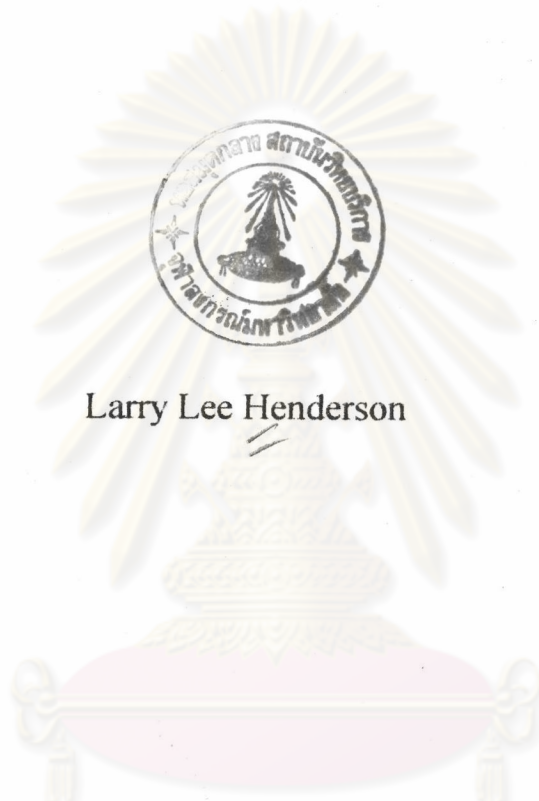


THAI TEACHERS AND THE CONCEPT OF
ALMS OF KNOWLEDGE



Larry Lee Henderson

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
Thai Studies Program
Graduate School
Chulalongkorn University
1995

ISBN 974-632-557-4

Copyright belongs to the Graduate School,
Chulalongkorn University

I1612607X

ครูไทยกับมโนทัศน์
เรื่องวิทยาทาน



แลร์ ดี เอ็นเคอร์สัน

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาอักษรศาสตรมหาบัณฑิต

ภาควิชาไทยศึกษา (ภาษาอังกฤษ)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

2538

ISBN 974-632-557-4

ลิขสิทธิ์ของบัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

Thesis Title: Thai Teachers and the Concept of Alms of Knowledge

By: Larry Lee Henderson

Program: Thai Studies

Thesis Advisor: Assistant Professor Pratoom Angurarohita, Ph.D.



Accepted by the Graduate School, Chulalongkorn University in
Partial Fulfillment of the Requirements for the Master's Degree/

Santi Thoongsuwan

..... Dean of Graduate School
(Associate Professor Santi Thoongsuwan, Ph.D.)

Thesis Committee

Amara Prasithratsint Chairperson
(Associate Professor Amara Prasithratsint, Ph.D.)

P. Angurarohita Thesis Advisor
(Assistant Professor Pratoom Angurarohita, Ph.D.)

Suwanna Satha-anand Thesis Co-Advisor
(Assistant Professor Suwanna Satha-anand, Ph.D.)

P. Assavavirulhakarn Committee
(Prapod Assavavirulhakarn, Ph.D.)

C411394 : MAJOR THAI STUDIES

KEY WORD: MERIT / TEACHING / DANA / BANGKOK

LARRY LEE HENDERSON : THAI TEACHERS AND THE
CONCEPT OF ALMS OF KNOWLEDGE. THESIS ADVISOR:
ASSISTANT PROFESSOR PRATOOM ANGURAROHITA, Ph.D.
93 pp. ISBN 974-632-557-4

This research has the objective to first, survey the operative beliefs of Bangkok teachers and find out what drew them to their chosen occupation, and secondly, to determine why said motives and opinions are sustained. The specific motivation being sought is the Buddhist concept of *witthayadana*, Alms of Knowledge.

