CHAPTER III

METHODOLOGY

This chapter focuses on the locale of the study, problem, significance of the study, objectives and hypotheses and research tools developed and employed by the researcher. It discusses the construction of (i) questionnaire to elicit the perception of the Buddhist educational experts, parents and teachers about the Buddhist Education and its organization; (ii) questionnaire to elicit the perception of students of various Prapariyattitham Institutions about the learning experiences and other aspects and (iii) self-concept scale for teachers and Attitude Scale towards Buddhist Education for measuring the self concept and attitude towards Buddhist Education acquired through the Dharma Division Curriculum. The reliability and validity of the research tools are also established. The description of the development of the tools is done under three major headings, viz., (i) Questionnaire to parents, (ii) Questionnaire to students to know their perception on the curricular programme and (iii) self-concept scale for teachers and attitude of teachers towards Buddhist Education.

3.1 LOCALE OF THE STUDY

Thailand located in Southeast Asia, with the characteristic of mountain, plain area, island and sea. The climate is humid in the tropical region which have the resource for instant, soil, water, forest and also wealthy mineral that appropriate to
locate the residence in the world. This region consists of the enormous area called, Indogeen Ocean or Lamthong. There are also many islands. Thailand located in Latitude 5’37” degree to 20’27” degree in the north, and Longitude 97’22” in the west to 105’37” in the east. It is about 513,115 square kilometer. In comparison between Thailand and the other countries in Southeast Asia, Thailand is the third in size, which the second is Indonesia and the first is Burma. The end of north is Amphur Mae-sai, Chiengrai. The end of the south is Amphur Batong, Yala, with the 1,620 kilometers in distance. The broadest part is Danchedisamong, Amphur Sangklaburi, Karnchanaburi. The end of the west is Amphur Sirinthorn, Ubonrachathanee, with 780 kilometers distance. For the narrowest part is Prachoubkeereekhan, measured from Burmese border to the Thai Bay ocean with 10.5 kilometer distance. Nowadays there are 67 million population and 95% Buddhist in Thailand.

The derivation of Buddhism into Thailand, which first time come in Suwannaphume region that is some part of Thailand, since King Asokmaharach enthroned in India at the end of year 300 of Buddhism century. He has send two of embassies named Phra-sona and Phra-Uttara, who declare the Buddhism with the evidence for instant, the rock of Dharma wheel and deer. It is the sign of Buddha before the idols creation and Rock of Phorkhunramamkhaeng. The prayers which is the heart of Buddhism is “something appeared and disappeared in general. Another evidence is the classic Phra-Pathomchadee which similar to the duration of King Asokmaharach. The declaration of Buddhism has been set forth continuously until in the end of duration of King Asokmaharach which is 600 years later, there have been created the tradition of idols creation in India (especially Makot) from the first
generation artist. Therefore, the Buddhism has been declared in Thailand in Therawat (Hinnayan) division. The map of Thailand is given in Figure 3.1.

FIGURE 3.1

Map of Thailand
3.2 STATEMENT OF THE PROBLEM

“Evaluation of Dharma Division Curriculum offered by Prapariyattitham

3.3 NEED AND IMPORTANCE OF THE STUDY

The Prapariyattitham Institute has been preparing monks and novices in Buddhism and general education since a long time. It has earned a good name as a reputed educational institution. Even then it has some problems concerning its management. The work of any educational institution such a critical evaluation helps in identifying the merits and limitations of the institution, so that the merits are commended and suggestions could be offered to overcome limitations and improve the functioning. Thus there is need to evaluate the functioning of the Prapariyattitham Institution in all its aspects like curriculum, teaching learning process, facilities provided performance of the students, etc.. With this purpose the present study is undertaken.

3.4 OBJECTIVES OF THE STUDY

The general objective of the proposed study is to evaluate the Dharma Division Curriculum offered by Prapariyattitham Institutions in Thailand. The following are the specific objectives.

7. To analyse the perception of parents, teachers and Buddhist educational experts on Prapariyattitham Curriculum of Dharma Division.

