



๔. การให้รักษาวินัย นอกจากการบัญญัติพระวินัย ทรงใช้การตำหนิ ประณาม (จับไปตี) และไม่อบรมสั่งสอน แต่ก็เป็นไปเพื่อให้รู้สึกและสำนึกตัวเพื่อรักษาความสงบเรียบร้อยของหมู่คณะเท่านั้น

มหาวิทยาลัยเชียงใหม่  
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**Thesis Title** Buddhist Motivating Approaches in *Suttantapitaka*

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**Abstract**

This research was to survey the motivation approaches used by the Lord Buddha as appeared in *suttantapitaka* from which 300 cases were drawn as the study sample. Motivation framework was based on 4 functions of teachers proposed by De Cecco and Crawford. The findings are as follows. Firstly, regarding motivation that served the function of arousing the learners, Lord Buddha had this character. He chose words and phrases that had deep meaning or were metaphor to converse abstract idea to concrete materials. He used simple and available media relevant to the aimed content to motivate his disciples. Secondly, for motivation that created expectation, internal characteristics of *dhamma* of the teacher induced the learners faith, confidence, and expectation. They had become motivated to learn through the Lord Buddha's telling on *jataka* and his own experiences. Thirdly, motivation was induced through incentives. The Lord Buddha gave praise and recognition to assure the disciples' action and ability. The best incentive used in Buddhism was through the actualization of *nivarana* and extinction of desire. Lastly, motivation was used to enhance the disciples' discipline maintenance. Besides citing the monkhood discipline, the Lord Buddha condemned the misbehaved disciples, drove

them out, and stopped teaching them. All these attempts were to make them aware and reconsider themselves for the peace and order of the monk collectivity.

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