

Patterns of Participation in the Development of Life Skills, Environment, Society, and Good Governance among Educational Personnel in Public Universities through a Meditation Program in Buddhist Sacred Lands

¹ Ntapat Worapongpat

Eastern Institute of Technology Suvarnabhumi

Email: dr.thiwat@gmail.com

Received: 7 March 2025 | Revised: 29 May 2025 | Accepted: 30 May 2025

Abstract

This study aimed to (1) examine the patterns of participation in the development of life skills, environmental awareness, social engagement, and good governance among educational personnel in public universities who participated in a meditation program in Buddhist sacred sites, (2) analyze and compare the levels of participation and the impact of attending the meditation program, categorized by gender, age, and education level, and (3) propose guidelines for enhancing participation in the meditation program and the development of essential skills for quality living, particularly in environmental responsibility, social engagement, and governance.

This research employed a Mixed Methods approach, integrating both quantitative and qualitative data collection and analysis. The sample consisted of 400 educational personnel from public universities, selected through purposive sampling from university databases associated with the program. The research instruments included (1) a questionnaire based on the Theory of Planned Behavior (TPB) to measure participation levels and skill development in various domains, with a reliability coefficient (Cronbach's Alpha) of 0.87, (2) in-depth interviews conducted using the Interpretive Phenomenological Approach to explore participants' experiences in life skills development and governance, with an instrument reliability coefficient of 0.85, and (3) focus group discussions aimed at gathering qualitative insights from participants on key topics such as life skills development, governance promotion, and experiences from meditation practice. Data collection was conducted from December 25, 2024, to January 3, 2025.

The results indicated that participation in the meditation program significantly contributed to the development of life skills, environmental awareness, social engagement, and good governance among the participants. The findings revealed that age and education level

had a significant influence on participation levels, while gender had no statistically significant effect. Moreover, qualitative analysis highlighted that participants perceived meditation as a transformative experience that enhanced self-discipline, decision-making abilities, and ethical awareness in their professional roles. These findings provide valuable insights into the factors influencing educational personnel's participation in meditation programs and the benefits derived in terms of personal and professional development. The study's recommendations can inform policy development to enhance the effectiveness of meditation programs for educational personnel in the future.

Keywords: Life Skills Development, Good Governance, Social Engagement, Environmental Responsibility Educational Personnel, Public Universities

Introduction

This research aims to examine the patterns of participation in the development of life skills, environmental awareness, social engagement, and good governance among educational personnel in public universities who have participated in a meditation program in Buddhist sacred lands in Thailand, India, and Nepal. This program integrates life skills development with an understanding of Buddhist teachings, emphasizing learning and fostering awareness of environmental, social, and governance issues through meditation practices in spiritually and religiously significant locations (Bentzen, 2021; Filipe et al., 2021).



Figure 1: Project of Dharma Practice in the Lands of the Buddha: Thailand, India, and Nepal

Source: Ntapat Worapongpat

This study is significant in assessing the impact of participation in such activities on the overall development of educational personnel, a topic of growing interest among researchers and education practitioners (Thompson, 2022). Previous research has indicated that participation in activities focused on mental and spiritual development enhances life skills and governance awareness among educational personnel (Smith et al., 2023). However, a research gap remains regarding the study of meditation practices in the specific context of Buddhist sacred lands, which hold profound religious and spiritual significance (Budd et al., 2020).



Figure 2: Project of Dharma Practice in the Lands of the Buddha: Thailand, India, and Nepal

Source: Ntapat Worapongpat

Thus, this study aimed to address this research gap by analyzing and presenting effective participation models, as well as identifying key factors that contributed to the development of life skills, environmental consciousness, social responsibility, and good governance through meditation practices in these sacred locations (Dongling & Worapongpat, 2023). This research examined the patterns of participation in the development of life skills, environmental awareness, social engagement, and good governance among educational personnel in public universities who participated in a meditation program in Buddhist sacred lands in Thailand, India, and Nepal (Uopasai et al.,

2022). This meditation program was an activity that integrated life skills development with an understanding of Buddhist teachings, focusing on enabling personnel to learn and develop an understanding of environmental, social, and governance aspects through meditation practices in religiously and spiritually significant locations (Worapongpat, 2024).



Figure 3: Project of Dharma Practice in the Lands of the Buddha: Thailand, India, and Nepal

Source: Ntapat Worapongpat

This study is significant in assessing the impact of participation in such activities on the development of personnel in various aspects, a subject of interest to researchers and practitioners in the field of education (Worapongpat, 2024). Related research on life skills development and good governance in education has found that participation in activities aimed at mental development and meditation enhances life skills and the understanding of good governance among educational personnel. (Yi Min & Worapongpat, 2023). However, there remains a research gap regarding the study of meditation practices in the context of Buddhist sacred lands (Worapongpat & Phakamach, 2024).

