense schools a report to the national education goal panel lessons from the state’ s”. This study is about the march toward excellence in schools with regard to minority students (Latinos and Africans). The researcher analyzed the organizational and governmental structures involved in the day-to-day operations of Department of Defense schools and the scope of their power in policy-making. The researcher collected data by visiting middle schools in the United States, Germany, and Japan and interviewing administrators, teachers, parents, and Department of Defense staff. The school scored near the top of the state in reading and writing in the 1998 National Assessment of Education Progress. White and other students scored higher than other groups in 105 other states, and racial and ethnic differences were smaller than in other groups. The military context of the Department of Defense contributes to student success, and this success depends on factors both inside and outside the school. 3) The necessity of academic administration for excellence of Buddhist charity schools in the southern region. Overall, PNI<sub>Modified</sub> was found to have the highest value. The first is to promote research on teaching and learning. The second is the leadership of the administrators. The third is to decentralize authority for the participation of those involved. The fourth is to focus on students, parents, and those involved. The fifth is to provide professional academic services. The last item is to have an administrative structure. They can be summarized as follows: (1) In terms of executive leadership, PNI<sub>Modified</sub> was found to have the highest value. The first is to create clear policies, guidelines, and goals for educational administration for empirical excellence. The last item is to disseminate research on teaching and learning. (2) In terms of decentralization for the participation of those involved, PNI<sub>Modified</sub> was found to have the highest value. The first is to encourage stakeholders to participate in academic activities of the educational institution. The last item is to provide information sources for stakeholders to access information. (3) In terms of academic services Professionally, PNI<sub>Modified</sub> was found to have the highest value. First, it is to prepare information that is convenient, fast, and up-to-date. Lastly, it is to set guidelines for academic services that benefit the community. (4) In terms of having an administrative structure, PNI<sub>Modified</sub> was found to have the highest value. First, it is to encourage stakeholders to participate in the administrative structure. Lastly, it is to create a network for developing the administration of educational institutions towards academic excellence. (5) In terms of focusing on students, parents, and stakeholders, PNI<sub>Modified</sub> was found to have the highest value. First, it is to organize learning that focuses on knowledge and understanding rather than memorization and to apply knowledge effectively in real life. Lastly, it is to encourage parents to participate in setting goals, action plans, and various projects of the educational institution. (6) In terms of promoting research on teaching and learning, PNI<sub>Modified</sub> was found to have the highest value. First, it is to create awareness among subordinates in doing research. Lastly, it is to disseminate research on teaching and learning. The results of this



research reflect the academic administration towards excellence of Buddhist charitable schools in the Southern region at the highest level. The necessity for academic administration towards excellence of Buddhist charitable schools in the Southern region reflects the promotion of education in various aspects. By studying the values obtained from the analysis (PNI Modified), it will help to see the overall picture and direction for the development of educational quality for the better in the long run. The application in the development and administration of academic affairs in Buddhist charity schools in the Southern region needs to be promoted in terms of research, leadership, decentralization, development of the quality of students and stakeholders, as well as providing quality academic services and administration with a strong and open structure for all parties to participate, which is consistent with the research of Dolphat Ritneung and Kanchana Boonson [8] studying the academic administration model for excellence of Sarasas Witaed Suvarnabhumi School, Samut Prakan Province, which found that 1) The academic administration model for excellence of Sarasas Witaed Suvarnabhumi School, Samut Prakan Province consists of 7 components, and the model is consistent with the objectives. 2) The results of the quality assessment according to the components of the academic administration model for excellence of Sarasas Witaed Suvarnabhumi School, Samut Prakan Province are overall at a very good level. The component with the highest mean value was Component 4, Administration Style. The component with the lowest mean value was Component 2, Structure. This is consistent with Supawin Thippopho, Narong Phimsan, and Sirikan Thanawutthiphonphinit [9] who studied the academic administration model for excellence in schools under the Office of the Secondary Educational Service Area 1. They found that 1) The conditions of academic administration have 9 main areas. Overall, the schools practiced at a high level. 2) The results of the model development found that there were 3 main components: (1) Scope of academic administration (2) Academic administration process (3) Factors promoting academic administration for excellence. 3) The results of the model evaluation from the trial run found that the school operated the model systematically and used the factors promoting academic administration that the school had quite ready. This resulted in development that exceeded the target and was valuable and worthwhile. As a result, the model was accepted at the highest level. The results of the model evaluation found that the model had the highest quality in terms of appropriateness, feasibility, and utility in all aspects.

