

Research Report (Revised Edition)

**The Model of Mindfulness Practices on Well-Being of Students in
International Buddhist Studies College,
Mahachulalongkornrajavidyalaya University**

by

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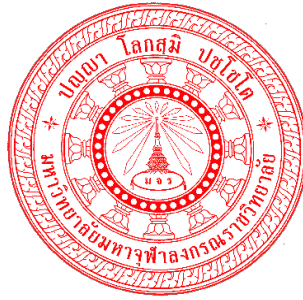
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**International Buddhist Studies College
Mahachulalongkornrajavidyalaya University**

B.E. 2567

**Research Project Funded by International Buddhist Studies College
Mahachulalongkornrajavidyalaya University**

MCU RS XXXXXXXXXX



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MCU RS XXXXXXXXX

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Research Title: The Model of Mindfulness Practices on Well-Being of Students in International Buddhist Studies College,
Mahachulalongkornrajavidyalaya University

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Fiscal Year: 2567/2024

Research Scholarship Sponsor: International Buddhist Studies College
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Abstract

The research titled “The Model of Mindfulness Practices on Well-Being of Students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University” aimed to 1) To study the concepts and theories of well-being, as well as the context, problems, and needs regarding the well-being of students at the International Buddhist Studies College, Mahachulalongkornrajavidyalaya University. 2) To analyze the mindfulness practices for promoting well-being in Buddhism. 3) To Develop and present the model of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

This research employed mixed methods research. In-depth interviews were conducted with 4 groups of key informants including 1) Buddhist scholars 2) Vipassana Masters both domestically and internationally 3) Psychologists 4) Wellness experts 5) IBSC students both graduated and undergraduate students.

Additionally, an experimental study involving the Four Foundations of Mindfulness practice conducted with a volunteer sample group participating in the research project, totaling 30 individuals, and interviews with volunteer groups after the experiment.

Acknowledgement

The research work on “model of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.” has been successfully completed through my diligent efforts and the generous assistance of various individuals and institutions. Without their support, this research would not have been possible, and I extend my sincere appreciation and gratitude to them.

I would like to begin by expressing my deepest gratitude to Most Venerable Phra Medhivajarpundit. Prof. Dr., Director of the International Buddhist Studies College at MCU, as well as the institute's executives and staff. Their kindness and invaluable assistance provided essential guidance for each step of the research process.

Additionally, I extend my thanks to the senior experts of the institute for their insightful suggestions, which played a crucial role in the successful accomplishment of the research objectives.

In closing, I wish to dedicate any merit arising from this research to those who offered moral support throughout the process. May they all enjoy lasting prosperity, good health, and eternal happiness.

Researchers

August 2024

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VMP	Vipassana Meditation Practice
Ibid	In the same source
Loc. cit.	In the same page of the same source

Chapter 1

Introduction

1.1 Background and Significance of the Problems

The field of mindfulness practices and well-being has gained significant attention in recent years, with numerous studies highlighting its potential benefits for individuals across various contexts. However, there is a dearth of research specifically examining the impact of mindfulness practices on the well-being of students in the International Buddhist Studies College at Mahachulalongkornrajavidyalaya University. Given the unique focus of this college on Buddhist studies and its integration with modern sciences, investigating the model of mindfulness practices becomes crucial in understanding how it influences the well-being of students within this academic setting.

Understanding the relationship between mindfulness practices and the well-being of students in the International Buddhist Studies College holds immense importance for several reasons. Firstly, the well-being of students is a vital aspect of their overall development and academic success. By examining how mindfulness practices contribute to their well-being, valuable insights can be gained to enhance student support systems and create a conducive learning environment.

Secondly, the International Buddhist Studies College is distinct in its emphasis on Buddhist teachings and practices. Exploring the effects of mindfulness practices on the well-being of students within this specific cultural and educational context offers a unique opportunity to uncover the interplay between Buddhist principles and contemporary approaches to well-being promotion.

Thirdly, as mindfulness practices have been increasingly adopted in various educational institutions worldwide, investigating their impact within the International Buddhist Studies College can contribute to the broader field of educational psychology and well-being research. Findings from this study can offer practical recommendations for integrating mindfulness practices into academic settings to enhance the well-being of students.

