

Development of Personnel Potential Through Transcendental Meditation Technique

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Abstract

The development of educational personnel potential impacts not only themselves but also affects the overall development of the organization. This study investigated the development of educational personnel potential before and after the practice of Transcendental Meditation Technique (TM). The participants were 55 educational personnel in Rajapark Institute volunteering to attend the TM program for four months. The data were gathered using questionnaires validated by three experts and tested by a pilot study, and in-depth interviews were conducted to obtain the informant's experiences, thoughts, feelings, or perspectives. The quantitative data were analyzed using Paired Samples t-test and descriptive statistics, whereas qualitative data were analyzed by applying content analysis and analytic induction. The results showed that the overall mean score significantly increased, participants perceived the most significant development in the knowledge domain followed by concentration, creativity, emotions, and desirable characteristics. A comparative analysis of opinion scores before and after the TM practice showed a statistically significant increase in opinion scores at a significance level of .01. The results from the detailed interview were consistent with the quantitative data, indicating that TM helped individuals in sustaining concentration, fostering creativity and imagination, enhancing problem-solving abilities, refining presentation and communication skills, and facilitating the efficient sharing of knowledge, stress and anxiety, and facilitates more suitable emotional expression.

Keywords: educational personnel potential; Transcendental Meditation Technique (TM)

Introduction

In an era marked by rapid and intricate changes across all facets of organizational and business life, the development of managerial capabilities of educational executives and personnel is widely recognized as important. This is essential for organizations to effectively and sustainably navigate toward success. With the pivotal role of executives in setting directions and crafting accurate plans, educational personnel emerge as a vital asset in the nation's educational development. Quality educational personnel have the potential to efficiently promote student learning, resulting in enhanced knowledge, skills, and positive attributes (Kantharaduss-Triamchaisri, 2018). This, in turn, cultivates students' potential for professional endeavors and contributes to societal well-being. The development of educational personnel potential is crucial, and various methods such as training programs, seminars, site visits, and research contribute to this endeavor (Ratsamithammachoti, 2005; Thananan, 2007). One effective technique for enhancing the capabilities of educational personnel is the practice of transcendental meditation (TM) (R. A. Charoen-Rajapark, 2016; V. Charoen-Rajapark, 2016; Ting, Nidich, & Nidich, 2021; Ting, Yin, & Horibe, 2022; Yin, 2017).

V. Charoen-Rajapark (2016) states that the TM technique is a simple yet highly effective method. It has the potential to enhance concentration, memory, wisdom, creativity, emotions, mental well-being, knowledge, skills, and desirable characteristics. Additionally, Yin (2017) adds that TM can aid in addressing various issues such as stress, anxiety, depression, sleep problems, and others. This technique serves as a powerful tool for fostering innovative thinking and stability among executives. It combines expertise in management and the practice of meditation to strengthen skills in confronting uncertain situations. This is particularly relevant as contemporary organizational management must grapple with intense and unprecedented changes. This is because accurate problem-solving and decision-making are imperative and need to be executed promptly in a dynamic environment (Conti et al., 2022; Oaas & Supaneedis, 2016; Ting et al., 2021; Ting et al., 2022; Yin, 2017).

According to Conti et al. (2022), the TM technique could be useful in enhancing skills in understanding situations from multiple perspectives including increasing stability in decision-making, a critical factor in making suitable choices. The expected outcomes of this research include providing knowledge and development guidelines for executives through the application of TM techniques to

the organization including helping strengthen skills in facing continuous changes and promoting creative problem-solving (Ting et al., 2021).

Results of studies conducted by Oaas and Supaneedis (2016), Ting et al. (2022), and Yin (2017) suggested that TM techniques could contribute to the development of various aspects of educational personnel, such as improving concentration, enhancing memory, developing intelligence, fostering creativity, cultivating emotions, and addressing stress.

