



THE CONCEPT OF THE DEVELOPMENT FOR STUDENT'S LIFE SKILLS WITH FIVE GROUPS OF EXISTENCE MANAGEMENT

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Received: January 31, 2023; **Revised:** April 5, 2023; **Accepted:** May 31, 2023

Abstract

Humans are creatures of the world that constantly train and develop themselves. Co-existence in society humans must be developed, self-improved in accordance with individuals and society. Having good life skills will allow individuals to live happily in society. Students who are at school learn to encourage themselves to improve their life skills, which is one of the important developments of the future in particular, the adoption of Buddhist doctrine as a guide to such development. It will cause physical and mental development, with morality as a directive. Improving students' life skills with five groups of existence management therefore, it integrates Buddhist Dhamma principles with the development of student life skills, aiming to propose about 1) student life skills, 2) five groups of existence management in Buddhist Dhamma principles and 3) the development of student life skills by managing five groups of existence management to present guidelines and knowledge in integrating Buddhist principles in Mahapunnamasutta in Buddhism and adapt to improving the students' life skills, it is the creation of quality graduates according to the mission of higher education institutions.

Keywords: Improve life skills, life skills of students, five groups of existence management

Introduction

Life at the age of being a student is in a period of education, for learning, living and career. Admission to higher education institutions has resulted in students adapting themselves to a new learning society. With a distancing from the family, they live on themselves. There's a stress of studying, friends, relationships with society, as well as the current problems of changing global society. Having good life skills will provide a strong base, allowing students to live a normal and happy life in today's society. Therefore, it is important to promote and develop the potential of students and individuals who have less of life skills, if they experience so-called problems. They will not have enough skills to cope with the situation at full capacity. Students need to be encouraged to learn in order to improve their good living skills to continue their stable lives.

Buddhism is a doctrinal religion that can describe the phenomenon of human life on the basis of causes and effects. The Buddhist doctrine of Lord Buddha can be followed and results shown, even though the passage of doctrine has been over 2600 years ago. The doctrine remains the principle of truth. The Lord Buddha has been teaching the principles of self-improvement, life and mental development. The principle that can be applied to develop skills, the ability to live both secular life and practices to achieve the ultimate goal of life that is supermundane. In particular, a deep understanding of the Buddhist principle of “Khandha”, which is like an understanding of human life. Therefore, the adoption of Buddhist principles related to “Khandha” is used as a management approach to improving the life skills of students. It is a way of promoting normal and happy living and it's also preparing for being adulthood firmly and also an important force for the quality citizens of the nation.

The Skills of Life and Living

Life skills is a term used to describe social psychology skills. It's the ability related to build self-respect and realize and participation in society, human relations, knowledge and understanding of mind and emotion, solution and creative thinking. All these should be practiced. The life skill has been seen important by all nations and also all altogether considering how to develop it and seeing necessary to study for supporting life skill to teenagers. (Department



of Mental Health, World Health Organization, 1999:1-7) In addition, having life skill is an internal skill that will help to effectively face everyday situations and prepare for future adaptation in the future. (Yuvabadadhana Foundation, 2019). Therefore, life skills refer to skill, qualification or psychosocial competence, which is an internal skill that a person can effectively face everyday situations and prepare for adaptation to changes in the future situations, it is an important skill to develop human resources in the global society for men to develop themselves by using ideas, adaptation, making decision, communication, dealing with emotions and stress in solving problems for oneself appropriately. Life skills consist of various skills that result to men for selecting the right things, as well as knowing restraint. Students with life skills will be rational and choose to live in the right way.

Many scholars have divided life skills into different categories (See Department of Mental Health World Health Organization, 1999: 1-7, Parpaipan Pumwuthisarn, 2020, Naksamrit, S., 2018: 41–54. And Office of the Basic Education Commission, UNICEF Thailand and Right to Play Foundation, 2017: 15-16) The researcher studied and organize life skill into 5 categories, those are;

1. Decision making and problems solving skills refer to having the skills or ability to manage or make decisions with things happen require decision-making, considering, analyzing set goals to solve problems, create a solution alternative, evaluate each choice and choose the best way to do what is relevant to life.

