

Participatory Management Model to Create Educational Opportunities according to Buddhist Principles of Krabi Provincial Office of Learning Encouragement

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Abstract

This research aimed 1) to study the current status, problems, obstacles, and needs for participatory management, 2) to develop a participatory management model to create educational opportunities according to Buddhist principles, 3) to propose a participatory management model to create educational opportunities according to Buddhist principles; and 4) to evaluate a participatory management model to create educational opportunities according to Buddhist principles. Mixed methods research was designed. The samples were 79 administrators and teaching personnel involved, 15 interviews, in-depth interviews with 5 experts, connoisseurship with 9 experts, and satisfaction assessments with 40 participants. The instruments used in the research were questionnaires, in-depth interviews, connoisseurship, satisfaction assessments, and model assessments. The research statistics were percentages, means, standard deviations, needs, and descriptive analysis. The research results found that: 1. the results of the study showed that the current status of participatory management was at a low level. 2) The expected status of participatory management was at a high level. 3) The needs for participatory management were found to be in the area of resource management. The highest need value was ranked first (PNI = 0.943), followed by educational administration (PNI = 0.878) and learning administration (PNI = 0.858) in the last order. 2. The results of developing a participatory administration model based on Buddhist principles to create educational opportunities found that the knowledge gained from the research was the participatory management model based on the middle way to create educational opportunities consists of principles, objectives, and methods in 4 areas: 1) Educational administration, 4 items: (1) Educational planning, (2) Organization, (3) Implementation, (4) Evaluation; 2) Learning management, 4 items: (1) Lesson planning, (2) Classroom management, (3) Individualized learning design, and (4) Teaching evaluation and improvement; 3) Network administration, 4 items: (1) Collaboration, (2) Common goal setting, (3) Communication and coordination, (4) Monitoring and evaluation; 4) Resource management, 4 items: (1) Effective resource allocation, (2) Sustainable resource development, (3) Risk management, (4) Resource use inspection and evaluation and the success factors consisted of 1) the executives are moral and are good examples, 2) promoting participation, 3) promoting understanding of the middle way principle, leading to the KITPIPAT MODEL. 3. The results of presenting the participatory management model according to the middle way principle to create educational opportunities found that there was the highest level of overall satisfaction. When classified by each aspect, it was found that the first rank was network management, the second was learning management, the third was educational management, and the last was resource management. 4. The results of the evaluation of the participatory management model according to the middle way principle to create educational opportunities found that it was most appropriate, feasible, and useful, and could be applied in actual operations.

Keywords: Participatory Management, Middle Way, Educational Opportunities

Introduction

Participatory management is a process that allows stakeholders to participate in important decision-making based on the division of authority, setting common goals, and providing freedom along with responsibility for work [1]. Problems with participatory management often arise from a lack of clarity and understanding among personnel, which leads to conflicts. Although administrators try to utilize the potential of personnel, limitations remain. Therefore, participation should be promoted to increase management efficiency [2]. Participatory management is an approach that allows individuals or groups to participate in decision-making, share responsibility, and carry out various activities independently and willingly, which is an important factor that helps enhance the efficiency of the organization's operations [3].

Education is an important foundation for national development in economic, social, and cultural aspects. It plays an important role in opening opportunities and creating social equality. Creating equal and equitable educational opportunities is important in creating a just and sustainable society [4]. Education is an important factor in national development in economic, social, and cultural aspects. It plays a role in creating equality and a just society. The education system should promote lifelong learning and reduce social inequality, along with developing appropriate social protection to effectively cope with demographic and social changes [5].

The principle of "Middle Way" or the Middle Way Emphasize on creating balance in all dimensions of work with 8 principles: Right understanding (*Samma ditthi*), Right thought (*Samma sankappa*), Right speech (*Samma vaca*), Right action (*Samma kammanta*), Right livelihood (*Samma ajiva*), Right effort (*Samma vayama*), Right mindfulness (*Samma sati*), Right concentration (*Samma samadhi*), which help avoid extremes in both directions, such as rigid decision-making or negligence. This principle supports careful consideration with reason, flexibility, and listening to diverse opinions in order to adapt and solve problems appropriately. It also helps to build unity and sustainability in organizations and society by balancing the common good and expected results with ethics. The Office of the Non-Formal Education Promotion in Krabi Province focuses on creating educational opportunities for all groups, emphasizing non-formal education, continuing education, and informal education that are of quality and equality, in order to elevate education and enhance morality and ethics, as well as promoting lifelong learning and the use of technology to increase effective learning channels. It also promotes participation from communities and networks to develop an efficient management system and personnel according to the principles of good governance [6].