To foster comprehension and application of Transcendental Meditation (TM) principles, this study aims to investigate strategies for enhancing executives' capabilities through TM techniques. The research seeks to equip leaders with skills to navigate challenges and capitalize on opportunities in dynamic environments. Therefore, exploring the potential of TM techniques in developing educational personnel's capabilities holds significant importance. This preliminary study examines how TM techniques influence educational personnel's proficiency in concentration, creativity, emotional management, knowledge acquisition, and the cultivation of desirable traits. The insights gained from this research could offer valuable guidance to educational personnel, school administrators, and relevant organizations dedicated to enhancing the capabilities of educational personnel.

Research objectives

This study aims to examine the development of capabilities among educational personnel in the areas of concentration, creativity, emotions, knowledge, and desirable characteristics through the practice of TM techniques before and after the practice of transcendental meditation.

Scopes of the study

The primary focus is on the development of potential among educational personnel utilizing TM techniques. This is limited to exploring concentration, creativity, emotions, knowledge, and desirable characteristics. The results will provide insights into ideas related to personnel potential development and the effective implementation of TM techniques. The targeted population for this research consists of educational personnel employed at Rajapark Institute in Bangkok. Finally, the research was conducted during the first semester of the 2023 academic year. The results may not cover other meditation techniques. Nevertheless, this research is beneficial for educational personnel,

school administrators, and relevant organizations involved in the development of the capabilities of educational personnel with similar contexts.

Contributions of the study

Primarily, the results of this study are expected to provide knowledge and development guidelines for executives through the application of TM techniques within the organization. This preparation aims to equip executives to efficiently address and overcome challenges, enabling the organization to actively engage in continuous change and competition successfully and sustainably. Additionally, the results not only provide some guidelines and recommendations for the development of educational personnel's potential to effectively integrate TM techniques into their professional practices but also could enhance the efficiency of educational processes through the utilization of TM techniques.

Literature Review

Meaning and concept of the potential

Several scholars have explained that working potential refers to the ability to develop future capabilities through training, transforming them into effective abilities. This covers knowledge, skills, and personal attributes, resulting in successful job performance (Sattayakum, 2012). Similarly, Thananan (2007) describes it as the outwardly manifested behavior of an individual, reflecting their knowledge, skills, and personal attributes in different behaviors. Based on the explanation above, this concerns essential potential development for both individuals and organizations, as it enables individuals to perform their jobs efficiently and effectively, contributing to the organization's achievement of its set goals. Thananan (2007) also provides that potential development is a process that focuses on enhancing the knowledge, skills, and attitudes of personnel to enable them to perform their tasks efficiently and effectively, which emphasizes the use of alternatives to working methods of personnel to improve their performance, ensuring that they achieve organizational objectives effectively. Therefore, the development of personnel potential is considered crucial for organizations as it is a key factor in driving the organization toward achieving its goals and objectives. Developing personnel capabilities helps enhance the abilities of individuals, resulting in increased efficiency and effectiveness in the organization's operations. This enables the organization to

successfully attain its set goals and objectives (Aobaom, 2014; Chanidthai & Bodeerat, 2022; Sripath, 2016).

From the study of literature reviews, concepts regarding the development of human potential include the concept of human resource development in terms of knowledge, skills, and attitudes (Aobaom, 2014; Chanidthai & Bodeerat, 2022; Ratsamithammachoti, 2005; Sripath, 2016; Thananan, 2007).

According to Chanidthai and Bodeerat (2022), and Sripath (2016), the concept of Human Resource Development (HRD) views the development of human potential as a process of enhancing individual capabilities in terms of knowledge, skills, and attitudes, which could enable them to perform their jobs efficiently and effectively. This concept emphasizes personnel as the organization's most valuable resource and strategically invests in their development. By strengthening knowledge, HRD equips individuals to better understand their roles, apply skills effectively, and contribute to innovation. Skill development ensures efficient and error-free work completion, while fostering positive attitudes and promotes enthusiasm, a willingness to learn, and dedication to personal growth among employees (Aobaom, 2014; Chanidthai & Bodeerat, 2022).