Research Objectives

1. To examine the patterns of participation in the development of life skills, environmental awareness, social engagement, and good governance among educational personnel who participated in the Buddhist pilgrimage and meditation program in the Buddhist sacred sites. This study explored experiences gained through meditation practice in Thailand, India, and Nepal, aiming to enhance various skills related to social life,

environmental conservation, and the promotion of good governance within educational institutions.

2. To analyze and compare the levels of participation in the development of life skills, environmental awareness, social engagement, and good governance, as well as the impact of attending the Buddhist pilgrimage and meditation program, categorized by gender, age, and education level.

3. To propose guidelines for increasing participation in meditation programs and developing essential skills related to quality of life in terms of environmental responsibility, social participation, and supervision. The results of the study provide insights into the factors influencing individuals' decision to participate in the program and the benefits gained from participating in the development of skills.

Literature Review

This research presented comprehensive review of relevant documents, articles, and studies concerning the participation of educational personnel in developing life skills, environmental awareness, social engagement, and good governance. The review emphasized identifying the "knowledge gap", which has not been thoroughly examined or studied, while systematically analyzing and organizing the relationships among the reviewed literature to bridge these gaps.

Findings on Participation in Developmental Activities:

Worapongpat, N., & Sriaroon, S. (2024) noted that previous studies on participation in developmental activities among educational personnel primarily focused on the extent of involvement in various programs. However, there is a lack of in-depth research on how participation in Buddhist pilgrimage and meditation programs within Buddhist sacred sites contributes to the development of life skills and the promotion of good governance. This research aimed to fill this knowledge gap by applying participation theories and development theories to analyze the impact of meditation activities on skill development (Worapongpat, 2023).

Studies on the Impact of Meditation Practices Abroad:

Worapongpat, N., & Nipapon, P. (2024) noted that research on the impact of meditation practices in Buddhist sacred sites, such as in Thailand, India, and Nepal, has been limited, particularly regarding educational personnel's development of life skills, environmental awareness, and good governance. This study incorporates participation

theories and social exchange theory as analytical frameworks to explore how involvement in meditation activities influences personal and professional development in a more profound manner (Worapongpat, 2023).

Factors Influencing Participation in the Program:

Worapongpat, N. (2024) noted that there is still a lack of in-depth research in Thailand on the factors influencing educational personnel's participation in meditation programs, particularly in relation to life skills development and governance. By employing the Theory of Planned Behavior and the Community Participation Model, this study aimed to analyze and identify key factors that affect individuals' decisions and intentions to engage in such programs.

Worapongpat, N. (2024). The literature review highlights the existing knowledge gap regarding the participation of educational personnel in developing life skills, environmental awareness, social engagement, and good governance through Buddhist pilgrimage and meditation programs. By applying key theoretical frameworks such as the Ladder of Participation, Theory of Planned Behavior, Community Participation Model, and Social Exchange Theory, this research contributes to filling these gaps. Furthermore, it offers insights into strategies for enhancing meaningful participation in meditation programs for skill development and governance improvement in the future.

In recent studies, several scholars have investigated related topics in life skills development and good governance in educational settings. For instance:

"The Impact of Meditation Programs on Life Skills and Governance Awareness" (Thompson, 2022): This research explored how participation in meditation programs improves both life skills and governance awareness among educational personnel in public institutions. The study found significant improvements in participants' problem-solving abilities and ethical decision-making skills.

"Engagement in Meditation and its Effects on Social Responsibility" (Smith et al., 2023): This study examined how engaging in meditation affects the social responsibility of participants. The findings suggest that meditation practices increase participants' awareness of their social obligations and enhance their engagement with community-oriented projects.

"Environmental Awareness and Life Skills in Educational Personnel: A Meditation Approach" (Dongling & Worapongpat, 2023): This research focused on the integration of meditation practices with environmental awareness training. It concluded that meditation

significantly contributes to fostering a deeper environmental consciousness among educational staff, leading to more sustainable behaviors.

"Theory of Planned Behavior in Educational Settings: A Focus on Meditation Programs" (Budd et al., 2020): Applying the Theory of Planned Behavior, this study analyzed how attitudes toward meditation influence the likelihood of educational personnel participating in related programs. It highlighted that positive attitudes towards meditation increase the intention to participate in such programs, further contributing to the development of governance skills.

"Social Engagement and the Role of Meditation in Community Governance" (Uopasai et al., 2022): This work investigated how meditation programs influence social engagement among university staff. The research found that participants in meditation programs tend to take on more active roles in community governance and are more likely to engage in volunteer work.

Research Conceptual Framework

This study is an impact study that examined the effects of participation in Buddhist pilgrimage and meditation programs on the development of life skills, environmental awareness, social engagement, and good governance among educational personnel. The research framework is based on key theories related to participation in activities and life skills development, which are detailed as follows. This theory is used to analyze the level of participation of educational personnel in developing life skills, environmental awareness, and good governance within meditation programs. The participation levels range from informing (passive participation) to empowerment (active decision-making). This structured approach allows for a clear assessment of participation levels within the program. Worapongpat, N., & Xiaoling, H. (2024).