8. To find out the perception of students on various academic and auxiliary aspects of curriculum.

9. To analyse the results of the Prapariyattitham Institute for five years.
10. To measure the self concept and attitude towards Buddhist education of monks and novices.

11. To study the relationship between attitude, self concept and perception of teachers.

12. To study the influence of the various variables on perception, attitude and self concept.

3.5 HYPOTHESES OF THE STUDY

12. There is no significant difference in the mean perception of parents, teachers and educational experts belonging to various age groups.

13. There is no significant difference in the perception of parents, teachers and educational experts as per their formal education.

14. There is no significant difference in the mean scores of perception of parents, teachers and educational experts according to their Buddhist Level of Education.

15. There is no significant difference in the perception of parents, teachers and educational experts drawn from various Prapariyattitham Institutions.

16. There is no significant difference in the mean scores of perception of parents, teachers and educational experts with various years of stay/attachment with Prapariyattitham Institute.

17. There is no significant difference between self-concept and attitude towards Buddhist education among the Buddhist monks.

18. There is no significant difference in the self-concept among Buddhist monks teaching various subjects.
19. There is no significant difference in the attitude of teachers towards Buddhist Education among the teachers teaching different subjects.

20. There is no significant difference in the mean self concept score among the teachers belonging to various Prapariyattitham Institutions.

21. There is no significant difference in the attitudes of teachers towards Buddhist Education among the teachers working in different Prapariyattitham Institutions.

22. There is no significant relationship between self concept and attitude of teachers towards Buddhist education and perception of parents.

3.6 DEVELOPMENT OF QUESTIONNAIRES

For any research study, to gather data from the field, certain instruments are essential. In the present study, the objectives 1, 2 and 3 are (i) to know the perception of parents, teachers and educational experts of Dharma Division Curriculum offered by Prapariyattitham Institutions in Thailand, (ii) to know the perception of students on Dharma Division Curriculum of Buddhist Religious education programme of Prapariyattitham Institutions and (iii) to examine the extent of self concept and attitude of teachers towards different aspects of Buddhist education. The questionnaires are considered the most appropriate instruments for getting the required data. As it is difficult to visit each Prapariyattitham Institute and interview each Monk, questionnaires were used as instruments for getting information on these items.

3.6.1 Some Theoretical Features of Questionnaires

According to Good and Hatt (1952), 'the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills-in
himself". Barr, Davis and Johnson (1953) define questionnaire, as 'a systematic compilation of questions that are submitted to a sampling of population from which information is desired'.

Questionnaire is the most flexible tool which is more useful than other kinds of tools for collection of both quantitative and qualitative information. An effective questionnaire involves a great deal of time, ingenuity and hard work. Generally, a defective questionnaire secures unhelpful, slow and scanty responses which provide inadequate and even unreliable basis for generalisation.

The following common errors were observed by Sukhia and others (1976) in questionnaires: 1. questionnaires are very often too lengthy, 2. the subject is of trivial importance, 3. the item are vaguely worded or improperly arranged and 4. the form is poorly organised.

The most frequent misuses of questionnaires, as stated by Abelson (1933) are the following: 1. request for information which is available in other sources, 2. failure to arouses any motive to answer, 3. employment questions which, on account of their being suggestive or naturally encouraging to the respondent, elicit misleading answers and 4. common occurrence of identical questions. All the errors described above have been carefully noted and avoided by the investigator in the construction of questionnaires.

3.6.2 Development of Questionnaires

For the preparation of questionnaires, some teachers working in Buddhist Monastery (Wat) were requested to provide the information about the items that ought to be included. On the basis of the information obtained from them, some items were
incorporated. In addition, a number of standard books on Buddhism like Tipitaka (Tripeetaka), journals, survey reports, dissertations, reports on Buddhism and Buddhist education in India and Thailand, and other guidelines from Buddhist settlements in India and Thailand for the preparation of different questionnaires were referred to for the selection of suitable items. The items pooled for each questionnaire were discussed with the experts and experienced Senior faculty working in Buddhist Universities – Mahachulalongkoruraja Vidyalaya and Mahamakutraja Vidyalaya – in Bangkok and Chiang Mai of Thailand.