From the background and importance of the problems mentioned above, the researcher is interested in conducting research on "Participatory management model to create educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office" to study and develop an administrative approach that can apply Buddhist principles to create equal and comprehensive educational opportunities in the context of the Krabi Provincial Learning Promotion Office by allowing all groups of people to participate in decision-making and educational operations according to the principles of the middle way to create balance in society, develop quality of life, and create a sustainable and just society through education.

Research Objectives

1. To study the current situation, problems, obstacles and needs of participatory management for creating educational opportunities of the Krabi Provincial Learning Promotion Office
2. To develop a participatory management model for creating educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office
3. To present a participatory management model for creating educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office
4. To evaluate the participatory management model for creating educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office

Research Method

Phase 1: Study of the current situation, problems, obstacles, and needs of participatory management for creating educational opportunities of the Krabi Provincial Learning Promotion Office by studying documents, survey 79 samples, and interviewing 15 key informants.

Phase 2: Development of a participatory management model for creating educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office by conducting in-depth interviews with 5 experts and holding connoisseurship with 9 experts to draft and confirm the appropriate model.

Phase 3: Proposing of a participatory management model for creating educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office. Key informants in the model presentation meeting included educational administrators, school administrators, educational supervisors, teachers, and educational personnel under the Krabi Provincial Learning Promotion Office, totaling 40 people.

Phase 4: Evaluation of a participatory management model for creating educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office. Key informants in the model evaluation included educational administrators, school administrators, educational supervisors, teachers, and educational personnel under the Krabi Provincial Learning Promotion Office, totaling 40 people.

Research Results

1. Results of the study of the current status, problems, obstacles and necessities of participatory management to create educational opportunities of the Office of the Promotion of Learning in Krabi Province.

It can be summarized as follows:

1) Results of the study of the current status, problems, necessities of participatory management to create educational opportunities of the Office of the Promotion of Learning in Krabi Province, overall, found that they were at a low level in all 4 aspects, ranked from highest to lowest, with the highest being learning management, followed by network management and the lowest being resource management, can be summarized as follows:

Aspect 1: Educational management, overall, found to be at a low level, ranked from highest to lowest, with the highest being implementation of the plan to create educational opportunities for students and the lowest being the preparation of an educational management plan for students who lack educational opportunities.

Aspect 2: Learning management, overall, found to be at a low level, ranked from highest to lowest, with the highest being data analysis, categorized according to individual student problems and the lowest being the use of activities as public relations media through various channels by students.

Aspect 3: Network management, overall, found to be at a low level. In order from most to least, the highest was the cooperation with various agencies to participate in education management to create educational opportunities, and the lowest was the creation of awareness and understanding of the importance of education management for students.

Aspect 4: Resource Management Overall, it was found to be at a low level. In order from most to least, the highest was the planning of projects to support the joint use of budgets to create educational opportunities, and the lowest was the evaluation of the efficient use of budgets according to the principles of good governance.

2) The results from the study of the expected conditions of participatory management to create educational opportunities of the Krabi Provincial Learning Promotion Office Overall, it was found to be at a high level in all 4 aspects. In order from most to least, the highest was resource management, followed by learning management, and the lowest was network management. It can be summarized as follows:

Aspect 1: Educational Management Overall, it was found to be at a high level. In order from most to least, the highest was the analysis of the results of the implementation of educational opportunities to improve the plan, and the lowest was the holding of meetings to bring policies to the planning of educational opportunities for students.

Aspect 2: Learning Management Overall, it was found to be at a high level. In order from most to least, the highest was monitoring and evaluating after organizing the activity, and the lowest was organizing the activity with participation between teachers, parents, and students to create educational opportunities.

Aspect 3: Overall, network management was found to be at a high level. In order from most to least, the highest was participation in joint planning for operations to create educational opportunities, and the lowest was selecting representatives of agencies to join the committees to participate in educational management.