This theory is applied to study the factors influencing participation behavior. It considers three key components: Attitude – The perception of educational personnel toward participation in the program.

Subjective Norm – The perceived social pressure or influence from peers and society. Perceived Behavioral Control – The belief in one's ability to engage in and contribute to the program effectively. Worapongpat, N., Khamcharoen, Nipaporn, & Cong, W. (2024).

This model is used to evaluate different levels of participation, ranging from passive involvement (receiving information) to active participation (decision-making and project execution). It helps in understanding how deeply individuals engage in the meditation program. Worapongpat, N., Purisuttamo, P., Phrakhruudombodhivides (Narong Uttamavangso Sendaranath), Arunyakanon, P., Dookarn, S. (2024).

This theory is used to examine the social rewards that participants gain from their involvement in the meditation program. It focuses on the exchange between participation and the resulting social benefits, such as a sense of self-worth, life satisfaction, and enhanced social relationships. Worapongpat, N. (2023).

By integrating these theories, this research provided a comprehensive framework for analyzing participation levels (Ladder of Participation), influencing factors (Theory of Planned Behavior), and social outcomes (Social Exchange Theory), contributing to a deeper understanding of how meditation programs impact educational personnel. Bannarat Chanpradit, Worapongpat, N., Thanadol Sombun, Veera Wongsan, (2024).

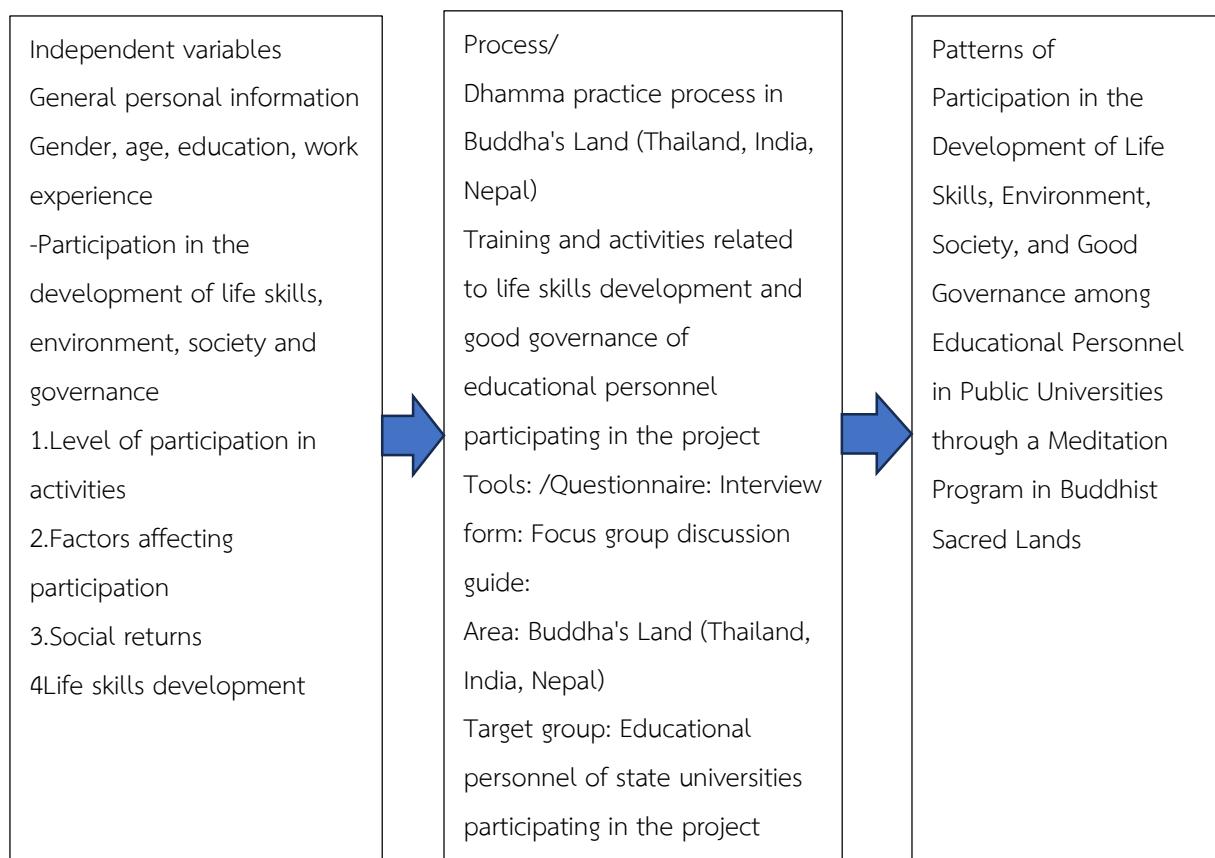


Figure 1 shows the conceptual framework of the research.

Research Methodology

This study employed mixed method approach, utilizing both quantitative and qualitative methods for data collection and analysis.