Given the personnel as a valuable resource, scholars give some essential development guidelines for personnel, training, education, experience, and non-formal activities. Chanidthai and Bodeerat (2022) explain that training is one of the most popular methods for developing personnel capabilities which could include internal organizational training and external training. As for education, Boydell (1985), Ratsamithammachoti (2005), and Sripath (2016) state that it is a method that focuses on enhancing knowledge and skills at a higher level. It can be further divided into undergraduate, graduate, and postgraduate education. (citation) states that work experience is also important, as it emphasizes skill and experiential development. Organizations should provide opportunities for personnel to learn and develop themselves through work. Finally, non-formal learning focuses on learning outside formal courses and can include activities such as seminars, conferences, field trips, and other non-formal learning activities (Ratsamithammachoti, 2005; Sripath, 2016; Thananan, 2007).

Boydell (1985) states that when personnel receive appropriate promotion of potential development, each individual still needs to further develop themselves, enhancing and transforming themselves to be better in various aspects such as physical, mental, emotional, intellectual, and social dimensions. This is to enable them to engage in activities and exhibit behaviors that respond

to their needs, motivations, or set goals. There are various methods to achieve this, including further education, training, and self-directed learning. Education is the pursuit of additional knowledge from various educational institutions, which helps enhance the learners' knowledge, skills, and experiences, while training is the process of reinforcing specific skills and knowledge, enabling trainees to perform their tasks efficiently (Gardner, 1983). Finally, self-directed learning involves seeking knowledge and skills independently, utilizing various media such as books, the internet, and community learning resources (Boydell, 1985; Chanidthai & Bodeerat, 2022; Ratsamithammachoti, 2005; Thananan, 2007).

The literature reviews above indicate that personnel potential development is an important source and a crucial process for individuals at every level. It enables individuals to enhance their capabilities fully, leading to the achievement of goals in both professional and personal aspects of life.

Meditation and Benefits of Meditation

Meditation, often known as concentration or mindfulness, refers to a state of focused attention on a specific thing. Concentration is beneficial in various aspects of life, such as promoting a calm and stable mind, reducing stress, aiding concentration in learning and work, facilitating well-considered decision-making, improving emotional control, and fostering wisdom (Buddhadasa Bhikkhu, 2006; Phrabhramgunaporn (P.A. Payutto), 2010). Many scholars have explained that meditation is beneficial in various ways. For example, (Phrabhramgunaporn (P.A. Payutto), 2010) describes the benefits in daily life, stating that meditation helps us stay focused on our activities without distraction, enhancing the efficiency of various tasks, controlling emotions, and improving various behaviors. Furthermore, (Dokbua, 1999) adds that meditation not only helps individuals understand lessons better, remember content accurately, and think critically but also has physical and mental health benefits. Meditation promotes a calm and relaxed mind, reduces stress, and alleviates physical pain and discomfort (Hansriworapong & Thitapanyo, 2019).

Meditation also allows for the transformation of negative behaviors, such as aggression and restlessness, into positive ones, such as gentleness and a cheerful smile. It helps maintain awareness of one's thoughts, emotions, and actions, fostering creativity in problem-solving and a better understanding of the surrounding world (Phrabhramgunaporn (P.A. Payutto), Hansriworapong & Thitapanyo, 2019; 2010; Sattayakum, 2012; Sophakham, 2022)

In brief, meditation is beneficial for individuals who practice it in many aspects, including professional work, education, and daily life. It promotes mindful living, reducing stress and various forms of distress, and allowing individuals to navigate daily life with greater awareness. This, in turn, enables them to lead a happier life in society.

The Benefits of Meditation Relevant to Scientific Perspectives

A study of the Ministry of Public Health by Kantharaduss-Triamchaisri (2018) found that meditation has many benefits for both the body and mind. Physically, meditation could help individuals reduce stress, and anxiety, improve sleep, and reduce the risk of developing diseases such as heart disease, hypertension, diabetes, depression, and anxiety. Meditation can help to increase the connections between neurons in the brain and increase the levels of certain neurotransmitters, such as dopamine, serotonin, and oxytocin (Aobaom, 2014; Hansriworapong & Thitapanyo, 2019; Saita, 2010). These neurotransmitters are involved in emotion regulation, learning, memory, and decision-making (Kantharaduss-Triamchaisri, 2018). Mentally, meditation could help to calm the mind, relax, focus, improve concentration, control emotions better, be more creative, and make better decisions (Sisuwat, 2021). Meditation can help to train the brain to focus on one thing at a time without being distracted by other things. This helps individuals to better focus on things and see things more clearly, which can lead to increased creativity. Finally, meditation can help to improve our ability to control our thoughts and emotions, which can help us to better cope with stress (Saita, 2010; Sattayakum, 2012; Sophakham, 2022; Sripeth, 2016).