The results of the interviews indicate that although many become teachers for personal reasons, the longer they remain in education the more altruistic their motives become. Instead of the specific *witthayadana*, the key motivation identified is the broader Buddhist concept of *dana* which stresses the act of self-less giving. These two terms prove to have considerable overlap and compliment each other as incentive for Thai teachers. Although this motivation may take the form of nationalistic, philanthropic or religious expression, the common denominator which is found in the lives of most teachers in Bangkok is the concept of *dana*. The relevancy of this term in Thai culture is examined and stressed.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

ภาควิชา..... *Thai Studies*

สาขาวิชา..... *Thai Studies*

ปีการศึกษา..... *2538*

ลายมือชื่อนิติ..... *Larry Henderson*

ลายมือชื่ออาจารย์ที่ปรึกษา..... *P. Angurarohita*

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม..... *S. Setra Ang*

ACKNOWLEDGMENTS



There have been many individuals who have played an important part in the completion of this research project. Each professor and guest lecturer who taught in the Thai Studies program at Chulalongkorn during my four year tenure; my thesis advisors Dr. Pratoom and Dr. Suwanna, committee members Dr. Amara and Dr. Prapod, who spent many hours reading and re-reading my drafts so as to be able to point me in the right direction; Dr. Mark Tamthai who calmed me during times of crisis; my friend and co-worker Kelly Davidson who covered for me and encouraged me to continue when the task seemed too great; my grandparents, parents and siblings who provided for me a heritage of quality education; my children, Caleb and Rachel, who managed quite well without my help during important periods of their lives; my wife Pam who endured patiently with words of encouragement and no word of complaint--are but a few of the many who deserve my heartfelt thanks. As in all things, however, it is my sincere hope that what I have learned might be used to the glory of God Almighty and the furtherance of His causes in Thailand.

Larry Henderson

July 1995



TABLE OF CONTENTS

Abstract	iv
Acknowledgments	v
Table of Contents	vi
List of Tables	viii
List of Charts	ix

CHAPTER

1.	Introduction	1
	Significance of Problem	1
	Objective	2
	Hypothesis	3
	Methods of Study	3
	Limitations of Study	6
2.	Teachers in Thai Society	8
	Historical Background	8
	Teachers During Modernization	11
	Teachers Today	14
	Teacher Motivation	16
3.	Buddhist Philosophy in Thai Society	20
	<i>Kamma</i> and Merit	20
	<i>Dana</i> : Alms	24
	<i>Dhammadana</i> : Alms of Doctrine	27
	<i>Witthayadana</i> : Alms of Knowledge	28
4.	Objective Analysis	36
	Age and Experience	36
	Sex	38
	Religious Background	39
	Parental Occupation	40

Marital Status	41
Educational Background	41
Public vs. Private Schools	42
5. Conceptual Analysis	45
Past Motivation	46
“Why were you first interested?”	47
Present Feelings and Motivation	50
“Do you feel good?”	50
“What is best about teaching?”	51
“Rank these motives”	54
Teaching and the Future.	56
“Do you regularly make merit?”	57
“Do you think teaching is a source of merit for you?”	59
“Define <i>witthayadana</i> ”	60
“Does <i>witthayadana</i> apply?”	64
Summary.	68
6. Conclusion.	70
Discussion of Results of the Study.	70
Insights Gained from the Study	72
Suggestions.	74
Bibliography.	79
Appendix A	84
Questionnaire	84
Interview Questions.	86
Appendix B.	88
Results of Questionnaire, Interview.	88
Biography.	94

LIST OF TABLES

Table 4.1:	Age	37
Table 4.2:	Sex	38
Table 4.3:	Religion.	39
Table 4.4:	Parent's Occupation.	40
Table 4.5:	Marital Status	41
Table 4.6:	Educational Background.	42
Table 4.7:	Type of school where teaching.	43
Table 5.1:	Why were you first interested in becoming a teacher?.	47
Table 5.2:	Do you feel good about teaching?.	51
Table 5.3:	Best thing about teaching.	52
Table 5.4:	Rankings.	56
Table 5.5:	Do you regularly make merit?.	57
Table 5.6:	How do you make merit?.	58
Table 5.7:	Is teaching a source of merit?.	60
Table 5.8:	What is your definition of <i>witthayadana</i>	62
Table 5.9:	Does <i>witthayadana</i> apply to you?.	64
Table 5.10:	How does <i>witthayadana</i> apply?.	68

LIST OF CHARTS

Chart 4.1:	Years of teaching experience.	37
Chart 4.2:	School type vs. age of teacher. . . .	43
Chart 5.1:	Initial Interest vs. age.	49
Chart 5.2:	The best thing about teaching. . . .	53
Chart 5.3:	<i>Witthayadana</i> definition vs. age. . .	62
Chart 5.4:	Age taught: Is teaching a source of merit for you? Yes.	66
Chart 5.5:	Education: Is teaching a source of merit for you? Yes.	67



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย