

Buddhist Climate and Buddhist Instruction on Student's Moral Behavior in Watvachirathammatit School, Bangkok

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ABSTRACT

The purpose of this study is to examine the level of Buddhist Climate, Buddhist Instruction on Student's moral behavior in Watvachirathammatit School, Bangkok towards perception in only grade 6 of students based on the independent variables of Buddhist Climate and Buddhist Instruction.

Both quantitative and qualitative research methods were applied. The data for this study were collected from 231 students in grade 6 using questionnaires, and 5 five key informants such as, one school principal, and two vice-principals, and two teachers who teach in grade 6 level. Descriptive statistics (frequency, percentage, mean, and standard deviation), and Multiple Regression Analysis were used to analyze the quantitative data, while the content analysis was used to analyze qualitative data.

The findings of this research showed that

1. The level of Buddhist Climate and Buddhist Instruction and Student's moral behavior were overall at the highest level, while Buddhist Instruction was accounted the mean score of 3.48. the following as Buddhist Climate and Student's moral behavior, with mean scores of 3.41 and 3.28, respectively.

2. to study the effect of Buddhist Climate and Buddhist Instruction on student's moral behavior. it showed that the overall was at the highest in both components, while the Buddhist instruction was higher than Buddhist Climate with mean scores of 3.48 and 3.4, respectively. and the Regression has showed that : $1.34 + 35(\text{Buddhist climate}) + .30(\text{Buddhist instruction})$

3. to study the key factor, problem, and obstacles in improving the student's moral behavior. I showed that it is related to school principals, teachers and parents as good moral model, to practice Buddhist instruction, like five precepts, sitting meditation as well as attending religious activities regularly.

It is recommended that concerned authorities, like the Ministry of Education, the Department of Basic Education and school figures and parents as model and do need to support the strategies for teaching more Buddhist instruction and improve teaching Buddhist climate to students.

Key Words: Buddhist Climate, Buddhist Instruction, Moral Behavior.

1. Introduction

1. The significant of rational study

In the past few years, Thailand has faced rapidly change in many aspects of society, economy, politics, culture, environment and technology, The result of this, may have effected the living cost of Thai individuals.(Tantiruchanawong,2008).

It is said that the nation had provided the faculty (academic) which was considered to fail in reaching the goals of education. Remaining in education could not bring out the social happiness. Therefore, it was morality that could assist society into lifelong societal happiness. As mentioned in the Educational Policy aimed at promoting ever individual who could be competed in all aspects: for instance, physical psychological, social, moral, ethical, well-equipped with critical thinking capability.(National Act of Education, 1999 and edited in 2002).

Due to the unbalanced development and various issues that had occurred from the surrounding factors and environment of students and youths, such as, school violence and drug addiction at school, improper behavior in classrooms, having sexual intercourse at a young age, even including criminal activities etc, the government had many strategies to fight drug issues such as controlling, suppressing, and curing, the result could have been failed.(The 8th National drugs conferences on 18-20 July, 2007).

These problems and undesirable behaviors are part of a lack of morality and community which are the basic problems of the students who are not trained well mentally and morally, as well as the school environment being careless about the moral education. Thus, they do not know what is responsible for their obligations and lacking mindfulness, practicing improper behaviors as well leads them down a negative path. Which is difficult to deal with and control (Loch,2015).Based on (The National Act of Education 1999 and edited Act, 2002).The framework of student's presentation importantly consists of student's activities, student's welfare and services, promoting morality, ethics and personality development as well as psychological teaching.(Loch,2015).

The concept of moral behavior refers to differentiation between bad and goodness which could be the individuals in upbringing such as cultural background or settings. This study will be focusing on three components which are five Precepts, Concentration, and Wisdom. The precepts refers to listening, speaking, acting and respectfully to each other without harmfulness, and to conduct oneself in a good manner. Concentration, refers to mindfulness, and developing the compassion, loving-kindness and gratitude towards others. As well as patience and aim to lead the goal. Wisdom, refers to educating oneself and learning to study by oneself as well as analysing the material in order to absorb more knowledge about the world and Buddhism.(Office of education innovation development, and Ministry of Education,2017).