It is clear that meditation is a valuable practice that can help us to improve our physical and mental health and well-being. It can help us to live a happier and more fulfilling life.

Concepts of Transcendental Meditation

Transcendental Meditation (TM) is fundamentally a practice designed to cultivate a calm, stable, and pure state of mind, emphasizing the natural settling of the mind without exertion. Practitioners focus their attention on a specially crafted sound, aiming to expedite a swift and efficient calming of the mind (R. A. Charoen-Rajapark, 2016; Yin, 2017). What sets this technique apart is its ability to induce tranquility and usher the mind into a meditative state effortlessly, without intentional effort. As the mind gradually achieves a serene state, TM emerges as an effective meditation method, providing a genuine pathway to profound inner peace without the necessity of exertion (V. Charoen-Rajapark, 2016; Conti et al., 2022). A study by Oaas and Supaneedis (2016)

found that the TM technique was a practice with numerous benefits for the mind, body, and social aspects of life.

In terms of the mental aspect, TM helps cultivate a calm and serene state, reducing stress and enhancing one's ability to cope with various stressors. It fosters concentration, allowing individuals to be aware of their thoughts, emotions, and actions. This practice improves emotional regulation, self-understanding, problem-solving abilities, and a deeper understanding of the world around them. TM encourages rational, balanced, and creative thinking (Conti et al., 2022; Ting et al., 2021; Ting et al., 2022).

As for the physical aspect, the practice of TM promotes relaxation and stress reduction, optimizing the efficiency of various bodily systems. This contributes to overall physical well-being, making the body resilient and less susceptible to illness, reducing chronic pain, and improving physical performance (Oaas & Supaneedis, 2016).

In the social realm, TM is believed to develop a more compassionate and understanding attitude towards others. This can lead to more positive relationships and a more harmonious society (R. A. Charoen-Rajapark, 2016; V. Charoen-Rajapark, 2016; Conti et al., 2022; Oaas & Supaneedis, 2016; Ting et al., 2021; Ting et al., 2022; Yin, 2017).

In summary, TM facilitates the development of creativity, knowledge, concentration, emotion, and desirable characteristics by calming the mind, enhancing self-awareness, and promoting emotional well-being. Through regular practice, individuals can tap into their inner creativity, gain deeper insights into themselves and the world, improve their ability to concentrate, manage their emotions more effectively, and cultivate positive traits like compassion and empathy. It provides a holistic approach to personal development, fostering mental, emotional, and social well-being for a more fulfilling life.

Research Methodology

This mixed-methods research examined the effect of the development of personnel potential through the TM Technique within Rajapark Institute, Bangkok, both before and after participating in the TM training during the first semester of the academic year 2023.

Target group

The target group for this study included 55 educational personnel, including support staff and general administrative staff at Rajapark Institute, who participated in the development of educational personnel potential using the TM technique. They were selected using a purposive sampling method, namely, educational personnel working at Rajapark Institute who had volunteered to participate in the TM program.

Instrumentation

This study gathered data using a set of questionnaires and in-depth interviews designed to explore the perspectives and experiences of participants in utilizing TM techniques for the development of educational personnel's potential. The focus areas include concentration, creativity, emotions, knowledge, and desirable characteristics.

Questionnaire

Questions in the questionnaire were derived from literature reviews to determine the scope and content of the questions. Then, the questionnaire was developed and reviewed by three experts for content validity (IOC value of 0.67 – 1.00). The questionnaire comprised three sections: Section 1 gathered general information about the respondents; Section 2 assessed respondents' opinions on concentration, creativity, emotions, knowledge, and desirable characteristics, utilizing a five-point Likert-type scale ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). The reliability of the questionnaires was tested with a homogeneous sample of 30 educational personnel, resulting in a Cronbach's alpha coefficient of .84.; finally, Section 3 was an open-ended question type, allowing respondents to freely express their opinions regarding the development of the capabilities of educational personnel.

In-depth Interview

The in-depth interview is a qualitative research method that collects data through a conversation between the researchers and the informant to gather in-depth information about the informant's experiences, thoughts, feelings, or perspectives. The researchers clearly defined the research objectives to determine the appropriate interview topics and then developed an interview form. Finally, the in-depth interview form was submitted to three experts to validate the content and completeness, checking whether the questions are clear, easy to understand, flexible, and can be modified when necessary.

Data Gathering

To gather data for this study, the researchers: (1) asked permission from the relevant department to prevent violations of the personal rights of participants; (2) distributed questionnaires before practice of TM to gather basic information, attitudes, expectations, and needs of the information providers regarding the training; (3) had the participant study about TM techniques taught by TM scholars to prepare the participants for effective practice; (4) let the participants practice TM for 4 months; (5) distributed questionnaires after the practice of TM to collect data on changes in the information providers' perspectives; (6) conducted in-depth interviews with six volunteers to gather information about their experiences, thoughts, feelings, or perspectives; and (7) collected questionnaires and reviewed data for analysis and interpretation of results.

Data Analysis

This study analyzed quantitative data using Paired Samples t-test and descriptive statistics, including frequency, percentage, mean, and standard deviation. Furthermore, qualitative data were analyzed using content analysis techniques. The analytic induction method was used to arrange and classify the data systematically before reporting the research results.

Results

The majority of participants were female, at 67.3%, and males accounted for 32.7%. The age distribution was as follows: 41.8% were between 35–45 years old, 32.7% were between 46–55 years old. Those less than 35 years old accounted for 16.4%, and those over 55 years old made up 9.1%. Most participants held the position of instructors, at 65.5%, support staff, at 20.0%, and executives, at 14.5%. A significant portion has over 15 years of work experience (45.5%), followed by 29.1% with 5–10 years of experience, and 10.9% with less than 5 years of experience.

Table 1 Comparison of Opinions Level of the Participants Before and After the Practice of TM Technique.

