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THE DEVELOPMENT OF A LEARNING PACKAGE ON PREPARATION FOR ORDINATION FOR STUDENTS WITH A MOBILE BUDDHIST APPLICATION IN PHRAPARIYATTIDHAMMA SCHOOLS, DEPARTMENT OF GENERAL EDUCATION

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ABSTRACT

This research aims to: 1) Study the need for pre-ordination preparation among students using a mobile Buddhist application in Phrapariyattidhamma schools, department of general education. 2) Develop a pre-ordination learning package for students using a mobile Buddhist application in Phrapariyattidhamma schools, department of general education with an efficiency standard of 80/80. 3) Compare pre-test and

post-test scores of students using the pre-ordination learning package via the mobile Buddhist application in Phrapariyattidhamma schools, department of general education. 4) Evaluate students' satisfaction with the use of the pre-ordination learning package via the mobile Buddhist application in Phrapariyattidhamma schools, department of general education. The research was conducted in four phases: Phase 1: Study of the need for pre-ordination preparation. The sample group consisted of school administrators and teachers from Office of the Buddhist Studies Area, department of general education, Area 3, with 18 schools and 72 monks/people selected by purposive sampling. The research instrument used was a questionnaire with a reliability value of 0.88. The statistical methods used for data analysis included mean and standard deviation. Phase 2: Development of the pre-ordination learning package to be effective according to the 80/80 criteria. The research instruments included the learning package for preparation before ordination, an evaluation form for the appropriateness of the learning package with an IOC value ranging from 0.60 to 1.00, and a learning assessment test with difficulty values (p) from 0.23 to 0.73 and discriminative power (r) from 0.45 to 0.82, with a reliability value of 0.95. The statistical methods for data analysis included mean, standard deviation, and efficiency values E1/E2. Phase 3: Comparison of pre-test and post-test scores of the pre-ordination learning package. The sample group consisted of 28 students from Grade 7 at Mahavajiralongkornrajavidyalaya School, Office of the Buddhist Studies Area, department of general education, Area 3, selected by cluster sampling. The research instrument was a learning assessment test with a reliability value of 0.95. The statistical methods for data analysis included mean, standard deviation, and t-test. Phase 4: Evaluation of student satisfaction with the use of the pre-ordination learning package. The research instrument was a satisfaction evaluation form with a reliability value of 0.89. The statistical methods for data analysis included mean and standard deviation. Research Findings showed that: 1. The overall need for pre-ordination preparation using a mobile Buddhist application was at a high level (Mean = 3.97, S.D. = 0.50). When analyzed by aspects, all aspects were rated at a high level, ranked in descending order: Pre-ordination preparation (Mean = 4.21, S.D. = 0.56), Pre-ordination preparation format (Mean = 3.93, S.D. = 0.70), and Basic information (Mean = 3.79, S.D. = 0.59). 2. The pre-ordination learning package for students using a mobile Buddhist application was highly appropriate (Mean = 4.44, S.D. = 0.25) and had an efficiency of E1/E2 = 80.16/80.38, which met the 80/80 criterion. 3. Students who studied using the pre-ordination learning package via the mobile Buddhist application showed significantly higher post-test scores compared to pre-test scores at the .05 significance level. 4. Students' overall satisfaction with the use of the pre-ordination learning package via a mobile Buddhist application was at a high level (Mean = 4.04, S.D. = 0.48).

Keywords: Learning Package, Buddhist Application, Phrapariyattidhamma Schools, Department of General Education.

INTRODUCTION

The National Education Act in 1999 and its amendment (No. 2) in 2002, Section 4, Article 22 states that education must be based on the principle for all learners seem to be potential. They can develop themselves, being the most important component. The educational process must support learners in developing according to their natural and full potential abilities. According to Article 23, clauses 2 and 3 emphasize that education—whether formal, non-formal, or informal this must focus on knowledge, morality, learning processes, and integration appropriate to each educational level. It should include knowledge and skills in science and technology, as well as understanding and experience in managing, maintaining, and sustainably utilizing natural resources and the environment. Furthermore, it should enhance knowledge in religion, art, culture, sports and Thai wisdom application (Office of the National Education Commission, 2002).