## **2. Results of the development of the academic administration model for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region**

Results of the development of the academic administration model for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region are as follows:

### **1. Principles of the Model**

Educational administration for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region can be carried out by integrating the principles of decentralization, the principles of creating a collaborative network, and the integration of the four foundations of mindfulness.

### **2. Objectives of the Model**

1) To develop the academic administration process in educational institutions using the four foundations of mindfulness.

2) To develop teachers' potential in using the four foundations of mindfulness in teaching and learning management.

3) To develop the quality of education of students in terms of learning and life skills development using the four foundations of mindfulness.

3. Components of academic administration for excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region Academic administration for excellence is a guideline for educational administrators to develop and apply it appropriately to the context of Buddhist charity schools in the Southern region. The components of academic administration for excellence consist of Component 1: Leadership of administrators; Component 2: Professional academic services; Component 3: Decentralization for the

participation of relevant persons; Component 4: Academic administration structure; Element 5: Focus on students, parents and relevant persons; Component 6: Promotion of research on teaching and learning.

#### 4. Implementation Process

Plan (planning) uses the principle of Chanda (satisfaction) Do (practice) uses the principle of Viriya (perseverance), Citta; Check (inspection), uses the principle of Vīmaṇsā (contemplation) Act (improvement and development) uses the principle of Vīmaṇsā. Applying PDCA together with the four foundations of mindfulness in Buddhist charity schools will help create an effective and sustainable educational administration approach. The school will be able to develop students, teachers, personnel, and learning processes to the greatest benefit, create motivation for studying and working, and improve the administration system to be better according to Buddhist principles.

#### 5. Conditions for Success

Conditions for success in academic administration to excellence in temple charity schools according to the four foundations of mindfulness include:

1) Vision and administration that focuses on quality, setting clear and measurable goals, using the four foundations of mindfulness to develop learners

2) Cooperation and teamwork, communication and collaboration to enhance understanding and motivation for educational development

3) Development of teacher capabilities, training and development of teaching skills using the four foundations of mindfulness to create motivation and effort in developing teaching methods

4) Strong leadership Visionary administrators and the use of the Four influences to inspire, support development, and monitor work results.

5) Use of technology and innovation, use of technology to increase efficiency in teaching and learning.

6) Support from the community and parents, participation from parents and communities in educational development for sustainable development.

The results of this research reflect several factors affecting the success of academic administration towards excellence according to the Four Influences in southern charity schools. It is a process that integrates various principles to develop education for quality and sustainability. Important elements that promote academic administration towards excellence include 1) Leadership of administrators 2) Decentralization for participation of relevant persons 3) Providing professional academic services 4) Academic administration structure 5) Focus on students and parents 6) Promotion of research Supporting research on teaching and learning by using the PDCA process to drive the system in developing schools to achieve excellence according to the conditions of success, including a clear vision, setting measurable goals and emphasizing continuous development, cooperation and teamwork, building teams that communicate and work together, developing teachers' abilities, continuous development of teachers in teaching methods, support from administrators having a visionary leader who can drive development.

In conclusion, academic administration for excellence in southern charity schools using the 4 principles of influence and the PDCA process will help create sustainable and effective development in all dimensions, both in terms of student learning and teacher development, adhering to the principles of Buddhism as a guideline for continuous development. This is consistent with the research of Pawina Plongthong, studying the academic administration model for excellence of school administrators in the 21<sup>st</sup> century, which found that there were 2 main components: 1) Elements of academic administration for excellence in the 21<sup>st</sup> century, 2) The academic administration process for excellence of educational institutions in the 21<sup>st</sup> century has 4 steps. It was found that overall, it was possible and most beneficial. This is consistent with Phatthaphonchai Mekwilai's study on the academic administration model based on the 4 principles of influence in secondary schools under the Office of

the Secondary Education Area 10, which found that Part 1, the introduction, consists of the environment, both internal and external, must be conducive to 10 principles of academic administration, 4 objectives of academic administration, Part 2, the model, consisting of work systems, management processes, Part 3, the implementation steps, consisting of the academic work structure in all 6 areas, Part 4, conditions for success.