Concentration	Before practicing TM			After practicing TM		
	M	SD	Interpretation	M	SD	Interpretation
1. Focusing on one thing for an extended period.	3.20	0.40	Uncertain	4.90	0.29	Strongly Agree
2. Controlling one's thoughts and emotions.	3.18	0.38	Uncertain	4.90	0.29	Strongly Agree
3. Completing tasks without being disrupted.	2.94	0.35	Uncertain	4.83	0.37	Strongly Agree
4. Completing tasks without feeling fatigued.	3.20	0.67	Uncertain	4.74	0.43	Strongly Agree
5. Completing tasks without losing concentration.	3.45	0.74	Agree	4.92	0.26	Strongly Agree
Total	3.19	0.51	Uncertain	4.85	0.33	Strongly Agree
Creativity						
6. Generating new ideas.	3.25	0.62	Uncertain	4.51	0.50	Strongly Agree
7. Generating new ideas quickly.	3.09	0.29	Uncertain	4.60	0.49	Strongly Agree
8. Generate a variety of new ideas.	2.91	0.48	Uncertain	4.84	0.37	Strongly Agree
9. Generating interesting new ideas.	3.20	0.59	Uncertain	4.69	0.47	Strongly Agree
10. Generating applicable new ideas.	3.24	0.43	Uncertain	4.51	0.50	Strongly Agree
Total	3.14	0.48	Uncertain	4.63	0.47	Strongly Agree
Emotion						
11. Controlling emotions well.	3.00	0.00	Uncertain	4.58	0.50	Strongly Agree
12. Managing emotion effectively.	3.25	0.73	Uncertain	4.69	0.47	Strongly Agree
13. Coping well with negative emotions.	2.84	0.54	Uncertain	4.58	0.50	Strongly Agree
14. Managing positive emotions.	2.76	0.58	Uncertain	4.69	0.47	Strongly Agree
15. Expressing emotions appropriately.	3.09	0.29	Uncertain	4.62	0.49	Strongly Agree
Total	2.99	0.43	Uncertain	4.63	0.48	Strongly Agree
Knowledge						
16. Knowledge of the world.	2.76	0.58	Uncertain	5.00	0.00	Strongly Agree
17. Knowledge of the field of interest.	3.09	0.29	Uncertain	4.91	0.29	Strongly Agree
18. Knowledge of new technologies.	2.93	0.50	Uncertain	4.84	0.37	Strongly Agree
19. Knowledge of new cultures.	3.16	0.57	Uncertain	4.75	0.44	Strongly Agree
20. Knowledge of new languages.	3.15	0.56	Uncertain	4.93	0.26	Strongly Agree
Total	3.02	0.50	Uncertain	4.88	0.27	Strongly Agree
Desirable characteristics						
21. Honesty.	4.14	0.00	Agree	4.73	0.45	Strongly Agree
22. Discipline.	4.18	0.00	Agree	4.53	0.50	Strongly Agree
23. Diligence.	4.02	0.73	Agree	4.51	0.50	Strongly Agree
24. Patience	4.20	0.54	Agree	4.78	0.42	Strongly Agree
25. Responsibility.	3.16	0.58	Agree	4.51	0.50	Strongly Agree
Total	3.94	0.37	Agree	4.61	0.48	Strongly Agree
Total Mean	3.25	.458	Uncertain	4.72	.406	Strongly Agree

As seen in Table 1, it was found that the average score before practicing TM was at an uncertain level ($M = 3.25$, $S.D. = .458$), which indicated that the majority of respondents had uncertainty about whether they possessed good condition of concentration. After practicing TM, the overall average score significantly increased ($M = 4.72$, $S.D. = .406$), indicating that TM practice could contribute to the development of potential. When considering specific aspects detailed in Table 1, participants perceived the most significant development in the knowledge domain ($M = 4.88$, $S.D. = 0.27$), followed by attention ($M = 4.85$, $S.D. = 0.33$), creativity ($M = 4.63$, $S.D. = 0.47$), emotions ($M = 4.63$, $S.D. = 0.48$), and desirable characteristics ($M = 4.61$, $S.D. = 0.48$), respectively.

Furthermore, the qualitative data obtained from the in-depth interviews revealed that the participants' perspectives were consistent with the quantitative research results. In terms of knowledge, most participants agreed that the practice of TM could help them to be more interested in learning new things, foster creativity, and solve problems more effectively. They expressed a positive attitude towards learning and are enthusiastic about constantly learning new things. For instance, Participant 3 stated, "*TM practice helps develop skills in seeking knowledge and learning new things that happen around me all the time.*"

As for concentration, the results from the interview indicate that the development of concentration skills after meditation training was consistent with the questionnaire results. Participant 1 stated that her concentration greatly improved after meditation training. She felt calm, relaxed, and able to focus on one thing for a longer period without being distracted.

In terms of creativity, the practice of TM was found to enhance the creative thinking of the participants by providing them with diverse and interesting perspectives on their work. It supported them to accept new viewpoints, which has positive effects on both work and life. For example, Participant 2 mentioned that he used to think in the same old patterns repeatedly, but as he continued TM practice, he became more open-minded and accepting of new perspectives, which enabled him to creatively connect different elements more effectively.