2. Creativity and critical thinking skill refers to new forms of thinking processes or cognitive skills, the ability to recognize new ideas and innovations, as well as having thought processes or having the skills to think critically in detail. Including, the ability to distinguish parts into basic or subsections to determine and analyze the connections or relationships of components. It is a step-by-step logical thinking to divide a large data system into sections to analyze the desired causes or goals, which are skills or creative abilities that are valuable and beneficial to life.

3. Communication and relationship skills refer to having the ability or good skills to communicate, effective coordination with other people and bringing success, including having a good art to strengthen relationships with

other people, understanding the views, emotions, feelings of others and also how to use spoken and body language to communicate feelings, thinking of oneself. It also means recognize the thoughts and needs of others, properly positioned appropriate in different situations, using communications that generate good relationships, build cooperation and work happily with others.

4. Self-awareness and regardness skills mean having the ability or skills to know self-aptitude, abilities, strengths, weaknesses. And also, they mean understanding the differences among individuals, knowing oneself, accepting, seeing values, and being proud of oneself and others, having a goal in life and be socially responsible, be attentive, empathy for others and other things in society.

5. Coping with emotions and stress skills refer to having the ability or skills to build understanding and knowledge as much as a person's emotional state, Knowing the causes of stress, knowing how to control emotions and stress, knowing how to relax, knowing avoidance and behavioral modification that will cause unpleasant emotions to be in the right direction.

Life skills are very important to individuals who should be embraced or practiced in this field because life skills are immune to be used consciously. Ones can be able to knowingly adapt to social progress, especially instilling life skills for students in higher education institutions.

For students who are studying in higher education, it is the age of learning to move beyond adulthood who are responsible for their careers and all duties. The individual lifestyle of different ages has different roles defined as in Atthakatha Chitta Samputa Jataka (Khu Cha (Thai) 3/7/05) It describes the 100 years of human beings age which divided into 10 years of each life span time: 1) Manthathasaka is the age of childhood, 2) Khithathasaka is the age of impetuous childhood, 3) Vanathasaka is the age of beauty, 4) Palathasaka is the age of strong body, 5) Panyathasaka is the age of knowledgeable wisdom, 6) Hanithsaka is the age of degeneration, 7) Papparathasaka is the age of the fallen body, 8) Wangkathasaka is the age of bending body 9) Momuhathasaka is an age of fading memory and 10) Sayanathasaka is an age of lying in place. The division of human life is also divided into three span times those are primary age, from birth to 25 years old, which is prepared by studying and finding



experience. Mid age is the age of work from 26-60 years old and last age is the age of self-happiness. The mentioned age separation had been divided differently. (Ratchani Tripipatkul and Suwin Raksat, 2020: 67) The life duration of students who are studying at university is classified in early childhood, during 16 -25 of age, which is the pursuit of success and goals of their own lives, and is also a beauty-loving age according to Wannathasaka age. Then it is necessary that students must be developed those qualities. This is the important way to develop graduate quality for being quality civil by using principles of five groups of existence which is one of important Buddhist Doctrines.

The Five Existence According to the Buddhism

Tripitaka has mentioned many of Buddhist principles named Khan, such as Mahāpunṇamasuttam (Ma.U. (Thai Version) 14/85-90/96 -104), an important Sutta in Sutta Pitaka. The narrative event in this Sutta takes place at the Bubbaram Temple, Savatthi. The name of this Sutta means the Sutta thought by The Lord Buddha on the full moon night or the Uposatha waxing moon day (The Great Sutta). In the night, which is the Buddhist period in which The Buddha gives his teaching to both new and old monks. The Lord Buddha gives all monks the opportunity to ask questions about doubts and The Lord Buddha expresses dhamma to answer them. The cause of this Sutta is in the category “Putchawasika” (Ma.U. (Thai Version) 14, Introduction, Page [31]). The Dhamma described in this Sutta is clearly explaining about the five groups of existence (Khanda). The subject matter has been explained in three main principles. Those are 1) attachment group the cause of attachment group 2) name of the group, cause of the group, The difference between the group and the group attachment and 3) The refrain or refrain from attachment group is abstaining from personality-view of individuality. It means self-attachment which is the way to practice about determination and abstaining from attachment of five groups of existence by considering that the five groups of existence are not permanent, suffering, soulless following to principle of the three characteristics which leads to the ultimate goal that is disaffiliate or Niravarna. This giving sermon is the great because it can lead 60 monks who listen to the Dhamma and sending their minds following to the Dhamma enlighten. The mentioned Sutta is important that describes the existence management step by step and lead to refrain self -attachment.

The group of existence is a component thing which becomes creations. The component things are divided into two kinds those are things that appear to be visible and things which are invisible but feeling by touching emotions and is called abstract. There are five groups of existence: those are 1) corporeality is a component of all concrete images, body and all behaviors, 2) feeling or feeling group that is a feeling occurring from five senses and mind. It may be feeling about happiness, suffering or neutral. 3) Perception or perception group is determination of feeling action. 4) Mental formation or mental formation group is component or qualification of mind which cause to remember feeling and it can be called seasoning of mind and thinking or make action and 5) consciousness or consciousness group is enlightenment of feeling from five perceptions and mind. The five groups of existence related to one another. Corporeality is a part of body and the four abstract is the part of mind joining and becoming life. (Phra Brahmaganabhorn (P. A. Payutto), 2016: 13-22). The characteristics of the five groups of existence even it is in the past, in the future and at the present, internal or external, rough or delicate, bad or elaborate, near or far in any way when it happens that is the group of existence. (S.kha. (Thai Version) 17/48/66-68).

There are three factors that cause category: 1) the four primary elements namely Earth, Water, Fire, and Air which cause the category 2) mental impression affecting to the six emotionally sensations of sense-organs namely the eyes, ears, nose, tongue, body, and mind which are affected and emotional perceptions are formed; eye touching, ears touching, nose touching, tongue touching, body touching and mind touching. Therefore, there are three causes of category; feeling category, perception category, and compounded things, and 3) name and form which cause the consciousness. What makes ego is called the attachment in five groups of category, satisfying causes attachment category. It is called lust aspiration causing the attachment in five groups of category (M.U. (Thai Version) 14/85-90/96 – 104).

The way to erase self and how to enlighten from self or five groups of the attachment category are in Mahāpuṇṇamasuttaṃ (Ma.U. (Thai Version) 14/85-90/96–104). What makes idea and possess things as a self is called the twenty kinds of self-illusion including four kinds of ego in five groups of categories (M.Mu. (Thai Version) 12/460-461/500-502 and S.Kha. (Thai



Version) 17/1/3 -6) the Buddha teaches how to erase self by considering all categories as non-self. Self-illusion must be deleted by the person who understand or listen to the Buddha teaching. Such a person the Buddha calls Noble. The person who never listens to the Buddha teaching may misunderstand as self-illusion.

To erase self is to enlighten in advantage and disadvantage. To avoid from the attachment is to follow the principle of the four noble truths; there are twelve types of knowing and seeing; knowledge of the truths as they are, knowledge of the functions with regard to the respective four noble truths, knowledge of what has been done with regard to the respective four noble truths (V.M. (Thai Version) 4/13-17/20-25). It is noted 1) people have to know that happiness or satisfaction in five groups of categories is suffering 2) people have to erase the cause of the suffering 3) people have to enlighten the Cessation or Extinction of suffering. Those have to consider wisely the five groups of Existence that it is not ours and the five groups of Existence are impermanent, suffering and non-self.

It is known that the five groups of existence in Buddhism are about self-management because Existence is for our life. The Buddha teaches that our life consists of body and mind so that existence management can delete suffering. Development of student's life skills is integrated by five groups of existence management. Development of students' life skills with five groups of existence Management.

To improve students' life skills so that they have internal skills or ability to face everyday situations and to build readiness to cope with the future. It is prepared to create quality graduates with real academic, professional and life skills, all five life skills: decision-making and problem-solving skills, Creative thinking and critical thinking skills, communication and interpersonal skills, self-awareness and empathy skills, and emotional and stress coping skills. Promoting the development of such life skills by using Management of Five groups of existence as an integrated approach includes:

1. Building understanding of students' lives and understanding of Existence: what unites life is five groups of existence, or it is about body and mind. Humans are usually inclined to adhere to their ego or identity. Therefore, we must understand that the five groups of existence formed, it is found that the

five components are nothing. Therefore, the five groups of Existence represents non-self (Phra Brahmaganabhorn (P.A.Payutto), 2016: 25).