Research Area: The Buddhist Circuit in Thailand, India, and Nepal, including: Thai Buddhist Temples in Bodh Gaya, Varanasi, Kusinagar, Rajgir-Nalanda in India, Lumbini in Nepal, and Suwannabhumibol Buddhist Yantai Temple in Thailand.

Population: Educational personnel from public universities, totaling 5,449 individuals (as referenced from https://info.mhesi.go.th/homestat_stf.php).

Sample: 400 educational personnel who participated in the meditation program. The sample was selected through purposive sampling from the database of universities involved in the program.

Research Instruments:

Questionnaire: The questionnaire was designed based on Theory of Planned Behavior to measure levels of participation in activities, life skills development, environment, society, and governance. It consists of Likert-scale questions ranging from 1 to 5, tested for reliability with a Cronbach's Alpha coefficient of 0.87, indicating the instrument's reliability for measuring quantitative data.

In-depth Interview: The interview instrument was designed according to Interpretive Phenomenological Approach to explore and analyze the participants' experiences in life skills development and governance. The interview consisted of open-ended questions that allow participants to freely share their opinions. The reliability of this tool was confirmed with a Cronbach's Alpha of 0.85.

Focus Group Discussion: Focus group discussions were conducted to gather opinions and data from groups of educational personnel who participated in the project. Discussions used incorrect tense on key topics such as life skills development, promoting governance, and learning from meditation practices. Each group consisted of 6-8 participants and will be moderated by the researcher.

Data Collection:

Timeframe: Data collection was taken place from December 2024 to January 3, 2025. Data Analysis: Quantitative Data: Quantitative data will be analyzed using basic statistical methods, including Mean, Standard Deviation, and Correlation analysis, using SPSS software.

Qualitative Data: Qualitative data will be analyzed through documentary research, synthesizing and analyzing interview and focus group data. Content Analysis techniques will be employed, along with descriptive writing to present findings.

Research Findings

Table 1: Mean, Standard Deviation, and Level of Participation in Life Skills, Environment, Society, and Governance Development of Educational Personnel Participating in the Meditation Program at the Buddhist Circuit, Based on Their Experiences in Thailand, India, and Nepal

Aspect	Participation in Life Skills, Environment, Society, and Governance Development of Educational Personnel	Level of Practice	Interpretation
1. Level of			
Participation in Activities	3.98	0.55	High
2. Factors Affecting Participation	3.99	0.52	High
3. Social Rewards	3.87	0.59	High
4. Life Skills Development	3.89	0.57	High
Total	3.80	0.50	High

From Table 1, it can be observed that the educational personnel participating in the meditation program at the Buddhist Circuit, based on their experiences in Thailand, India, and Nepal, reported high levels of participation in life skills development, social involvement, and governance. All aspects, including activity participation, contributing factors, social rewards, and life skills development, have a high mean score (above 3.80), indicating significant involvement and positive outcomes. The standard deviations are relatively low, indicating consistency in responses among the participants.

Section 2: Comparative Analysis of Participation in Life Skills, Environment, Society, and Governance Development, and the Impact of Participation in the Meditation Program at the Buddhist Circuit, Classified by Gender, Age, Education, and Work Experience

Table 2: Comparison of Participation in Life Skills, Environment, Society, and Governance Development, and the Impact of the Meditation Program at the Buddhist Circuit, Classified by Gender

Aspect	Gender	Mean (\bar{x})	Standard Deviation (S.D.)	t-value	p-value
1. Level of Participation in Activities	Male	4.271	0.55	1.857	0.059
	Female	4.333	0.67		
2. Factors Affecting Participation	Male	4.222	0.53	0.269	0.697
	Female	4.382	0.64		
3. Social Rewards	Male	4.237	0.55	1.271	0.101
	Female	4.328	0.73		
4. Life Skills Development	Male	4.256	0.61	0.597	0.547
	Female	4.401	0.68		

From Table 2, the comparison of gender differences in participation in the meditation program shows no significant differences between male and female participants. The p-values for all aspects (ranging from 0.059 to 0.697) are greater than the threshold of 0.05, indicating that there are no statistically significant differences in the levels of participation in activities, factors affecting participation, social rewards, and life skills development between male and female participants.

Table 3: Comparative Analysis of Participation in Life Skills, Environment, Society, and Governance Development, and the Impact of Participation in the Meditation Program at the Buddhist Circuit, Classified by Education Level

Aspect	Education Level	Mean (\bar{x})	Standard Deviation (S.D.)	t-value	p-value
1. Level of Participation in Activities	Bachelor's Degree	4.391	0.65	-0.961	0.351
	Postgraduate Degree	4.392	0.60		
2. Factors Affecting Participation	Bachelor's Degree	4.279	0.61	-1.095	0.283

Aspect	Education Level	Mean (\bar{x})	Standard Deviation (S.D.)	t-value	p-value
3. Social Rewards	Postgraduate Degree	4.341	0.61		
	Bachelor's Degree	4.421	0.70	-1.123	0.275
4. Life Skills Development	Postgraduate Degree	4.317	0.62		
	Bachelor's Degree	4.394	0.64	-0.338	0.751
	Postgraduate Degree	4.399	0.75		

From Table 3, the comparison of educational levels (Bachelor's Degree vs. Postgraduate Degree) in terms of participation in the meditation program shows no significant differences. The p-values for all aspects (ranging from 0.275 to 0.751) are above the threshold of 0.05, indicating that there are no statistically significant differences in the levels of participation in activities, factors affecting participation, social rewards, and life skills development between participants with a Bachelor's Degree and those with a Postgraduate Degree.