In the 21st century, the most essential skills are learning skills. Education in this era must prepare youth to cope with rapid, intense, unpredictable changes. Therefore, today's youth must be highly skilled in learning and adapting. These essential 21st-century skills must be instilled from kindergarten through university and throughout life. These include the 3Rs and 7Cs. 3Rs are Reading, (W)writing, and (A)arithmetic.7Cs are Critical Thinking & Problem Solving, Creativity & Innovation, Cross-Cultural Understanding, Collaboration, Teamwork & Leadership, Communication, Information & Media Literacy, Computing & ICT Literacy and Career & Learning Skills (Panich, 2012: Wongmajarapinya et al., 2024)

The 21st-century learning is a borderless world of education, with technology playing a significant role in daily life and especially in transforming education. New teaching approaches and learning have emerged, making education more efficient and accessible. Technological media, particularly mobile devices such as

tablets, laptops, smartphones, and other portable gadgets, are widely used. These tools provide access to information, content, and lessons via applications (apps), making learning more engaging and personalized. Apps are software programs designed to run on mobile devices. The software programs often take the form of games, tools, or learning platforms, and are increasingly developed to meet user needs. Using appropriate technology expands the learning environment, making it more effective and faster. Mobile Buddhist application have become essential in modern education due to their portability, ease of use, and access to learning materials anytime and anywhere. This aligns with learners' behavior, as they typically keep mobile phones with them at all times. Mobile Buddhist application enhances online education by offering convenience and quick access to information.

A review of literature and research indicates that learning packages (modular learning sets) are an effective means of improving student learning, reducing the teacher's burden, and supporting the instructional process. For example, research has shown that such packages improve academic performance (Thongdee et al., 2015). Learning activity packages are effective tools for promoting tangible and conceptual understanding (Tempiam, 2012). They also contribute to high learner satisfaction (Bangbon et al., 2023; Watcharawongthawee, 2013).

Scholars have defined learning packages in various ways. Daengboon (2009) described activity packages as teaching materials composed of various media and tools, organized for convenient use in education and to achieve learning objectives. Sinthophanon (2010) referred to learning packages as teacher-led innovations focusing on student-centered learning, with materials designed for communication between teachers and learners. Similarly, Channuwong & Kantatian (2012) and Nantasukon (2011) described learning packages as multimedia teaching tools containing at least two types of media, organized in sets (e.g., envelopes or bags), for individual learning or teacher-led instruction. In summary, learning packages are systematic multimedia tools which allow students to self-learn effectively, maintain interest, achieve learning goals and solve problems in daily life.

Currently, there are 404 department of general education (Phrapariyattidhamma schools), divided into 14 educational zones, with a total of 31,363 students (Office of Pariyatti Dhamma Education, 2024). Each year, these schools admit underprivileged students, often from poor and diverse family backgrounds, who are ordained to study both religious and general education. Most applicants are lay students who undergo a 2–3 month pre-ordination training program, which includes rules, discipline, etiquette, and chanting. When the ordination time nears, abbots or school directors assign senior monks (mentors) to coach students in the ordination process, including rituals, chants, precepts, and blessings. This training takes significant time and contains complex, archaic language unsuitable for young students. Moreover, the training's effectiveness often depends on the availability and method of the mentoring monk. The traditional method, called mukhapāṭha, involves rote memorization, students repeated after the monk had read from provided documents. After memorizing, students recite individually and then practice in group sessions to ensure rhythm, tone, and unity. Overall the challenges, there is a lack of modern, age-appropriate Buddhist learning materials in these schools. Therefore, there is a need to develop a Buddhist mobile application focused on pre-ordination preparation for students. The goal is to align the learning process with current social contexts and integrate digital media to stimulate curiosity and improve comprehension and practical application.

With mobile apps allowing students access information anytime, anywhere. They serve as powerful educational tools. Recognizing the importance and challenge, the research team has chosen to study the development of a mobile application-based learning package for pre-ordination preparation in Buddhist schools to enhance learning efficiency, reduce training time, and ease the burden on mentor monks. This initiative aligns with Strategic Goal 2 "Promote research and innovation" to solve social and environmental issues, as well as national policy priorities to support the Sangha (monastic community) and modernize Buddhist applications in education under Thailand Education 4.0 framework.