### **3. The results of the presentation of the development model of academic administration to excellence according to the principles of the four foundations of mindfulness in Buddhist Charity Schools in the Southern region**

The results of the presentation of the development model of academic administration to excellence according to the principles of the four foundations of mindfulness in Buddhist charity schools in the Southern region are as follows:

The development model of academic administration to excellence according to the principles of the four foundations of mindfulness in Buddhist charity schools in the Southern region Summary of the evaluation results of appropriateness, feasibility and usefulness are as follows: Introduction It was found that the mean and standard deviation were at a high level overall. When considering each aspect from most to least, it was found that the appropriateness, feasibility and usefulness were respectively. The concept and practice of academic administration to excellence It was found that the mean and standard deviation were at a high level overall. When considering each aspect from most to least, it was found that the appropriateness, usefulness and feasibility were respectively.

The results of this research reflect the use of the four foundations of mindfulness of Charity in academic administration to excellence according to the components of academic administration. The evaluation results show that in the overall development of academic administration to excellence, all aspects are important and appropriate to be used to improve and develop education in Buddhist charity schools in the Southern region, especially in terms of administration and participation from all relevant sectors, which will have a positive effect on the sustainable development of educational quality. Consistent with the research of Pimnara Saowanit [10] studying the model of the quality assurance system management towards excellence of schools under the Office of the Secondary Education Area, Bangkok, it was found that the model is most appropriate according to the components and process of the quality assurance system management and can be applied to the quality assurance system management towards excellence of secondary schools. Consistent with the research of Amonrada Phutthinan [11] studying the model of academic administration towards excellence of schools under local administrative organizations, it was found that all components of the academic administration model towards excellence of schools under local administrative organizations are most appropriate.

### **4. Evaluation of the proposed model of academic administration towards excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region**

Evaluation of the proposed model of academic administration towards excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region, including the results of the satisfaction assessment of administrators and teaching personnel involved in using the academic administration model towards excellence according to the four foundations of mindfulness in Buddhist charity schools in the Southern region.

From the interview with the director Head of Academic Affairs, Teachers in the implementation of the manual of academic administration model for excellence according to the principles of the four foundations of mindfulness in Buddhist charity schools in the Southern region, 46 people, during January. The results of the satisfaction assessment of educational institution administrators, academic departments, and teachers involved in using the academic administration model for excellence according to the principles of the four foundations of mindfulness in Buddhist Charity Schools in the Southern Region found that all 6 components, by average and standard deviation, were at the highest level overall. When considering each aspect from most to least, it was found that component 6, promoting research on teaching and learning, was second, component 5, focusing on students, parents, and stakeholders, and component 3, decentralizing authority for stakeholders to participate,



respectively. The results of this research reflect the academic administration for excellence according to the principles of the four foundations of mindfulness in Buddhist Charity Schools in the Southern Region, according to the academic administration components. The evaluation results show that in every component of academic administration principle according to the four foundations of mindfulness of Academic Affairs, there has been continuous development and improvement. The administrators and teaching personnel have a high level of satisfaction with academic administration that focuses on student development, participation from parents and the community. And the use of technology and innovation in systematic development. However, there is still a need to develop in some areas, such as monitoring the results of community and parent participation, and setting clear goals in research. In line with the research of Ari Wiracharoen [12], who studied the development of an administration model for excellence to develop the learning potential of students at Bodindecha (Sing Singhaseni) School 2, Secondary Educational Service Area Office, Bangkok Area 2, it was found that overall, it was at the highest level, such as the information obtained from the implementation of the model was sufficiently accurate to be used to improve and develop school administration. The implementation of the model involved exchanging knowledge to develop personnel in a variety of ways, was easy to understand, and was not too complicated. The model was consistent and appropriate with the context of the school, and could be used for decision-making and as a standard for evaluating the quality of the school, etc. From the briefing meeting and the comprehensive operation manual before implementation, it was consistent with the research of Wiradech Sata [13] who studied the development of an administration model for excellence in extra-large secondary schools. It was found that the satisfaction of the implementation of the administration model for excellence in extra-large secondary schools in the educational institution was at a high level.

### Knowledge from Research

Academic administration towards excellence according to the principles of the four foundations of mindfulness in Buddhist charity schools in the Southern region has 6 components of academic administration as follows: 1) Leadership of administrators, 2) Providing professional academic services, 3) Decentralizing power for relevant parties to participate, 4) Having an academic administration structure, 5) Focusing on students, parents, and relevant parties, 6) Promoting research on teaching and learning by using the PDCA process will help drive the development of academic work towards excellence by integrating the principles of the Four Bases of Iddhipāda as follows: 1) Chanda, satisfaction or intention, 2) Viriya, effort, 3) Citta, intention or concentration, 4) Vīmaṇsā, analysis or consideration to improve the quality of academic administration and student achievement. Students develop quality academic work. Teachers and personnel are happy in working on academics and developing educational institutions, communities and parents trust and support academic work of educational institutions with stable quality.