Lastly, by studying the model of mindfulness practices on student well-being, this research can shed light on the potential benefits of mindfulness practices for individuals pursuing Buddhist studies. It can provide valuable insights into how mindfulness practices align with the core principles of Buddhist philosophy and contribute to the holistic development of students.

Overall, the research on the model of mindfulness practices on the well-being of students in the International Buddhist Studies College has both theoretical and practical significance, contributing to the existing literature, informing educational practices, and offering a deeper understanding of the intersection between mindfulness, well-being, and Buddhist studies

1.2 Objectives of the Research

1.2.1 To explore concepts and theories of well-being, as well as the context, problems, and needs regarding the well-being of students at the International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

1.2.2 To study the effects of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

1.2.3 To present the model of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

1.3 Statement of the Problems Desired to Know

1.3.1 What are the concepts and theories of well-being?

1.3.2 What are the context, problems, and needs regarding the well-being of students at the International Buddhist Studies College, Mahachulalongkornrajavidyalaya University?

1.3.3 What are the mindfulness practices that promote well-being in Buddhism?

1.3.4 How does the implementation of a mindfulness-based intervention program impact the overall well-being of students in the International Buddhist Studies College?

1.3.5 What is the model of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University?

1.4 Scope of the Research

1.4.1. Scope of Sources of Data:

This research will primarily rely on both primary and secondary sources of data. Primary data will be collected through Pāli text society (PTS), Comon Buddhist Text (CBT), and structured surveys and interviews conducted with students from the International Buddhist Studies College at Mahachulalongkornrajavidyalaya University.

Additionally, secondary sources such as academic journals, books, relevant reports, and scholarly articles will be consulted to provide a comprehensive theoretical foundation and contextual understanding of mindfulness practices and their impact on well-being among students.

1.4.2. Scope of content

The research scope will study three main points, they are as follows:

Firstly, this study focuses on concepts and theories of well-being, as well as the context, problems, and needs regarding the well-being of students at the International Buddhist Studies College, Mahachulalongkornrajavidyalaya University

Secondly, this study focuses on the effects of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

Thirdly, this research focuses on the model of mindfulness practices on well-being of students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

1.4.3. Scope of Population:

1.4.3.1 Key informants: The key informants of this research will be divided into 4 groups as following; Group 1) Buddhist Scholar 5 persons. Group 2) Vipassana Master 10 persons. Group 3) Wellness expert 5 persons. Group 4) IBSC student 10 persons

1.4.3.2 Sampling Group for training practice meditation; IBSC students both Undergraduate and Graduated level 20 persons

1.4.4. Scope of Area:

The research will be conducted within the premises of Mahachulalongkornrajavidyalaya University, specifically within the International Buddhist Studies College. The university's physical and academic environment will be the setting for data collection, encompassing classrooms, meditation halls, libraries, and other relevant spaces where mindfulness practices and academic activities take place.

1.4.5 Scope of Time:

The temporal scope of this research will be 2024 between January – August 2024. The study will be conducted within a specific time frame to ensure data collection and analysis remain relevant to the current state of mindfulness practices and students' well-being in the context of the International Buddhist Studies College.

1.5 Research Hypothesis

The implementation of mindfulness practices among students in the International Buddhist Studies College at Mahachulalongkornrajavidyalaya University positively correlates with an improvement in their overall well-being.

This hypothesis suggests that there is a relationship between engaging in mindfulness practices and experiencing enhanced well-being among students enrolled in the International Buddhist Studies College. The hypothesis assumes that the consistent practice of mindfulness techniques, as taught within the context of Buddhist studies, contributes to positive changes in emotional well-being, stress reduction, academic performance, and overall life satisfaction of the students. The research will seek to test and validate this hypothesis through data collection, analysis, and interpretation of the findings.

1.6 Definition of the Terms Used in the Research

The defined terms within the research study titled "The Model of Mindfulness Practices on Well-Being of Students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University" facilitate a comprehensive understanding of the fundamental concepts and variables incorporated in the study. The terms utilized in this research are precisely defined as follows:

1.6.1 Mindfulness Practices refers to a set of techniques, exercises, and meditative practices rooted in Buddhist traditions that cultivate present-moment awareness, non-judgmental observation, and acceptance of one's thoughts, feelings, and sensations based on the four foundations of mindfulness.

1.6.2 Well-Being refers to the state of optimal physical, mental, and emotional health and flourishing. It encompasses aspects such as subjective happiness, life satisfaction, positive emotions, resilience, and overall holistic wellness.