In terms of emotions, the majority of participants thought that they could greatly improve their emotional potential much better, including emotional control, coping with negative emotions, and expressing emotion appropriately. For example, Participant 4 stated, "*Before practicing TM, I was hot-tempered and easily irritated. When I was angry, I would speak harshly and couldn't control my emotions well. But after practicing TM, I feel calmer and can control my emotions better.*"

Finally, in terms of desirable characteristics, the data obtained were consistent with the results of quantitative studies, indicating that the practice of TM techniques could lead the participants to develop desirable characteristics in various aspects, including patience, honesty, discipline, diligence, and responsibility, which were essential for leading a happy and successful life in society. For example, participant 2 stated, *"Before practicing TM, I was not very disciplined and tended to procrastinate. After attending TM practice for a while, I feel more disciplined. I'm focused on achieving my goals and don't procrastinate as much as before."*

Table 2 Comparative Analysis of Opinions Level regarding the Potential Development of Educational Personnel Before and After the Practice of TM Technique

Paired Samples t-test							
Paired Differences							
	95% Confidence Interval						
	Std. Mean	Std. Deviation	Std. Error	of the Difference		Sig. (2-tailed)	
Pair 1 Concentration	8.34545	1.61266	.21745	7.90949	8.78142	38.379	54 .000*
Pair 2 Creativity	7.45455	2.00756	.27070	6.91183	7.99727	27.538	54 .000*
Pair 3 Emotion	8.21818	1.34290	.18108	7.85515	8.58122	45.385	54 .000*
Pair 4 Knowledge	9.32727	.84007	.11328	9.10017	9.55438	82.341	54 .000*
Pair 5 Desirable	8.20000	1.65999	.22383	7.75124	8.64876	36.635	54 .000*
Characteristics							

As demonstrated in Table 2, the analysis of the development of educational personnel's potential before and after practicing TM revealed significant differences at the .001 level in all aspects. This means that the average potential score of educational personnel in concentration, creativity, emotion, knowledge, and desirable characteristics significantly improved after receiving experience in TM practice.

Table 3 Comparative Analysis of Opinions Level regarding the Potential Development of Educational Personnel Before and After the Practice of the TM Technique

Comparison results of participants' opinions	M	SD	t	df	P
before and after practicing TM (N = 55)					
Before	76.56	2.75			
After	118.01	3.81	118.084	54	.000*

*P > .001

As shown in Table 3, the comparative analysis of participants' opinions following a 4-month period of TM practice revealed that the mean score of their opinions before the practice was 76.56, whereas the mean score after the practice increased to 118.01. The assumption of the normality test indicated that the score after the practice of the TM technique was normally distributed ($Z_{\text{Skewness}} = 0.229$, $Z_{\text{Kurtosis}} = 1.045$). The examination of scores before and after TM practice showed a statistically significant correlation ($r = .729$, $\text{sig.} = .000$), indicating conformity with the initial agreement before conducting the Paired Samples t-test.

When comparing the difference in opinion scores before and after TM practice, the t-test statistic yielded a result of 118.084 with $df = 54$ and $\text{sig.} = .000$. Consequently, it can be concluded that following 4 months of TM practice, there was a statistically significant increase in the levels of participant opinions' scores at a significance level of .01.

Conclusion

The results of the study indicate that the practice of TM has a positive effect on the effective enhancement of educational personnel potential in various aspects. There are significant differences observed in the results of the study before and after the practice of TM, especially in terms of concentration, creativity, and emotion. The practice of the TM technique helps participants maintain attention on one thing for longer periods, promoting creativity and imagination, improving problem-solving skills, developing presentation and communication skills, enabling more efficient communication of their own knowledge, and fostering a readiness to constantly learn new things. Furthermore, based on the participants' attitude, it also improves mood, enhances their ability to control their emotions, reduces irritability, enables better coping with stress and anxiety, and allows for more appropriate expression of emotions.

Discussion

The results of the development of educational personnel's potential in concentration, creativity, emotion, knowledge, and desirable characteristics through the practice of TM technique training are discussed below.

As for knowledge, it was found that the participants undergoing TM practice had a higher average opinion on knowledge. The practice of TM helps participants have a broader perspective,

enabling them to efficiently seek new information and improve their memory. This is consistent with a study of the potential development for staff of local administrative organizations based on Buddhist perspectives by Aobaom (2014), Hansriworapong and Thitapanyo (2019), Kantharaduss-Triamchaisri (2018), which indicated that concentration training enhances participants' awareness and attention, enabling them to perceive and understand information in greater detail, comprehend various situations comprehensively, make informed decisions, and apply knowledge in their respective fields effectively.