3.6.3 Precautions Taken in the Preparation of Questionnaires

Following criteria were observed in constructing the questionnaires:

1. Objectivity in meaning and scoring was sought. The items were so formulated as to enable the individual, (i) to supply information under discrete categories and (ii) to express specific points of view.

2. Opportunity was given to the respondent to include supplementary information at the end of the questionnaire.

3. The questionnaires, as research instruments were sharply focused upon specific objectives and were analytical in nature.

4. The importance of the problem was clearly spelt out in the statement of the problem and in the covering letter.

5. The questionnaires sought only such information which was not readily available elsewhere.

6. They were as brief as the study of the problem allowed.
7. The directions in the questionnaires were clear, unambiguous, complete and acceptable.

8. The items in the questionnaires were objective and relatively free from ambiguity and other invalidating features.

9. The items in the questionnaires were arranged in an acceptable psychological order.

10. The items in the questionnaires which might embarrass the respondent or place him on the defensive were avoided.

11. Overlapping among the items of the questionnaires was avoided.

12. Clear instructions, how to answer the questionnaires were given at the top of each questionnaires.

13. Attractive format, neat arrangement of items and clear printing were the special features of the questionnaires.

Following are the two questionnaires prepared for pilot study.

3.7 QUESTIONNAIRE TO DETERMINE THE PERCEPTION ON Dharma DIVISION CURRICULUM

The questionnaire was divided into curricular areas as described in the previous paragraph. The questionnaire to determine the perception no Dharma Division Curriculum offered by Prapariyattitham Institutions given in Appendix B. The content of each curricular area is described in the succeeding paragraphs. Based on the content provided under each curricular area, essential points were listed. Under each curricular area, certain statements were given. Five columns were provided against each objective for rating the desirability of the given objective. First column (5) was indicative of the most need perception of the statement, second column (4) was indicative of more need perception of the statement, third column (3) was indicative of fairly needed nature of the given statement, fourth column (2) was indicative of less needed nature and fifth column (1) was indicative of least neededness of the statement.

The statements which have been pooled in the questionnaire belonging to various curricular components of Dharma Division Curriculum. The broad outlines of the curricular components which constitute the curriculum of Dharma Division offered by Prapariyattitham Institutions enclosed in Appendix A1, A2 and A3 for first grade, second grade and third grade.

3.8 QUESTIONNAIRE TO KNOW PERCEPTION OF STUDENTS ON CURRICULAR PROGRAMME

This questionnaire consists of items like usefulness of various courses, facilities like Boarding, Lodging, Space, Library, Audio Visual equipment, etc. cooperation of monks, freedom for interaction, competence of monks in transaction, appropriateness of methodology and audio visual material, etc. These items were
prepared with the help of Professors of Mahachulalongkornraja Vidyalaya and Mahamakutra Vidyalaya of Buddhist Universities in Thailand. This questionnaire is given in Appendix C.

3.9 STANDARDISATION OF QUESTIONNAIRES

3.9.1 Pilot Study

The investigator decided to conduct pilot study to identify weak and defective items and to make further improvement of the questionnaire. It would also help to find whether the items included in questionnaire were direct, relevant and easily understood.

A pilot study was planned and carried out with a sample of 20 monks and novices randomly selected.

The questionnaires

1. Questionnaire to determine the perceptions of teachers and parents on Dharma Division Curriculum and

2. Questionnaire to know the perception of students on curricular programme and other facilities in the Prapariyattitham Institutions were administered to a sample of 20 monks and novices. The information provided by the experts of Buddhist Universities was tallied. The researcher also paid visits to some Prapariyattitham Institutions to verify the correctness of the information provided by them.

Regarding the items in the questionnaire, the respondents were requested the express their opinions frankly and freely at the end of each questionnaire. Thus some irrelevancies and ambiguities came to light. In the light of this experience and discussions with experts and experienced teachers, some items were deleted and some
slight verbal changes were made in some items for clarity. No respondent gave any new item under open-ended question in any one of the questionnaires. Further, they opined the questionnaires were quite exhaustive.