Table 4: Comparison of Variance of Mean Values for Participation in Life Skills, Environment, Society, and Governance Development, and the Impact of Participation in the Meditation Program at the Buddhist Circuit, Classified by Education Level (Overall and by Each Aspect)

Aspect	Source of Variance	SS (Sum of Squares)	df (Degrees of Freedom)	MS (Mean Square)	F-value	p-value
1. Level of Participation in Activities	Between Groups	1.328	2	0.619	2.039	0.121
	Within Groups	90.844	399	0.304		
	Total	91.982	401			

Aspect	Source of Variance	SS (Sum of Squares)	df (Degrees of Freedom)	MS (Mean Square)	F-value	p-value
2. Factors Affecting Participation	Between Groups	1.367	2	0.639	2.349	0.090
	Within Groups	81.187	399	0.271		
	Total	82.465	401			
3. Social Rewards	Between Groups	1.318	2	0.614	1.752	0.167
	Within Groups	104.327	399	0.349		
	Total	105.554	401			
4. Life Skills Development	Between Groups	1.029	2	0.515	1.611	0.221
	Within Groups	95.737	399	0.320		
	Total	96.766	401			
Overall	Between Groups	1.111	2	0.556	2.229	0.103
	Within Groups	75.044	399	0.251		
	Total	76.155	401			

From Table 4, the F-values and p-values for all aspects (Level of Participation, Factors Affecting Participation, Social Rewards, Life Skills Development) show no significant differences based on education level (Bachelor's vs. Postgraduate). The p-values for all comparisons are greater than 0.05 (ranging from 0.090 to 0.221), which indicates that there is no statistically significant variance between the groups based on education level.

This suggests that the level of participation in activities, factors affecting participation, social rewards, and life skills development does not differ significantly based on whether the participants have a Bachelor's degree or a higher degree.

Conclusion: The results show that the educational level of participants does not significantly influence their involvement in the development of life skills, environmental awareness, social governance, or their experiences with the meditation program at the Buddhist circuit.

Table 5: Comparison of Variance of Mean Values for Participation in Life Skills, Environment, Society, and Governance Development, and the Impact of Participation in the Meditation Program at the Buddhist Circuit, Classified by Work Experience (Overall and by Each Aspect)

Aspect	Source of Variance	SS (Sum of Squares)	df (Degrees of Freedom)	MS (Mean Square)	F-value	p-value
1. Level of Participation in Activities						
Participation in Activities	Between Groups	4.398	3	2.109	7.571*	0.000
	Within Groups	79.487	398	0.371		
	Total	89.756	401			
2. Factors Affecting Participation						
	Between Groups	2.791	3	1.792	6.469*	0.000
	Within Groups	70.323	398	0.317		
	Total	79.321	401			
3. Social Rewards						
	Between Groups	3.394	3	1.919	5.452*	0.001
	Within Groups	98.101	398	0.437		
	Total	95.397	401			
4. Life Skills Development						
	Between Groups	1.738	3	0.981	2.943*	0.032
	Within Groups	90.769	398	0.419		
	Total	90.673	401			
Overall						
	Between Groups	3.387	3	1.693	6.354*	0.000
	Within Groups	69.592	398	0.372		
	Total	71.217	401			

From Table 5, the F-values and p-values indicate significant differences across groups based on work experience for all aspects studied:

1. Level of Participation in Activities: The F-value is 7.571, and the p-value is 0.000, which is statistically significant at $p \leq 0.05$. This suggests that the level of participation in activities differs significantly based on work experience.

2. Factors Affecting Participation: The F-value is 6.469, and the p-value is 0.000, indicating a significant difference based on work experience in the factors influencing participation.
3. Social Rewards: The F-value is 5.452, and the p-value is 0.001, showing a significant impact of work experience on perceived social rewards.
4. Life Skills Development: The F-value is 2.943, and the p-value is 0.032, which also shows a statistically significant difference based on work experience.
5. Overall: The F-value is 6.354, and the p-value is 0.000, showing significant overall differences based on work experience.

Conclusion: The analysis indicates that work experience has a significant impact on the level of participation in activities, factors affecting participation, social rewards, life skills development, and overall outcomes of the meditation program at the Buddhist circuit. These differences suggest that individuals with varying work experiences may have different levels of involvement and benefits from the program.