Aspect 4: Overall, resource management was found to be at a high level. In order from most to least, the highest was financial reporting and performance results according to indicators and the success of the budget expenditure plan, and the lowest was budget allocation to support students in carrying out various activities to create educational opportunities.

3) Necessities: Participatory management to create educational opportunities of the Krabi Provincial Learning Promotion Office, overall, was found to have a need value (PNI = 0.886). The need value in each aspect was between (0.858 – 0.943). When classified by aspect, resource management was found to be the highest need value was ranked first (PNI = 0.943), followed by educational administration (PNI = 0.878), and learning administration (PNI = 0.858) in the last order. The summary of each aspect is as follows:

Aspect 1: Educational administration, overall, had a need value (PNI = 0.878). When classified by item, it was found that the preparation of an educational management plan for students who lack educational opportunities had the highest need value first (PNI = 0.926), and the implementation of the plan to create educational opportunities for students (PNI = 0.821) was ranked last.

Aspect 2: Learning administration, overall, had a need value (PNI = 0.858). When classified by item, it was found that the use of activities as a medium of public relations through various channels by students had the highest need value first (PNI = 0.961), and the analysis of data classified by individual student problems (PNI = 0.806) was ranked last.

Aspect 3: Network administration Overall, the need value was (PNI = 0.866). When classified by item, it was found that creating awareness and understanding of the importance of education management for students had the highest need value (PNI = 1.065), and coordinating with various agencies to participate in education management to create educational opportunities (PNI = 0.743) was the last. 4. Resource management Overall, the need value was (PNI = 0.943). When classified by item, it was found that evaluating the efficiency of budget use according to the principles of good governance had the highest need value (PNI = 1.155), and planning projects to support the use of resource management to create educational opportunities (PNI = 0.839) was the last.

4) Interview results on the current situation, problems, obstacles, and needs of participatory management to create educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office The interview results on the current situation, problems, obstacles, and needs of participatory management to create educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office can be summarized in each aspect as follows:

Aspect 1: Educational management found a lack of consistency between executive decisions and community participation, including unclear communication, resulting in slow operations. Recommendations are to develop a management model that emphasizes participation and improves the decision-making process to be clear and fast.

Aspect 2: Learning management found a lack of diverse learning resources and curricula that meet learners' needs, especially in terms of technology and Buddhist principles. Recommendations are to develop learning curricula that emphasize training the mind and using technology in the teaching and learning process so that learners can learn to their full potential.

Aspect 3: Network management found a lack of cooperation from communities and various agencies, including linking limited information and resources. Recommendations are to create a working network between various agencies, both government, private, and community, to make operations efficient and expand educational opportunities more.

Aspect 4: Resource management found that resources, both budget and personnel, were insufficient, making it impossible to implement the project according to its goals. Recommendations are: There should be appropriate resource allocation and maximum benefit, especially the use of efficient technology and methods in the local education management process.

2. Results of the development of a participatory management model to create educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office.

Results of the seminar with experts on a participatory management model to create educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office.

1) Model name

“Participatory management model based on the Middle Path to create educational opportunities of the Krabi Provincial Learning Promotion Office”

2) Model principles

Participatory management based on the Middle Path of the Krabi Provincial Learning Promotion Office aims to create educational opportunities that are balanced and sustainable with cooperation from all sectors, covering 4 areas: educational management, learning management, network management, and resource management, emphasizing participation in decision-making, good communication, and shared responsibility based on 3 important principles: participatory management, creating educational opportunities, and adhering to the middle path.