1.6.4 Students refers to the group of individuals who are currently in undergraduate and graduated students at the International Buddhist Studies College, Mahachulalongkornrajavidyalaya University, specifically during the academic year 2023.

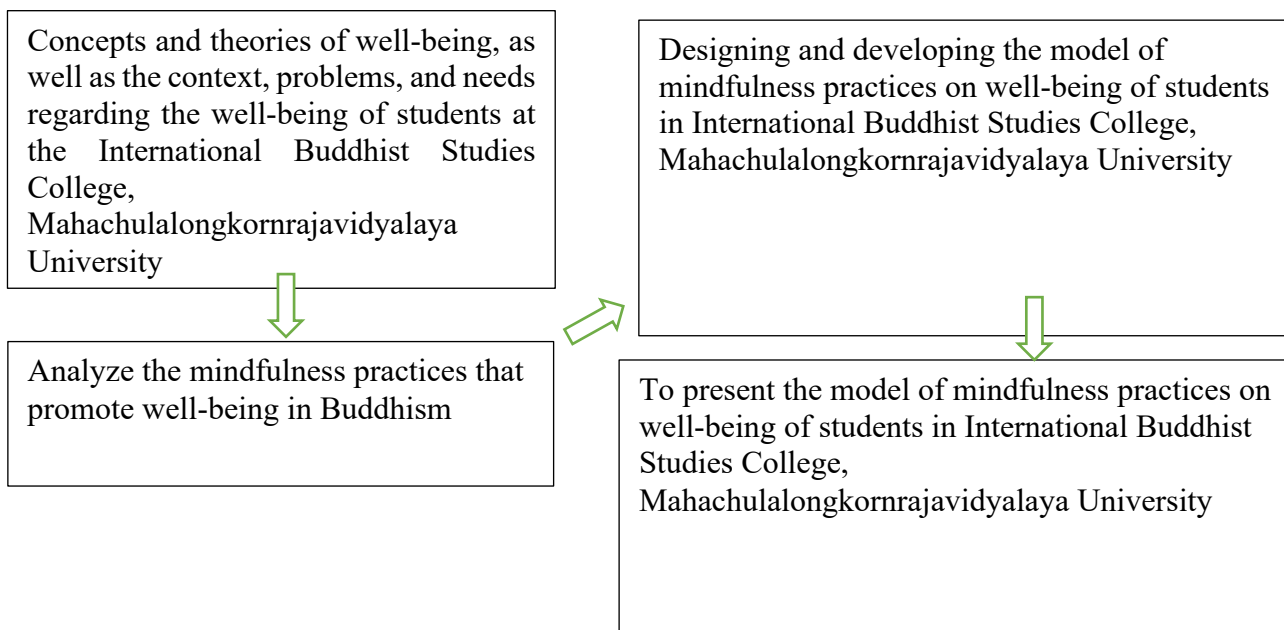
1.6.5 International Buddhist Studies College refers to the international center for Buddhist studies. It provides education and resources to monks, nuns, novices, and laypeople worldwide. Operating within a network of esteemed Buddhist educational institutes, its objective is to cultivate proficient graduates while fostering societal

awakening. This college is under Mahachulalongkornrajavidyalaya University Lam Sai, Wang Noi, Phra Nakhon Si Ayutthaya.

1.6.6 The Model of Mindfulness Practices refers to the theoretical framework or conceptual structure that outlines the relationships, mechanisms, and processes through which mindfulness practices impact the well-being of students in the International Buddhist Studies College. It elucidates the underlying principles and factors involved in the application of mindfulness practices to enhance well-being.

1.6.7 Mahachulalongkornrajavidyalaya University refers to The University provides Buddhist Studies integrated with modern sciences and creates Buddhist Innovation for the Development of Mentality and Society. It is in Lam Sai, Wang Noi, Phra Nakhon Si Ayutthaya, Thailand.

1.7 Conceptual Framework



1.8 Review of Related Literature and Research Works

A comprehensive review of related literature and research works on the topic "The Model of Mindfulness Practices on Well-Being of Students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University" reveals the following key findings and insights:

Numerous studies have established the positive effects of mindfulness practices on overall well-being. Research conducted in various educational settings has shown that mindfulness interventions contribute to reduced stress levels, improved emotional regulation, enhanced cognitive functioning, and increased life satisfaction among students.

Harvard Health: Mindfulness improves well-being. Increasing your capacity for mindfulness supports many attitudes that contribute to a satisfied life. Being mindful makes it easier to savor the pleasures in life as they occur, helps you become fully engaged in activities, and creates a greater capacity to deal with adverse events. By focusing on the here and now, many people who practice mindfulness find that they are less likely to get caught up in worries about the future or regrets over the past, are less preoccupied with concerns about success and self-esteem, and are better able to form deep connections with others¹.

Thich Nhat Hanh: Mindfulness is the miracle by which we master and restore ourselves. Consider, for example: a magician who cuts his body into many parts and places each part in a different region—hands in the south, arms in the east, legs in the north, and then by some miraculous power lets forth a cry which reassembles whole every part of his body. Mindfulness is like that—it is the miracle which can call back in a flash our dispersed mind and restore it to wholeness so that we can live each minute of life².

Hayes AM, Feldman G.: Mindfulness has been theoretically and empirically associated with psychological well-being. The elements of mindfulness, namely awareness and nonjudgmental acceptance of one's moment-to-moment experience, are regarded as potentially effective antidotes against common forms of psychological distress—rumination, anxiety, worry, fear, anger, and so on—many of which involve the maladaptive tendencies to avoid, suppress, or over-engage with one's distressing thoughts and emotions.³

Kabat-Zinn J. Though promoted for centuries as a part of Buddhist and other spiritual traditions, the application of mindfulness to psychological health in Western

¹ <https://www.helpguide.org/harvard/benefits-of-mindfulness.htm>

² Hanh TN. The miracle of mindfulness. Boston: Beacon Press; 1976.

³ Hayes AM, Feldman G. Clarifying the construct of mindfulness in the context of emotion regulation and the process of change in therapy. *Clinical Psychology: Science and Practice*. 2004; 11:255–262.

medical and mental health contexts is a more recent phenomenon, largely beginning in the 1970s⁴

Felicia A. Huppert & Daniel M. Johnson: We report the results of a short programme of mindfulness training administered to adolescent boys in a classroom setting. Intervention and control groups (N = 155) were compared on measures of mindfulness, resilience, and psychological well-being. Although the overall differences between the two groups failed to reach significance, we found that within the mindfulness group, there was a significant positive association between the amount of individual practice outside the classroom and improvement in psychological well-being and mindfulness.

We also found that the improvement in well-being was related to personality variables (agreeableness and emotional stability). Most students reported enjoying and benefiting from the mindfulness training, and 74% said they would like to continue with it in the future. The results of this preliminary study are encouraging. Further work is needed to refine the training programme and undertake a definitive randomized controlled trial, using both subjective and objective outcome measures, with long-term follow-up.⁵

Feten Fekih-Romdhane and Research Team:

Limited evidence showed that impulsivity is negatively related to life satisfaction and wellbeing; however, the mechanisms underlying this relationship remain unclear. We aimed through this work to investigate the relationship between impulsivity dimensions and well-being and to explore the moderator role of mindfulness on this relationship in a sample of Lebanese university students. This cross-sectional study was carried out among 363 university students recruited through convenience sampling through several universities in Lebanon's governorates. Higher mindfulness was significantly associated with better wellbeing in the models that considered urgency and sensation seeking as independent variables.

A lack of premeditation and a lack of perseverance were both inversely associated with well-being. The interaction lack of perseverance by mindfulness was significantly associated with wellbeing; for students who were low in mindfulness, more lack of perseverance was significantly associated with a lower wellbeing. Our study suggested that mindfulness practice may offer a promising avenue for implementing strategies aiming at improving the well-being of students with high levels of impulsivity⁶.

⁴ Kabat-Zinn J. An outpatient program in behavioral medicine for chronic pain patients based on the practice of mindfulness meditation: Theoretical considerations and preliminary results. *General Hospital Psychiatry*. 1982; 4:33–47.

⁵

<https://www.tandfonline.com/doi/full/10.1080/17439761003794148?needAccess=true>

⁶

<https://www.tandfonline.com/doi/full/10.1080/09603123.2023.2212595?src=recsys>

In summary, the reviewed literature and research works underscore the potential benefits of integrating mindfulness practices into educational settings, especially in contexts like the International Buddhist Studies College. The existing body of knowledge suggests that mindfulness can contribute not only to psychological well-being but also to students' spiritual and ethical development. Conducting research within this specific context will contribute valuable insights into the intersection of mindfulness practices, well-being, and Buddhist education.

1.9 Research Methodology

1.9.1 Research Design:

This study will employ a mixed-methods research design, combining both quantitative and qualitative approaches. The quantitative component will involve surveys to gather data on mindfulness practices, psychological processes, and well-being indicators. The qualitative component will involve in-depth interviews to explore participants' experiences, perceptions, and insights related to mindfulness practices and their impact on well-being.

1.9.2 Sampling:

a. Quantitative Sampling: A stratified random sampling technique will be used to select participants from the International Buddhist Studies College. The sample size will be determined based on statistical power calculations.

b. Qualitative Sampling: Purposive sampling will be employed to select participants for in-depth interviews. Students who exhibit diverse experiences with mindfulness practices and varying levels of well-being will be selected to provide comprehensive insights.

1.9.3 Data Collection:

a. Quantitative Data Collection: Surveys will be administered to participants to collect quantitative data. The surveys will include standardized scales to measure mindfulness, psychological processes (e.g., attention regulation, emotion regulation), and well-being indicators (e.g., emotional well-being, academic performance).

b. Qualitative Data Collection: In-depth semi-structured interviews will be conducted to delve into participants' experiences with mindfulness practices. The interviews will explore their perceptions of the effects of mindfulness on their well-being, challenges faced, and recommendations for improving mindfulness programs.

1.9.4 Data Analysis:

a. Quantitative Data Analysis: Descriptive statistics, correlation analyses, and regression analyses will be used to examine relationships between mindfulness

practices, psychological processes, and well-being indicators. This will help test the hypothesized model and identify mediating effects.

b. **Qualitative Data Analysis:** Thematic analysis will be employed to analyze qualitative data from interviews. Transcripts will be coded, and themes related to participants' experiences, perceived benefits, and challenges with mindfulness practices will be identified.

1.9.5 Integration of Findings:

The quantitative and qualitative findings will be integrated to provide a holistic understanding of the research question. Triangulation of data sources will enhance the validity and depth of the study's conclusions.

1.9.6 Ethical Considerations:

Ethical approval will be sought from the university's research ethics committee. Informed consent will be obtained from all participants. Confidentiality and anonymity will be maintained during data collection, analysis, and reporting.

1.9.7 Limitations:

Possible limitations include self-report biases in surveys, the potential for social desirability bias, and the context-specific nature of the study that might limit generalizability.

1.9.8 Implications and Dissemination:

The study's findings can inform educational institutions on the benefits of incorporating mindfulness practices in student well-being programs. Results will be disseminated through research papers, presentations, and workshops within academic and mindfulness communities.

By employing a mixed-methods approach, this research aims to provide a comprehensive understanding of how mindfulness practices influence the well-being of students in the International Buddhist Studies College at Mahachulalongkornrajavidyalaya University.

1.10 Advantages Expected to Obtain from the Research

1.10.1 **Evidence-Based Well-Being Enhancement:** The research will provide empirical evidence of the positive impact of mindfulness practices on the well-being of students in a unique academic context. This evidence can serve as a foundation for educational institutions globally, particularly those with a focus on spiritual and holistic learning, to incorporate mindfulness programs that enhance student emotional resilience, stress management, and overall well-being.

1.10.2 **Tailored Mindfulness Programs:** Findings from the research can guide the design and implementation of mindfulness programs that are specifically tailored to

the needs and aspirations of students in the International Buddhist Studies College. This customization ensures that mindfulness techniques align with the college's ethos and philosophy, offering students a more meaningful and relevant practice.

1.10.3 Holistic Student Development: By integrating mindfulness practices into the academic environment, the study's outcomes can promote a holistic approach to student development. Mindfulness techniques, aligned with Buddhist teachings, can foster emotional intelligence, self-awareness, and compassion, enhancing not only academic success but also personal growth and ethical development.

1.10.4 Contributions to Educational Research: The research will contribute to the field of educational research by shedding light on how mindfulness practices, grounded in Buddhist traditions, can positively impact student well-being and educational outcomes. This study can inspire further exploration of how diverse educational contexts can integrate mindfulness into curricula and programs.