A. Questionnaire to determine the perception of parents and teacher about the Dharma Division Curriculum

The pilot study of this questionnaire did not suggest any change in the pilot questionnaire. Therefore, it was retained as it was. The questionnaire is given in Appendix B.

B. Questionnaire to know the opinion of students on Dharma Division of curricular programme

The pilot study of this questionnaire provided suggestion to the change of the items in Section I of the questionnaire. Section II was modified according to the suggestions of the respondents. Some slight modifications in the wording of the items were made. The final questionnaire is given in Appendix C.

3.9.2 Reliability of the Questionnaire

The reliability of the questionnaire is difficult to establish with any degree of precision. The usual procedures followed for measuring the reliability of the tests are difficult to adopt in the case of the questionnaires.

In establishing the reliability of the questionnaires, the 'test-retest' method was followed because of independent nature of the items. Monks and Novices were asked to respond against retest after an interval of 15 days and their answers were compared with those given earlier for consistency of responses.
For the accuracy of the responses to the questionnaires, an oral interview was conducted and the responses to the interview were compared with those to the questionnaires and were found to be consistent. Thus the reliability of each questionnaire was established.

3.9.3 Validation of Questionnaires

The questionnaires were oriented towards the problems under study. The questionnaires comprised of specific and independent question items, each dealing with a specific aspect of overall situation. Therefore, the validation of individual items rather than that of the whole questionnaire was considered. It is necessary for each questionnaire to have face validity. That is, each question must be related to the problem under investigation. There was an adequate coverage of all aspects in each questionnaire. The questions were clear and unambiguous in each questionnaire. All the above mentioned criteria were followed in establishing the validity of the questionnaires. The questionnaires were administered on a sample of 20 monks and novices working in Prapariyattitham Institutions to see whether their responses to the questionnaires actually represented their views on the topics concerned. It was found that their responses to the questionnaires actually represented their views on the topics discussed. Thus, the validity of the questionnaires was established.

3.10 CONSTRUCTION OF SELF CONCEPT SCALE AND ATTITUDE SCALE TOWARDS BUDDHIST EDUCATION

The fourth objective of the study was to evaluate the extent of self concept of teachers and their attitude towards Dharma Division Curriculum offered by Prapariyattitham Institutions. For evaluating the self concept of teachers and attitude
of teachers towards Buddhist Education, the scales were developed by the investigator. The teaching competence scale was developed by following the procedure.

3.10.1 Collection of Items

For the selection of items, the relevant literature on the Buddhist Education and Buddhism in Thailand was referred to. Experienced person who were working in monasteries (wats) and experts in the field of Dharma Division Curriculum were approached to list the items' criteria for the Self Concept and Attitude towards Buddhist Education. Such items in which the terminology was thought to be inadequate to convey the correct meaning were discussed and such words as would convey the appropriate meaning were used. The draft scales at this stage consisted of 70 and 60 items.

3.10.2 Preliminary Form of Rating Scale

The preliminary form of the scale was presented to a selected group of 25 Buddhist monks who were working in Prapariyattitham Institutions, and other faculty of Buddhist Universities in Chiang Mai city. They were requested to go through the items in the teaching competence scale and to suggest other items to be included. The purpose of administering the scale was to find out the adequacy of items to evaluate self concept and attitude towards Buddhist education. They observed that the items in the scales were exhaustive and pointed out that 2 items were considered redundant in the scales. Those items which were considered redundant by them were deleted. At this stage there were only 69 and 59 items in the preliminary form of the self concept and attitude scales.
A five-point scale is used to evaluate the self concept and attitude. The lower and upper limits of the scale are 1 and 7, the maximum score 5 indicating strongly agree and the minimum score 1 indicating the strongly disagree. The final score will be assigned on the basis of the scores given to the different aspects of his teaching and Buddhist Education.