3) Model objectives

3.1 To be used as a guideline to promote participation of all sectors. In creating opportunities in educational management and joint development towards sustainable goals based on the principle of “Middle Path”

3.2 To be a tool for creating and expanding educational opportunities that are appropriate for learners at all levels in line with the needs of society

3.3 To be a mechanism for promoting and supporting continuous learning to develop learners in promoting lifelong learning

4) Methodology

The participatory management process based on the middle path to create educational opportunities of the Office of the Promotion of Learning in Krabi Province has been implemented as follows:

Section 1 Educational management

The planning process analyzes data and problems by creating an educational plan and allows both government and private agencies to participate in the planning and implementation of the plan with supervision, monitoring, evaluation and using the analysis results to improve and develop and publicize the creation of educational opportunities of agencies that are in line with the principle of “Middle Path” as follows:

1) Educational planning

2) Organization

3) Implementation

4) Evaluation

Section 2 Learning Management

Learning management is a process of planning and controlling teaching and learning to increase learning efficiency, including resource management, selecting appropriate teaching methods, monitoring student progress, building cooperation with parents, using media and materials in teaching, analyzing data, and following up for

further development, which is consistent with the Middle Way principle in educational management, which is consistent with the "Middle Way" principle as follows:

- 1) Teaching planning
- 2) Classroom management
- 3) Individualized learning design
- 4) Evaluation and improvement of teaching

Section 3 Network management

Coordination of cooperation in the participation of various agencies by establishing a committee or making a cooperation agreement in educational management, community participation, parents, various organizations providing support, various learning resources, joint planning of operations, and implementation of the plan, with supervision, monitoring and evaluation in the form of a committee that is consistent with the "Middle Way" principle as follows:

- 1) Building cooperation
- 2) Setting common goals
- 3) Communication and coordination
- 4) Monitoring and evaluation

Section 4 Resource management

Management in planning to support budget spending in various activities and mobilizing both government and private sector resources to support education by reporting results according to budget spending plans and having data to develop and improve the management system for budget allocation in the following year by evaluating the budget spending effectively according to the principles of good governance that are consistent with the principle of "Middle Path" as follows:

- 1) Effective resource allocation
- 2) Sustainable resource development
- 3) Risk management
- 4) Resource usage audit and evaluation
- 5) Success factors

5.1 Executives are good examples in practicing the Middle Path by being able to plan and make decisions transparently and fairly to create an atmosphere of sustainable participation in the organization and community.

5.2 Providing opportunities for learners to express their opinions and participate in determining learning activities, as well as building networks of cooperation with the government, private sectors and local communities to develop education effectively and sustainably.

5.3 Promoting understanding of the Middle Path through the integration of Dhamma principles for personnel and learners, using digital media, meetings and various channels to make the principles accessible and consistent with education, and effective management.

3. Results of the presentation of a participatory management model to create educational opportunities according to Buddhist principles by the Office of the Non-Formal Education Promotion, Krabi Province

The results of the focus group discussion found that the participants, consisting of 40 executives and teachers involved in the Office of the Non-Formal Education Promotion in Krabi Province, who were specifically selected, agreed with the participatory management model based on the principle of the Middle Way. They proposed

emphasizing the creation of networks between agencies, effective communication, and training to enhance the understanding of Buddhist principles for executives and educational personnel so that they can apply them to educational management that is appropriate for the community context. The results of the evaluation of satisfaction with the model were at the highest level in terms of appropriateness, feasibility, and usefulness.

4. Results of the evaluation of the participatory management model to create educational opportunities based on Buddhist principles of the Office of the Non-Formal Education Promotion in Krabi Province

Results of the evaluation of the participatory management model based on the principle of the Middle Way to create educational opportunities of the Office of the Non-Formal Education Promotion in Krabi Province The researcher presented the participatory management model based on the principle of the Middle Way to evaluate the appropriateness, feasibility, and usefulness. The researcher participated in the focus group discussion, with 40 executives and teachers involved in the Office of the Non-Formal Education Promotion in Krabi Province. When considering each aspect from most to least useful, it was found that: The highest mean score was feasibility ($\bar{x} = 4.82$, S.D.= 0.35), followed by feasibility with an average score ($\bar{x} = 4.79$, S.D.= 0.33), and appropriateness with the lowest mean score ($\bar{x} = 4.76$, S.D.= 0.34), respectively.