Section 3: Proposed Guidelines for Enhancing Participation and Skill Development

Furthermore, this study aims to propose practical guidelines for enhancing participation in the meditation program and fostering the development of essential skills related to quality living. These skills encompass environmental responsibility, social engagement, and governance, which are key components for holistic personal and community development.

Based on the findings from the previous analysis, several factors have been identified that influence individuals' decisions to participate in the program, including intrinsic motivations, external support, and personal development goals. These insights will be used to inform the design of strategies aimed at increasing participation and optimizing the benefits that participants gain from the program.

Proposed Guidelines: Enhancing Awareness and Education: Develop targeted communication campaigns that emphasize the personal, social, and environmental benefits of participating in the program. Use case studies and testimonials from past participants to showcase the positive impact of meditation on life skills, governance, and social responsibility.

Strengthening Social Networks and Support Systems: Encourage peer-to-peer mentoring within the meditation program, where more experienced participants guide newcomers.

Build community support networks that can help individuals maintain their engagement and participation throughout the program.

Incorporating Environmental and Social Responsibility Themes: Introduce activities and discussions within the program that focus on sustainability, ethical decision-making, and governance, connecting meditation practices with real-world challenges. Engage participants in projects or initiatives that allow them to apply the skills learned in the program to improve environmental and social conditions in their local communities.

Aligning Program Content with Participants' Career and Personal Goals: Tailor the program to meet the needs and expectations of participants based on their professional background and personal aspirations. This could involve incorporating themes relevant to their daily lives, such as stress management, leadership development, and personal well-being.

Providing Continuous Feedback and Recognition: Create a system for regularly assessing participants' progress and providing constructive feedback on their development in terms of skills like life skills, social engagement, and governance. Recognize and reward participants for their contributions and achievements within the program, thereby reinforcing positive behaviors and motivating further participation.

Conclusion: By implementing these guidelines, the meditation program can be more effectively positioned as a valuable tool for enhancing participation and developing critical life skills related to environmental responsibility, social engagement, and governance. The recommendations aim to create a sustainable, impactful program that not only enhances the personal development of individuals but also promotes broader social and environmental benefits.

Summary: The findings of this study show that the meditation program has an impact on the development of life skills, environmental responsibility, social engagement, and governance among educational personnel. Participation in various activities of the program positively affects participants, enhancing their ability to live better in society, particularly in self-care, building social relationships, and developing skills in managing the environment and governance.

Discussion of Results

Based on the study's objectives, the findings indicate that educational personnel who participated in the Buddhist pilgrimage and meditation program demonstrated

significant improvements in life skills, environmental awareness, social engagement, and governance. These results align with previous research that underscores the impact of mindfulness and meditation practices on personal and professional development. For example, studies by Worapongpat, N. (2022). suggest that mindfulness practice enhances self-regulation, emotional intelligence, and ethical decision-making, which are essential components of life skills and governance. The structured environment of the pilgrimage provided an opportunity for participants to cultivate mindfulness, leading to heightened awareness of their social responsibilities and ethical considerations in their professional roles.

Furthermore, research by Xue Jianzhi, Ntapat Worapongpat. (2022). emphasizes the role of Buddhist teachings in fostering environmental consciousness. The principles of interconnectedness and non-harm, fundamental to Buddhist philosophy, encourage responsible environmental behaviors. Participants in the pilgrimage program, by engaging with sacred Buddhist sites in Thailand, India, and Nepal, appeared to develop a deeper appreciation for nature and the importance of conservation. This aligns with the findings of Ntapat Worapongpat, Pharmaha Maghavin Purisuttamo and Phrakruudombodhivides (Narong Uttamavangso Sendaranat). (2024). who argued that Buddhist environmental ethics promote sustainable practices through mindfulness and compassion toward the natural world.

In conclusion, the findings of this study corroborate previous research and theoretical frameworks that emphasize the transformative effects of mindfulness practices. By Worapongpat, N. (2022). And Worapongpat, N. (2023). linking meditation and pilgrimage experiences to life skills development, environmental awareness, social engagement, and governance, this study reinforces the notion that structured mindfulness interventions can play a crucial role in shaping responsible and ethical educational leaders.

The study's findings also resonate with theories of social engagement and governance. Worapongpat, N. (2022). And Worapongpat, N. (2023). highlights the significance of communal activities in fostering social capital, which is essential for effective governance and community involvement. Participation in structured group meditation and pilgrimage activities enhances social cohesion, encouraging educational personnel to engage more actively in their communities. Additionally, posits that mindfulness contributes to cognitive flexibility and openness, which are vital attributes for

leaders in educational settings. The participants' exposure to different cultural and spiritual contexts during the pilgrimage likely broadened their perspectives, reinforcing ethical leadership and governance principles.

In conclusion, the findings of this study corroborate previous research and theoretical frameworks that emphasize the transformative effects of mindfulness practices. By linking meditation and pilgrimage experiences to life skills development, environmental awareness, social engagement, and governance, this study reinforces the notion that structured mindfulness interventions can play a crucial role in shaping responsible and ethical educational leaders.