List of items included in Self Concept Scale

1. I am eager to improve my teaching skills.
2. I can adopt appropriate teaching strategies to attain the objectives of teaching different content categories.
3. I think I am good at explaining the content of my lesson.
4. I become nervous when I think of teaching in real classroom situation.
5. I get easily discouraged when things get out of my control while teaching.
6. I like to have a thorough planning when I have to teach.
7. I feel I can motivate the pupils towards learning.
8. I can evaluate the effectiveness of my teaching in terms of learners’ outcomes.
9. I feel I can monitor or direct the interaction in my class.
10. I get annoyed when pupils ask me questions.
11. I strive to be successful at teaching.
12. I can make use of a number of teaching skills effectively during my teaching.
13. I remain active during my teaching.
14. I find it hard to adjust my teaching according to the needs of the learners.
15. I give up too easily when problems arise during my teaching.
16. I try to adopt suitable teaching strategies depending upon the situations in the classroom.
17. I can create good rapport with my pupils.
18. I will be just waiting to complete my teaching task.
19. I want to be systematic in my teaching.
20. I can plan my lesson according to the nature of the subject matter and the needs of learners.
21. I feel I can identify learning difficulties of my pupils.
22. I cannot keep myself cognizant of the teaching-learning process that goes on during my teaching.
23. I can judiciously use reinforces to motivate pupils for better learning.
24. I can provide appropriate remedial instruction to enable pupils to overcome their learning difficulties.
25. I can’t teach effectively when I have to deviate from my planned lesson.
26. I look forward to my experience of teaching in real classroom situation.
27. I can encourage pupils to respond correctly to my questions.
28. I can ask questions relevant to the context of the lesson.
29. I get bored to do any planning before my teaching.
30. I prefer to ignore pupils’ doubts and wrong answers.
31. I have the difficulty of ascertaining the achievement of instructional objectives at the end of lesson.
32. I can state clearly the relevant objectives of teaching different content categories.
33. I take it as a challenge whenever a lesson takes a deviation from the prepared lesson.
34. I try to ensure that pupils’ learning takes place throughout my lesson.
35. I can handle effectively pupils’ responses.
36. I can provide opportunities for pupils to participate in the classroom activities.
37. I fail to make use of relevant teaching skills in a strategy of teaching the content.
38. I fail to understand the teaching-learning process taking place in my class when I am teaching.
39. I derive great deal of pleasure while answering pupils’ questions.
40. I can ensure pupils’ continues attention in the class through varied stimuli.
41. I feel insecure while teaching in the class.
42. I fail to arouse and sustain students’ interest in my teaching.
43. I can handle effectively discipline problems
that arise in the classroom.
44. I think I can adjust the speed of my lesson according to the needs of the pupils.
45. I am eager to try out new methods of teaching in the actual classroom situation.
46. I can’t formulate good questions fluently.
47. I feel I am not able to make the pupils to understand my questions.
48. I can provide differential assignments to enhance pupils’ learnings.
49. I feel I can evaluate pupils’ learning using appropriate techniques.
50. I have difficulty in sequencing the content of my lesson.
51. I prefer to teach easy topics to my pupils.
52. I can choose and effectively use different teaching aids to facilitate pupils’ learning.
53. I look on each practice teaching session as an opportunity to improve my teaching.
54. I am doubtful that practice in teaching will ever make me an affective teacher.
55. I feel dominated by the pupils in my class.
56. I fail to secure pupils’ attention in my class.
57. I can relate the present lesson with the previous learning of the pupils and also with what they are going to learn.
58. I can make pupils to raise a number of questions on their own related to the lesson.