Discussions

The researcher found important issues to discuss about the participatory management model to create educational opportunities according to Buddhist principles of the Krabi Provincial Learning Promotion Office as follows:

1. Results of the study, current status, problems, needs, and participatory management of the Krabi Provincial Learning Promotion Office. 1) Results of the study, current status, problems, needs, and participatory management to create educational opportunities of the Krabi Provincial Learning Promotion Office from this research, it was found that the participatory management of the Krabi Provincial Learning Promotion Office will have the goal of creating educational opportunities, but still faces limitations in terms of plans, innovations, resources, coordination, and personnel. Therefore, cooperation should be promoted, potential development, and efficient resource management for equality and long-term educational quality. This is consistent with the research of Phramaha Siriyas Siriyaso (Chalipream) who studied "The model of participatory management of Buddhist education of charitable schools in Buddhist temples." The research results found that the school's participatory management was at a high level in all 4 aspects: joint decision-making, implementation, recognition of benefits, and monitoring and evaluation. The development of a Buddhist management model that integrates the 4 social principles (giving, polite speech, charity, and consistency) with 4 management aspects: academic, personnel, budget and general work [7] and is consistent with the research of Somech, A., & Bogler, R. who studied the topic of "The Impact of Participatory Decision-Making on Teachers' Job Satisfaction and Organizational Commitment". The research results found that teachers' participation in school decision-making had a positive effect on job satisfaction and organizational commitment by helping to create a sense of value and ownership, which increased motivation to work. This requires open-minded leadership and support for a participatory culture, creating a participatory culture requires open-minded leadership who listens, supports and creates an atmosphere that greatly promotes participation [8]. 2) Results of the study of expected conditions of participatory management to create educational opportunities at the Krabi Provincial Learning Promotion Office From the results of this research, it is known that the expected participatory management of the Krabi Provincial Learning Promotion Office is the integration of cooperation from the government, private sector and communities in all aspects, including educational planning, participatory learning, network management and transparent resource utilization, in order to develop education sustainably and benefit society. This is consistent with the research of Duangduean Winichai who studied "Development of a Participatory Management Model for Small Primary Schools Under the Office of the Basic Education Commission". The research results found that the participatory management model of small primary schools under the Office of the Basic Education Commission consists of 4 main components: participants, 5 steps of management process, 4 management scopes, and development goals. From the trial use, it was found that it was effective and clearly helped to improve the quality of educational institutions [9]. It is consistent with the research of Flores who studied "Teacher participation in schools with school-based management and teachers' perceptions of the impact of school-based management on school development". The

research results found that teacher participation under the SBM approach had a positive effect on school development, especially at the primary level. There was a proposal to establish a joint school development committee [10]. 3) Necessities Participatory management to create educational opportunities of the Office of the Promotion of Learning in Krabi Province. Overall, it was found that PNI_{modified} had the highest value. The first rank was resource management (PNI = 0.943), the second rank was educational management (PNI = 0.878), the third rank was network management (PNI = 0.866), and the fourth rank was learning management (PNI = 0.858), respectively. It was found that: Aspect 1: Educational management, it was found that PNI_{modified} was the highest, with the first rank being the preparation of an educational management plan for students who lack educational opportunities (PNI = 0.926), followed by the organization's public relations for creating educational opportunities (PNI = 0.919). Aspect 2: Learning management, it was found that PNI_{modified} was the highest, with the first rank being the use of activities as a medium of public relations through various channels by students (PNI = 0.961), followed by the development after students' participation in the activities (PNI = 0.887). Aspect 3: Network Management found that PNI_{modified} the highest, ranked first in importance: creating awareness and understanding of the importance of education management for students (PNI = 1.065), followed by participation in joint planning for operations to create educational opportunities (PNI = 0.935). Aspect 4: Resource Management found that PNI_{modified} the highest, ranked first in importance: evaluating the effectiveness of budget use according to the principles of good governance (PNI = 1.155), followed by joint budget preparation and having consistent missions to create educational opportunities (PNI = 1.009).

2. The results of the development of a participatory management model to create educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office. The research results found that the participatory management model based on the Middle Path of the Krabi Provincial Learning Promotion Office is an approach that promotes cooperation from all sectors. There are 3 main principles: participatory management, creating educational opportunities, and operating according to the Middle Path covering 4 areas: educational management, learning management, network management, and resource management. The success factors are moral leadership and effective communication. This is consistent with the research work of Wanida Kampolrat, who studied "The learning management model based on the Tri-sikkha principle for students in schools under the Bangkok Metropolitan Administration." The research results found that students with special needs face obstacles in learning, assessment, and an inappropriate environment, while teachers face pressure from external factors, which reduces the effectiveness of learning management [11]. This is also consistent with the research of Hoy and Miskel, who studied "Participation in teachers' decision-making in education." The research results found that participation in decision-making increases teachers' morale and satisfaction, but the scope and roles should be appropriate according to the nature of the problem and the individual for maximum efficiency. [12]