It can be seen that the Buddha's teaching can conclude to the five groups of Existence, and each one joins together. The causes why each one appears are included in the five groups of existence, with a section of Sangakkhan called Touching being a key factor that makes the name existence. The Buddha has used concept of the five groups of existence as the answer to the world and life that there is nothing else. They fall under the law of Three Characters (Phra Mahayothin Yothiko, Phra Sophonpattana bundit and Phrakru Suthee Kamphirayan, 2018:144) Students who are of a significant age are moving from adolescence to adulthood. They are moving on to the responsibility of their future career. They are on developing age to develop and manage their goal and want the glory of their lives. Therefore, motivation, reinforcement, and good models are needed to improve their lives in order to reach the goals (Ratchani Tripipatkul and Suwin Raksat, 2020: 68). They must be promoted to develop skills, so they must have an understanding of life about the Existence and knowing how to erase their self, so that they can see the importance of other people, because having good life skills is to see the value of life for both themselves and others as well.

2. Knowing the state of perception (sense-impression) can be seen as life skills associated with promoting the emotional and mental development of students. When the students recognize the object of consciousness they are able to express the five life skills through six sense-organs and six sense-objects namely eye and form, ear and noise, nose and smell, tongue and taste, body and touch, mind and object. A wise man in organs is able to know this perception. (M.U. (Thai Version) 14/126/164–166). Suffering happening is from knowledge or ignorance. These occur according to the factor called the Law of causation (M.U. (Thai Version) 14/126/164-166 and T.M. (Thai Version) 10/95-130/57-76). Everything is a factor of each other. It's the cause of birth, decay, death, incarnation, and rebirth. Mental formation is a factor of the mind, which causes expression of emotions and mind performed into actions that affect all five aspects of life skills called action.

Good deed comes from good action performed by the body, speech and mind. Good practices have good results. Emotional and mental perception with



the correct understanding and expression of five aspects of life skills will result in the expression of the good life skills of the students.

3. A student who is at the age of practicing professional academic knowledge and living skills training should make clear of cognition to achieve wisdom.

In the Mahapunnamasuttra, the management of Existence has been demonstrated to the important role of learning to enlighten, as it notes that “Monk, the Noble who has studied in this discipline, has seen the noble monk, has known of the teaching of the noble one, and well-advised in the teaching of the noble one” (M.U. (Thai Version) 14/87/95). The Buddha values the study, learning, or having wisdom. The person who wants to erase Self-illusion needs to learn the Buddha’s teaching and practice until having wisdom. A person who, if he does not go through the learning process, does not practice meditation, he will not have knowledge of the truth. It is not possible to consider what is true, it will be ignorance, but if a person is educated, learned, listened to the righteous, it will be knowledge to erase the Existence. There are three types of wisdom: 1) Understanding through reasoning: it is wisdom born of contemplation, 2) Understanding acquired by learning: it is wisdom caused by learning, and 3) Understanding through practice: it is wisdom caused by the practice (Phra Brahmaganabhorn (P.A. Payutto), 2010: 96). Knowing of Existence, Clinging, erasing of Existence are also caused by this process of cognitive learning namely knowing, erasing and enlightening. When students learn the true doctrine of study, the true doctrine of practice and the true doctrine of penetration, they are able to understand the expression of good life skills.

Conclusions

Improving students' life skills by the five groups of existence management is a way to integrate Buddhist principles to promote the development of students into qualified graduates. They are able to live in society in a stable and normal way. People, animals, identities are based on the combination of the five groups of existence, developing life skills by building a life's understanding of the five groups of existence consisting of the body and mind, knowing the state of perception of emotions and realizing information to

achieve wisdom are to promote the development of students' life skills to live happily. While in the mundane way, the understanding of the five groups of existence is to motivate the Buddhist to enlighten to the final goal (Niravana).



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