The inside factors of Buddhist School Climate and Instruction play crucial roles. (Gross,2011), the environment could play a significant role for student's moral behavior development, which was being argued that the child was not born as intellectual one, lazy criminal. due to the environment influence on individuals and being changed along with. In Buddhist climate and Buddhist instruction, the concept of it is to educate people in compassion, kindness and gratitude. Which are also considered as moral behaviors. According to (Agulanna and Onakengu,2002).the transfer or imitation by others behavior which could be body built, method of living, and cultural, as Buddhist instruction will be mentioned like doing meditation, advocate in a good way, in order to make one being in good personality. However, the environment can be learned with good personality and Buddhist instruction can teach Buddhist principals into a positive life.(Uzoka&Njoku,2015).

Therefore, and this study will study the level of students' perception on Buddhist climate and Buddhist instruction, students' moral behavior in Watvachirathamsathi school. With the reasons of moral young people and the Buddhist Environment as well as instructions could be the main factors to improve the morality of students. The reason intends to be measuring and observing the student's moral behavior based on the Buddhist climate and Buddhist instruction. The key factors are Principals and teachers as role models of good moral persons are the significant factors combined with the surrounding environment. However, the beneficial of the research will be the quality of the student's morality, and teachers as well as useful to teachers administrators, parents and people in general as well as students themselves in order to improve the set activities related to moral behaviors and live a harmonious life.

1.1 The objective of the study

1. To study the level of students' perceptions towards Buddhist climate and Buddhist instructions and the Moral Behavior of students in Watwachirathammasatit School.

2. To study the effect of Buddhist Climate and Buddhist Instruction on student's Moral Behaviors in Watwachirathammasatit School.

3. To study the key success factors, problems and obstacles in improving the Moral Behavior of students in Watwachirathammasatit School.

1.2 Research Contribution

1. The findings of the study will be beneficial for The School Principals, Administrators, at Wachirathammasathi school.Bangkok.

2. The findings of the study will be a benchmark for the school in promoting and developing the morality and moral behavior of students at Wachirathammasathi school.

3. The findings of this study will be a guideline and an example to principals and the concerned the individuals for further moral behavior in the school. It is also anticipated that this study will help teachers and students see the importance and value of moral behavior in daily life .

1.3 Conceptual Framework

Based on the literature review (Jean Piaget,(1896).Moral Development and Kohlberg's theory of Moral Development,(1970s), Ven. Payutto's moral approach. Six Concepts of Moral Development,(Thasuk,2011).The study will be interpreted as the framework displaying in the independent variables and dependent variables to be utilized as the research framework namely, for independent variables consisting of two factors and for dependent variable student behavior concerning morality and moral behavior .