RESEARCH OBJECTIVES

1.To study the needs for pre-ordination preparation among students using a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education.
2.To develop an effective pre-ordination learning package for students using a mobile Buddhist application in Phrapariyattidhamma schools, department of general education, achieving the 80/80 efficiency criterion.
3.To compare students' pre-test and post-test scores after using the pre-ordination learning package via a mobile Buddhist application in Phrapariyattidhamma schools, department of general education.
4.To assess student satisfaction with the use of the pre-ordination learning package through a mobile Buddhist application in Phrapariyattidhamma schools, department of general education.

RESEARCH HYPOTHESES

1.The need for pre-ordination preparation among students using a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education is at a high level.
2.The pre-ordination learning package for students use a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education. The data is effective, with an efficiency standard of 80/80 .
3.Post-test scores of students use the pre-ordination learning package via a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education are higher than their pre-test scores.
4.Student satisfaction with using of the pre-ordination learning package through a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education is at a high level

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The development of a pre-ordination learning package for students using a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education is guided by the following conceptual framework.

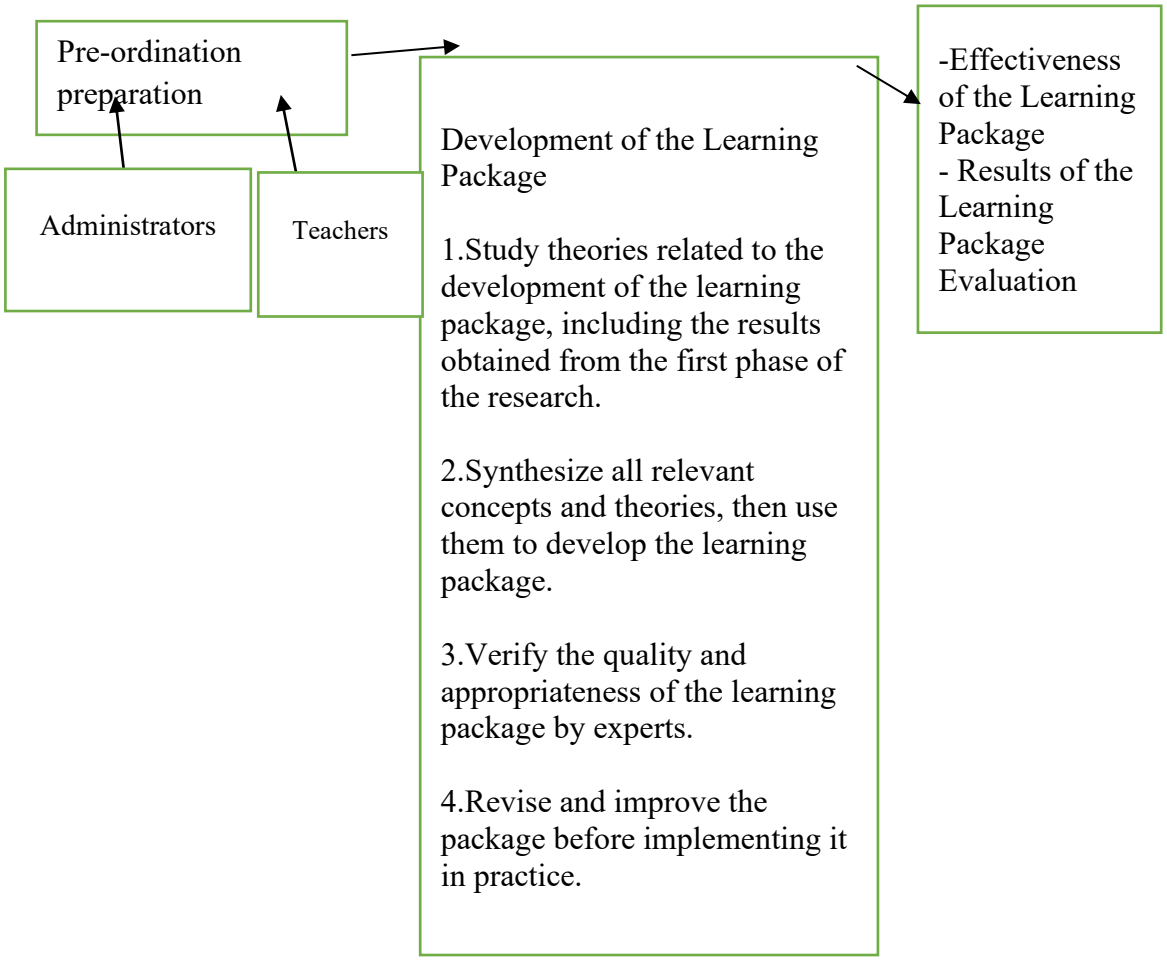

Figure 1: Conceptual Framework of the Research

RESEARCH METHODOLOGY

POPULATIONS AND SAMPLES

The population is school administrators and teachers from Area 3of the Phrapariyattidhamma schools, department of general education. This includes 18 schools, with 21 administrators and 88 teachers, totaling 109 participants. (Source:Phrapariyattidhamma schools, department of general education , 2024).
There were Sample Group 1 and Group2. Group 1 was presented for studying needs ,regarding pre-ordination preparation. Administrators and teachers were included from 18 schools in Area 3. Group 1 was selected through purposive sampling, 4 participants per school. Totally , there were 72 participants. Sample Group 2 was presented for comparing pre-test and post-test scores. Sample Group 2 was included Grade 7 students (Mathayom 1) from Mahavajiralongkorn Ratchawitthayalai School, Area 3. This was selected using cluster random sampling, with the school as the sampling unitMahavajiralongkorn Ratchawitthayalai School was randomly selected. Totally, there were 28 students.