In terms of concentration, based on participants' opinions, the result shows that participants who practice TM significantly improved their concentration. The practice of the TM technique not only helps participants feel calmer, more relaxed, and can maintain focus on one thing for longer periods but also exhibits greater determination. These results are consistent with a study conducted by (Kantharaduss-Triamchaisri, 2018), which investigated the effects of concentration training on human development and healing health. It was found that concentration training can enhance participants' concentration, helping to reduce stress and anxiety while promoting a calmer mind. Additionally, a notable observation from this research is that concentration training should be regular and consistent to yield sustained positive effects on concentration.

In terms of creativity, it was found that the practice of TM helps participants develop a more positive outlook on the world, increases inspiration for creativity, and enhances their ability to focus on tasks, which is consistent with a study by Sophakham (2022), who study the effect of meditation training toward the personnel's creativity, which explains that concentration contributes to enhancing the creativity of managers. The practice of mediation can help participants have diverse and interesting thoughts.

In terms of emotion, the results indicate a positive development in emotions following practicing the TM technique. Participants feel that they can better control their emotions, cope with stress and anxiety more effectively, and express their emotions appropriately. This is consistent with the research results by Aobaom (2014), Kantharaduss-Triamchaisri (2018), Saita (2010), and Sophakham (2022), which suggests that the practice of meditation can help manage emotions, improve emotional regulation, reduce irritability, enhance stress and anxiety coping mechanisms, and facilitate appropriate expression of emotions. This is because concentration training helps participants become more present at the moment, enabling them to better perceive their own

emotions, understand the causes of their emotions, and enhance emotional awareness (R.A. Charoen–Rajapark, 2016; V. Charoen–Rajapark, 2016).

Finally, the participants' opinions on the desirable characteristics significantly increased after practicing TM in five aspects including, honesty, discipline, diligence, patience, and responsibility. The results reveal that the practice of TM can have a positive impact on the desirable characteristics of research participants. It helps them become more disciplined and diligent, resulting in the ability to devote time and energy to work or various activities more effectively. This corresponds with the research by Sisuwan (2021), which explores the application of meditation training to promote desirable characteristics among students in schools in the northeastern region of Thailand. It shows that practicing concentration leads to the development of desirable characteristics according to societal norms and the changing world trends of the present era, which are based on admirable values in society, communities, and nations (Hansriworapong & Thitapanyo, 2019). As a result, students are able to develop various aspects such as education, sports, and moral virtues, fostering discipline, diligence, and a sense of responsibility in various endeavors (Hansriworapong & Thitapanyo, 2019; Sisuwan, 2021).

Recommendations for further studies

This study still has some limitations. The sample size utilized in the study is small, and the diversity is also limited. Therefore, further studies are necessary, employing a more diverse sample that encompasses different genders, ages, and educational levels. Additionally, incorporating measurement tools comprising both questionnaires and interviews would enhance the study's robustness. Moreover, the adoption of more standardized measurement tools is imperative.

Suggestions for future research involve augmenting the diversity of sample groups, encompassing varying genders, ages, and educational backgrounds, and delving into potential mechanisms through which TM technique training fosters clearer intellectual development. Furthermore, research outcomes should be evidence-based, including pre-and post-training assessments utilizing the desired study measures to facilitate a more comprehensive evaluation of the results.

New Knowledge

Based on the data presented above, the practice of TM has a positive impact, helping participants enhance various skills effectively, particularly in concentration, creativity, and emotion. The practice of TM helps individuals sustain attention for longer periods, promoting creative thinking and imagination, improving problem-solving skills, and developing presentation and communication abilities. Furthermore, it not only enables effective communication of one's knowledge and fosters a continuous readiness to learn new things but contributes to improved emotional well-being, better emotional control, reduced irritability, enhanced stress and anxiety coping mechanisms, and more appropriate expression of emotions. These insights can be applied to the ongoing development of educational personnel, with regular practice of TM as a key component.

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