3. The presentation of the participatory management model to create educational opportunities based on Buddhist principles by the Krabi Provincial Learning Promotion Office found that administrators and teachers were most satisfied with the participatory management based on the Middle Way, especially in terms of network management that links the public, private, and community sectors to jointly develop education with clear goals and monitoring, resulting in sustainability in educational opportunities. The results of this presentation are consistent with the research of Boonyarit Chonlawit on "Sustainable Participatory Management of Communication Networks of State Enterprise Labor Relations Confederations." The research results found that effective network management should include connections with external organizations, the use of modern communication technology, and continuous joint activities, with knowledgeable human resources and support sources from both domestic and international sources as factors that enhance the sustainability of the network [13]. It is also consistent with the research of Rattree Rattanasopha who studied "Development of Participatory Network Management for Royal Buddhist Schools." The research results found that: The management of the Buddhist school network emphasizes participation in 6 aspects along with the 6 Saraniyadhamma principles to promote good relationships and ethical joint operations [14].

4. The results of the evaluation of the participatory management model to create educational opportunities based on Buddhist principles of the Krabi Provincial Learning Promotion Office found that from the results of this research, the participatory management model based on the Middle Way principle of the Krabi Provincial

Learning Promotion Office aims to create balance and cooperation from all sectors to develop educational opportunities effectively and sustainably. This is consistent with the research of Sarinee Asa who studied “The participatory management model based on the 4 virtues of school administrators under the Office of the Primary Educational Service Area, Pathum Thani, Area 1”. The research results found that the participatory management of administrators in the educational service area was at a high level in all aspects, emphasizing participation in all dimensions and being able to link with Buddhist principles to develop education holistically [15]. It is also consistent with the research of Nuchanat Songsong who studied “Participatory Administration of the Network Group for Provincial Secondary Education Management Efficiency Promotion” The research results found that the components of participatory administration of the Network Group for Provincial Secondary Education Management Efficiency Promotion consisted of 8 components and 58 variables, which were confirmed to be appropriate, feasible, useful, and correct [16].

Knowledge from Research

Integrating the Middle Way principle with participatory management to create educational opportunities by using the “Middle Way” or the middle path as follows: Right understanding (*Samma ditthi*), Right thought (*Samma sankappa*), Right speech (*Samma vaca*), Right action (*Samma kammanta*), Right livelihood (*Samma ajiva*), Right effort (*Samma vayama*), Right mindfulness (*Samma sati*), Right concentration (*Samma samadhi*) is a management approach that emphasizes balance and moderation in all dimensions of operations, avoiding extremes in both directions, whether it is too strict decision-making or directionless neglect. This principle supports careful consideration based on reason, flexibility, and readiness to listen to diverse opinions in order to be able to adapt and solve problems appropriately. In addition, operating according to the middle path also helps to build unity and sustainability in organizations and society. By creating a balance between public benefits and expected results ethically, the integration of the Middle Way principle with participatory management to create educational opportunities also has a direct impact on learners, namely 1) lifelong learning, 2) learning for self-development, and 3) learning for qualifications at each level. It is a participatory management approach based on the Middle Way principle, emphasizing balance, flexibility, and appropriateness, by allowing all sectors to participate in order to develop learners in terms of knowledge, morality, and sustainable coexistence in society. It can be presented as the following model.