RESEARCH INSTRUMENTS

1.The questionnaire was presented via a 5-point Likert scale questionnaire with 16 items. The Reliability coefficient was 0.88.
2. Learning Package Appropriateness Evaluation Form was assessed the suitability of the pre-ordination learning package via a mobile Buddhist application**.**
3. Learning Achievement Test A multiple-choice test with 4 answer options, consisted of 30 items. Difficulty index (p) was 0.23 – 0.73.The discrimination index ® was 0.45 – 0.82. The reliability coefficient was 0.95.
4. Satisfaction Evaluation Form was A 5-point Likert scale to assess student satisfaction with the learning package. The Reliability coefficient was 0.89.

DATA COLLECTION PROCEDURES

1. Students are oriented about how to use the learning materials, learning objectives, access procedures, and the structure of the learning package.
Students complete the pre-test using the learning achievement test to measure initial knowledge.
Students engage with the learning package activities as designed, within the allocated time frame.
2. Students complete the post-test using the same learning achievement test to measure knowledge gained after the intervention.
3. Students complete the satisfaction evaluation form to assess their opinions and satisfaction with the learning package.

DATA ANALYSIS

1. The data on the needs for pre-ordination preparation among students using a Buddhist mobile application on mobile devices were analyzed using mean and standard deviation.
2. The data were analyzed to determine the efficiency of the pre-ordination learning package for students by calculating the process efficiency (E1) and outcome efficiency (E2) to ensure that the developed learning media met the specified 80/80 criterion, using the E1/E2 formula.
3. The data were analyzed to compare pre-test and post-test scores of students who used the pre-ordination learning package via a Buddhist mobile application on mobile devices, using the dependent T-test statistic.
4. The data on student satisfaction with the use of the pre-ordination learning package via a Buddhist mobile application on mobile. The data were analyzed using mean and standard deviation.

RESEARCH FINDINGS

1.The First Objective: To study the needs for pre-ordination preparation among students using a Buddhist mobile application via mobile in Pariyattidhamma General Education Schools
The findings revealed that the overall level of need was high (Mean = 3.97, S.D. = 0.50). When analyzed by category, all aspects were rated at a high level. The average scores, from highest to lowest, are as follows.