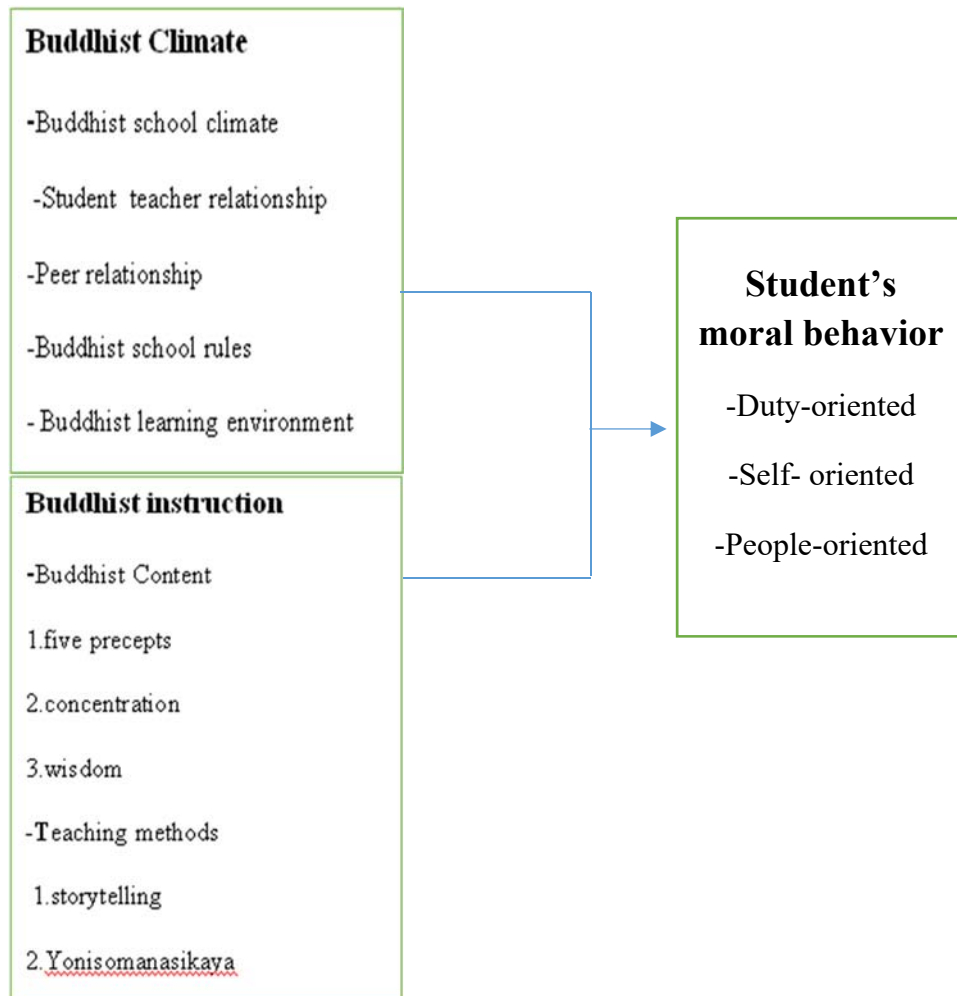


Figure 1, The Conceptual Framework

2. Research Methodology

2.1 Research Design

In this research design, quantitative and qualitative methods will be used. For the quantitative method, questions will be employed to collect data in order to examine and compare the difference of Moral Behavior of students at Watvachirathamasathi school, Bangkok. The qualitative data will be collected by using in-depth interviews to gain more in depth information from the selected interviewee.

2.2 Population

The population will be 297, all students in Grade 6 of Watvachirathamsatit school, who also learn Buddhist instruction and among the Buddhist Climate. And elaborate the percentage of extraction.

Table 2.2 Population .

Grade	Population
Grade 6	297

3. Research instrument

3.1 Quantitative method

The researcher will develop the questionnaire for this survey based on literature review, theories, related researches, The questionnaire consists of four parts as follows :

Part 1. Consists of Students Personal Information, including, Age, Gender.

Part 2. Consists of School Climate, which includes Buddhist atmosphere, Student-teacher relationships, Peer relationships, Buddhist school rules, Buddhist learning environment with a total of 15 items.

Statement	Items
Buddhist school climate	1-3
Student-teacher relationships	4-6
Peer relationships	7-9
Buddhist School Rules	10-12
Buddhist learning environment	13-15

Part3. Consists of Buddhist instruction, which includes Five precepts, Concentration, Wisdom with a total of 12 items.

Statement	Items
Buddhist contents	1-6
Concentration	7-9
Wisdom	10-11
Teaching methods	12-15

Part 4, consists of student's moral behavior, which is divided into three elements, there are Duty-oriented, self-oriented, people-oriented with a total of 29 items.

Statement	Items
Duty-oriented	1-13
Self-oriented	14-24
People-oriented	25-29

3.2 Data Collection

The researcher collected the data from the school in Watchirathammatit, Bangkok, Thailand. as follows:

3.2.1 Quantitative data collection

- 1) The researcher seeks prior permission for collecting data from the principal of the school
- 2) Upon getting permission the researcher personally will visit the school in person and ,meet the principal and the concerned teachers to explain the purpose of visit.
- 3) The researcher will request the Principal to inform the students about the study and all the details of the questionnaires then each student will fill out a questionnaire. Students' participation will be anonymous.
- 4) Lastly, the researcher will collect the questionnaires and checks the completeness of the information in all the questionnaires.

