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KOSOL PHETCHARAWONG: BUDDHISM AND SELF DEVELOPMENT: A CASE STUDY OF THE PARTICIPANTS IN THE EDUCATIONAL MANAGEMENT PROGRAM AT THE INSTITUTE FOR EDUCATIONAL ADMINISTRATOR DEVELOPMENT AT WAT RAIKHING, MINISTRY OF EDUCATION. THESIS ADVISORS: BOON KEATUTASSA, M.A., SUMANA TUANGKANASINGH, Docteur en Sociologie (Grenoble), 169 p.

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The purpose of this study was to examine the "self development" in Buddhist dhamma and adjust to the curriculum for pre-education administrator. The study consisted of 2 parts: documentary and field work research. with respect to the documentary research the information will be drawn from Tripitaka, related literatures and the curriculum. while the samples in field work were 150 out of the total 240 pre-education administrator trainees in 3 departments of the Ministry of Education. According to 2 methods of data collection are applied to 100 by questionnaires and to 50 by interview.

From the study of the teaching of "Buddhism with self-development", which appears in the Buddhist literature, there is clear evidence showing the teachings, based on the Tri-Shikha rules, namely, Silla, Samathi, Panya and Magga (Path), having the Oag 8 (Factors) as the main principles. Kamma (action) is a factor to decide a human behavior and ethics for peaceful living in a community of people, governors, administrators. The kamma are, for instance, Ten Rajadhamma (virtues of a king), Agati 4 (prejudice), Cakka 4 (virtues wheeling one to prosperity), Sangahavathu 4 (bases of sympathy), etc. as well as Buddhist principles in which people should treat others in their capacity in society, called Disa 6.

From the field study, it was found that the participants (divided into 3 groups) who attended the training held by the Ministry of Education, Department of Vocational Education and Department for Elementary Education believed faithfully in following these teaching by focusing on the use of this teaching in the present society in order to perform their duties effectively and live happily in their community. But it could be noticed that the 3 target groups did not focus on the practice and did not understand Nibbana or the highest goal of Buddhism, leading to the highest not goal (Nibbana) in religion. This is perhaps because the target groups were administrators who have less time and many duties. The teaching is merely interpreted for the application of duty and working aspects. In terms of relationship between Buddhist principles on self development and the spiritual development course of the Institute for Educational Administrator Development (Wat Raikhing), it was found that they seem to correspond.