According to pre-ordination preparation content, the overall mean score was high (Mean = 4.21, S.D. = 0.56). All items in this category were rated at a high level. The item with the highest mean was: "Students must memorize the ordination request (Kāma-bhikkhu-pañha) before ordaining" (Mean = 4.47, S.D. = 0.67). Next, "Students should have knowledge and understanding of the ordination procedures" (Mean = 4.20, S.D. = 0.74). The lowest mean in this category was "Students should understand the background and history of ordination" (Mean=4.01, S.D.=0.83).

Pre-ordination preparation showed the overall mean score which was high (Mean = 3.93, S.D. = 0.70). All individual items in this category were also rated at a high level. The highest mean score was "Learning through training sessions or study documents" shows (Mean = 4.11, S.D. = 0.70). Next, "Learning through lectures" shows (Mean = 4.05, S.D. = 0.68). The lowest mean was: "Learning through instructional activity packages" which shows (Mean = 3.77, S.D. = 0.98).

Basic information showed the overall mean score which was high (Mean = 3.79, S.D. = 0.59).The highest-rated item was: "Pre-ordination preparation is highly important for students" which showed (Mean = 4.66, S.D. = 0.47).Then, "Some students feel anxious and stressed when memorizing the ordination request" which showed (Mean = 3.73, S.D. =0.75).The lowest-rated item was "Most students are not fluent in reciting the ordination request" which showed (Mean = 3.47, S.D. = 0.94)

2. The Second Objective: To develop a pre-ordination learning package for students using a Buddhist-based mobile application in Pariyattidhamma General Education Schools, ensuring with an efficiency standard of 80/80

2.1 Results of expert evaluation on the appropriateness of the learning package by experts revealed that the overall appropriateness level was high (Mean = 4.44, S.D. = 0.25). Considering individually, the 1st expert rated it at the highest level (Mean = 4.52, S.D. = 0.51).The 2nd expert rated at a high level (Mean = 4.26, S.D. = 0.44).The 3rd expert rated at the highest level (Mean = 5.00, S.D. = 0.00).The 4th expert rated at the highest level (Mean = 4.69, S.D. = 0.47).The 5th expert rated at a high level (Mean = 3.73, S.D. = 0.44).

2.2 Results of the efficiency testing of the learning package, the efficiency of the pre-ordination learning package using the Buddhist mobile application was tested to ensure an efficiency standard of 80/80. After expert evaluation of content quality, the package was subjected to three phases of testing: individual testing, small group testing, and field testing. These tests were conducted to verify that the learning package met the required effectiveness standards before being implemented with the sample group in Table 1.

Table 1 Results of the Efficiency Testing of the Pre-Ordination Preparation Learning Package ensure an efficiency standard of 80/80 among three groups**.**

Efficiency Testing	**Efficiency of the Learning Package (E1/E 2)**
Individual Testing	75.56/76.00
Small Group Testing	78.15/78.22
Field Testing	80.16/80.38

From Table 1, it was found that the individual testing phase with 3 students, the process efficiency (E1) was 75.56 and the outcome efficiency (E2) was 76.00, which did not meet the 80/80 criterion. Therefore, revisions were made. In the small group testing phase with 9 students, the E1 was 78.15 and E2 was 78.22, which again did not meet the criterion. Further improvements were made accordingly. The field testing phase with 21 students, the E1 was 80.16 and the E2 was 80.38, with an efficiency standard of 80/80. This indicated that the learning package was effective and thus ready to be implemented with the target sample group.

5. The Third Objective: To compare the students' pre-test and post-test scores, students learn with the pre-ordination preparation learning package, using a Buddhist-based mobile application in Phrapariyattidhamma schools, department of general education

The results of the data analysis comparing the pre-test and post-test scores using the learning package were analyzed using a t-test (dependent samples). The findings are presented in Table 2 as follows:

Table 2: Comparison of Pre- and Post-Learning Scores Using the Learning Package on Ordination Preparation for Students Through Mobile Buddhist Application in Phrapariyattidhamma schools, department of general education

Score	Number	$\overline{X}$	S.D.	df	t	Sig
Pre- Test	28	11.71	1.35	27	28.440*	0.000
Post-Test	28	20.18	1.27			

*Statistical significance at the .05 level

From Table 2, it was found that the students' pre-learning test scores had a mean of 11.71 with a standard deviation (S.D.) of 1.35, while the post-learning test scores had a mean of 20.18 with a standard deviation (S.D.) of 1.27. When comparing the scores between the two tests, it was found that the post-learning scores were significantly higher than the pre-learning scores at the 0.05 level of statistical significance. This indicates that the learning outcomes after using the ordination preparation learning package were higher than those before using this package.