These advantages collectively demonstrate the potential for the research study to enhance well-being strategies in higher education settings, contribute to the academic discourse on mindfulness and education, and inspire institutions to incorporate practices that promote students' overall flourishing and personal development.

Chapter 2

Related Concepts, Theories, and Research Works

To achieve the research objectives, relevant documents, concepts, theories concerning Mindfulness Practices on Well-Being of Students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University, textbooks, research works, and journals are investigated. The review of related literatures is listed as follows:

2.1 Four Foundations of Mindfulness

2.1.1 Definition

2.1.2 Significance

2.1.3 Four Foundations of Mindfulness in Tipiṭaka

2.1.4 Four Foundations of Mindfulness in Commentaries

2.1.5 The Methods of Four Foundations of Mindfulness Practice

2.1.6 The Purposes of Four Foundations of Mindfulness Practice

2.1.7 The Results of Four Foundations of Mindfulness Practice

2.1.8 The Benefits of Four Foundations of Mindfulness Practice

2.1.9 Insight Meditation Interviews by Meditation Masters

2.2 The Concepts of Well-being

2.3 Social Participation of students

2.4 The students lives in contemporary Thai society

2.6 Relevant research

2.7 Conceptual framework

Chapter 3

Research Methodology

The research, titled “The Model of Mindfulness Practices on Well-Being of Students in International Buddhist Studies College, Mahachulalongkornrajavidyalaya University employed a mixed-methods research methodology. The first phase of the study utilized a qualitative research design involving literature review and in-depth interviews. This approach facilitated a broad and profound understanding of the concept of Four Foundation of Mindfulness-based Intervention. Subsequently, a quantitative research design was applied in the second part of the study. Data obtained from the qualitative phase were employed to develop a Model of Vipassana Meditation Practice for Psychological Well-being Empowerment in Elderly Women as research instruments. The mixed-methods approach is illustrated as follows:

3.1 Research Design

3.2 Phrase 1: Qualitative Research Design

3.2.1 Key-informants

3.2.2 Research Instruments

3.2.3 Data Collection

3.2.4 Data Analysis

3.3 Phrase 2 - Quantitative Research Design

3.3.1 Population/ Samples

3.3.2 Research Instruments

3.3.3 Data Collection

3.3.4 Experiments

3.3.5 Data Analysis

3.3.6 Statistical Usage

3.3.7 Human Research Ethical Consideration

Bibliography

1. Primary Sources

2. Secondary Sources

(I) Books:

(II) Articles:

(III) Journal Collections:

(IV) Thesis/Dissertations:

(V) Report of Research:

(VI) Electronics:

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(6) Research Experience

(6.1) Research Report

1. **The Application of Sufficiency Economy Philosophy for Developing the Monasteries and Communities in Khonkaen Province**, Research Project Funded by Buddhist Research Institute of Mahachulalongkornrajavidyalaya University, 2018. (Co-Researcher)

2. The Characteristics of Local Leaders Resulting in the Enhancement of Peace in the Communities, Research Project Funded by Buddhist Research Institute of Mahachulalongkornrajavidyalaya University, 2020. (Co-Researcher)

(6.2) Research Findings/Publication/Application of Research

Publication of Academic Articles

1. Phramaha Weerasak Abhinandavedi (Sangpong). (2566). *Perspectives to Karma in Buddhists in Thai Society*, **Journal of MCU Peace Studies**, Year 11, Issue 1 (January-February): 391-400. (TCI 1)

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Peaceful Means, Journal of Arts Management Vol.4 No.1 (January - April 2020): 180-192

3. S. Suwanvecho, K. Pongpirul, P.W. Abhinandavedi, K. Wattanapradith. *Mindfulness And Buddhist Practices Among Buddhist Cancer Patients*, **Annalsofoncology.org**, Volume 31, Supplement 4, S937-S938, September 01. 2020.(1522P)

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(6) Research Experience

(6.1) Research Report

1. **Chatbot Innovation for Enhancing Stress Resilience based on Buddhist Psychology in Working-Aged People**, 2024, Research funded by Science Research and Innovation Promotion Fund. (Head of the Research Project) (Ongoing Research)

2. **A Model of the ‘Khok Nong Na’ Buddhist Agriculture Development by Peace Studies Model for Sustainable Development: A Case Study of Sisaket Province**, 2022, Research funded by Mahachulalongkorn-rajabidyalaya University, Thailand. (Co-Researcher)