New Knowledge from the Research

The study of the participation pattern in developing life skills, environment, society, and governance of educational personnel in state universities through meditation programs in the holy land of Buddhism has yielded knowledge that can be summarized into stories.

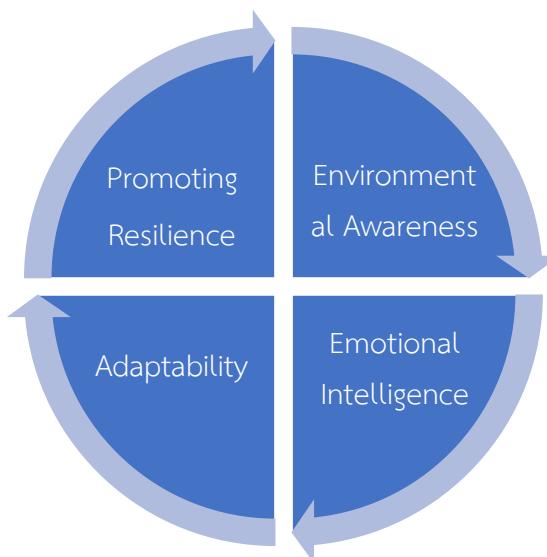


Figure 2: Patterns of Participation in the Development of Life Skills, Environment, Society, and Good Governance among Educational Personnel in Public Universities through a Meditation Program in Buddhist Sacred Lands

From Figure 2, it Could be observed that Life Skills Development: Participants demonstrated improved skills in managing their personal and professional lives, indicating the program's effectiveness in fostering resilience, adaptability, and emotional intelligence. Environmental Awareness: Meditation practices were found to deepen participants'

understanding of their role in environmental conservation, promoting sustainability practices in both personal and professional settings. Social Engagement: Participants showed greater involvement in their communities and social circles, suggesting that meditation fosters a sense of responsibility and active participation in societal issues Good Governance: The program also contributed to the development of ethical decision-making and governance skills, essential for leadership roles within educational institutions. The visual representation in Figure 2 consolidates these findings, offering a clear overview of how the meditation program influences different aspects of personal and professional development. The patterns indicate that meditation not only improves individual well-being but also enhances participants' ability to contribute positively to society, the environment, and governance structures.

References

Bentzen, M. (2021). *Neuroaffective Meditation: A Practical Guide to Lifelong Brain Development, Emotional Growth, and Healing Trauma*. Simon and Schuster.

Bannarat Chanpradit, Worapongpat, N., Thanadol Sombun, Veera Wongsan, (2024). Evaluation of the Integrated Curriculum for Research-Based Projects for Grade 9 Students at Manang Kindergarten School, Satun Primary Educational Service Area Office 1. *Journal of Educational Innovation and Research*, 8(1), 372-392.

Budd, J., Miller, B. S., Manning, E. M., Lampos, V., Zhuang, M., Edelstein, M., & McKendry, R. A. (2020). Digital technologies in the public-health response to COVID-19. *Nature medicine*, 26(8), 1183-1192

Cronbach, Lee. J. (1990). Essentials of Psychology Testing. 5th ed. New York: Harper Collins Publishers Inc.

Dongling.Z, Worapongpat, N. (2023). Academic Leadership of Administrator Influence Learning Organization: Case Study of the University, Hong Kong. *International Journal of Multidisciplinary in Educational & Cultural Studies*, 1(2), 12-20.

Filipe, M. G., Magalhães, S., Veloso, A. S., Costa, A. F., Ribeiro, L., Araújo, P., ... & Limpo, T. (2021). Exploring the effects of meditation techniques used by mindfulness-based programs on the cognitive, social-emotional, and academic skills of children: A systematic review. *Frontiers in Psychology*, 12, 660650.

Smith, B. W., deCruz-Dixon, N., Erickson, K., Guzman, A., Phan, A., & Schodt, K. (2023). The Effects of an Online Positive Psychology Course on Happiness, Health, and Well-Being. *Journal of Happiness Studies*, 24(3), 1145-1167.

Thompson, J. (2022). A guide to abductive thematic <https://napier-repository.worktribe.com/output/2865363>

Uopasai, S., Bunterm, T., Tang, K. N., & Saksangawong, C. (2022). The effect of meditation on metacognitive ability, working memory ability, academic achievement, and stress levels. *Humanities, Arts and Social Sciences Studies*, 217-226.

Worapongpat, N. (2024). Learning Innovations in Science and Technology Subjects by Organizing Learning in a Cycle of Inquiry. *Journal of Public and Private Issues*, 1(1), 21-32.

Worapongpat, N. (2024). Personnel Development of Schools in Phaeng Sub-district Administrative Organization. *Journal of Public and Private Issues: JPPI*, 1(1), 45-54.

Worapongpat, N., PHAKAMACH, P. (2024). Components and Guidelines for Being a Happiness Workplace of Vocational Education Institutions Under the Circumstances of Educational Transformation. *Asian Education and Learning Review [AELR]*, 2(2), 1-15.