List of items included in Attitude Scale

1. Training helps me to understand what
teaching is.

2. Training programme helps me to learn from my teaching experience.

3. The supervisor’s description and critical analysis of my lessons helps me to understand about my teaching.

4. Training makes me feel that teaching is artificial and rigid.

5. Training helps me create a more lively and interesting classroom atmosphere.

6. Training helps me to be accurate in content during teaching.

7. I find the supervisor’s suggestions and criticisms helpful in developing my teaching abilities.

8. I feel I have not benefited by the feedback given by the peer group.

9. I feel the training has the potential for developing teaching competence.

10. Training programme has no practical basis.

11. Training helps me adopt appropriate strategies of achieving predetermined objectives.

12. Training helps me to realise that teaching skills are the means for teaching the content.

13. I find supervisor’s comments about my teaching relevant.

14. I do not like my teaching to be closely monitored by the peer group.

15. The practice of writing lesson plans does not permit me to incorporate teaching skills in a
strategy of teaching the content.
16. Training helps me to examine my own teaching critically.
17. Training enables me to analyse and identify the merits and shortcomings of a lesson.
18. Training helps me develop a clear understanding of the subject to be taught in the school.
19. I find peer’s suggestions about my teaching valuable.
20. Training provides an artificial setting for teaching.
21. Training does not help me to understand the intellectual processes which takes place in teaching-learning process.
22. I find it easy to get along with my supervisor during practice teaching.
23. Training makes me focus on the lesson and avoid unnecessary digression from the strategy planned.
24. Training helps me know how and when teaching skills be used in teaching.
25. Training helps me to take appropriate decisions about teaching-learning process.
26. The supervisor encourages me to develop my confidence in teaching.
27. I do not attach any importance to the views of the peer group about my lesson.
28. Training does not help to meet the needs of actual classroom situations.
29. I think that the training programme is
30. Training helps me to be clear about the objectives of teaching different content categories.
31. Training helps me to formulate instructional objectives.
32. Training presents a spectrum of all the important issues in learning to be a teacher.
33. I prefer to teach without being observed by my supervisor.
34. Training helps me to decide the quantum of content for a lesson.
35. Training helps me to choose and organise relevant content.
36. Training helps me to improvise and use teaching aid.
37. I hesitate to discuss with my supervisor about my own lesson.
38. I feel it is not necessary to undergo training programme to become an effective teacher.
39. Training does not allow me to be creative in my teaching.
40. I find it easy to approach members of peer group for their advices and suggestions about my teaching.
41. Training helps me to identify proper learning resources.
42. Training helps me to be systematic in my teaching.
43. I am inclined to learn teaching skills during training as one cannot practice them in actual
classroom situation.
44. Training does not help me to overcome the fear of facing pupils in the classroom.
45. Training helps me to evaluate and review the learning outcomes.
46. Training helps me to provide appropriate remedial instruction to enable pupils to overcome their learning difficulties.
47. The training programme does not help me to apply theory into practical situations.
48. Training restricts my freedom, spontaneity while teaching.
49. I look to my supervisor for experience and expertise.
50. I do get encouragement from my supervisor to express my views about my lesson.
51. Training helps me to secure pupils’ continued attention in the class through varied stimuli.
52. I find the views of the peer group on my teaching are vague and casual.

53. I feel training does not provide sufficient scope to think independently about one’s teaching.
54. I can teach with confidence in the presence of my supervisor.
55. I feel it is a waste of time to practice teaching skills during training.
56. Training helps me to prepare a detailed lesson plan to teach in an organised way.
57. The supervisor helps me to know myself as a
teacher through review and discussion of my lesson.

58. Training helps me to deal with discipline problems that arise in the classroom.
59. Training helps me to design suitable assignments according to the ability levels of the pupils.

60. I am nervous of being observed in a training session.

3.10.3 Pilot Study

Using the preliminary form of these scales, a pilot study was conducted. It was administered to 25 monks and novices working in Prapariyattitham Institutions. They were asked to

1. check the items identified,
2. mark those items the meaning of which was not clear to them and,
3. write at the end any other item that they had with them but which did not come under the items in the scale already supplied to them.

Following were the opinions of the teachers in the pilot study:

1. The items in the scales were not outside the study and pertained to the problems faced by them.
2. Certain suggestions to improve the statements were also made.

3.10.4 Final Form of the Self Concept Scale
In the light of the suggestions, the items which were marked ambiguous were recorded. Thus, 58 and 60 items were included in the final form of the scale. The items in the scales were then randomised. The final form of the scale is given in Appendix F.