3.3 Data analysis

3.3.1 Quantitative data analysis

The data collection from the respondents was analyzed based on descriptive analysis by using a Statistical Package.

1) Descriptive statistical analysis was used to analyzed Buddhist climate and Buddhist instruction and also including all items of the dependent variable i.e.Moral Behavior.

2) Multiple Regression was used to analyze the effects of Buddhist Climate Buddhist Instruction on student's moral behavior in Watvachirathamsathit school.

4. Result

4.1 Collected population and percentage of student's gender

There were 231 students who participated in the research which equates to 77.77 % of population of which 50.6% were male 49.4, were female. However, The students were all age between 11-13 years old.

4.2 The table of overview of Buddhist Climate, Buddhist instruction and student's moral behavior in Watvachirathamasatit school.

Overall perception	Mean	S.D	level of perception
Buddhist climate	3.41	.267	highest
Buddhist instruction	3.48	.245	highest
Student's moral behavior	3.28	.343	highest
Total	3.39	.240	highest

Note: The rate of scale is divided into 4 level of perception from highest (3.26 -4.00) High (2.51 -3.25), low (1.76 -2.50) and lowest (1.00 -1.75).

4.2.1 The overall overview of Buddhist climate, Buddhist instruction and student's moral behavior in Watvachirathamasattit.

From the results of the statistical analysis in table 4.5,it was indicated that the overall level of perception towards Buddhist climate, Buddhist instruction, and student's moral behavior was rated at the highest level with the an average mean score of 3.39. Among variables the highest score is Buddhist instruction with a score of 3.48, followed by Buddhist climate with a score of 3.41, and the last one is student's moral behavior with score of 3.28.

4.3 The Multiple Regression Analysis

4.3.1 Buddhist climate to Student's moral behavior

In order to understand more clearly the Buddhist climate to Student's moral behavior. The curve of two variables is estimated that Buddhist climate is considered as Independent variable and Student's moral behavior as Dependent variable.

Table 4.3 Buddhist climate to student's moral behavior variable.

F	Factors F change	β	t	R	R ²	R change
91.19***	Buddhist climate .000	.35	5.27	.53***	.28	.28
20.98***	Buddhist instruction .000	.30	4.58	.59***	.34	.06

(a= 1.34 R² adjusted = .34)

From the statistical analysis in the table 4.6,A Stepwise multiple Regression is calculated to predict Student's moral behavior based on Buddhist instruction and Buddhist climate. It was reported that Buddhist climate is the first factor selected into the model and had highest influence toward Student's moral behavior (β = .35). The Buddhist climate could predict 28% of Student's moral behavior being statistically significant at the .001 level.

The second factor that affects Student's moral behavior was Buddhist instruction. Through the result it was demonstrated that Buddhist instruction had influence toward Student's moral behavior (β = .30) statistically significant at .001 level. Buddhist climate combined with Buddhist instruction could predict 34% of Student's moral behavior. It showed that Buddhist instruction could increase 6 %of prediction.

The equation of effect of Buddhist climate and Buddhist instruction on Student's moral behavior : $1.34 + .35$ (Buddhist climate) $+ .30$ (Buddhist instruction)

5. Conclusion and Discussion

5.1 To study the level of student's perceptions towards Buddhist climate and Buddhist Instructions and Moral Behavior of Students in Watvachirathammasatit school.

5.1.1 Buddhist Climate

It was found that in the Buddhist Climate the point of following rules had the highest mean score with 3.69.and it also showed that individuals should follow the school rules,and attend religious activities. Such as,

Buddhist monks talk, teaching meditation, worship teachers ceremony etc. Mentioned above based on Ven.Payutto,(2008). Would bring non-violence, discrimination, and happiness to life as well shape the moral behavior of the students.