3. **Motivation and Practical Guidance for People towards the Royal Cremation Ceremony of the Late King Bhumibol Adulyadej (Rama IX)**, 2018, A Research funded by BPCPG Public Company Limited. (Co-Researcher)

4. **Creating Buddhist Ecological Balance and Maintaining Natural Capital of the Community Forest Networks in the Northeast of Thailand**, 2018, A Research funded by Mahachulalongkornrajavidyalaya University, Thailand. (Co-Researcher)

(6.2) Research Findings/Publication/Application of Research

Publication of Academic Articles

1. Nadnapang Phophichit, *Enhancing Emotional Resilience Through Vipassana Meditation Practice*, **the 4th Buddhist Forum of Exchange Between Theravada & Mahayana: SINO-THAI Buddhist Friendship**, (December 2023): 192-212.

2. Phrakhupalhad Adisak Vajirapañño, Phramaha Hansa Dhammaso, Sakchai Sakabucha, Nadnapang Phophichit, *Concept of ‘Khok Nong Na*

Model' for Sustainable Development, Journal of Arts Management, Vol 6, No. 1 (January-March 2022): 419-434.

Publication of Research Articles

1. Patcharee Boonin, Phra Debvajracarya Thiab Siriñāṇo, Phramaha Adidej Sativaro, Nadnaphang Phophichit, Banjob Bannaruji, *The Study of the Principle of Cultivating Loving Kindness in Metta Sutta*, **Journal of MCU Buddhist Review**, Vol 6, No. 1 (January-April 2022): 127-141.

2. Phrakhupalhad Adisak Vajirapañño, Phramaha Hansa Dhammaso, Sakchai Sakabucha, Nadnaphang Phophichit, *A Model of the 'Khok Nong Na' Buddhist Agriculture Development by Peace Studies Model for Sustainable Development: A Case Study of Sisaket Province*, **Journal of MCU Peace studies**, Vol 10, No. 1 (January-February 2022): 48-64.

3. Phramaha Phuen Kittisobhano, Sakchai Sakabucha, Phrakhrusang kharakekapatra Apihichando, Nadnaphang Phophichit, *The Causal Model of Family Strength in Thai Society*, **Journal of MCU Peace Studies**, Vol 10. No. 1 (January-February 2022): 351-364.

4. K. Boonpen, P. Kowitwarangkul, P. Ninpetch, N. Phophichit, P. Chuchuai, T. Threrujirapapong, S. Otarawanna, *Numerical Study of Influence of Casting Speed on Fluid Flow Characteristics in the Four Strand Tundish*, **Materials Today: Proceedings** (2021): 1-7. DOI: 10.1016/j.matpr.2021.03.465.

5. S. Lakkum, P. Ninpetch, N. Phophichit, P. Kowitwarangkul, A. Tawai, S. Otarawanna, *Numerical and Physical Investigation of the Mixing Process in Gas Stirred Ladle System*, **Applied Science and Engineering Progress** (2020): 1-13. DOI:10.14416/j.asep.2020.07.001.

6. Phramaha Yothin Yodhiko, Thaksina Krairach, Ruedee Saengduenchay, Nadnaphang Phophichit, *Creating Buddhist Ecological Balance and Maintaining Natural Capital of the Community Forest Networks in the Northeast of Thailand*, **Journal of Social Science and Buddhist Anthropology**, Vol. 5 No. 12 (December 2020): 30-43.

7. Phra N. Udomphol, K. Khaw-ngern, S. Techapalokul, N. Phophichit, C. Changcharoen, *Motivation of Volunteers towards Monk Ordination*

Ceremony for Dedicating a Merit to the Late King in the Royal Cremation Ceremony, **Journal of SaenKhomKham Buddhist Studies**, Vol. 4 No. 1 (January-June 2019): 30-41.

8. N. Phophichit, *The Effects of Buddhist Psychological Factors on the Resilience of Adolescents in Bangkok*, **Journal of International Association of Buddhist Universities**, Vol. 12 No. 1 (January-June 2019): 353-368.

9. N. Phophichit, *Buddhism and Human Development: Buddhist Influenced Factors Enable Resilience in Adolescents*, **Journal of International Association of Buddhist Universities**, Edition on the 15th United Nations Day of Vesak (May 2018): 154-164.