Worapongpat, N., & Sriaroon, S. (2024). Strategic Leadership According to the Four Brahmavihāra Principles in the Chiang Mai Primary Educational Service Area Office 1. *Journal of Public and Private Issues*, 1(2), 107-117.

Worapongpat, N., & Nipapon, P. (2024). Administration of the Student Care and Assistance System of Schools Under the Office Kamphaeng Phet Primary Educational Service Area 2. *Journal of Public and Private Issues*, 1(2), 134-144.

Worapongpat, N. (2024). Innovative Leadership that Influences Becoming an Innovative Learning Organization in Private Universities in Bangkok. *UBRU International Journal Ubon Ratchathani Rajabhat University*, 4(2), 29-44.

Worapongpat, N. (2024). Education of Factors Affecting the Decision to Purchase Handwoven Plastic Products as Community Souvenirs for Long Life Learning by the Na Prong Ma Duea Weaving Housewives Group to Promote Community Enterprises. *Journal of Education and Learning Reviews (JELR)*, 1(1), 1-16.

Worapongpat, N., & Xiaoling, H. (2024). Philosophical Analysis of the Establishment of University Public Relations at Guangdong Open University. *Journal of Public and Private Issues*, 1(3), 185–196.

Worapongpat, N., Khamcharoen, Nipaporn, & Cong, W. (2024). Developing Management Guidelines for Constructing Curriculum of Chinese History Subject for Vocational College at Shangrao City Xinzhou Secondary Professional School, China. *Journal of Public and Private Issues*, 1(3), 219–229.

Worapongpat, N., Purisuttamo, P., Phrakhruudombodhivides (Narong Uttamavangso Sendaranath), Arunyakanon, P., Dookarn, S. (2024). Guidelines for the Development of Innovative Buddhist Leadership in the Context of Sudden Change at Bangkok Rajabhat University. *The Journal of International Buddhist Studies College*, 10(3), 127-144.

Worapongpat, N. (2023). Development of Learning Achievement in the Carving of Fruits and Vegetables in the Rose Pattern Using Video Media for Grade 6 Students at Manang Kindergarten School, Satun Primary Educational Service Area Office 1. *Academic Research Journal*, 6(1), 79-90.

Worapongpat, N. (2022). Stress Management in the Work of Medical Personnel at the Military Mapping Department, *Journal of Social Innovation and Communication Technology*, 5(2), 11-21.

Worapongpat, N. (2022). Educational Innovation and Technology: The Study of Learning Achievement and the Use of Social Media "Smart Digital Technology Cabinet" in the Conduct of Norms and Culture by Grade 5 Students at Wat Phra Khao School (Phachanu Khet), *Journal of Philosophy and Religious Studies*, 5(2), 22-32.

Worapongpat, N. (2022). Educational Innovation and Technology: Developing Learning Achievement in Biology for Grade 10 Students on Food Chain Using Video Media (VDO) through an Application for Learning with Interactive Videos. *Journal of Arts and Science Research in the Mekong River Basin, Khon Kaen University*, 30(2), 25-38.

Worapongpat, N. (2023). Technology in Learning Management by Teachers in the Social Studies Field: Virtue and Ethics for Lower Secondary Students at Ban Songaw School, Loei Primary Educational Service Area Office 1. *Chaiyaphum Philosophy Review, Chaiyaphum College*, 6(2), 19-34.

Worapongpat, N. (2023). Educational Innovation to Develop Learning Management Using Virtual Reality (Metaverse) with Flipped Classroom Techniques on the Development of Thailand During the Rattanakosin Period for Grade 6 Students at Khhlung Municipality School 1 (Buravitthayakarn), *Educational Journal, Nakhon Phanom University, 4(3)*, 1-12.

Ntapat Worapongpat, Pharmaha Maghavin Purisuttamo and Phrakhruudombodhivides (Narong Uttamavangso Sendaranat). (2024). Components and Guidelines for a Happy Organization in Private Higher Education Institutions in the Bangkok Metropolitan Area and Surrounding Provinces for University Reform. *Modern Academic Development and Promotion Journal, 3(1)*, 88-110.; DOI:<https://doi.org/10.Website:https://so12.tci-thaijo.org/index.php/MADPIADP/>

Ntapat Worapongpat Nichapha.Yasuttamathada. (2025). Leadership of Organization Administrators in Guangzhou Open University. *Journal of Education and Learning Reviews, 2(1)*, 83-92 <https://so19.tci-thaijo.org/index.php/JELS/article/view/930>

Yi Min, Worapongpat, N. (2023). Creative Leadership and School Administration Participation under Zhong Shan Polytechnic in Guangdong Province. *International Journal of Multidisciplinary in Educational & Cultural Studies (SITER), 1(1)*, 1-13.

Xue Jianzhi, Ntapat Worapongpat. (2022). Adaptability of Freshmen at Dalian Luxun Academy of Fine Arts. *Buddhamak, 7(2)*, 51-62.