5.1.2 Buddhist instruction

The Buddhist instruction was divided into two parts, Yonisomanasikara and storytelling. In order to make young children realize what was right and what was wrong of characters in the teachings methods. It is said that Pariyavatee,(2008) conducted the development of young children's ethics using storytelling to teach, and found that is highest mean score of 3.62. As a result of this, it had been indicated that Buddhist contents are also important to the children and learn to shape their moral behavior.

5.1.3 Student's moral behavior.

The student's moral behavior measured the students with three components, Duty-oriented, Self-oriented and People-oriented. However, The people oriented produced the highest mean score which is to try to improve quality of oneself. and it had showed that the Student's felt comfortable, felt happier when helping others, guiding others etc. It is supported by Ven.P.A. Payutto's Approach,(1989).external factor and internal factor, one can to focus on is that individuals can be changed by others and another one is to emphasize that people can change their behaviors, attitude because of reasoned attention, systematic attention and analytical reflection.

5.2 To study effects of Buddhist Climate and Buddhist Instruction on student's moral Behavior in Watvachirathamsatit school.

To use the Multiple Regression Analysis on Buddhist climate and Buddhist instruction to determine whether they had effect on the moral behavior.and it showed that Buddhist climate and instruction show results of $.35 \beta$ and $.30 \beta$,Respectively.and it had indicated that the effect was not really high on moral behavior.as well as nt's moral behavior : $1.34 + 35$ (Buddhist climate) $+ .30$ (Buddhist instruction) Based on the related researches on Singkha(2015) conducted Designing learning experience in climate of Buddhism for High school. And it showed regarding Buddhist climate it was appropriate for students to improve their behaviors, and learning outcomes based on Buddhist principals.

In addition, the findings of the qualitative method from all principals including vice-principals showed that by using the three concepts, such as, precepts, concentration, and wisdom in order to make student's have good behavior like eating ,walking, speech, etc.

6. Recommendations

6.1 Recommendation from current study

The results indicated that Buddhist instruction had an effect on moral behavior. In which based on the results it was highest, in aspects such as story telling, five precepts, as well as three concepts of Buddhism, like, precepts, concentration, and wisdom. And the role of principals, teachers are key issues that had an effect on moral behavior.

6.2. Recommendation for school principal

It is highly recommended for principals that given the results of findings carried out in Watvachirathammatit school, they try to implement the findings at school in order to make students moral behavior improve.

6.3. Recommended for implementation

It is highly recommendation for school principals and teachers to be good role models such as, giving Buddhist instructions, obeying the five precepts, practice my meditation, not expressing evil words towards others, Especially in front of students which will be imitated by young pupils. Furthermore, they should have a policy and budget for support in Buddhist classroom, and advocate the high-tech era of spreading Buddhist instructions. Such as, in the climate covered with more Buddhist proverbs, radio room for listening to, TV channel related to Buddhism in the Canteen, meeting room, etc.

6.4 The results of implementation

When the students see the school leaders and teacher as good role models they will learn, as well as providing sources of learning at school, covered with high-tech learning. As a result, this could assist their self-learning Buddhist instruction, listening to Buddhist dhamma talks and watching Buddhist channels.

6.5 Recommendations for Further studies

This research is conducted on Buddhist Climate and Buddhist Instruction on student's moral behavior in Watvachirathammatit School. Bangkok. through research findings the researcher will provide a good guideline for further studies in the future as following are recommendations for future study.

1) A study should be conducted in public school, private school etc, it will be more interesting and get more information about the Buddhist Climate and Buddhist Instruction on student's moral behavior.

2) in order to gain a deeper understanding of Buddhist Climate and Buddhist Instructions in different grades and at different ages it will also be a more attractive and interesting topic.

3) and the students should have a more in depth training program with regards to Buddhist instruction.

4) A survey on everyday practice of Buddhist instructions, such as, sitting meditation, try to memory Buddhist proverbs and explain will be interesting.

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