6. **The Fourth Objective: To evaluate the satisfaction toward the use of the ordination preparation learning package for students through the mobile Buddhist application in Phrapariyattidhamma schools, department of general education.**

The evaluation results of student satisfaction with the use of the ordination preparation learning package through the Buddhist-based mobile application in the General Education Division of the Buddhist Scripture School revealed that students were overall highly satisfied, with a mean score ($\bar{x}$) of 4.04 and a standard deviation (S.D.) of 0.48. When considered by aspect, satisfaction was high in all areas, ranked by average score from highest to lowest as follows:

In terms of usefulness, the overall mean showed 4.10 (S.D. = 0.55) at high level. All items in this aspect were rated at a high level. The highest-rated item "Effectively meets the need for decision-making in choosing to practice the ordination chants."(Mean= 4.21, S.D. = 0.78).The next item "The content learned is practically applicable," and "The application serves as a good learning resource."(Mean = 4.21, S.D. = 1.03).The lowest-rated item: "The learning experience is fun and not boring." (Mean = 4.00, S.D. = 0.86) Regarding the quality, overall mean was high level 4.01 (S.D. = 0.53). All items in this aspect were also rated at a high level. The highest-rated item: "The font size in the application is appropriate, easy to read, and visually appealing," and "The font color and background color are suitable and clear." (Mean = 4.14, S.D. = 0.93). The next item was "The language used in the application is appropriate and easy to understand." (Mean = 4.03, S.D. = 0.96). The lowest-rated item was "The application screen design is appropriate and visually appealing."(Mean = 3.96, S.D. = 0.88)

Concerning usability, overall mean showed (Mean = 4.00; S.D. = 0.57) at a high level. All items were also rated at a high level. The highest-rated item: "The application is easy to use." Showed (Mean = 4.25, S.D. = 0.70). Then, "The technology used in the application makes learning more convenient and easier" showed (Mean = 4.10, S.D. = 0.83). The lowest-rated item: "The placement of buttons within the application is appropriate." Showed (Mean= 3.75, S.D. = 0.88).

DISCUSSION

1. The Needs for Ordination Preparation for Students Using a Buddhist Mobile Application in the General Education Division of the Buddhist Scripture School. The overall findings indicate a high level of need, with the highest average score in the aspect of ordination preparation, followed by the format of preparation, and the lowest in basic information. The discussion for each area is as follows:

In the ordination preparation, the administrators and teachers showed a high level of need. That's why they recognize the importance of preparing students for ordination. They make students to be mentally and spiritually ready. This includes developing faith in the Triple Gem, memorizing the ordination chant before ordination, and understanding concepts such as the background and process of ordination, required items, Ten Precepts, Tajapanjakammatthana, and Sekhiya rules. This aligns with the concept by Dhammasapha (1999), stating that novice monks must rely on others for the Four Requisites and should be trained from the beginning in chanting the ordination request, taking refuge, asking for the Ten Precepts, and practicing rituals like prostration, offerings to monks, and visiting a preceptor for approval. The aspirant must also shave their head, eyebrows, and mustache before ordination. Furthermore, the format of preparation, learning through training or document study was most preferred, followed by learning through lectures, and lastly through learning activity packages, although all remained at a high level of need. The lower preference for learning activity packages may be because administrators and teachers are less familiar with this format. As for the basic information aspect, the acknowledgment that ordination preparation is important for students, followed by students' anxiety and stress in memorizing the ordination chant. The lowest-rated item was that most students cannot recite the chant fluently. This may be due to the packed academic schedule in Buddhist schools, which includes morning, afternoon, and evening classes in Dhamma, Pali, and general subjects, leaving little time for chant memorization.