3.10.5 Establishment of Reliability

Inter observer reliability was used to estimate the reliability of scales. A score is called reliable when there are reasons for believing the score to be stable and trustworthy. Stability and trustworthiness depends upon the degree to which the score is an index of true ability and is free of chance error. The more common procedure reported in scale manual is reliability through test retest method. This reliability was established for two scales.

For this purpose these scales were administered to the same respondents after a gap of 15 days. The correlation coefficients were calculated for the scores of first test and second test. The degree of reliability coefficients were 0.67 and 0.85. This shows the higher degree of reliability. These reliability coefficients are found to be significant at 0.05 level of significance.

3.10.6 Validity

While reliability is concerned with the stability of scores, its validity refers to its accuracy, that is, how closely the test measures what it intends to measure.

There are many types of validity. In this study, content validity has been established.
**Content validity**

If a representative sample of items from the universe of content is obtained, the scales has content validity. The assessment of content validity is essentially a matter of judgement. The judgement may be made by the investigator or better by a team of judges engaged for the purpose. The scale items were not only representative of all the content areas but also fairly adequate in terms of their size. This is evident from Appendix E & F indicating the content areas and the number of items representing them. Also the items were scrutinised, reviewed and approved for content accuracy as well as for other indicators by five experts from the University, Chiang Mai Campus, Thailand and five teachers working in Prapariyattitham Institutions. In view of all these arrangements, it may be said that the scales were met content validity.

**3.11 SAMPLING PROCEDURE**

Simple random sampling technique is used to select the 149 of parents, principals, experts and 70 teachers from 10 Prapariyattitham Institutions were selected randomly. 300 students from these Prapariyattitham Institutions were selected randomly.

The sample of parents, teachers and students selected from 10 Prapariyattitham Institutions are given in Table 3.1.

**Table 3.1: Sample of Parents, Teachers and Students**

<table>
<thead>
<tr>
<th>Name of the Institution</th>
<th>No. of parents, teachers and experts</th>
<th>No. of teachers</th>
<th>No. of students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of parents, teachers and experts</th>
<th>No. of teachers</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prapariyattitham</td>
<td>149</td>
<td>70</td>
<td>300</td>
</tr>
<tr>
<td>Chiang Mai Campus</td>
<td>149</td>
<td>70</td>
<td>300</td>
</tr>
<tr>
<td>Phrasingworraramakawiharn</td>
<td>40</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Chatuphon</td>
<td>38</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Srisoda</td>
<td>28</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Sriboonruang</td>
<td>8</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Dabphai</td>
<td>7</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Boopharam</td>
<td>7</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Suandok</td>
<td>10</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Phantao</td>
<td>8</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Ramperng</td>
<td>1</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Phrathaddoisuthep</td>
<td>2</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>149</td>
<td>70</td>
<td>332</td>
</tr>
</tbody>
</table>

### 3.12 DATA COLLECTION

Permission was taken from the Head monk of each Prapariyattitham Institution to conduct the study to collect the data from the teachers, parents and students regarding their perception, attitude and achievement. The cooperation of all the monks staying in monastery was solicited to identify the various respondents to administer the tools. The respondents were given instructions in Thai language regarding the expression of their views on various aspects of Dharma Division Curriculum. The research tools, viz.,

(i) Perception of parents, teachers and educational experts on Dharma Division Curriculum and its components.
(ii) Perception of students on Dharma Division Curricular aspects and teaching learning process.

(iii) Attitude Scale towards Buddhist Education.

(iv) Self-concept of teachers.

These scales are given in Appendices B, C, D, E and the data related to students result, i.e. number appeared, number attended and percentages of pass for 5 years, i.e. from 1999 to 2003 was also obtained from the records. These results are given in Appendices G1, G2, G3, G4 and G5.

**3.13 DATA ANALYSIS AND STATISTICAL TECHNIQUES USED**

The following statistical techniques were used in the analysis of data and testing of hypotheses.

1. Descriptive Statistics – mean, median, standard deviation, quartile deviation, skewness and kurtosis.

2. Correlation coefficients – Product moment correlation.

3. Inferential statistics – t-Test and one-way ANOVA.