Academic administration is an external system structure that supports the drive towards academic excellence. It consists of 6 main components: 1) Leadership of administrators; leaders with educational vision, able to set direction and drive the organization, 2) Providing professional academic services, teachers and personnel are experts in learning management, 3) Decentralizing power for relevant parties to participate, promoting the participation of teachers, parents, and communities, 4) Academic administration structure, management system with clear regulations, 5) Focusing on students, parents, and relevant parties, learners are the center, along with a support network, 6) Promoting research on teaching and learning, using research data to continuously improve teaching and learning management. These 6 elements are supporting factors that support the introduction of Dhamma principles into the management process in a tangible way. Integrating the 4 principles of influence is the heart of academic administration that molds the inner mechanism towards excellence, consists of 1) Chanda, love and satisfaction in work, is an internal driving force, 2) Viriya, diligence, determination to develop, not discouraged by obstacles. 3) Citta, focus on performing duties with care, and 4) Vīmaṇsā, analyzing, planning, and evaluating rationally. The 4 principles of influence are the spiritual center that drives the academic administration process at all levels. The goal is to develop schools to be excellent in both academics and morality by developing the quality of learning for students to be higher, promoting the cultivation of morality and ethics.

according to Buddhist principles, creating sustainability of academic administration in the context of Buddhist charity schools in the Southern region can be presented as the following model.

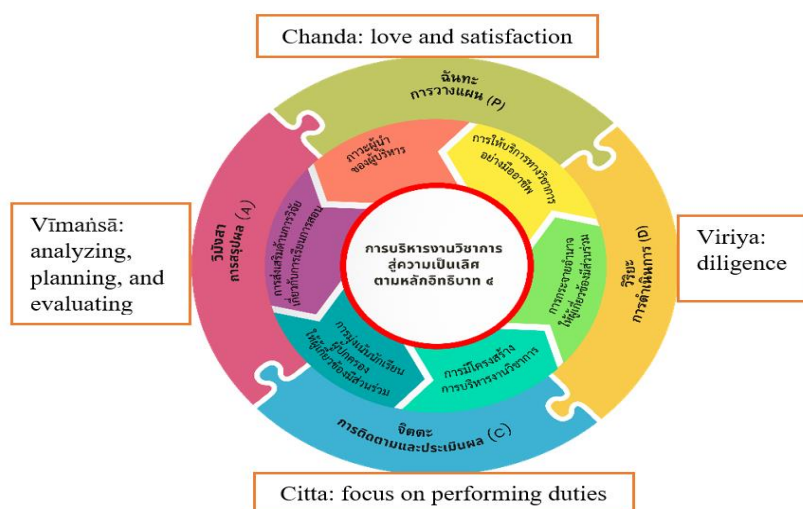


Figure 1 Knowledge from research (In Thai)

Source: Weawwimol Chaowalit (2024)

## Recommendations

### 1. Recommendations for applying the research results

From the research study on “The model of academic administration towards excellence according to the principles of the four foundations of mindfulness in Buddhist charity schools in the Southern region”, the research results lead to the following suggestions for application:

- 1) School administrators under the jurisdiction of Buddhist charity schools in the Southern region should apply the components of academic administration towards excellence as guidelines for academic administration in schools in order to develop academic administration towards excellence to be effective and efficient.
- 2) Provincial education offices should promote schools to develop school curricula, develop teachers to have knowledge in organizing learning experiences that are appropriate for learners, and encourage teachers to use their knowledge and learning experiences to develop learners to achieve what the school has set.
- 3) School administrators in provincial education offices should have a policy to support budgets for teachers to develop media, innovations, and technologies for teaching and learning to be up-to-date and keep up with changes consistently for the most effective learning.
- 4) Provincial education offices should apply the components of academic administration towards excellence to the administration of basic education schools. To be a guideline for academic administration of schools towards excellence.

### 2. Recommendations for future research

- 1) There should be a comparative study between the components of academic administration towards excellence of Buddhist charity schools with different academic administration between small and large schools.
- 2) There should be a comparative study between academic administration towards excellence of primary schools of different sizes using the main components and procedures for implementing the components of academic administration towards excellence of Buddhist charity schools that have been developed.

3) There should be a study of the context and factors that influence academic administration towards excellence of Buddhist charity schools.

4) There should be a study of the model of academic administration towards excellence of Buddhist charity schools.

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