2. Results of Developing the Ordination Preparation Learning Package Using the Mobile Buddhist Application

The learning package was the development of the pre-ordination learning package to be effective according to the 80/80 criteria, divided into two parts:

2.1 Evaluation by Experts

Experts assessed the learning package as being highly appropriate. This may be due to the package of systematic development process—reviewing theories, previous research, and identifying stakeholder needs—ensuring its quality and suitability for students.

This aligns with the study by Phra Suwan Sumethapunyo (Khamphothai) et al. (2024) on the Buddhang Online mobile application for Dhamma teachers, which showed moderate efficiency overall, suggesting openness to educational innovations. Experts, however, rated it highly effective, as also confirmed by: Thawsombat N. et al. (2020), whose study on a Thai temple mobile app showed the highest level of development effectiveness.Nuchprayun N. & Phoolwan J. (2022), who developed a Buddhist tourism planning app, with experts rating it at the highest effectiveness level.

2.2 Learning Efficiency Results

The package achieved an E1 (during learning) score of 80.36 and E2 (after learning) score of 80.71, exceeding the 80/80 standard. This reflects the developer's thorough process, from theoretical studies to app design, evaluation by subject-matter experts, and iterative testing: One-on-one testing, Small group testing and Field testing

These tests aimed to observe real classroom interactions, understanding, and interest, ensuring the package was free from critical errors and suitable for actual use. This aligns with. Moolkham S. & Moolkham O. (2002), who emphasized testing teaching materials before actual use. Promwong C.(2002), who stressed the importance of accommodating individual learning differences in instructional design. Also, Sangyuenyong K. & Paensri A.(2020), who used a four-step skill ladder activity with a mobile app to improve Grade 4 spelling skills. Their package exceeded the 80/80 standard with an effectiveness score of 83.00/81.72.

3. Comparison of Pre- and Post-Learning Scores

The study found that post-learning scores were significantly higher than pre-learning scores at the .05 level, indicating improved learning outcomes after using the mobile learning package.

This may be because the package was designed with expert input, properly tested, and integrated mobile learning technology to: Stimulate interest , improving content comprehension and Provide flexible, anytime-anywhere review.This aligns with Dawson (2012), who noted that educational apps promote self-paced, interest-driven learning. It also matches findings from Thaosimma N. & Suntra S. (2021), who found that students using a self-learning model with Quizizz had significantly improved post-test scores. Wipahut K. et al. (2022), whose study on a Buddhist etiquette app for Grade 8 students also showed significant improvement post-learning.

4. Student Satisfaction Toward the Learning Package

Students reported a high level of satisfaction with the ordination preparation learning via the mobile Buddhist application. This may be due to their ability to learn independently on their own mobile devices.This is consistent with Phoolsawat (2019), who found that educational apps increased learning convenience. Thamachot (2019), who developed a motion graphic for teaching religion and culture to Grade 8 students, with high satisfaction results.Petchrat Anto et al. (2018), whose SUKPRA app for monks' self-care also received good feedback. Suwannano (2020), who developed an educational research app for 4th-year education students, with an overall satisfaction score of 3.79 (S.D. = 0.35), rated as high

RECOMMENDATIONS

1. Recommendations for This Research

1.1. A mobile Buddhist application used in general education departments of Pariyattidhamma schools should be compatible with all types of user devices.

1.2. Users should be able to use the Buddhist application continuously without limitations in terms of time or location. If users wish to enhance their learning efficiency through the Buddhist mobile application, they should use the app regularly for continuous learning in order to gain true knowledge and understanding of the preparatory steps before ordination.

2. Recommendations for Future Research

2.1. The results of this research regarding the needs for pre-ordination preparation among students using a Buddhist mobile application in general education departments of Pariyattidhamma schools should be used as supporting information for future related studies.

2.2. There should be a study on the development of learning or training package on pre-ordination preparation and the public interest on ordaining in Buddhism, in response to the needs of the monastic community.

2.3. There should be a study on the development of pre-ordination learning through a Buddhist mobile application for students under the Mahanikaya sect.

2.4. There should be a development of other forms of learning package for pre-ordination preparation through Buddhist mobile applications, such as programmed instruction or computer-assisted learning.

2.5. There should be a development of various types and formats of Buddhist mobile applications to facilitate easier learning in Buddhism.

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