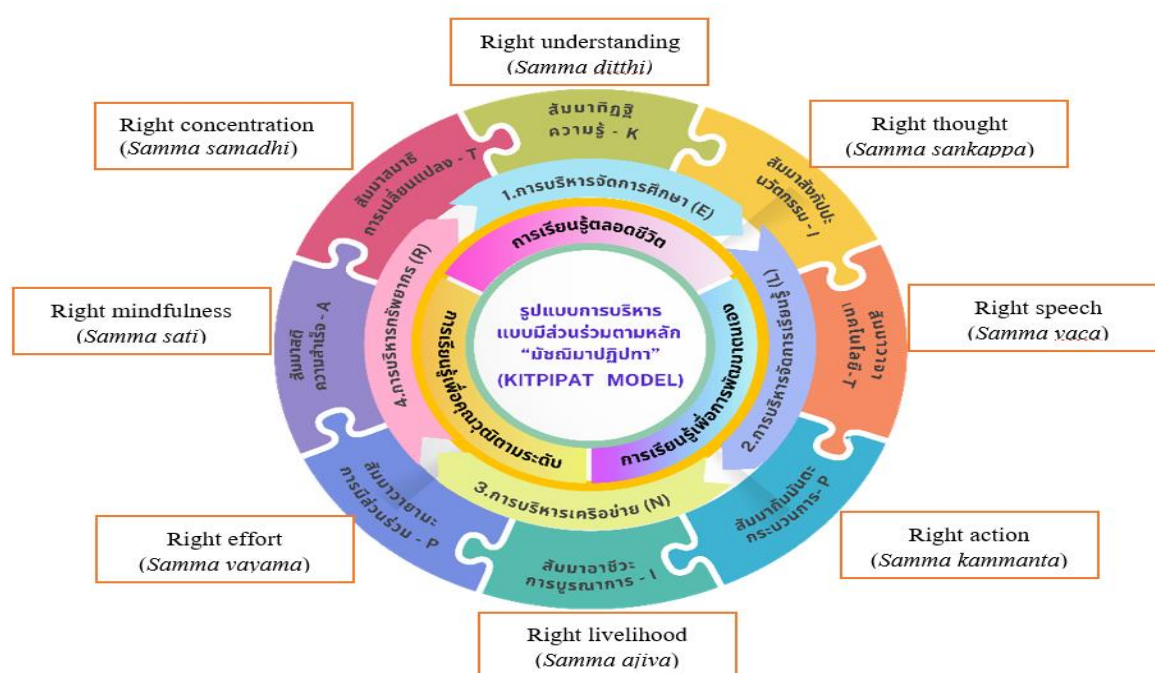


Figure 1 Knowledge from Research (in Thai)

Source: Kitpiphat Ketkaew (2024)

Recommendations

1. Recommendations for Applying the Research Results

From the research results on “Participatory Management Model to create educational opportunities according to Buddhist Principles of the Office of the Promotion of Learning in Krabi Province”, the researcher has the following suggestions for applying the research results:

- 1) From the study on educational management, it was found that a mechanism for creating a plan for underprivileged students should be developed using spatial data and a working group from various sectors should be established to determine specific assistance guidelines, such as scholarships and alternative education, to meet the needs of the students.
- 2) From the study on learning management, it was found that the role of students should be promoted in using activities as a public relations tool, such as knowledge exchange forums, digital media production, and social media use, along with supporting resources and developing communication skills to raise community awareness comprehensively.
- 3) From the study on network management, it was found that policies should be set to create cooperation between educational institutions, communities, and relevant agencies to create understanding of the value of education by using media and activities that are easily accessible and supporting the roles of community leaders and families.
- 4) From the study on resource management, it was found that the budget should be used transparently and efficiently according to the principles of good governance, along with developing a monitoring and evaluation system and allowing all sectors to participate in inspection and providing suggestions in order to maximize the benefits for underprivileged students.

2. Recommendations for Future Research

From the research results on “Participatory Management Model to Create Educational Opportunities Based on Buddhist Principles of the Krabi Provincial Learning Promotion Office”, the researcher has the following recommendations for further research:

- 1) The application of Sappurisdhamma VII principles should be studied to develop leadership of educational administrators by comparing their appropriateness and effectiveness in the context of the Krabi Provincial Learning Promotion Office to promote leadership that adheres to morality, ethics, and is appropriate for the social and cultural context in a sustainable manner.
- 2) Comparative research should be conducted on factors affecting the potential of learners in and out of the system to analyze the differences in contexts and approaches to promoting lifelong learning, which will lead to recommendations for integrating activities that effectively meet the missions of the office.
- 3) Research should be conducted on causal factors and impacts on the development of educational administration, such as the personality of leaders, ethical leaders, organizational culture, and the participation of network partners, to create a holistic conceptual framework that is a guideline for developing educational leaders sustainably.

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